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2012 TD Summer Reading Club

Final Report of Program Statistics

Library and Archives Canada

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Acknowledgements

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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).

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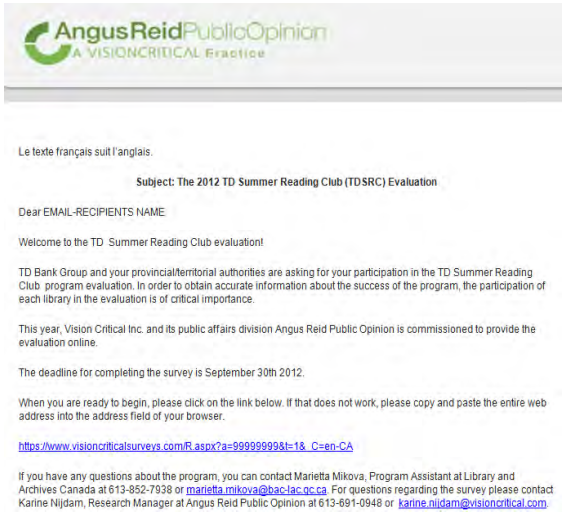
Executive Summary/Key Findings

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. 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. 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 survey.

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. The library systems then compiled the data and filled out a unique online Statistics and Evaluation Survey on the TD Summer Reading Club, using Angus Reid Public Opinion's online evaluation tool (as seen here).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Le texte français suit l'anglais.

Subject: The 2012 TD Summer Reading Club (TDSRC) Evaluation

Dear EMAIL-RECIPIENTS NAME,

Welcome to the TD Summer Reading Club evaluation!

TD Bank Group and your provincial/territorial authorities are asking for your participation in the TD Summer Reading Club program evaluation. In order to obtain accurate information about the success of the program, the participation of each library in the evaluation is of critical importance.

This year, Vision Critical Inc. and its public affairs division Angus Reid Public Opinion is commissioned to provide the evaluation online.

The deadline for completing the survey is September 30th 2012.

When you are ready to begin, please click on the link below. If that does not work, please copy and paste the entire web address into the address field of your browser.

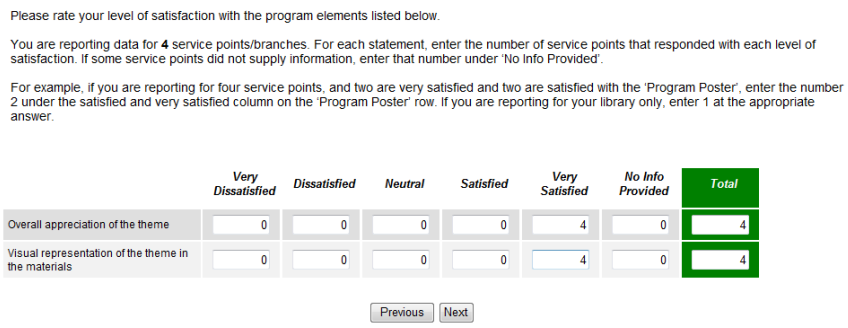
https://www.visioncriticalsurveys.com/R.aspx?a=99999999&t=1&_C=en-CA

If you have any questions about the program, you can contact Marietta Mikova, Program Assistant at Library and Archives Canada at 613-852-7938 or marietta.mikova@bac-lac.gc.ca. For questions regarding the survey please contact Karine Nijdam, Research Manager at Angus Reid Public Opinion at 613-691-0948 or karine.nijdam@visioncritical.com.

Individual libraries and library systems were invited to complete their evaluation online via an email invitation with a unique link imbedded in the email text. This unique link pre-identified each library and library system. The link brought the libraries directly to the survey where they transferred their data.

In order to accommodate the reporting for both individual libraries and multiple libraries in a system, two separate survey instruments were developed. Hence, individual libraries were sent a link to the individual library study enabling them to enter data for their library only whereas those pre-identified to be reporting for multiple libraries (library coordinators) were sent a link that led them to the library systems study enabling them to enter data for multiple libraries.

In order to maximize response rates, we also supplied "open links" to those who requested it either because they were not included in the original mailing list, they did not receive the correct link, (for example an individual library who is reporting for multiple libraries) or they needed to re-do their entry. An open link is one that is not uniquely identified to a specific participant. In this case, each survey that was completed through an open link was manually coded in order to be attributed to the correct region. Quality checks were performed to ensure no duplication took place.



Please rate your level of satisfaction with the program elements listed below.

You are reporting data for **4** 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. If you are reporting for your library only, enter 1 at the appropriate answer.

	Very Dissatisfied	Dissatisfied	Neutral	Satisfied	Very Satisfied	No Info Provided	Total
Overall appreciation of the theme	0	0	0	0	4	0	4
Visual representation of the theme in the materials	0	0	0	0	4	0	4

Previous Next

This year, Angus Reid Public Opinion sent out 711 email invitations to individual libraries and 213 email invitations to coordinators of library systems. The survey was made available in both official languages to public libraries (systems) within the eleven participating provinces and territories, explaining the process of evaluating the program. Evaluations were collected between September 14th and October 26th, 2012, yielding an overall response rate of 90%.

Wherever possible, the results from the 2012 TDSRC program are tracked with data obtained annually, beginning in 2005. Where applicable, results are compared between 2012 and 2011.

Unfortunately we were not able to obtain program statistics from Nunavut however through discussion with the coordinator it was confirmed that the results for the 2012 program are very similar to results obtained in 2011.

Research Results

The following section details the highlights of the research results.

Statistics on Participation

Within the eleven participating provinces and territories, a total of 1,993 library branches (localities) participated in the TD Summer Reading Club (TDSRC).

In total, 174,745 reading kits and 236,248 posters were distributed across Canada by the participating libraries. The number of TDSRC materials (posters and reading kits) handed out to children, teachers, daycare providers, parents and other caregivers totals 410,993.

An estimated 289,097 children registered for the TDSRC 2012 program. Similar to last year, girls comprised 156,767 or 54% of the participants, while the 132,330 boys represented 46% of the participants. The table below shows the age distribution of the girls and boys that participated in this year's program.

Table i: Registered Children by Age and Gender

Age	Girls (n = 156,767)	Boys (n = 132,330)
Between 0 and 5 years	44,184	40,543
Between 6 and 8 years	59,115	52,577
Between 9 and 12 years	48,203	36,119
13 years old or more	5,265	3,091

Program Statistics

A total of 28,108 programs and activities were organized around this year's club theme entitled *Imagine!* Total attendance at these programs and activities amounted to 639,365 children, which translates to an approximate average of 23 children per activity.

Libraries had the option to run the program as a drop-in program or as a club with distinct meeting times. Just over half (55%) of the libraries reported that they ran the Summer Reading Club as a club and approximately half (51%) reported that the program was run as a drop in program. As the format of the question was not mutually exlcusive, the total is greater than 100%.

The question for the coordinators was asked as a yes or no for **either** the drop in or the club and was therefore not mutually exclusive. For librarians who answered for their individual libraries only, we are able to ascertain whether they ran the program as **both** a drop in and a club and the corresponding figures are below:

Table ii: Percentage of Drop-ins and Clubs[1]

National	Drop-In Only	Club Only	Both Drop-In and Club	Neither Format
Individual libraries ONLY	**33%**	**41%**	**22%**	**4%**

Nine out of ten (89%) library systems implemented a sticker system that was used to encourage children to read more books. Within these systems, 53%, or 154,105 children, reached the target of collecting all nine stickers.

On average, each child read approximately 7.0 books, which is estimated to total 2,010,495 books read as part of the summer reading club. Children spent on average 3.0 hours reading.

Promotion of the Program

Librarians were asked how they promoted the program, the number of visits made in their promotional efforts and how many children joined as a result of these efforts. Almost two-thirds (63%) of the library systems indicated that their library staff made visits to schools in order to promote the Summer Reading

[1] From the librarian survey we are able to ascertain which format was chosen for each individual library as these libraries reported for their own operations. For those who completed the coordinator study and therefore reporting for multiple individual libraries, this analysis is not possible as results were reported in the aggregate.

Club. In total, 6,156 visits were made to schools, and 77,626 children were reported to have joined the program due to these visits. A total of 92,127 children joined through visits of library staff to schools, day camps and childcare centres.

Roughly 81,685 participants (25%) first heard about the TDSRC program through staff promotion in the branch, while about 76,454 (23%) first heard via a presentation at a school. Another 62,490 (19%) were participants from the previous year.

Overall Satisfaction

Satisfaction with the program was high across the libraries. A large majority (87%) of libraries is "very satisfied" or "satisfied" with the theme and another 88% were satisfied with the quality of the activity booklet. Four in five, (80%) were satisfied with the visual representation of the theme in the materials. Approximately three quarters (76%) were satisfied with the poster illustration, down from 91% last year. And 87% were satisfied with the content of the activity book. Overall satisfaction with the children's website is at 76% this year.

Comments and Suggestions

Librarians reported testimonials from parents, caregivers or teachers involved in the program with respect to how the program helped improve reading levels. The top mentioned testimonials were comments involving children's engagement towards reading (60%) such as encouraging participation and encouraging reading. In fact, encouraging reading (48%) was the next most often mentioned category.

Frequent comments also mentionned an appreciation for program content and materials (23%). Suggestions for future programs included making the materials more available and making them available earlier. Nearly two in five (19%) suggest some improvement in the materials are necessary including better visuals.

Table ii: Key Program Statistics

Measure	Total
Reading kits distributed	174,745
Children who registered for TDSRC	289,097
TDSRC materials handed out (kits and individual posters)	410,993
Programs or activities organized around club theme	28,108
Attendance at programs and activities (children)[2]	639,365
Estimated books read	2,010,495
Average number of hours read per child	3.0
Visits made to schools	6,156
Children joined through school visits	77,626
Drop-Ins versus Clubs	**Total**
Drop-in	33%
Club	41%
Drop-in and club	22%
Neither	5%
Stickers	**Total**
Used stickers as incentives	89%
Total number of children who collected all 9 stickers	154,105

[2] In instances where attendance numbers were not specified, registration numbers were used.

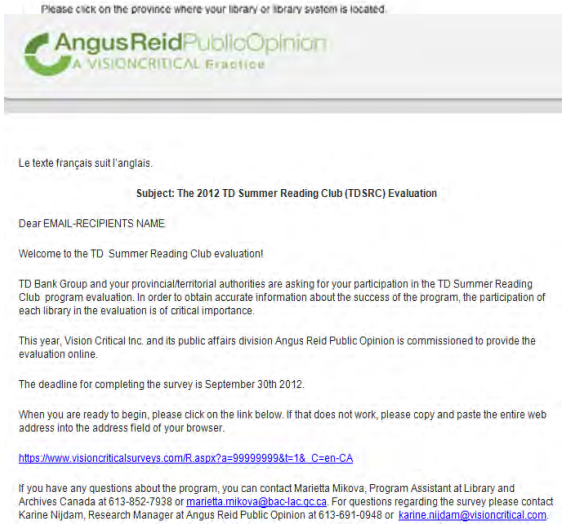
Résumé et faits saillants

Objectifs et méthodologie

L'objectif de l'étude menée 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 définir un dénominateur commun pour qu'elles puissent toutes répondre à l'évaluation. 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. Par exemple, le réseau de la Bibliothèque publique de Toronto compte plus de 90 succursales. 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 informations 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. 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 d'Opinion publique Angus Reid (voir ci-contre).


Please click on the province where your library or library system is located.

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The deadline for completing the survey is September 30th 2012.

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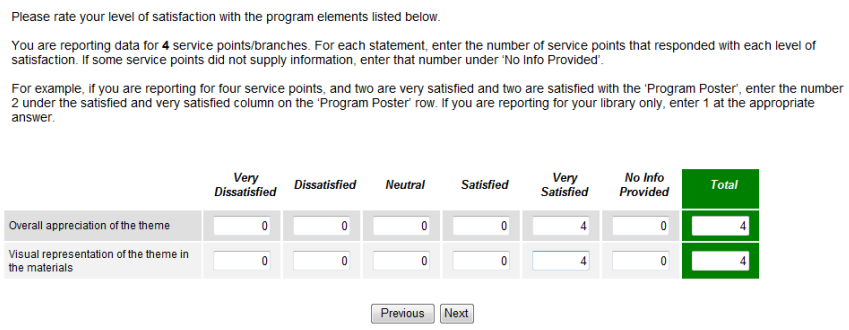
If you have any questions about the program, you can contact Marietta Mikova, Program Assistant at Library and Archives Canada at 613-852-7938 or marietta.mikova@bac-lac.gc.ca. For questions regarding the survey please contact Karine Nijdam, Research Manager at Angus Reid Public Opinion at 613-691-0948 or karine.nijdam@visioncritical.com.

Les bibliothèques autonomes et les bibliothèques de

réseau étaient invitées à remplir une évaluation en ligne en suivant un lien inclus dans le message d'invitation. Ce lien unique permettait d'identifier chaque bibliothèque autonome et bibliothèque de réseau. Ce lien amenait directement les bibliothèques au sondage où elles transféraient leurs données.

Afin de permettre aux bibliothèques autonomes et aux bibliothèques de réseaux de transmettre leurs données, deux différents sondages ont été développés. Ainsi, les bibliothèques autonomes étaient dirigées vers un sondage leur permettant d'entrer les informations pour leur bibliothèque uniquement, alors que les coordonnateurs qui répondaient pour de multiples bibliothèques ont reçu un lien qui les amenait à un sondage où les données de multiples bibliothèques pouvaient être consignées.

Afin de maximiser les taux de réponse, des « liens ouverts » étaient aussi proposés aux bibliothèques qui le demandaient soit parce qu'elles n'étaient pas incluses dans l'envoi original, parce qu'elles n'avaient pas reçu le lien approprié (par exemple une bibliothèque répondant pour de multiples succursales) ou parce qu'elles désiraient recommencer le processus. Un lien ouvert est un lien qui n'est pas relié à un participant précis. Dans de tels cas, chaque sondage rempli en utilisant un lien ouvert doit être codé manuellement afin de l'attribuer à la bonne région. Des vérifications de qualité ont été effectuées pour vérifier qu'il n'y avait aucun double compte.


Please rate your level of satisfaction with the program elements listed below.

You are reporting data for **4** 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. If you are reporting for your library only, enter 1 at the appropriate answer.

	Very Dissatisfied	Dissatisfied	Neutral	Satisfied	Very Satisfied	No Info Provided	Total
Overall appreciation of the theme	0	0	0	0	4	0	4
Visual representation of the theme in the materials	0	0	0	0	4	0	4

Previous Next

Cette année, Opinion publique Angus Reid a envoyé 711 invitations à des bibliothèques autonomes et 213 invitations à des coordonnateurs de réseau de bibliothèques. Le sondage, offert en français et en anglais aux bibliothèques publiques (réseaux) dans les dix provinces et les territoires, expliquait le processus d'évaluation du programme. Les évaluations ont été recueillies entre le 4 septembre et le 26 octobre 2012, soit un taux de réponse de 90 %.

Dans la mesure du possible, les résultats du programme CLÉ TD 2012 sont comparés à ceux obtenus chaque année depuis le début du programme en 2005. Lorsque cela est applicable, les résultats de 2012 sont comparés à ceux de 2011.

Résultats de la recherche

Voici les points saillants de la recherche :

Statistiques de participation

Dans les dix provinces et territoires participants, un total de 1 989 succursales (localités) ont participé au Club de lecture d'été TD (CLÉ TD).

Les bibliothèques participantes ont distribué un total de 174 748 trousses de lecture et 236 248 affiches partout au Canada. Ce sont donc 410 993 articles (trousses et affiches) qui ont été remis aux enfants, aux enseignants, aux éducateurs en garderie, aux parents et aux autres accompagnateurs.

Environ 289 097 enfants se sont inscrits au programme CLÉ TD 2012. Tout comme l'année dernière, le programme comptait 54 % de filles, soit 156 767 participantes, et 46 % de garçons, soit 132 330 participants. Le tableau ci-dessous détaille la distribution par groupe d'âge des filles et des garçons qui ont participé au programme cette année.

Tableau i : Enfants inscrits, par âge et par sexe

Âge	Filles (n = 156,767)	Garçons (n = 132,330)
Âgés de 0 à 5 ans	44,184	40,543
Âgés de 6 à 8 ans	59,115	52,577
Âgés de 9 à 12 ans	48,203	36,119
13 ans et plus	5,265	3,091

Statistiques du programme

Un total de 28 108 programmes et activités ont été organisés cette année autour du thème *Imagine!* 537 344 enfants ont participé à ces activités et programmes, soit une moyenne de 37 enfants par activité.

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. Un peu plus de la moitié des bibliothèques (55 %) ont utilisé exclusivement la méthode du club de lecture et près de la moitié (51 %) ont fonctionné selon le principe de la porte ouverte.

Les coordonnateurs devaient indiquer par oui ou non si leurs bibliothèques utilisaient **soit** la méthode de porte ouverte, **soit** celle du club de lecture. Pour les bibliothécaires qui répondaient pour une seule bibliothèque, il était possible de déterminer la méthode qui était employée. Voici le détail de ces données :

Tableau ii : Pourcentage porte ouverte et club

Nationale	Porte ouverte	Club seulement	Les deux	Ni l'un ni l'autre
Bibliothèques autonomes SEULEMENT	**33 %**	**41 %**	**22 %**	**4 %**

Neuf réseaux de bibliothèques sur dix (89 %) ont eu recours aux autocollants pour encourager les enfants à lire davantage. Dans ces réseaux, 53 % des participants, soit 154 105 enfants, ont réussi à collectionner les neuf autocollants.

En moyenne, chaque enfant a lu environ 8 livres, ce qui donne un total de 2 010 495 livres lus dans le cadre du club de lecture d'été. Les enfants ont lu en moyenne 7,7 heures.

Promotion du programme

Près des deux tiers (63 %) des réseaux de bibliothèques ont indiqué que les employés de leur bibliothèque s'étaient rendus dans les écoles pour faire la promotion du club de lecture d'été. En tout,

ils ont fait 6 156 visites dans les écoles et ainsi rejoint 77 626 enfants. Un total de 92 127 enfants se sont inscrits lors de visites des employés dans les bibliothèques dans leur école, camps de jour et garderies.

Environ 81 685 participants (25 %) ont appris l'existence du programme CLÉ TD par l'entremise du personnel des succursales, alors qu'environ 76 454 participants (23 %) en ont d'abord entendu parler à l'école. De plus, 62 490 participants (19 %) avaient déjà participé au programme l'an dernier.

Satisfaction générale

Le niveau de satisfaction est élevé dans toutes les bibliothèques. Une grande majorité des bibliothèques (87 %) sont « très satisfaites » ou « satisfaites » du thème, et 88 % d'entre elles sont satisfaites de la qualité du livret d'activités. Quatre bibliothèques sur cinq (80 %) se sont dites satisfaites de la représentation graphique du thème dans la documentation. Près de trois bibliothèques sur quatre (76 %) sont également satisfaites de l'affiche du programme, en baisse par rapport au 91 % de l'année dernière. Et 87 % sont satisfaites du contenu de livret d'activités. La satisfaction générale à l'égard du site Web pour les enfants est de 76 % cette année.

Commentaires et suggestions

Les bibliothécaires ont reçu des témoignages des parents, des accompagnateurs et des enseignants engagés dans le programme qui mentionnent l'amélioration des habiletés de lecture des enfants qui ont participé au programme.

Les commentaires qui reviennent le plus souvent touchent l'engagement des enfants envers la lecture (60 %) ce qui encourage la participation et la lecture. De fait, l'encouragement à la lecture (48 %) est la deuxième catégorie la plus souvent citée.

Un certain nombre de commentaires et suggestions sont offerts pour les programmes futurs. Le commentaire le plus fréquent faisait état de la qualité du contenu et du matériel du programme (23 %) suivi par le besoin de rendre le matériel plus disponible (19 %), comme par exemple le distribuer plus tôt. Près de deux répondants sur cinq (19 %) suggèrent d'améliorer certains éléments du matériel, par exemple l'aspect visuel.

Tableau ii : Statistiques clés du programme

Facteurs évalués	Total
Trousses de lecture distribuées	174 745
Enfants inscrits au CLÉ TD	289 097
Matériel CLÉ TD distribué (trousses et affiches individuelles)	410 993
Programmes ou activités organisés autour du thème du club	28 108
Participation aux programmes et aux activités (enfants)[3]	639 365
Livres lus	2 010 495
Moyenne d'heures de lecture par enfant	3,0
Visites faites dans les écoles	6 156
Enfants rejoints par des visites effectuées à leur école	77 ,626
Porte ouverte et clubs de lecture	**Total**
Porte ouverte	33 %
Club	41 %
Porte ouverte et club	22 %
Ni l'un ni l'autre	5 %
Autocollants	**Total**
Utilisation des autocollants comme incitatif	89 %
Nombre d'enfants qui ont collectionné les 9 autocollants	154 105

[3] Dans les cas où les données de participation n'étaient pas précisées, les données d'inscription furent utilisées.

Background and Objectives

The 2012 TD Summer Reading Club (TDSRC) was offered in ten provinces and territories across the country through the support of TD Bank Financial Group[4]. 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.

In collaboration with the Toronto Public Library and Library and Archives Canada, teams of librarians from Toronto, Ottawa, Montreal and Quebec city created the bilingual material for this program. Public libraries were encouraged to contact local schools in May to drop off postcard-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, an activity booklet and, new this year, a preschool booklet for three to five-year olds. Libraies were able to order and distribute all or some of the available material.

[4] 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, 1,784 public library localities supplied their statistics from the 2012 TD Summer Reading Club program[5]. 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 librarians would know what information to collect over the summer, a version of the evaluation form was included on the reading club website.

As in previous years in which the program was run, LAC assumed responsibility for analyzing these statistics, and teamed with Angus Reid Public Opinion to collect the requisite information. Since libraries are organized differently in each province and territory, LAC had to identify a point of contact to respond to the evaluation, either a coordinator for a library system or individual libraries[6].

LAC provided Angus Reid Public Opinion with the evaluation form in both official languages, which Angus Reid Public Opinion then programmed and hosted on its secure on-line server. LAC also provided Angus Reid Public Opinion with a database containing the most recent contact information available for the participating systems and individual libraries. 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 Angus Reid Public Opinion (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. so that one user would only be able to provide a single set of responses) 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, Angus Reid Public Opinion provided LAC with updates on which systems had not yet accessed the online form. In turn, LAC relayed this information to provincial/territorial coordinators, who then followed up with these systems to encourage participation.

[5] 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.
[6] In many cases, as with the Toronto Public Library, individual links were sent to the library branches, rather than to the system itself.

All efforts were made to attain a maximum response rate for the evaluation. In order to facilitate the reporting of statistics for all libraries, Angus Reid Public Opinion also provided “open links” of the survey to those library or library systems who required entering data for single or multiple libraries or if the was a need to redo a certain entry. . These “open links” were then manually verified for duplications and then coded so that each respondent was assigned to their respective region.

This year, a total of 1,784 of the 1,993 participating libraries reported data, and their evaluations were collected between September 14th and October 26th, 2012, yielding a 90% response rate, on par with response rates garnered in previous years.

The numbers presented in this report are based on a weighting system that represents the estimated 1,993 participating branches and not just the 1,784 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 weightis the available data to represent the missing libraries.

The final weights used in each region are presented below:

Figure 1: Overall Weighting Scheme Used

	(A)	(B)	(C)	(D)
Regions	# of Libraries Reporting	# of Libraries Participating	% of Libraries Reporting	Weight Used
Atlantic	189	217	87%	1.1481
Newfoundland & Labrador	76	95	80%	1.2500
Nova Scotia	88	97	91%	1.1023
PEI	25	25	100%	1.0000
Quebec	261	347	75%	1.3295
BPQ	103	114	90%	1.0777
Réseau BIBLIO	158	233	68%	1.4747
Ontario	765	794	96%	1.0379
SOLS	585	611	96%	1.0444
OLS-North	87	87	100%	1.0000
Toronto	93	96	97%	1.0323
West	561	622	90%	1.1087
Manitoba	72	77	94%	1.0694
Saskatchewan	230	273	84%	1.1870
Alberta	259	272	95%	1.0502
Territories	8	9	89%	1.1250
NWT	3	4	75%	1.3333
Yukon	5	5	100%	1.0000
Nunavut	0	4	0%	N/A
Totals	1,784	1993	90%	1.1149

In each province, a total of individual participating libraries were compared to the total number of those who reported their statistics to Angus Reid Public Opinion. 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 77 libraries participate in the Summer Reading Club in 2012, but statistics were available for only 72 of them (94%). The responses from those 72 libraries are multiplied by 1.0694 in order to represent the 5 missing libraries. The results reported in this report are based on the weighted figures.

In order 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 who were asked any given question(s) is also included at the bottom of each graph.

National Program Statistics

Response Rate

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 1,784 of the total 1,993 libraries being represented, the overall response rate was 90%.

Figure 2: Response Rate by Region

	(A)	(B)	(C)
Regions	**Total Service Points Participated**	**Total Service Points Responded**	**Evaluation Response Rate**
Atlantic	**217**	**189**	**87%**
Newfoundland & Labrador	**95**	**76**	**80%**
Nova Scotia	**97**	**88**	**91%**
PEI	**25**	**25**	**100%**
Quebec	**347**	**261**	**75%**
BPQ	**114**	**103**	**90%**
Réseau BIBLIO	**233**	**158**	**68%**
Ontario	**794**	**765**	**96%**
SOLS	**611**	**585**	**96%**
OLS-North	**87**	**87**	**100%**
Toronto	**96**	**93**	**97%**
West	**622**	**561**	**90%**
Manitoba	**77**	**72**	**94%**
Saskatchewan	**273**	**230**	**84%**
Alberta	**272**	**259**	**95%**
Territories	**9**	**8**	**89%**
NWT	**4**	**3**	**75%**
Yukon	**5**	**5**	**100%**
Nunavut	**4**	**0**	**0%**
Totals	**1993**	**1,784**	**90%**

Source: Column A provided by Library and Archives Canada. Column B represents data collected by Angus Reid Public Opinion. **NOTE**: 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.

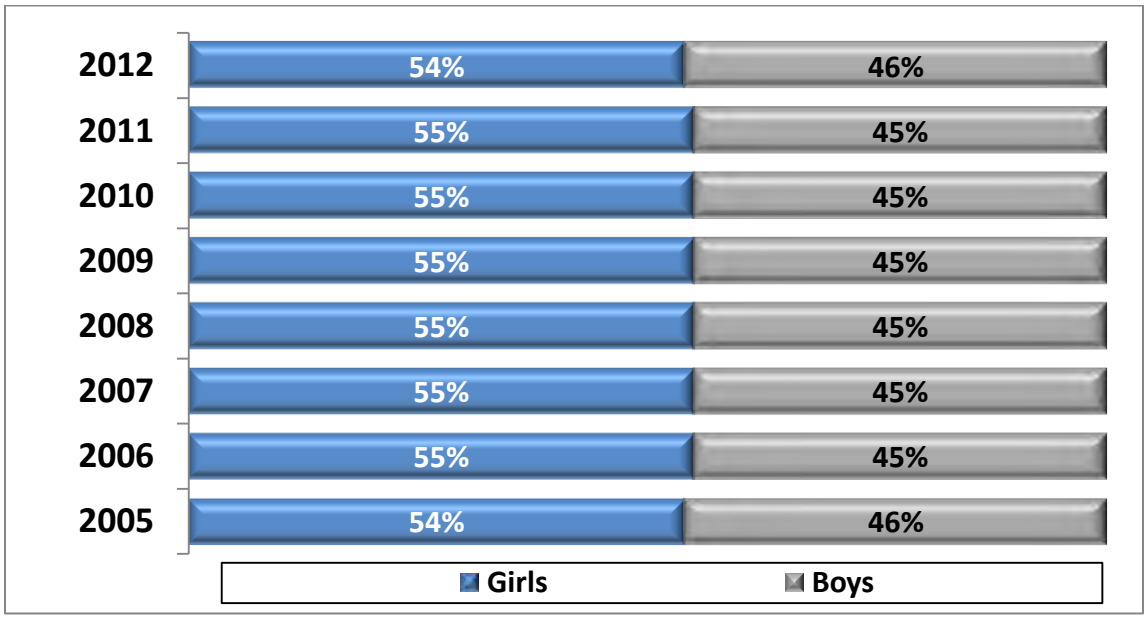
Statistics on Registration

Number of Children

The first section of the survey asked librarians to indicate the total number of children registered for the TDSRC 2012 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 289,097 children registered for the TDSRC 2012 program[7]. This is the highest number reported so far for the TD Summer Reading Club. Girls comprise 156,767, or 54%, of the participants, while the 132,330 boys represent 46% of the participants, equal to the proportions in previous years.

Figure 3: Percentage of Registered Children by Gender



Base: 2012: All localities that submitted results (n=1,784). Data is weighted to reflect all localities that participated in the TDSRC program (n=1,989). *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: [Registration_1] Please provide in the totals for the number of children who registered to participate in the TDSRC 2012 with the intent to read books.

[7] Based on the 1,784 branches that submitted their information, extrapolations have been made to represent all 1989 participating branches.

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

Figure 4. Percentage of Registered Children by Age & Gender

GIRLS	2012	2011	2010	2009	2008	2007	2006	2005
0-5	28%	27%	27%	24%	25%	23%	22%	22%
6-8	38%	38%	38%	38%	38%	37%	38%	38%
9-12	31%	32%	32%	34%	34%	36%	35%	36%
13+	3%	3%	3%	4%	3%	4%	4%	4%

BOYS	2012	2011	2010	2009	2008	2007	2006	2005
0-5	31%	30%	30%	28%	28%	26%	26%	25%
6-8	40%	40%	40%	40%	40%	40%	41%	40%
9-12	27%	28%	27%	30%	30%	31%	31%	32%
13+	2%	2%	2%	2%	2%	3%	3%	3%

Base: 2012: All localities that submitted results (n=1,784). Data is weighted to reflect all localities that participated in the TDSRC program (n=1,989). *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: [Registration_1] Please provide in the totals for the number of children who registered to participate in the TDSRC 2012 with the intent to read books.

The table on the following page summarizes the number of children who participated in the 2012 program by province, and by network for Quebec and Ontario. The table features detailed numbers by both gender and age for each province.

Figure 5. Number of Registered Children by Gender and Age and Region

	Girls				Boys				Province
Region	**0-5**	**6-8**	**9-12**	**13+**	**0-5**	**6-8**	**9-12**	**13+**	**Totals**
Atlantic	**2,999**	**4,053**	**3,728**	**1,060**	**2,272**	**3,390**	**2,490**	**373**	**20,365**
Nfld. & Lab.	1,046	569	474	431	483	456	285	44	3,788
Nova Scotia	1,705	3,166	3,057	575	1,551	2,668	2,092	317	15,131
PEI	248	319	198	53	238	266	113	12	1,447
Quebec	**3,661**	**6,599**	**6,390**	**999**	**3,520**	**5,956**	**5,159**	**525**	**32,808**
BPQ	2,735	4,686	4,427	278	2,676	4,310	3,219	160	22,491
Reseau Biblio	926	1,913	1,963	721	844	1,646	1,941	364	10,317
Ontario	**23,832**	**29,955**	**22,824**	**2,067**	**21,858**	**25,472**	**15,901**	**1,305**	**143,213**
NOLS	739	963	711	66	616	741	475	54	4,365
SOLS	17,450	22,731	17,341	1,710	16,128	19,350	11,847	1,032	107,589
TPL	5,643	6,261	4,772	291	5,114	5,380	3,579	219	31,259
West	**13,599**	**18,391**	**15,189**	**1,105**	**12,799**	**17,654**	**12,512**	**852**	**92,101**
Manitoba	1,657	2,398	1,705	136	1,555	2,041	1,221	85	10,798
Saskatchewan	3,853	5,733	4,516	186	3,443	5,037	3,456	208	26,434
Alberta	8,089	10,260	8,968	783	7,801	10,575	7,834	559	54,869
Territories	**93**	**117**	**71**	**34**	**95**	**106**	**57**	**36**	**609**
NWT	47	80	29	-	53	65	19	-	293
Nunavut									-
Yukon	46	37	42	34	42	41	38	36	316
Age Totals:	**44,184**	**59,115**	**48,203**	**5,265**	**40,543**	**52,577**	**36,119**	**3,091**	**289,097***

Base: All localities that submitted results (n=1,784). Data is weighted to reflect all localities that participated in the TDSRC program (n=1,989).
Source: [Registration_1] Please provide in the totals for the number of children who registered to participate in the TDSRC 2012 with the intent to read books.
*Differences due to rounding

Figure 6 below summarizes the registration rate by age and region, based on 2011 census data[8]. Similar to previous years, 2012 reach was highest among 6 to 8 year old children in every province and territory, but was particularly high in Saskatchewan (28%), and Nova Scotia (22%). Conversely, join rates continues to be lowest for children aged 13 years and above.

Nova Scotia (9%) and Saskatchewan (11%) 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 2012, while Quebec registration remained low (2%), registration in the Territories dropped back to 2.0%.

[8] Particiipation figures prior to 2012 were based on the 2006 Statistics Canada Census.

Figure 6. Number of Children Registered

	2011 Census			2012 TD SRC Registrants			% Participating Children		
	(A)	(B)	(C)	(D)	(E)	(F)	2012	2011	2010
Province/Territory	Total Children	Total Boys	Total Girls	Total Children	Total Boys	Total Girls	Total Children	Total Children	Total Children
Newfoundland & Labrador	94,150	48,295	45,875	3,788	1,268	2,520	4.02%	3.70%	3.98%
0-5	29,415	15,160	14,260	1,529	483	1,046	5.20%	4.30%	3.93%
6-8	15,085	7,690	7,395	1,025	456	569	6.79%	7.18%	7.80%
9-12	21,030	10,770	10,265	759	285	474	3.61%	3.39%	4.38%
13+	28,620	14,675	13,955	475	44	431	1.66%	0.38%	0.55%
Nova Scotia	171,790	87,820	83,985	15,131	6,628	8,503	8.81%	8.40%	7.55%
0-5	52,725	27,070	25,660	3,256	1,551	1,705	6.18%	5.41%	4.70%
6-8	26,460	13,455	13,010	5,834	2,668	3,166	22.05%	18.02%	15.90%
9-12	38,310	19,545	18,765	5,149	2,092	3,057	13.44%	10.78%	10.08%
13+	54,295	27,750	26,550	892	317	575	1.64%	2.05%	1.86%
PEI	28,795	14,645	14,130	1,447	629	818	5.03%	5.43%	5.27%
0-5	8,665	4,385	4,275	486	238	248	5.61%	5.63%	5.26%
6-8	4,525	2,260	2,260	585	266	319	12.93%	11.51%	12.73%
9-12	6,380	3,250	3,120	311	113	198	4.87%	5.33%	4.47%
13+	9,225	4,750	4,475	65	12	53	0.70%	0.48%	0.33%
Quebec	1,546,480	789,240	757,230	32,369	14,925	17,444	2.09%	2.02%	2.00%
0-5	523,395	267,610	255,785	7,133	3,485	3,648	1.36%	1.13%	1.20%
6-8	237,390	121,105	116,285	12,391	5,855	6,536	5.22%	4.46%	4.31%
9-12	322,760	164,720	158,030	11,364	5,076	6,288	3.52%	2.92%	2.77%
13+	462,935	235,805	227,130	1,481	509	972	0.32%	0.36%	0.44%
Ontario	2,693,835	1,381,630	1,312,225	143,214	64,536	78,678	5.32%	6.46%	6.42%
0-5	846,055	433,285	412,785	45,690	21,858	23,832	5.40%	5.77%	5.74%
6-8	427,470	219,230	208,245	55,427	25,472	29,955	12.97%	14.01%	13.89%
9-12	590,615	302,585	288,030	38,725	15,901	22,824	6.56%	6.76%	6.72%
13+	829,695	426,530	403,165	3,372	1,305	2,067	0.41%	0.71%	0.75%
Manitoba	283,235	145,380	137,825	10,798	4,902	5,896	3.81%	4.53%	3.94%
0-5	92,185	46,985	45,200	3,212	1,555	1,657	3.48%	3.86%	3.26%
6-8	44,480	22,865	21,605	4,439	2,041	2,398	9.98%	9.97%	8.39%
9-12	62,225	32,090	30,125	2,926	1,221	1,705	4.70%	4.85%	4.48%
13+	84,345	43,440	40,895	221	85	136	0.26%	0.48%	0.46%
Saskatchewan	240,645	122,955	117,660	26,432	12,144	14,288	10.98%	10.12%	7.44%
0-5	81,605	41,645	39,955	7,296	3,443	3,853	8.94%	8.42%	5.61%
6-8	37,925	19,375	18,540	10,770	5,037	5,733	28.40%	22.44%	17.07%
9-12	51,470	26,325	25,140	7,972	3,456	4,516	15.49%	11.53%	8.77%
13+	69,645	35,610	34,025	394	208	186	0.57%	0.80%	0.69%
Alberta	826,285	423,780	402,515	54,869	26,769	28,100	6.64%	7.32%	5.40%
0-5	290,125	148,815	141,315	15,890	7,801	8,089	5.48%	5.67%	4.27%
6-8	131,415	67,170	64,250	20,835	10,575	10,260	15.85%	15.65%	11.68%
9-12	173,625	88,935	84,695	16,802	7,834	8,968	9.68%	8.72%	6.27%
13+	231,120	118,860	112,255	1,342	559	783	0.58%	1.01%	0.72%
Territories	30,490	15,560	14,915	609	294	315	2.00%	4.10%	2.76%
0-5	10,845	5,530	5,310	188	95	93	1.73%	3.37%	2.28%
6-8	4,930	2,520	2,395	223	106	117	4.52%	10.86%	6.96%
9-12	6,310	3,150	3,155	128	57	71	2.03%	5.59%	2.43%
13+	8,405	4,360	4,055	70	36	34	0.83%	0.73%	0.41%

Base: 2012: All localities that submitted results (n=1,784). Data is weighted to reflect all localities that participated in the TDSRC program (n=1,989). 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).

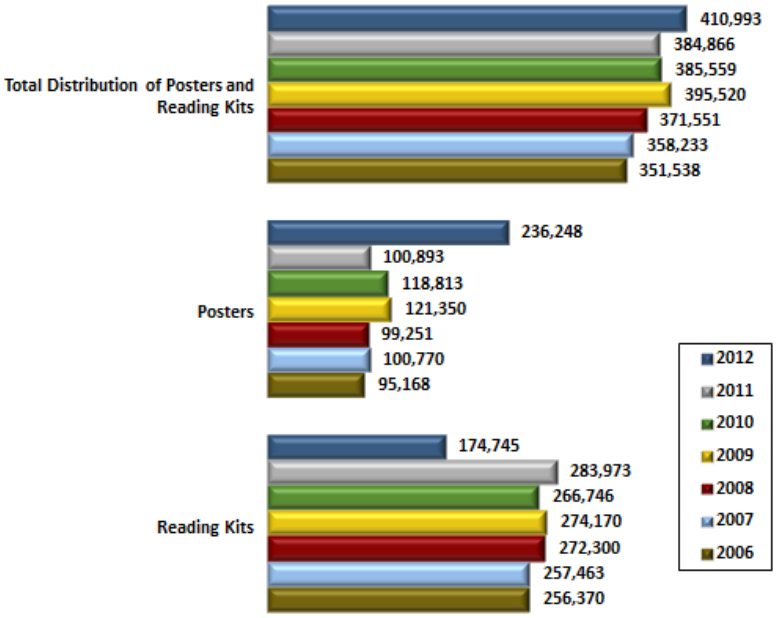
Source: *Columns (A) through (C) provided by Statistics Canada Census 2011. Column (D) through (F) represents data collected by Angus Reid Public Opinion.*

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. Everyone 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, 174,745 reading kits were distributed across Canada in 2012 among the participating libraries. 236,248 posters were given out, which is twice the amount distributed last year. The number of TDSRC materials (posters and reading kits) handed out to children, teachers, daycare providers, parents and other caregivers totaled 410,993, which is up significantly from last year.

Figure 7. Total Distribution of Reading Kits and Posters



Base: 2012: All localities that submitted results (n= 1,784). Data is weighted to reflect all localities that participated in the TDSRC program (n=1,989). 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: *MATERIALS Total number of posters given out; 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.

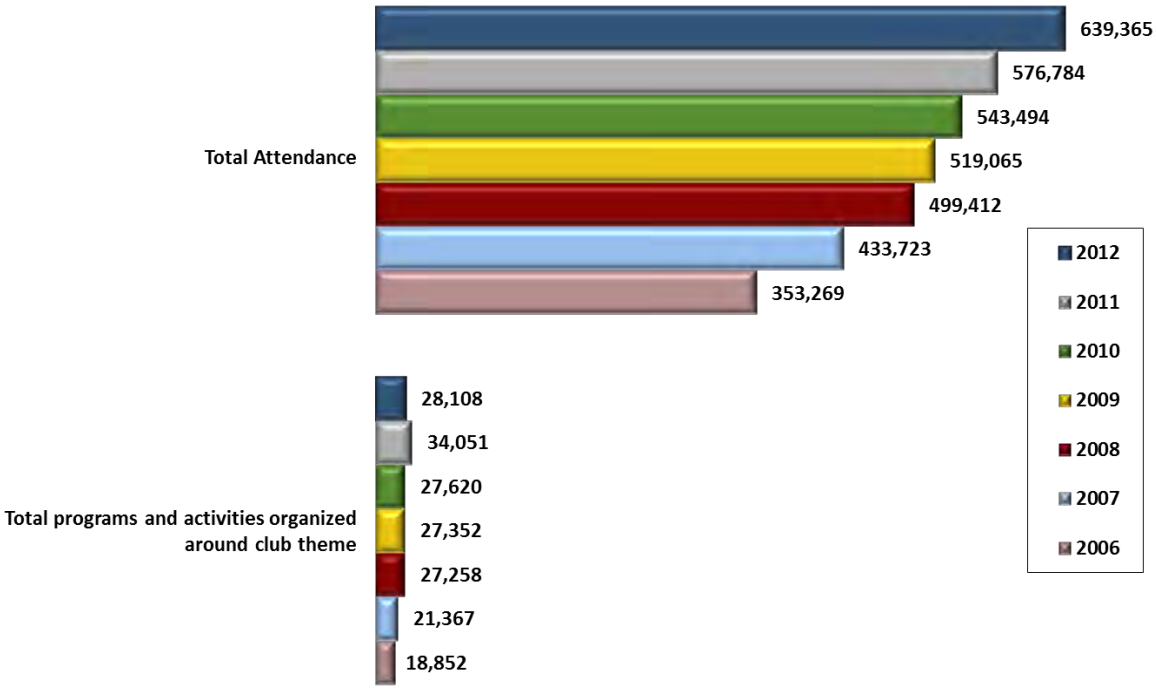
When reviewing these numbers, please note the following:

- 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 28,108 organized programs and activities were scheduled in libraries across Canada over the months of July and August 2012, from which a full 89% were organized inside libraries. The total attendance for these activities increased to 639,365 children, the highest participation rate to date. Approximately 23 children attended each activity.

Figure 8 on the following page shows the total attendance of programs and activities organized this year compared to the results obtained in previous years.

Figure 8. Organized Programs and Activities and Attendance[9]



Base: 2012: All localities that submitted results (n=1,784). Data is weighted to reflect all localities that participated in the TDSRC program (n=1,989). 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: Participation_1. Programs/activities conducted in the libraries within your system

Figure 9 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.

[9] In instances where attendance numbers were not specified, registration numbers were used.

Figure 9. Organized Programs and Activities and Attendance by Region[10]

	2012							2011			2010		
Regions	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
Atlantic	2,742	42,043	15	3,719	4,924	93%	7%	2,622	39,166	15	2,754	38,529	14
Nfld. & Lab.	931	9,531	10	1,154	1,794	98%	2%	798	8,172	10	905	7,827	9
Nova Scotia	1,300	26,766	21	431	527	90%	10%	1,216	25,544	21	1,379	24,901	18
PEI	511	5,745	11	2,134	2,603	92%	8%	608	5,450	9	470	5,801	12
Quebec	2,544	58,217	23	10,627	13,153	86%	14%	2,384	37,340	16	2,390	38,359	16
BPQ	1,447	39,320	27	5,827	8,385	84%	17%	1,343	24,627	18	1,003	23,349	23
Reseau Biblio	1,097	18,897	17	4,800	4,768	89%	11%	1,041	12,803	12	1,386	15,009	11
Ontario	13,394	345,819	26	43,606	52,173	90%	10%	18,558	311,370	17	14,331	329,102	23
SOLS	11,050	260,117	24	30,631	36,257	90%	10%	15,731	235,587	15	12,137	262,034	22
NOLS	1,240	17,084	14	1,960	2,544	91%	9%	1,323	18,223	14	881	11,389	13
TPL	1,103	68,618	62	11,014	13,372	92%	8%	1,504	57,920	39	1,323	55,679	42
West	9,376	191,224	20	30,167	40,462	87%	13%	10,194	185,904	18	8,006	136,427	17
Manitoba	681	12,502	18	1,491	1,773	91%	9%	1,071	21,656	20	737	11,589	16
Saskatchewan	3,251	39,009	12	6,252	9,288	90%	10%	2,334	35,902	15	1,993	33,522	17
Alberta	5,444	139,712	26	22,425	29,401	84%	16%	6,789	128,346	19	5,276	91,316	17
Territories	53	2,062	39	524	516	95%	5%	294	2,554	9	139	1,076	8
Yukon	26	786	30	13	11	100%	0%	139	864	6	63	380	6
NWT	27	1276	47	511	505	90%	10%	96	769	8	20	180	9
Nunavut	--	--	--	--	--	--	--	59	921	16	57	516	9
Overall	28,108	639,365	23	88,642	111,227	89%	11%	34,052	576,784	17	27,620	543,494	20

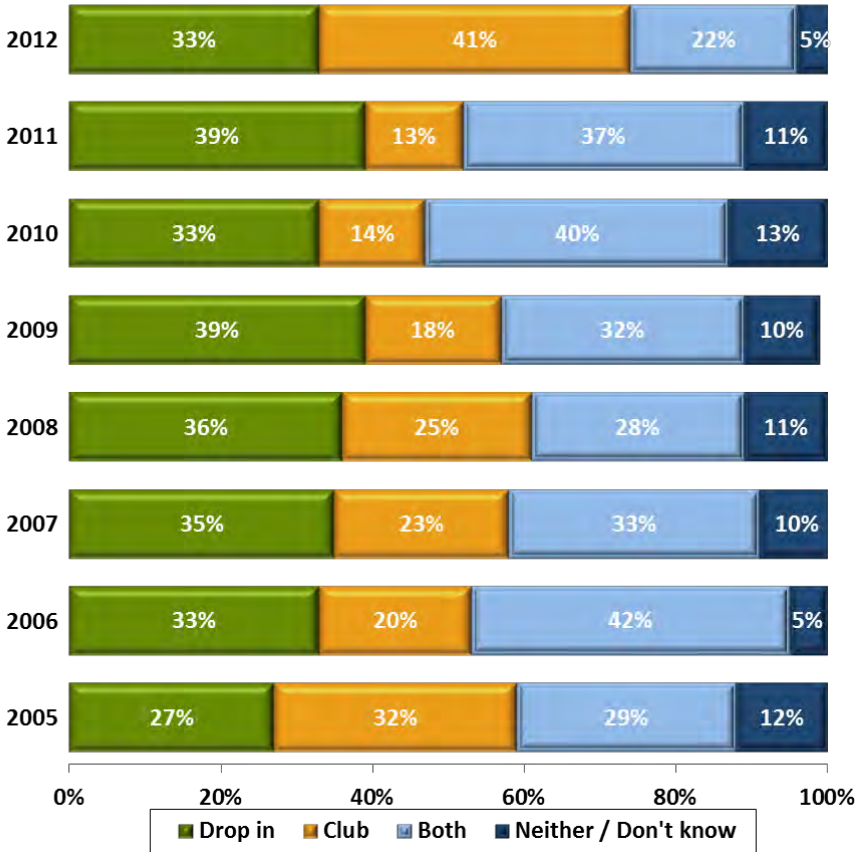
Base: 2012: All localities that submitted results (n=1,784). Data is weighted to reflect all localities that participated in the TDSRC program (n=1,989). **2011:** All localities that submitted results (n=1,819). Data is weighted to reflect all localities that participated in the TDSRC program (n=1,976). 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: Participation_1. Programs/activities conducted in the libraries within your system

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 or both. We can analyze the proportion of libraries that ran various formats exclusively for those libraries that reported data for solely their own branch. For these 481 individual libraries, one third (33%) ran the summer reading club exclusively as a drop-in program, whereas 41% of the systems ran it solely as a reading club. In 2012, 22% of libraries ran the summer reading club both as a drop-in and as a club, a decrease from 2011. Only 4% indicated using neither approach. The proportion of libraries running the program as just a club (41%) reversed its downward trend that was observed from 2005 to 2011.

[10] In instances where attendance numbers were not specified, registration numbers were used.

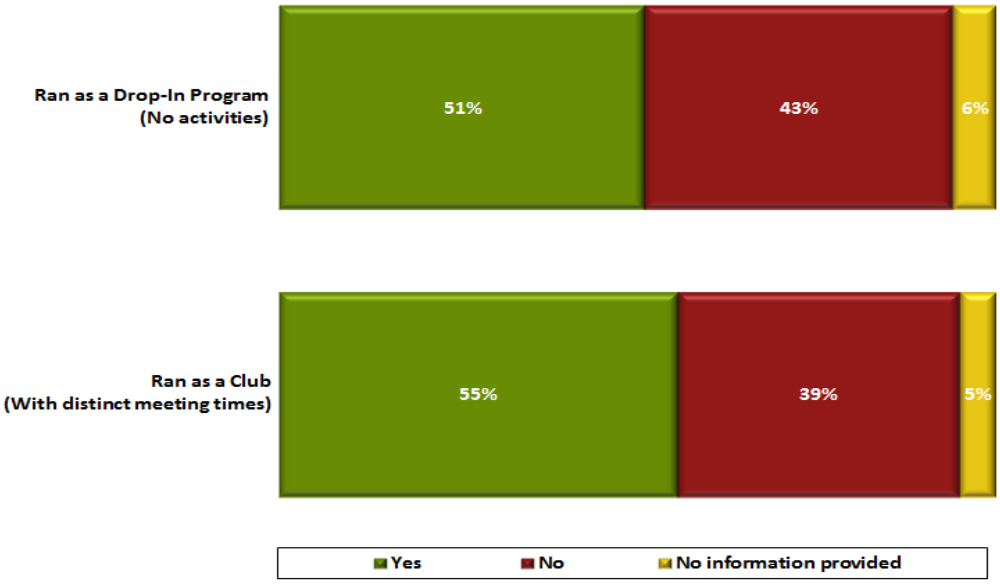
Figure 10. Percentage of Drop-ins and Clubs



Base: 2012**:** All localities that submitted results individually (n=432). Data is weighted to reflect all localities that participated in the TDSRC program (n=481). 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: *PROGRAM.* How did your library run the TD Summer reading Club program? Note: This question was asked in the librarian survey. It is therefore possible to identify how each library operated.

As seen in Figure 10A, the proportion of libraries and systems who said they operated as drop-in programs and/or distinct meeting time clubs are evenly split.

Figure 10A. Percentage of Drop-ins and Clubs, All Libraries



Base: 2012**:** All localities that submitted results (n=1,784). Data is weighted to reflect all localities that participated in the TDSRC program (n=1,989). 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: PROGRAM. How did your library run the TD Summer reading Club program?

Figure 11 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 for the 481 libraries that reported individually.

Figure 11. Percentage of Drop-ins and Clubs by Province and Region

Regions	Drop-In Only	Club Only	Both Drop-In and Club	Neither Format
Atlantic	**30%**	**45%**	**22%**	**3%**
Newfoundland & Labrador	39%	44%	13%	4%
PEI	-	48%	52%	-
Quebec	**55%**	**25%**	**16%**	**5%**
BPQ	53%	13%	30%	3%
Réseau BIBLIO	55%	32%	8%	5%
Ontario	**29%**	**43%**	**23%**	**4%**
NOLS	26%	57%	15%	
SOLS	24%	48%	25%	3%
TPL	37%	31%	25%	7%
West	**14%**	**54%**	**20%**	**12%**
Manitoba	20%	44%	20%	16%
Saskatchewan	-	100%	-	-
Alberta	-	78%	22%	-
Territories	**43%**	**19%**	**38%**	
Northwest Territories	-	33%	67%	-
Yukon	100%	-	-	-
Overall	**33%**	**41%**	**21%**	**5%**

Base: 2012: All localities that submitted results (n=432) Data is weighted to reflect all localities that participated in the TDSRC program (n=481).
Source: PROGRAM. How did your library run the TD Summer reading Club program?

Program Successes

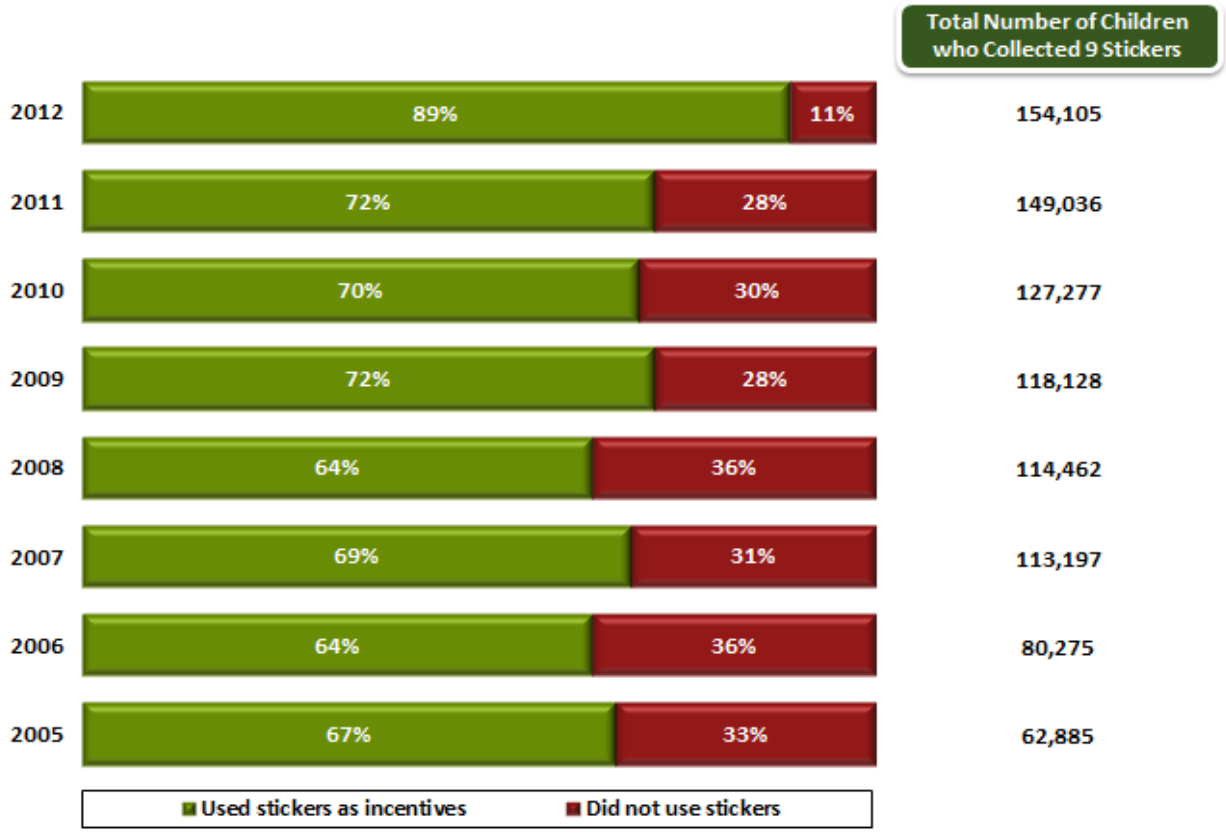
Depending on how libraries implemented the program, they tracked the impact of their program on reading habits and learning using a variety of metrics. These included:

- Total number of children who collected all nine stickers;
- Total number of books 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 for youth was to collect all nine stickers. Stickers were given to children as a reward for completing their book. In total, 89% of the library systems used stickers as incentives for children, an increase in comparison to past years. Among these systems, approximately 154,105 children reached the target of collecting all nine stickers.

Figure 12. Stickers Collected



Base: 2012: All localities that submitted results (n=1,784). Data is weighted to reflect all localities that participated in the TDSRC program (n=1,989). 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: [Program_Format_2] For each item listed below, please enter the totals for your library.

Figure 13 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.

Figure 13. Stickers Collected by Province and Region

Regions	% of Libraries who Used Stickers as Incentives	Total Children within these systems	Total Children who Collected all 9 Stickers	% of Children who Collected all 9 Stickers		
				2012	2011	2010
Atlantic	**86%**	**20,365**	**8,855**	**43%**	**53%**	**51%**
Newfoundland & Labrador	78%	3,788	1,446	38%	76%	77%
Nova Scotia	91%	15,131	6,970	46%	51%	48%
PEI	100%	1,447	439	30%	36%	45%
Quebec	**91%**	**32,808**	**20,543**	**63%**	**74%**	**87%**
BPQ	86%	22,491	14,195	63%	81%	99%
Réseau BIBLIO	93%	10,317	6,349	62%	61%	58%
Ontario	**86%**	**143,213**	**87,390**	**61%**	**63%**	**66%**
SOLS	82%	107,589	72,605	67%	74%	75%
OLS-North	84%	4,365	4,667	107%*	64%	50%
Toronto	99%	31,259	10,118	32%	29%	34%
West	**94%**	**92,101**	**36,906**	**40%**	**61%**	**57%**
Manitoba	72%	10,798	9,120	84%	90%	96%
Saskatchewan	96%	26,434	11,062	42%	83%	50%
Alberta	99%	54,869	16,724	30%	51%	41%
Territories	**67%**	**609**	**411**	**67%**	**36%**	**61%**
NWT	100%	293	132	45%	39%	100%
Yukon	40%	316	279	88%	14%	41%
Overall	**89%**	**289,097**	**154,105**	**53%**	**63%**	**65%**

Base: 2012: All localities that submitted results (n= 1,784). Data is weighted to reflect all localities that participated in the TDSRC program (n=1,989). 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: [Program_Format_2] For each item listed below, please enter the totals for your library. *Possible error in reporting

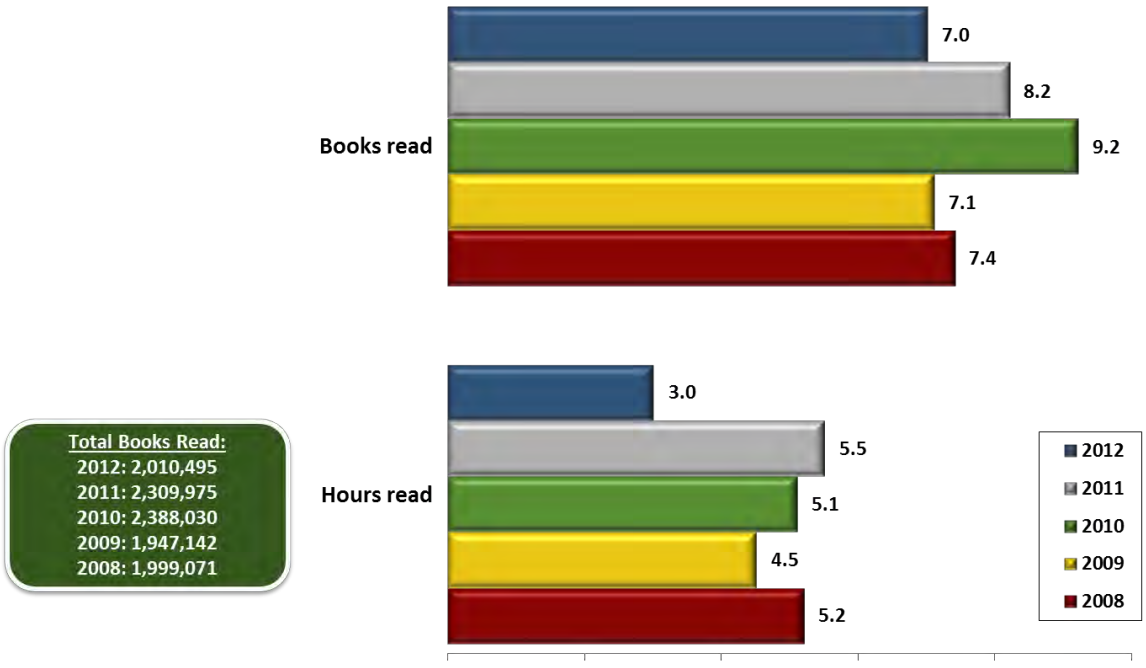
Books Read and Reported on

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

- Read 7.0 books;
- Spent 3.0 hours reading.

The average number of books read per child translates to a total of 2,010,495 books read as part of the summer reading club. This represents a drop from the number of books read in 2011.

Figure 14. Average Program Participation Levels of Children



Base: 2012: All localities that submitted results (n= 1,784). Data is weighted to reflect all localities that participated in the TDSRC program (n=1,989). 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: [Program_Format_2] For each item listed below, please enter the totals for your library.

The figure on the following page depicts average number of books read per child and the number of hours read per child by region. It also shows the total books read per region based on the national average of 7 books read per child.

Historically, the Atlantic region has a higher average of books read than other regions, a trend which continued in 2012.

Figure 15. Average Program Participation Levels of Children by Region

Regions	Avg. Books Read per Child	Avg. Hours Read per Child	Estimated Total Books Read[11]
Atlantic	**12.1**	**3.5**	**246,573**
Newfoundland & Labrador	7.4	2.4	27,905
Nova Scotia	13.4	3.4	202,419
PEI	11.2	7.9	16,249
Quebec	**7.9**	**2.1**	**258,536**
BPQ	8.3	2.6	186,927
Réseau BIBLIO	6.9	1.2	71,609
Ontario	**7.2**	**2.1**	**1,028,893**
SOLS	8.2	2.1	880,082
OLS-North	7.6	3.3	33,347
Toronto	3.7	1.8	115,464
West	**5.1**	**4.6**	**473,003**
Manitoba	14.3	2.9	154,783
Saskatchewan	6.6	3.0	173,893
Alberta	2.6	5.8	144,327
Territories	**5.7**	**1.6**	**3,490**
NWT	6.8	3.3	1,983
Yukon	4.8	-	1,507
Overall	**7.0**	**3.0**	**2,010,495**

Base: 2012: All localities that submitted results (n= 1,784). Data is weighted to reflect all localities that participated in the TDSRC program (n=1,989). 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: [Program_Format_2] For each item listed below, please enter the totals for your library.

[11] In cases where libraries did not report number of books read an estimate of total of books read was calculated. This was done by taking into account the average of books read per child regionally and multiplying it by the number of children registered at the library in question. These totals were added to number of books read provided by libraries who did report a value.

The figure on the following page depicts the estimated total number of books read each year per region over the years which the program has been running across the country.

Figure 16. Estimated Total Books Read Each Year

Region	Estimated Total Books Read							
	2012	2011	2010	2009	2008	2007	2006	2005
Atlantic	**246,573**	**240,572**	**205,458**	**217,328**	**116,429**	**204,426**	**167,286**	**283,041**
Newfoundland and Labrador	27,905	25,989	29,570	30,126	27,526	18,372	38,385	42,262
Nova Scotia	202,419	191,899	151,533	174,259	88,903	179,426	119,944	222,179
PEI	16,249	22,684	24,355	12,943	-	6,628	8,957	18,600
Quebec	**258,536**	**256,092**	**307,738**	**202,063**	**252,813**	**181,492**	**160,609**	**141,886**
BPQ	186,927	170,357	242,798	161,518	193,345	150,140	148,214	114,732
Reseau Biblio	71,609	85,734	64,940	40,545	59,468	31,352	12,395	27,154
Ontario	**1,028,893**	**1,183,444**	**1,475,047**	**1,187,825**	**1,285,065**	**1,240,072**	**1,188,955**	**1,154,597**
SOLS	880,082	994,026	1,312,651	1,033,961	1,041,424	1,055,375	1,032,990	1,120,182
OLS-North	33,347	27,297	28,224	24,456	83,440	43,779	15,081	34,415
Toronto	115,464	162,122	134,172	129,408	160,201	140,918	140,884	-
West	**473,003**	**627,164**	**398,155**	**339,169**	**344,506**	**358,065**	**385,720**	**365,454**
Manitoba	154,783	253,118	116,110	107,517	82,591	100,849	100,979	113,621
Saskatchewan	173,893	137,446	111,509	113,851	113,804	153,821	149,896	182,534
Alberta	144,327	236,600	170,536	117,801	148,111	103,395	134,845	69,299
Territories	**3,490**	**2,704**	**1,633**	**757**	**258**	**69**	**2,152**	**1,830**
Yukon	1,507	1,524	-	-	-	-	1,621	1,552
NWT	1,983	1,179	244	250	258	41	238	278
Nunavut	-	-	1,389	507	-	28	293	-
Overall	**2,010,495**	**2,309,975**	**2,388,030**	**1,947,142**	**1,999,071**	**1,984,124**	**1,904,722**	**1,946,808**

Base: 2012: All localities that submitted results (n= 1,795). Data is weighted to reflect all localities that participated in the TDSRC program (n=1,990). 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: [Program_Format_2] For each item listed below, please enter the totals for your library.

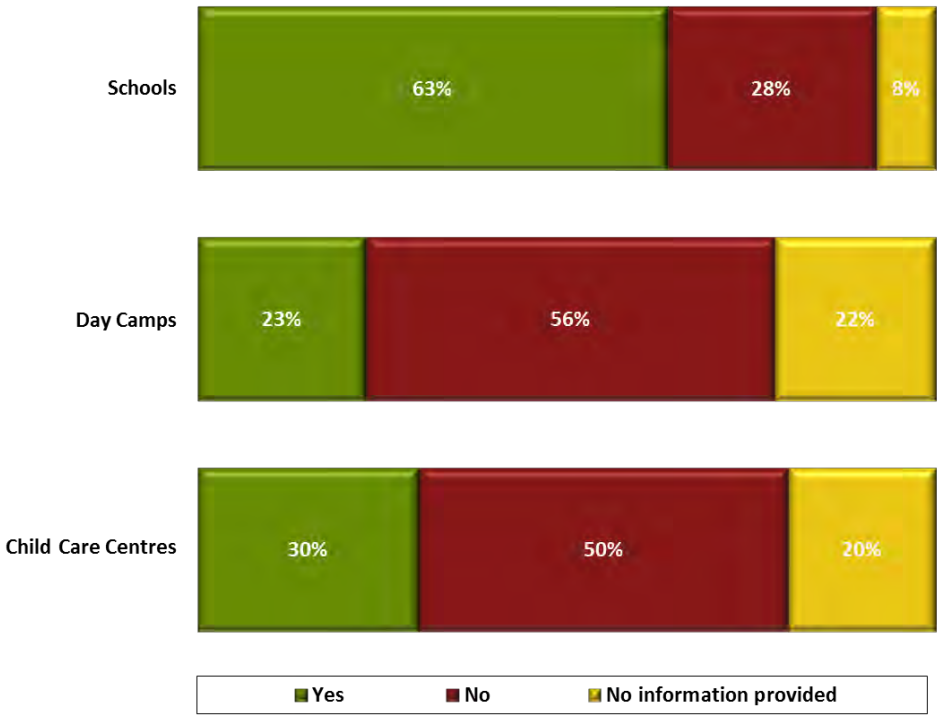
Promotion of Program

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 (63%) of the library systems indicate that their library staff had made visits to schools to promote the summer reading club, which tallies up to 6,156 visits nationally. Close to a quarter of libraries (23%) reported visiting day camps.

Figure 17. School Day Camps and Daycare Visits by Staff



Base: 2012: All localities that submitted results (n= 1,784). Data is weighted to reflect all localities that participated in the TDSRC program (n=1,989). 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: [Program_Promotion_0] did any library staff promote the program to schools/summer day camps/child care centers/community/public housing projects/faith-based programs, etc.?

The table on the following page summarizes the percentage of libraries whose staff had made visits to schools, day camps and daycares by province and region. Also shown is the total number of visits as well as the total number of children who joined the program. The average "success" per visit is calculated by taking the total number of children who joined divided by the number of visits made. A national average of 13 children joined per visit made to schools. This measurement of success differs from the one used in the past which was number of children reached. This measurement was not possible this year as it was removed from the 2012 questionnaire.

Figure 18. School, Day Camps and Daycare Visits by Staff by Province and Region

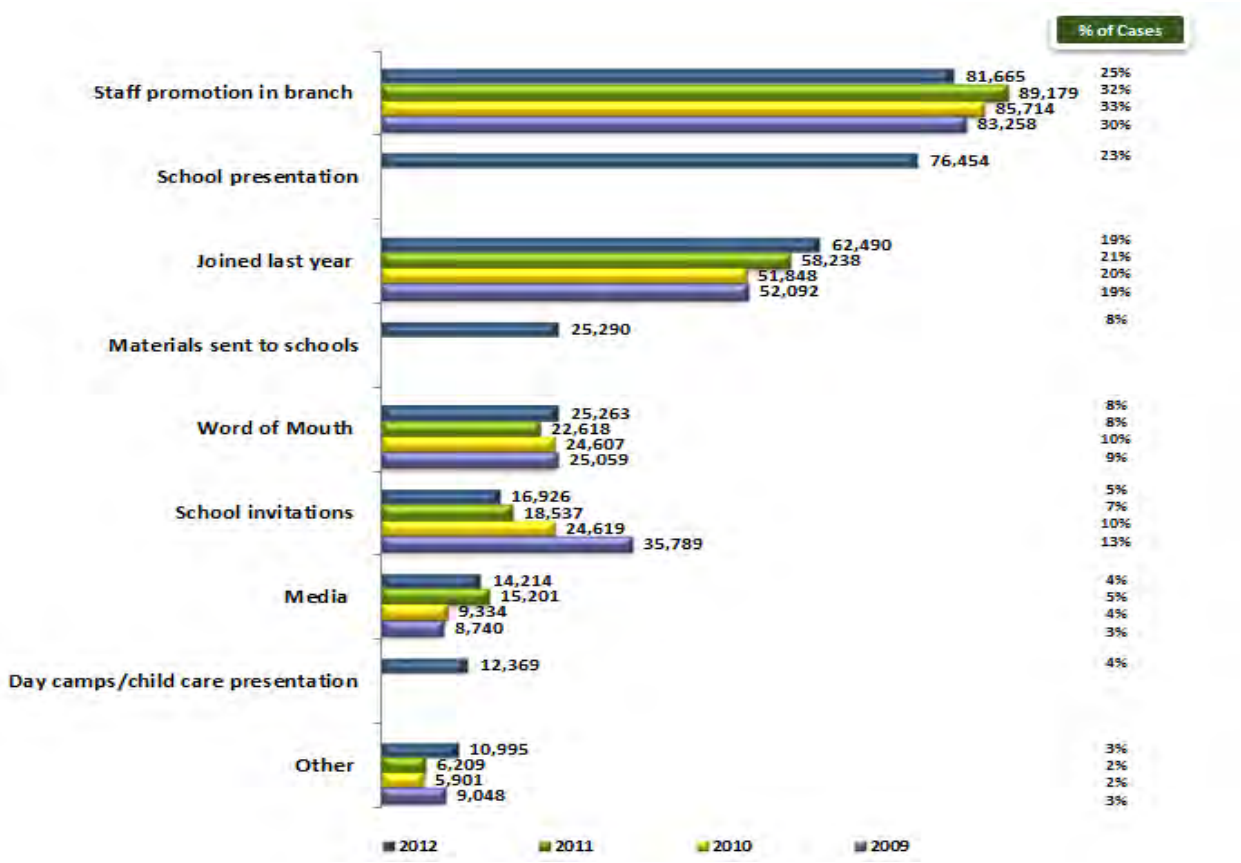
Regions	Schools				Day Camps				Childcare Centres			
	School Visits % Yes	Total Visits	Total Children Joined	Avg Joined per Visit	Day Camp Visits % Yes	Total Visits	Total Children Joined	Avg Joined per Visit	Childcare Visits % Yes	Total Visits	Total Children Joined	Avg Joined per Visit
Atlantic	**62%**	**478**	**1,376**	**3**	**9%**	**92**	**469**	**5**	**20%**	**34**	**440**	**13**
Newfoundland & Labrador	64%	178	1,056	6	13%	85	349	4	38%	25	318	13
Nova Scotia	60%	268		0								
PEI	56%	33	320	10	28%	7	120	17	32%	9	122	14
Quebec	**40%**	**490**	**3,055**	**6**	**19%**	**161**	**843**	**5**	**14%**	**108**	**176**	**2**
BPQ	54%	235	2,207	9	15%	89	268	3	17%	87	146	2
Réseau BIBLIO	32%	255	848	3	22%	72	575	8	13%	21	29	1
Ontario	**72%**	**3,006**	**56,654**	**19**	**28%**	**461**	**6,710**	**15**	**41%**	**553**	**4,377**	**8**
SOLS	68%	2,316	46,211	20	26%	299	4,596	15	36%	362	1,474	4
OLS-North	75%	123	702	6	23%	86	316	4	52%	59	257	4
Toronto	96%	568	9,741	17	42%	76	1,798	24	67%	131	2,647	20
West	**67%**	**2,170**	**16,401**	**8**	**24%**	**6,012**	**726**	**0**	**29%**	**783**	**734**	**1**
Manitoba	61%	118	546	5	39%	87	223	3	47%	125	245	2
Saskatchewan	57%	344	6,266	18	10%	58	185	3	16%	58	151	3
Alberta	78%	1,709	9,589	6	32%	5,867	317	0	37%	600	338	1
Territories	**37%**	**11**	**138**	**13**	**15%**	**2**	**21**	**11**	**37%**	**1**	**7**	**7**
NWT	33%	8	133	17	33%	1	21	21	33%			
Yukon	40%	3	5	2		1		0	40%	1	7	7
Overall	**64%**	**6,156**	**77,626**	**13**	**23%**	**6,727**	**8,768**	**1**	**30%**	**1,479**	**5,733**	**4**

Base: 2012: All localities that submitted results (n= 1,784). Data is weighted to reflect all localities that participated in the TDSRC program (n=1,989) 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: [Program_Promotion_0] Did any library staff promote the program to schools/summer day camps/child care centres/community/public housing projects/faith-based programs, etc.? [Program_Promotion_0A] You indicated with yes to promoting the program. Please indicate the number of visits, of group visited and the number of children joined.

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 (25%) and just under a quarter of children (23%) first heard via a presentation at a school.

Figure 19. How Participants First Heard About the Program



Base: 2012: All localities that submitted results (n= 1,784). Data is weighted to reflect all localities that participated in the TDSRC program (n=1,989) 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: [Program_Promotion_1] Please transcribe the totals from your registration form to the appropriate promotion methods listed below: How many participants first heard about the TDSRC by the following methods?

Figure 20 depicts the total number of people, by province, who first heard of the program through the each of the various channels.

Figure 20. How Participants Heard About the Program Summary by Region (Totals)

Regions	School Presentation	Daycamp/ Daycare Presentation	Materials Sent to Schools	Staff Promotion in Branch	Word-of-Mouth	School Invitations	Joined Last Year	Media	Other
Atlantic	**5,327**	**576**	**387**	**4,469**	**2,185**	**454**	**5,625**	**747**	**248**
Newfoundland & Labrador	255	351	91	1,508	445	201	535	248	65
Nova Scotia	4,774	57	288	2,546	1,623	239	4,859	442	171
PEI	298	167	8	415	117	14	231	57	12
Quebec	**21,878**	**1,482**	**3,482**	**8,129**	**2,688**	**2,518**	**6,911**	**1,108**	**1,355**
BPQ	3,080	348	1,730	6,455	2,070	1,649	5,077	837	1,310
Réseau BIBLIO	18,798	1,134	1,752	1,674	618	869	1,835	271	44
Ontario	**25,093**	**6,780**	**14,240**	**42,939**	**11,687**	**7,087**	**31,879**	**4,884**	**6,107**
SOLS	17,687	3,507	10,083	31,147	7,455	4,588	26,824	4,297	5,264
OLS-North	471	278	670	912	1,565	1,178	474	181	53
Toronto	6,936	2,995	3,487	10,880	2,666	1,320	4,580	406	790
West	**24,022**	**3,431**	**5,678**	**26,040**	**8,678**	**6,859**	**18,008**	**7,441**	**3,286**
Manitoba	3,432	426	521	3,901	1,203	780	2,865	270	851
Saskatchewan	6,800	2,184	861	7,305	1,947	2,115	4,699	996	243
Alberta	13,790	820	4,296	14,834	5,528	3,963	10,444	6,175	2,192
Territories	**133**	**101**	**1,503**	**109**	**27**	**9**	**67**	**35**	**0**
NWT	133	101	0	104	15	7	64	35	0
Yukon	0	0	1503	5	12	2	3	0	0
Overall	**76,454**	**12,369**	**25,290**	**81,685**	**25,263**	**16,926**	**62,490**	**14,214**	**10,995**

Base: 2012: All localities that submitted results (n= 1,784). Data is weighted to reflect all localities that participated in the TDSRC program (n=1,990).
Source: [Program_Promotion_1] Please transcribe the totals from your registration form to the appropriate promotion methods listed below: How many participants first heard about the TDSRC by the following methods?

Figure 21 provides the same information as displayed in Figure 20 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 followed closely by school presentations.

Figure 21. How Participants Heard About the Program

Regions	School Presentation	Daycamp/ Daycare Presentation	Materials Sent to Schools	Staff Promotion in Branch	Word-of-Mouth	School Invitations	Joined Last Year	Media	Other
Atlantic	**27%**	**3%**	**2%**	**22%**	**11%**	**2%**	**28%**	**4%**	**1%**
Newfoundland & Labrador	7%	9%	2%	41%	12%	5%	14%	7%	2%
Nova Scotia	32%	0%	2%	17%	11%	2%	32%	3%	1%
PEI	23%	13%	1%	31%	9%	1%	18%	4%	1%
Quebec	**44%**	**3%**	**7%**	**16%**	**5%**	**5%**	**14%**	**2%**	**3%**
BPQ	14%	2%	8%	29%	9%	7%	23%	4%	6%
Réseau BIBLIO	70%	4%	6%	6%	2%	3%	7%	1%	0%
Ontario	**17%**	**5%**	**9%**	**28%**	**8%**	**5%**	**21%**	**3%**	**4%**
SOLS	16%	5%	9%	28%	27%	4%	24%	4%	5%
OLS-North	8%	3%	12%	15%	7%	21%	8%	3%	1%
Toronto	20%	9%	10%	32%	8%	4%	13%	1%	2%
West	**23%**	**3%**	**5%**	**25%**	**8%**	**7%**	**17%**	**7%**	**3%**
Manitoba	24%	3%	4%	27%	8%	5%	20%	2%	6%
Saskatchewan	25%	8%	3%	27%	8%	8%	17%	4%	1%
Alberta	22%	1%	7%	24%	7%	6%	17%	10%	4%
Territories	**7%**	**5%**	**76%**	**5%**	**1%**	**0%**	**3%**	**2%**	**0%**
NWT	29%	22%	0%	23%	1%	1%	14%	8%	0%
Yukon	0%	0%	99%	0%	1%	0%	0%	2%	0%
Overall	**23%**	**4%**	**8%**	**25%**	**8%**	**5%**	**19%**	**4%**	**3%**

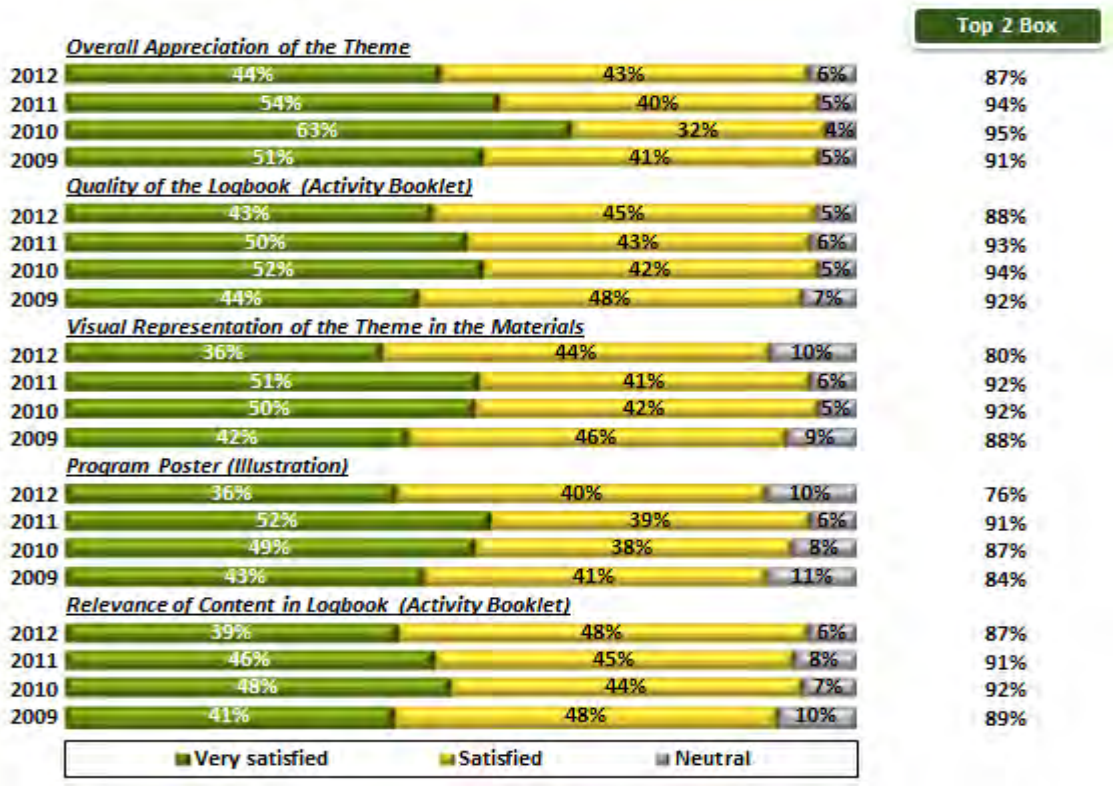
Base: 2012: All localities that submitted results (n= 1,784). Data is weighted to reflect all localities that participated in the TDSRC program (n=1,989).
Source: [Program_Promotion_1] Please transcribe the totals from your registration form to the appropriate promotion methods listed below: How many participants first heard about the TDSRC by the following methods?

Overall Satisfaction

The 2012 survey asked respondents to rate their level of satisfaction with specific elements of the program. The first set of questions looked at the program materials.

While a strong majority of libraries report being satisfied with all program measures, the level of satisfaction is not quite as high as last year. Top two box scores (the sum of "very satisfied" and "satisfied" responses) reveal that 88% were satisfied with the quality of the activity booklet and 87% were satisfied with its content. Another 87% were satisfied with the overall theme in 2012, 80% were satisfied with the visual representation of the theme in the materials. Three quarters were satisfied with the poster illustration (76%).

Figure 22. Satisfaction with Program Elements



Base: 2012: All localities that submitted results (n= 1,784). Data is weighted to reflect all localities that participated in the TDSRC program (n=1,989). 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: [Satisfaction_Theme_1] Please rate your level of satisfaction with the program elements listed below. [Satisfaction_Materials_1]Please rate your level of satisfaction with the program elements listed below in regards to the material and printing. [Satisfaction_Content_1] Please rate your level of satisfaction with the program elements listed below in regards to the content of the materials. [Satisfaction_Poster_1] Please rate your level of satisfaction with the program elements listed below in regards to the poster.

Although a large majority of libraries report high satisfaction levels on all measures, they are down from 2011 levels.

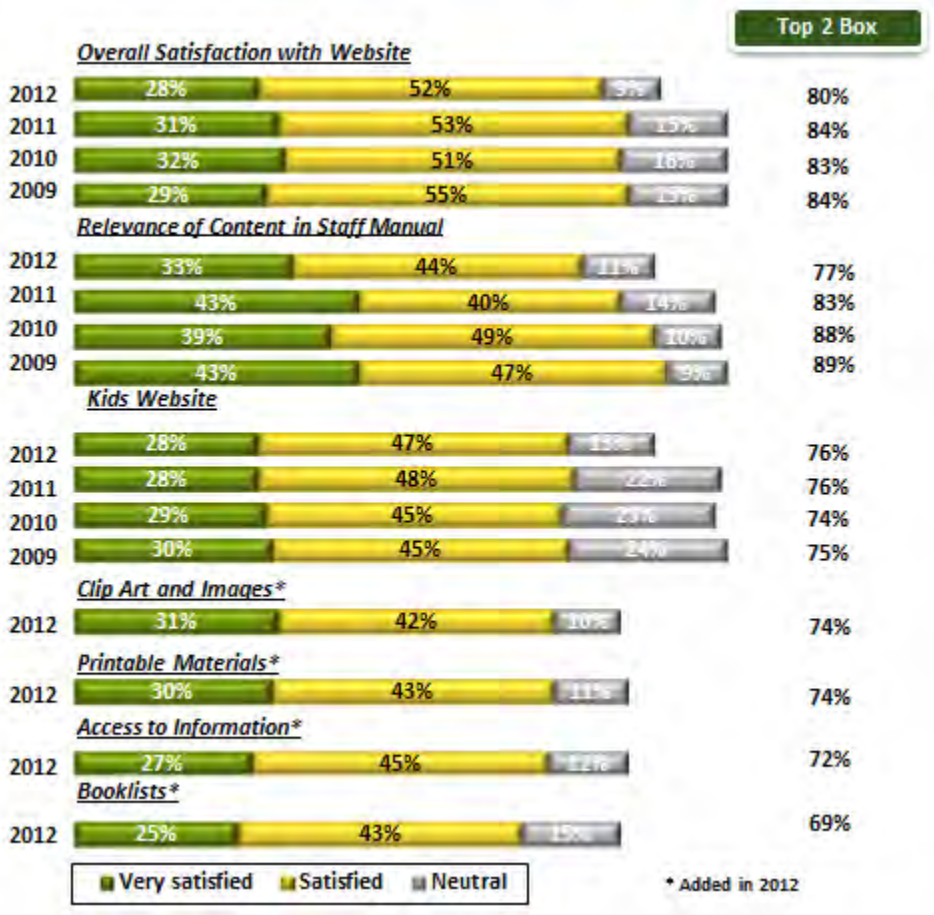
Figure 23. Satisfaction with Program Elements by Province & Region Top 2 Box Scores (% "Very Satisfied" and "Satisfied")

Regions	2012					2011				
	Apreciation of Theme	Visual Representation of theme in materials	Quality of Logbook /Activity Book	Content in Logbook / Activity Book	Program Poster	Apreciation of Theme	Visual Representation of theme in materials	Quality of Logbook	Relevance of Content in Logbook	Program Poster
Atlantic	**84%**	**80%**	**86%**	**88%**	**81%**	**93%**	**96%**	**94%**	**90%**	**94%**
Newfoundland & Labrador	74%	75%	80%	80%	83%	95%	94%	88%	83%	90%
Nova Scotia	90%	82%	90%	93%	75%	89%	98%	98%	93%	99%
PEI	100%	92%	96%	96%	96%	100%	96%	100%	100%	88%
Quebec	**93%**	**86%**	**94%**	**94%**	**85%**	**95%**	**96%**	**97%**	**97%**	**96%**
BPQ	95%	79%	93%	94%	78%	91%	95%	96%	95%	96%
Réseau BIBLIO	92%	89%	94%	94%	88%	97%	96%	98%	98%	96%
Ontario	**88%**	**80%**	**91%**	**90%**	**76%**	**94%**	**90%**	**92%**	**90%**	**90%**
SOLS	89%	80%	94%	93%	76%	96%	94%	92%	90%	93%
OLS-North	82%	84%	74%	71%	74%	92%	75%	94%	92%	92%
Toronto	88%	82%	88%	89%	78%	86%	82%	88%	85%	73%
West	**84%**	**77%**	**81%**	**80%**	**70%**	**94%**	**93%**	**90%**	**88%**	**88%**
Manitoba	67%	60%	69%	68%	60%	89%	89%	92%	90%	81%
Saskatchewan	86%	81%	83%	81%	65%	94%	93%	90%	86%	87%
Alberta	88%	78%	83%	81%	79%	94%	94%	90%	88%	92%
Territories	**89%**	**52%**	**100%**	**74%**	**59%**	**91%**	**82%**	**73%**	**73%**	**91%**
NWT	100%	67%	100%	67%	33%	86%	71%	57%	57%	86%
Nunavut	0%	0%	0%	0%	0%	100%	100%	100%	100%	100%
Yukon	80%	40%	100%	80%	80%	100%	100%	100%	100%	100%
Overall	**87%**	**80%**	**88%**	**87%**	**76%**	**94%**	**92%**	**93%**	**90%**	**91%**

Base: 2012: All localities that submitted results (n= 1,784). Data is weighted to reflect all localities that participated in the TDSRC program (n=1,989). 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: [Satisfaction_Theme_1] Please rate your level of satisfaction with the program elements listed below. [Satisfaction_Materials _1]Please rate your level of satisfaction with the program elements listed below in regards to the material and printing. [Satisfaction_Content_1] Please rate your level of satisfaction with the program elements listed below in regards to the content of the materials. [Satisfaction_Poster_1] Please rate your level of satisfaction with the program elements listed below in regards to the poster.

Libraries also rated their level of satisfaction with other program materials, such as the website used by librarians, the staff manual and the children's website. Four new measures were added this year in terms of evaluating the librarian websites: Clip art and images, printable materials, access to information and booklists. Of those metrics that are common this year to previous years, it can be seen that the overall satisfaction with the librarian website is down 3 points to 80%, but the satisfaction with the children's website is on par with last year at 76%.

Figure 24. Satisfaction with Program Support Material



Base: 2012: All localities that submitted results (n= 1,784). Data is weighted to reflect all localities that participated in the TDSRC program (n=1,989). 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: [Satisfaction_Web_Librarians_1] Please rate your level of satisfaction with the program elements listed below in regards to the web content for librarians. [Satisfaction_Web_Kids_1] Please rate your level of satisfaction with the program elements listed below in regards to the web content for children.

Below is a table summarizing the satisfaction scores of these new evaluation criteria of support materials by region. As was the case last year, Quebec and the Territories were the most satisfied with the support materials and this year the Western provinces were less satisfied. Librarians were most satisfied with the Web content and Staff Manual.

Figure 25. Satisfaction with Support Material by Province & Region Top 2 Box Scores (% "Very Satisfied" and "Satisfied")

Regions	Web Content	Clip Art and Images	Staff Manual	Booklists	Access to Information	Printable Document
Atlantic	**79%**	**65%**	**79%**	**69%**	**74%**	**72%**
Newfoundland & Labrador	82%	76%	87%	83%	86%	83%
Nova Scotia	73%	50%	67%	51%	60%	58%
PEI	96%	80%	96%	88%	84%	84%
Quebec	**85%**	**82%**	**83%**	**80%**	**81%**	**80%**
BPQ	84%	79%	83%	73%	83%	79%
Réseau BIBLIO	85%	84%	82%	84%	80%	81%
Ontario	**83%**	**80%**	**79%**	**71%**	**75%**	**77%**
SOLS	84%	82%	80%	70%	75%	78%
OLS-North	70%	64%	67%	62%	62%	68%
Toronto	89%	84%	85%	83%	90%	84%
West	**74%**	**63%**	**70%**	**59%**	**65%**	**66%**
Manitoba	65%	51%	50%	40%	46%	67%
Saskatchewan	77%	61%	75%	59%	63%	63%
Alberta	74%	69%	72%	64%	72%	69%
Territories	**89%**	**86%**	**63%**	**78%**	**78%**	**78%**
NWT	100%	100%	67%	100%	100%	100%
Yukon	80%	80%	60%	60%	60%	60%
Overall	**80%**	**74%**	**77%**	**69%**	**73%**	**74%**

Base: 2012: All localities that submitted results (n= 1,784). Data is weighted to reflect all localities that participated in the TDSRC program (n=1,989).
Source: [Satisfaction_Web_Librarians_1] Please rate your level of satisfaction with the program elements listed below in regards to the web content for librarians.

Comments

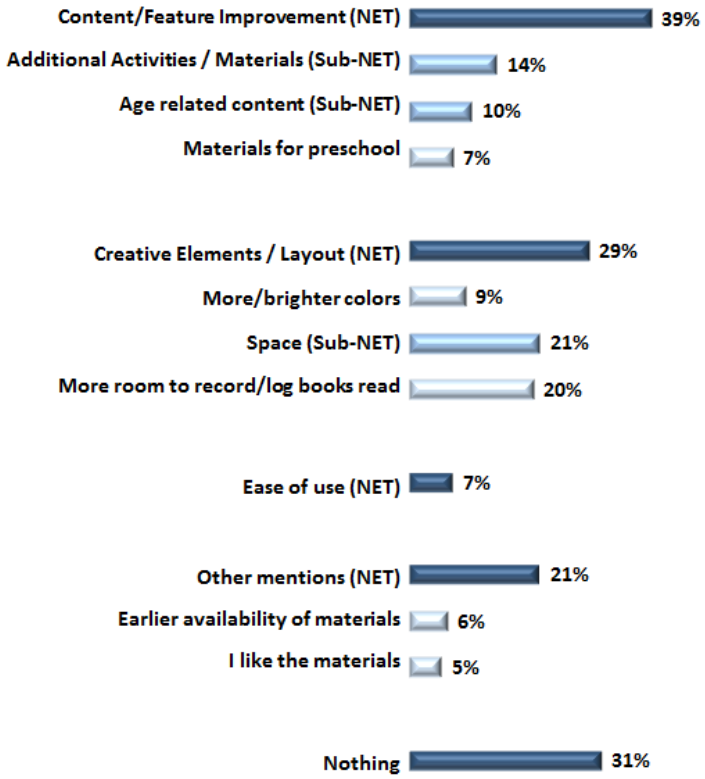
Program Outcomes

Libraries were asked how to improve various aspects of the program. Below is the analysis of their comments.

Suggestions for Improving Materials

In terms of improvements to the materials two in five (39%) mentioned the need for improvement to content, 29% stated improvement to the creative elements were needed and 21% reported the need for more space to enter data in the log books.

Figure 26. Suggestions for Improving Materials

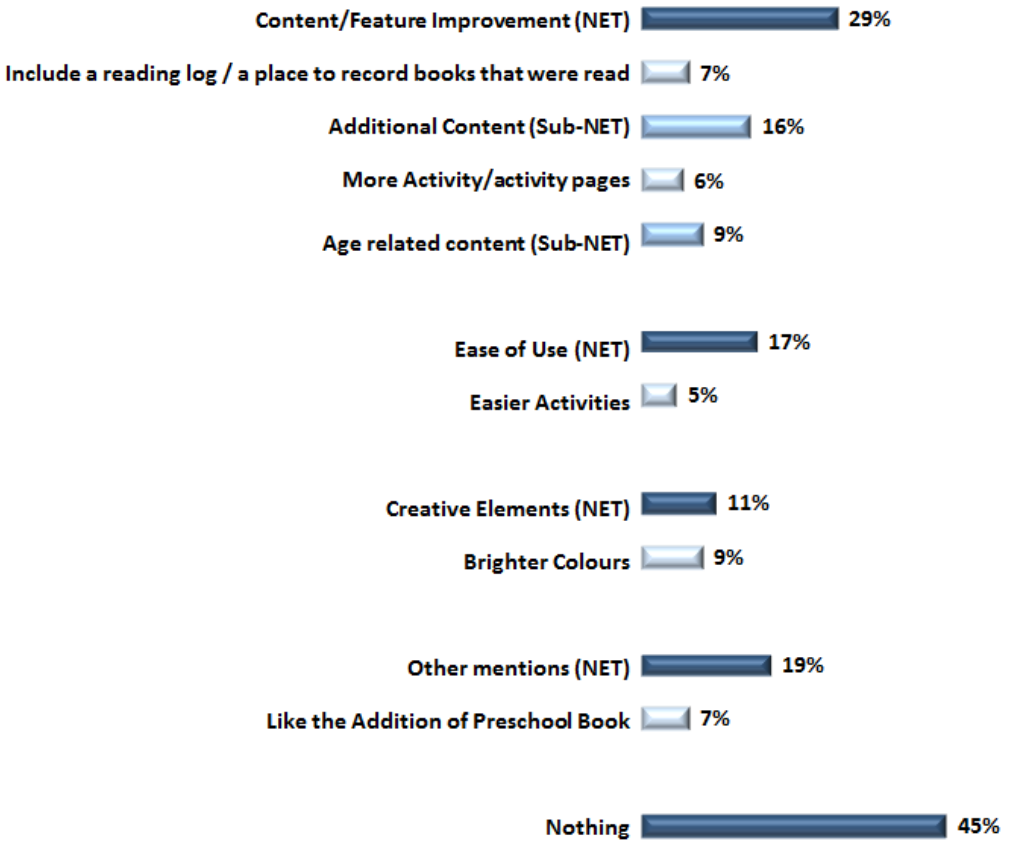


Base: 2012: All localities that submitted results (n= 1,784). Data is weighted to reflect all localities that participated in the TDSRC program (n=1,989).
Note: Only mentions 5% or higher are included.
Source: [[Satisfaction_Materials_2] Do you have any suggestions on how to improve the material for future programs? (Max. 20 words)

Improvements to the Content of the Materials

Suggestions to improve the content of the materials include having additional content (16%), addressing ease of use (17%) and creative elements (11%).

Figure 27. Suggestions for Improving Content of Materials

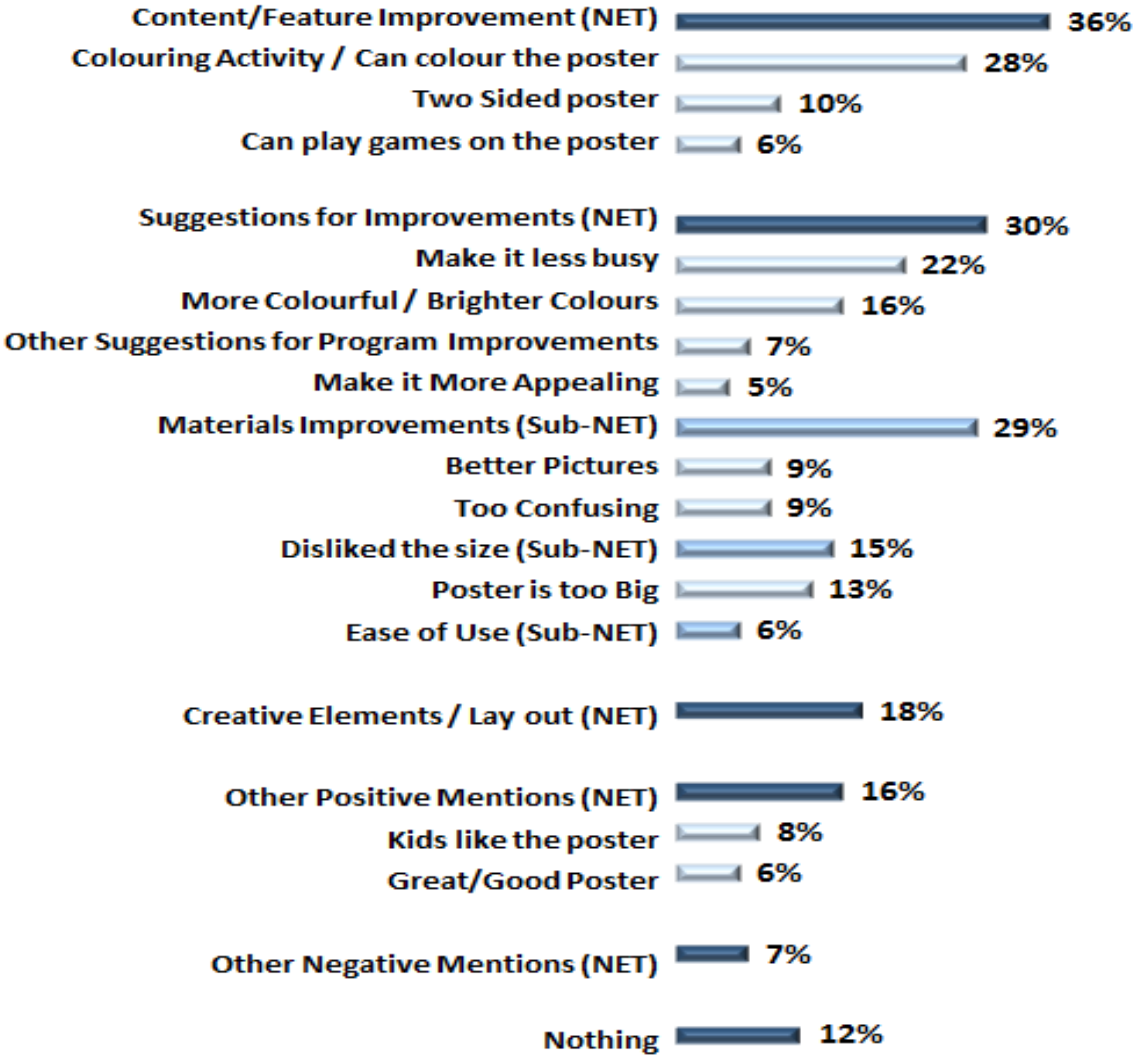


Base: 2012: All localities that submitted results (n= 1,784). Data is weighted to reflect all localities that participated in the TDSRC program (n=1,989).
Note: Only mentions 5% or higher are included.
Source: [Satisfaction_Content_2] Do you have any suggestions on how to improve the content of the material for future programs? (Max. 20 words)

Comments on the Poster

Libraries were asked to comment on the poster. Most commented positively appreciating the fact that kids can colour it (28%), and that there were two sides to the poster (10%). Some did suggest to make it less “busy” (22%) and to use brighter colours (16%).

Figure 28. Comments on the poster



Base: 2012: All localities that submitted results (n= 1,784). Data is weighted to reflect all localities that participated in the TDSRC program (n=1,989).
Note: Only mentions 5% or higher are included.
Source: [Satisfaction_Poster_2] Do you have any comments on the poster? (Max. 20 words)

The word cloud regarding comments on the poster highlight positive association to it such as “great” “loved” and “liked”. The aspect of being able to colour it is also a major theme. Despite these positive, one can see that many felt it looked “busy”.

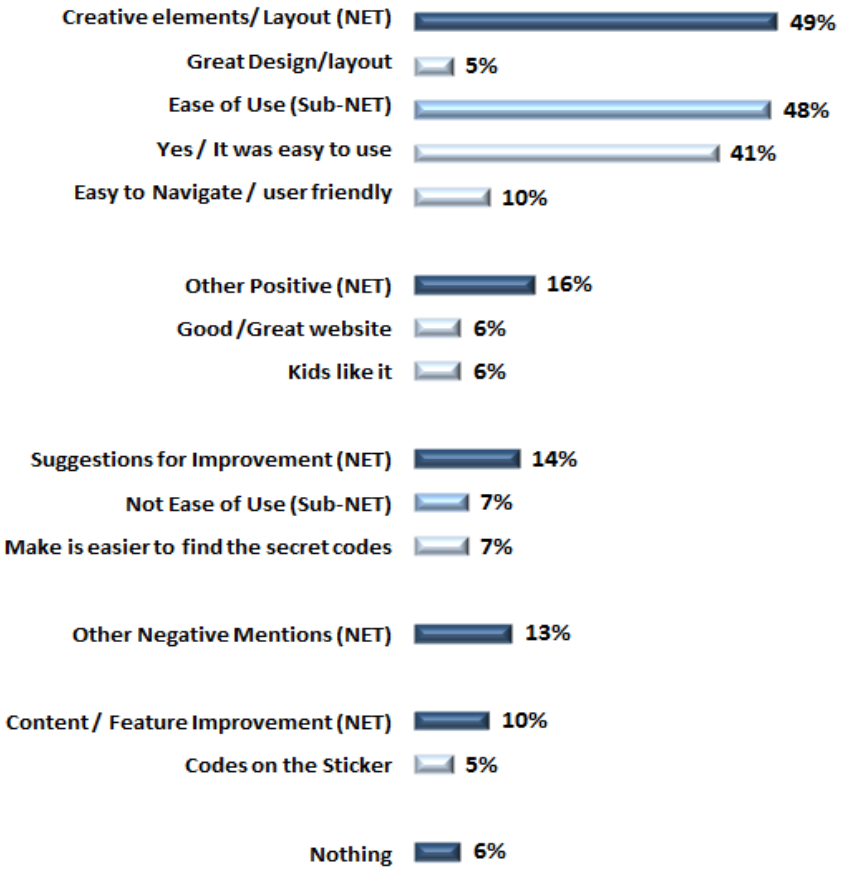
Figure 29. Word Cloud: Comments on the poster

Base: 2012: All localities that submitted results (n= 1,784). Data is weighted to reflect all localities that participated in the TDSRC program (n=1,989).
Note: Only mentions 5% or higher are included.
Source: [Satisfaction_Poster_2] Do you have any comments on the poster? (Max. 20 words)

Children's Website Ease of Use

Librarians were asked if they thought the children's website was easy to use. The chart below shows that nearly half (48%) thought that this was the case and 10% thought it was easy to navigate. Only 7% mentioned the site being not easy to use. Some areas of improvements include making it easier to find the codes on the stickers (7%).

Figure 30. Children's Website Ease of Use

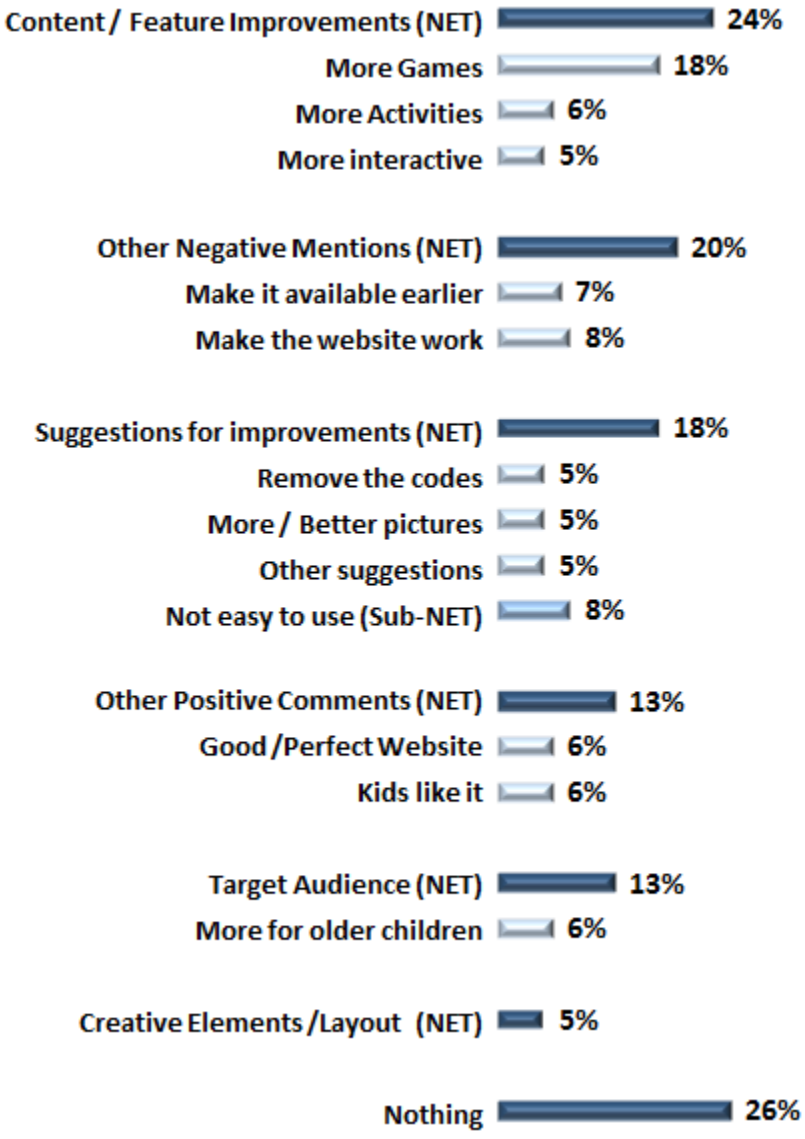


Base: 2012: All localities that submitted results (n= 1,784). Data is weighted to reflect all localities that participated in the TDSRC program (n=1,989).
Note: Only mentions 5% or higher are included.
Source: [Satisfaction_Web_Kids_2] Did you find that the website www.tdsummerreadingclub.ca was easy to use? (Max. 20 words)

Suggestions to Improve Children's Website

Libraries asked for suggestions on how to improve the children's website. Most comments centered on improving certain features such as having more games (18%) and making it more interactive (5%). Other suggestions include having more pictures (5%) and have the website made available sooner (7%). Other comments included the feeling that the site was geared for older children (6%).

Figure 31. Suggestions to Improve Web Content of Children's Website

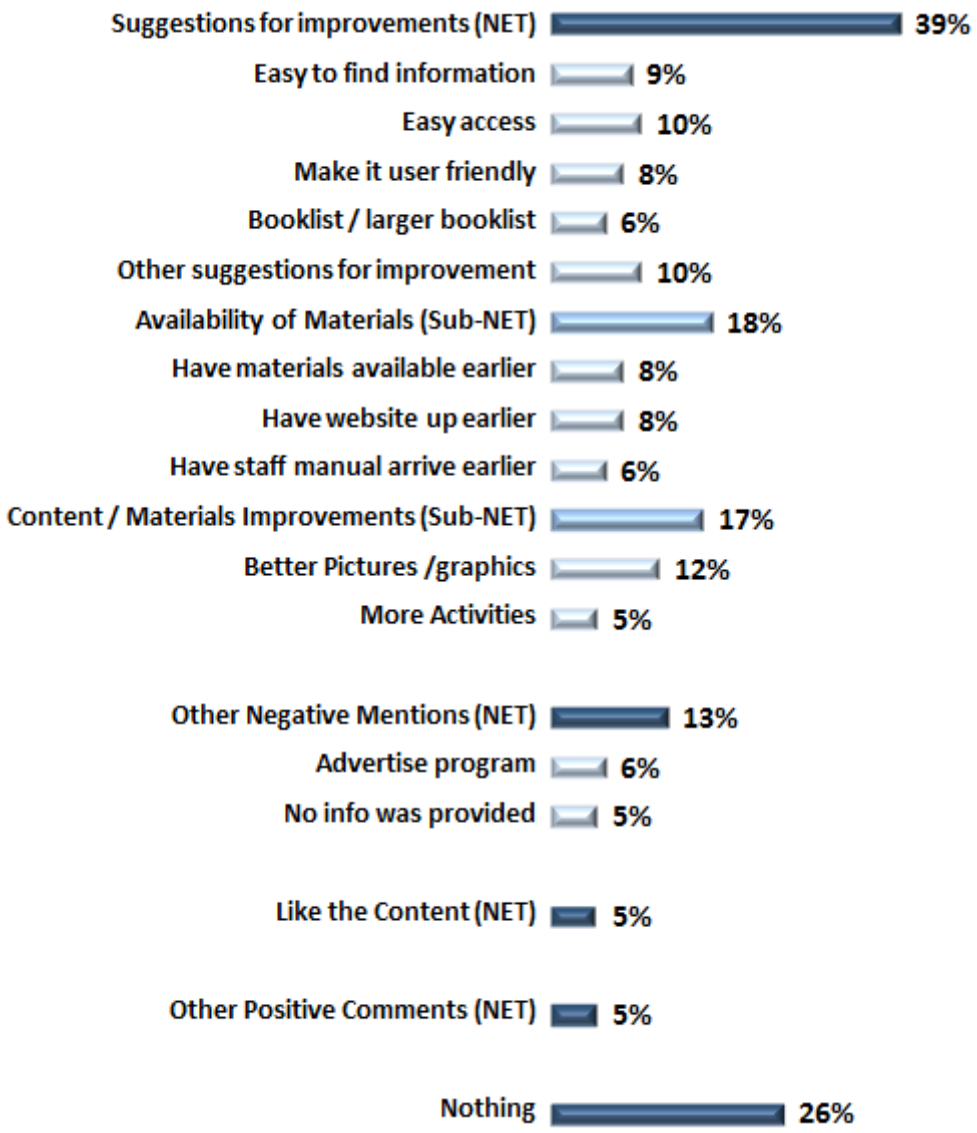


Base: 2012: All localities that submitted results (n= 1,784). Data is weighted to reflect all localities that participated in the TDSRC program (n=1,989).
Note: Only mentions 5% or higher are included.
Source: [Satisfaction_Web_Kids_3] Do you have suggestions on how to improve the web content for children? (Max. 20 words)

Improving Web Content for Librarians

When asked how to improve the web content for librarians, nearly two in five (39%) librarians made suggestions. Some centered on easing access to information (9%) and making materials more available (18%), for some this meant having them sooner (8%). Other improvements include better graphics (12%), and more activities (5%).

Figure 32. Suggestions to Improve Web Content for Librarians



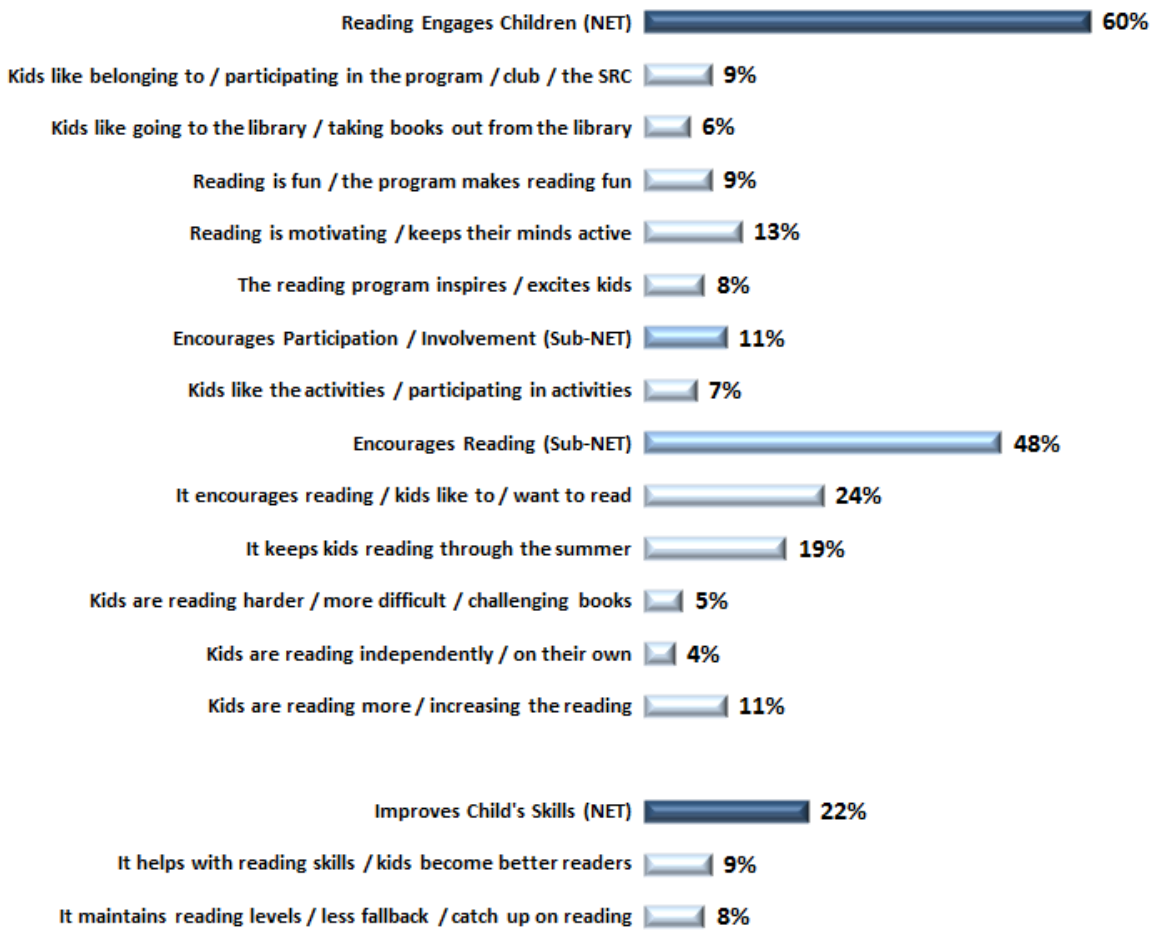
Base: 2012: All localities that submitted results (n= 1,784). Data is weighted to reflect all localities that participated in the TDSRC program (n=1,989).
Note: Only mentions 5% or highler are included.
Source: [Satisfaction_Web_Librarians_2] Do you have suggestions on how to improve the web content for librarians? (Max. 20 words)

Testimonials

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

Similar to last year, the most common testimonial in 2012 was that the program engages children (60%). Specifically, 48 per cent thought it encouraged children to read more frequently. Nearly one-quarter (22%) reported that it improves child's skills.

Figure 33. Testimonials



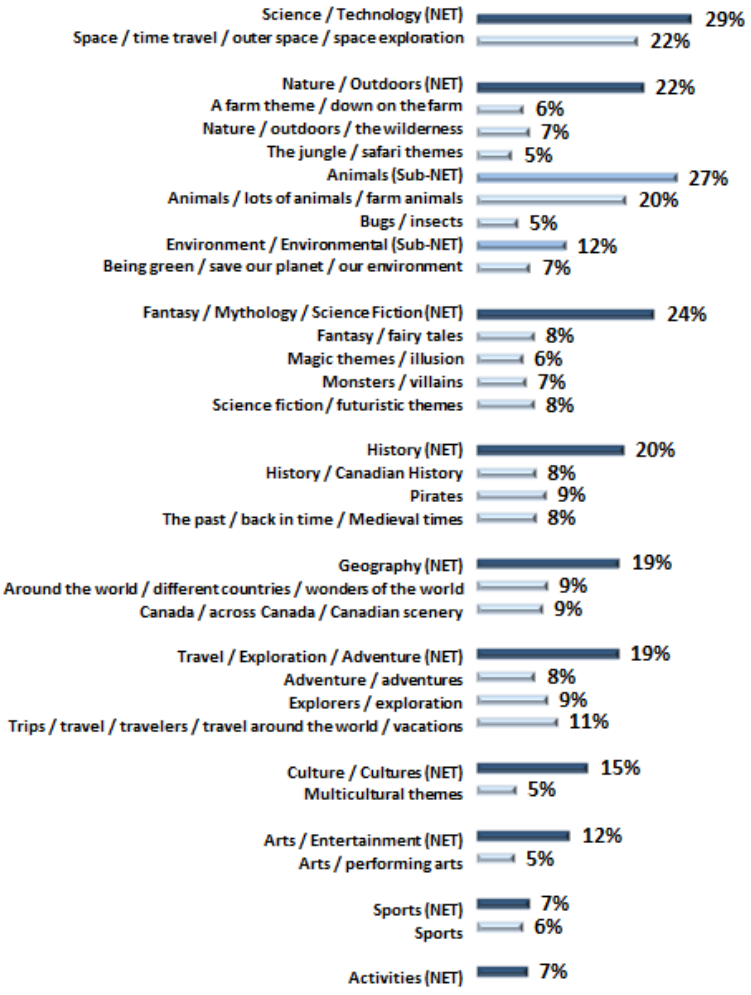
Base: 2012: All localities that submitted results (n= 1,784). Data is weighted to reflect all localities that participated in the TDSRC program (n=1,989).
Note: Only mentions 5% or higher are included.
Source: [Program_Reading_Outcome] Do you have any testimonials from parents, caregivers or teachers that may indicate an improvement in reading level? (max. 70 words)

Suggestions

Future Themes

A wide variety of themes were suggested for future programs ranging from Science and Technology (29%) to History (20%) and Arts and Entertainment (12%). Science (29%) and Animals (27%) are the top two mentions which include examples such as space exploration (22%) and farm animals (20%). Fantasy (23%) was another popular mention. The figure below presents the suggestions made by at least 5% of libraries in 2012.

Figure 34. Suggestions for Future Themes

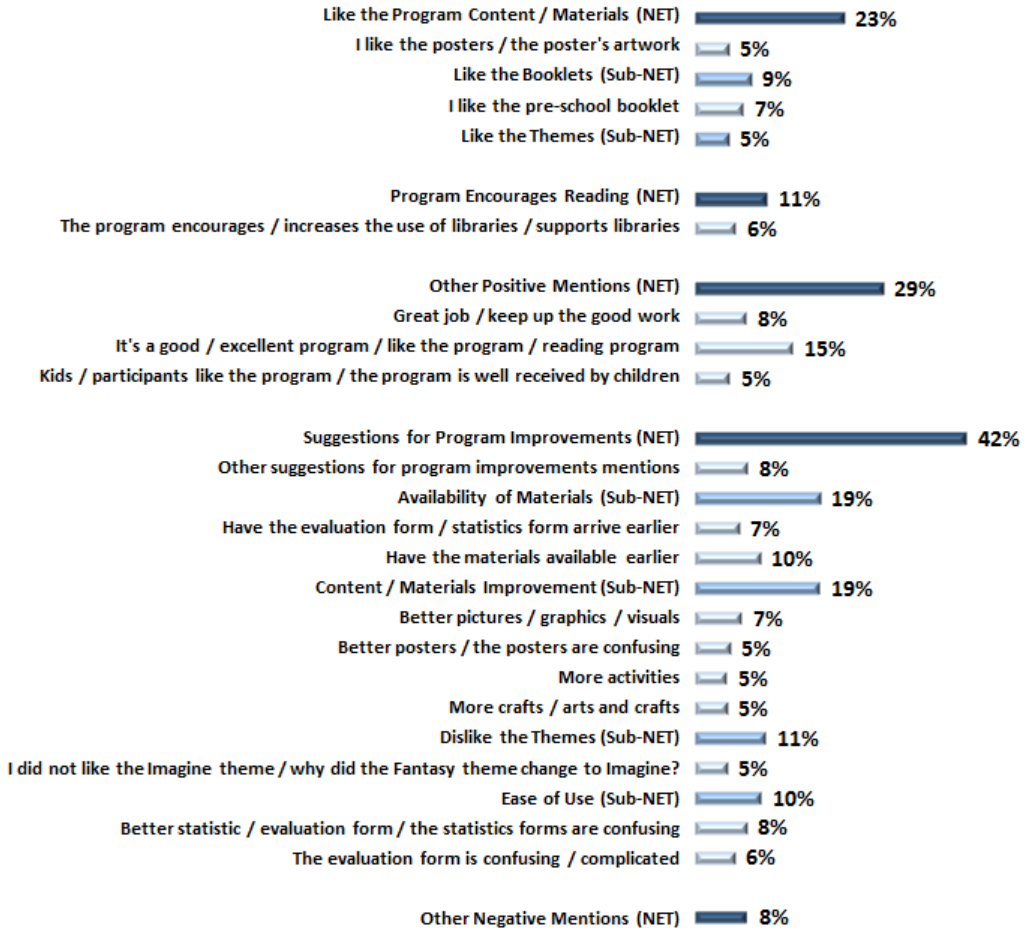


Base: 2012: All localities that submitted results (n= 1,784). Data is weighted to reflect all localities that participated in the TDSRC program (n=1,989).
Note: Only mentions 5% or higher are included.
Source: [Satisfaction_Theme_2] Do you have any suggestions for the program's future themes? (Max. 20 words)

TDSRC Overall

Libraries were asked to provide suggestions on the TDSRC overall. Libraries often use this question as an opportunity to provide feedback. This year as in previous years librarians stressed the positive aspects of the program, with 23% saying they liked it, and 29% had other positive comments such as "it's an excellent program" (15%). Two in five (42%) did take the opportunity to voice their suggestion for improvement such as the availability of materials (19%) which is mostly centered on having them available sooner (10%), improvement to the content (19%) such as better pictures (7%) and more activities (5%).

Figure 35. Suggestions for TDSRC Overall



Base: 2012: All localities that submitted results (n= 1,784). Data is weighted to reflect all localities that participated in the TDSRC program (n=1,989).
Note: Only mentions 5% or higher are included.
Source: [Program_Reading_Outcome2] Do you have any suggestions on the TDSRC overall? (Max. 70 words)

Appendix 1 – Evaluation Forms

TD Summer reading club 2012 evaluation

August 21, 2012

COORDINATOR QUESTIONNAIRE

All questions should be Visual+ unless otherwise noted.

Section 1: Screener

[Intro]

[INSERT IMAGES]

Welcome to the TD Summer Reading Club 2012 evaluation.

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.

This year, Vision Critical Inc. is commissioned to provide the evaluation online. Should you have any questions regarding this questionnaire, please feel free to contact Karine Nijdam, Research Manager, Angus Reid Public Opinion, the public affairs division of Vision Critical Inc. at Karine.nijdam@visioncritical.com. If you have technical issues regarding this questionnaire, our technical support can be reached at support@visioncritical.com.

Please give an estimate if you did not collect specific data. The survey will take approximately 15 to 20 minutes to complete. If you cannot complete the survey in one sitting you may return to the survey at your convenience at different occasions. The survey link will automatically begin where you left off. The deadline for completed surveys is September 30th 2012.

Librarian/Coordinator Screening
[CLICK MAP]
[Location]
Please click on the province where your library or library system is located.

[SINGLE CHOICE BUTTON]
[Position_1]
Are you reporting data for your library only or as a coordinator for a number of libraries in a system or region?

My library only
As a coordinator for a number of libraries in a system or region
The libraries in my system are reporting their own data directly [**Thank and Terminate]**

[OPEN END]
[Library_Info_1]
Please indicate the library system name for which you are reporting.

[NUMERIC OPEN END]
[Library_Info_2]
How many service points/branches in total participated in the TDSRC 2012 in your system?

[NUMERIC OPEN END]
[Library_Info_3]
How many of the service points/branches that participated in the TDSRC 2012 are you reporting data for? If you are reporting for your library only, enter 1.

[OPEN END]
[Library_Info_4]
If you are reporting for numerous branches, please enter their names:

I am not reporting for numerous branches **[EXCLUSIVE]**

Section 2: Statistics on Registration

[NUMERIC GRID]

[Registration_1]
Please provide in the totals for the number of children who registered to participate in the TDSRC 2012 with the intent to read books. Transcribe the totals from the appropriate category of your registration form.

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.

These totals must be equal to or less than the number who participated. Please enter the totals for all libraries in the system that you are reporting for. If you are reporting for your library only, please enter your totals only.

[ROWS]
0-5 years old
6-8 years old
9-12 years old
13 + years old
Total

[COLUMNS]
Girls
Boys
Total number of participants – boys and girls

[NUMERIC GRID]
[Materials_Provided_1]
Please indicate the 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. If you are reporting for your library only, please enter your totals only.

[ROWS]
Posters
Activity booklets
Preschool activity booklet
Sticker sheets
Reading kits

[COLUMN]
Total

[NUMERIC GRID]
[Program_Format_1]
You are reporting data for **[PIPE IN NUMBER OF POS/BRANCHES AT Library_info_3]** service points/branches.

Please enter the total number of those service points that responded with yes and/or no for the chosen program format. If some service points did not supply this information, enter that number under 'No Info Provided' If you are reporting for your own library only, enter 1 at the appropriate answer.

[ROWS]
Ran as a drop-in program (no activities)
Ran as a club (e.g., with distinct meeting times)

[COLUMN]
Yes
No
No information provided

[NUMERIC GRID]
[Program_Format_2]
For each item listed below, please enter the totals for all libraries in the system for which you are reporting. If you are missing data for this question for some systems, please include estimates for those libraries in your totals. If you are reporting for your own library only, enter your totals only.

[ROWS]
Total number of children who collected all 9 stickers
Total number of books read
Total number of hours spent reading

[COLUMN]
Total

Section 2: Statistics on Participation

[NUMERIC GRID]
[Participation_1]
Please indicate 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. If you are reporting for your own library only, enter your totals only.

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

[ROWS]
Number of club activities
Attendance at activities for girls
Attendance at activities for boys
Attendance at activities for girls and boys
Attendance adults (parents, guardians)

[COLUMN]
Total

[NUMERIC GRID, SAME PAGE AS Participation1]
[Participation_1A]

Programs/activities conducted **outside** the libraries within **your system**:

[ROWS]
Number of club activities
Attendance at activities for girls
Attendance at activities for boys
Attendance at activities for girls and boys
Attendance adults (parents, guardians)

[COLUMN]
Total

[NUMERIC GRID]
[Program_Promotion_0]
You are reporting data for **[PIPE IN NUMBER OF POS/BRANCHES AT Library_info_3]** 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 Information Provided." If you are reporting for your library only, please enter 1 at the appropriate answer:

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

[ROW]
Schools
Day Camps
Childcare centres
Other

[COLUMNS]
Yes
No
No info provided

[ASK FOR YES AT ANY AT [Program_Promotion_0]
[NUMERIC GRID]
[Program_Promotion_0A]
You indicated that some service points responded with yes to promoting the program. Please indicate the number of visits, of group visits and the number of children who visited joined.

[ROWS]
[PIPE IN FOR YES AT [Program_Promotion_0]

[COLUMNS]
Number of visits
Number of groups visited
Number of children who joined

[NUMERIC GRID]
[Program_Promotion_1]
Please transcribe the totals from your registration form to the appropriate promotion methods:

How many participants first heard about the TDSRC by the following methods?

[ROWS]
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. Material sent to the schools
4. School invitations

5. Staff promotion in branch
6. Word of mouth
7. Joined TDSRC last year
8. Media (radio, newspaper, website, library program guide, transit ads)
9. Other – Describe here: **[SPECIFY]**

[COLUMN]
Total

[NUMERIC GRID]
[Satisfaction_Theme_1]
Please rate your level of satisfaction with the program elements listed below.

You are reporting data for **[PIPE IN NUMBER OF POS/BRANCHES AT Library_info_3]** 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. If you are reporting for your library only, enter 1 at the appropriate answer.

[ROWS]
Overall appreciation of the theme
Visual representation of the theme in the materials

[COLUMNS]
Very Dissatisfied
Dissatisfied
Neutral
Satisfied
Very Satisfied
No Info Provided

[OPEN END]
[Satisfaction_Theme_2]
Do you have any suggestions for the program's future themes? (Max. 20 words)

[NUMERIC GRID]
[Satisfaction_Materials _1]
For each statement, enter the number of service points that responded with each level of satisfaction in regards to material and printing. If some service points did not supply information, enter that number under 'No Info Provided'. If you are reporting for your library only, enter 1 at the appropriate answer.

[ROWS]
Quality of the activity booklet
Quality of the preschool activity booklet

[COLUMNS]
Very Dissatisfied
Dissatisfied
Neutral
Satisfied
Very Satisfied
No Info Provided

[OPEN END]
[Satisfaction_Materials_2]
Do you have any suggestions on how to improve the material for future programs? (Max. 20 words)
[NUMERIC GRID]
[Satisfaction_Content_1]
For each statement, enter the number of service points that responded with each level of satisfaction in regards to the content of the material. If some service points did not supply information, enter that number under 'No Info Provided'. If you are reporting for your library only, enter 1 at the appropriate answer.

[ROWS]
Content of activity booklet
Content of preschool activity booklet

[COLUMNS]
Very Dissatisfied
Dissatisfied
Neutral
Satisfied
Very Satisfied
No Info Provided

[OPEN END]
[Satisfaction_Content_2]
Do you have any suggestions on how to improve the content of the material for future programs? (Max. 20 words)

[NUMERIC GRID]
[Satisfaction_Poster_1]

For each statement, enter the number of service points that responded with each level of satisfaction in regards to the poster. If some service points did not supply information, enter that number under 'No Info Provided'. If you are reporting for your library only, enter 1 at the appropriate answer.

[ROWS]
Illustration
Colouring activity

[COLUMNS]
Very Dissatisfied
Dissatisfied
Neutral
Satisfied
Very Satisfied
No Info Provided

[OPEN END]
[Satisfaction_Poster_2]
Do you have any comments on the poster? (Max. 20 words)

[NUMERIC GRID]
[Satisfaction_Web_Kids_1]
For each statement, enter the number of service points that responded with each level of satisfaction in regards to the web content for children. If some service points did not supply information, enter that number under 'No Info Provided'. If you are reporting for your library only, enter 1 at the appropriate answer.

[ROWS]
Overall satisfaction with the website
Interactive aspects
"Secret" codes on stickers
Variety of activities
Creativity
Online activities
Printable activities
Date of the website's launch

[COLUMNS]
Very Dissatisfied
Dissatisfied
Neutral
Satisfied
Very Satisfied
No Info Provided

[OPEN END]
[Satisfaction_Web_Kids_2]
Did you find that the website www.tdsummerreadingclub.ca was easy to use? (Max. 20 words)

[OPEN END]
[Satisfaction_Web_Kids_3]
Do you have suggestions on how to improve the web content for children? (Max. 20 words)

[NUMERIC GRID]
[Satisfaction_Web_Librarians_1]
For each statement, enter the number of service points that responded with each level of satisfaction in regards to the web content for librarians. If some service points did not supply information, enter that number under 'No Info Provided'. If you are reporting for your library only, enter 1 at the appropriate answer.

[ROWS]
Overall satisfaction with the website
Clip art and images
Staff manual
Booklists
Access to information
Printable documents

[COLUMNS]
Very Dissatisfied
Dissatisfied
Neutral
Satisfied
Very Satisfied
No Info Provided

[OPEN END]
[Satisfaction_Web_Librarians_2]
Do you have suggestions on how to improve the web content for librarians? (Max. 20 words)

Section 3: Comments and Suggestions

[OPEN END]

[Program_Reading_Outcome]

Do you have any testimonials from parents, caregivers or teachers that may indicate an improvement in reading level? (max. 70 words)

[OPEN END]

[Program_Reading_Outcome2]

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

END INTERVIEW with status: You have completed the survey. Library and Archives Canada thanks you for your participation!

COORDINATOR QUESTIONNAIRE

All questions should be Visual+ unless otherwise noted.

Section 1: Screener

[Intro]
[INSERT IMAGES]

Bienvenue au sondage d'évaluation du programme du Club de lecture d'été TD 2012.
Afin de fournir 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.

Cette année Vision Critical fournit l'évaluation en ligne. Si vous avez des questions à propos du sondage, veuillez contacter Karine Nijdam, gestionnaire de recherche d'Opinion Publique Angus Reid à karine.nijdam@visioncritical.com. Si vous avez besoin d'appui technique, veuillez contacter support@visioncritical.com.

Si vous avez omis de collecter certaines données, vous pouvez donner une réponse approximative. Le sondage prendra de 15 à 20 minutes à compléter. Si vous ne pouvez compléter le sondage en une seule fois, vous pourrez y accéder à ~~de~~ nouveau à votre convenance, autant de fois que vous voudrez. Le lien vers le sondage s'ouvrira là où vous l'avez laissé. La date limite pour répondre au sondage est le 30 septembre 2012.

Librarian/Coordinator Screening

[CLICK MAP]
[Location]
Veuillez cliquer où se situe votre bibliothèque ou votre réseau de bibliothèques.

[SINGLE CHOICE BUTTON]
[Position_1]
Fournissez-vous les données pour votre bibliothèque seulement ou en tant que coordonnateur pour un réseau de bibliothèques?

Ma bibliothèque seulement
En tant que coordonnateur pour un réseau de bibliothèques
Les bibliothèques de mon réseau fournissent directement leurs propres données. [**Merci Terminate]**

[OPEN END]
[Library_Info_1]
Veuillez indiquer le nom de votre réseau pour lequel vous fournissez les données.

[NUMERIC OPEN END]
[Library_Info_2]
Combien de points de service/succursales en tout ont participé au Club de lecture d'été TD 2012 dans votre réseau?

[NUMERIC OPEN END]
[Library_Info_3]
Pour combien de points de service/succursales qui ont participé au Club de lecture d'été TD 2012 fournissez-vous des données? Indiquez 1 si vous fournissez les données pour votre succursale seulement.

[OPEN END]
[Library_Info_4]
Si vous répondez pour plusieurs points de service/succursales, indiquez leurs noms

Je ne réponds pas pour plusieurs points de services/succursales. **[EXCLUSIVE]**

Section 2: Statistics on Registration

[NUMERIC GRID]
[Registration_1]

Veuillez indiquer le nombre total d'enfants qui se sont inscrits pour participer au Club de lecture d'été TD dans l'intention de lire des livres. Transcrivez le nombre total indiqué dans la catégorie appropriée de votre formulaire d'inscription.

Cette section renvoie au nombre total d'enfants qui s'étaient inscrits à la bibliothèque participante, c.-à-d. les enfants dont vous aviez le nom complet et/ou l'âge, et à qui vous avez remis une trousse d'inscription et/ou une affiche. Ce nombre n'inclut pas nécessairement les enfants qui ont uniquement participé à une ou plusieurs activités (se reporter ci-après). Le total de ces nombres doit être égal ou inférieur au nombre d'enfants qui ont participé. Si vous répondez pour votre succursale seulement, veuillez fournir vos données seulement.

[ROWS]
0-5 ans
6-8 ans
9-12 ans
13 + ans
Total

[COLUMNS]
Filles
Garçons
Total des participants–filles et garçons

[NUMERIC GRID]
[Materials_Provided_1]
Veuillez indiquer le nombre total de trousses de lecture ou d'affiches remises aux enfants qui ont fréquenté les bibliothèques de votre réseau, 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.

Veuillez entrer le total de toutes les bibliothèques du réseau pour lequel vous faites rapport. S'il vous manque des données pour ces questions pour certains réseaux, veuillez inclure des estimations pour ces bibliothèques dans vos totaux. Si vous répondez pour votre succursale seulement, veuillez fournir vos données seulement.

[ROWS]
Affiches
Livrets d'activités
Carnets de la petite enfance
Feuilles d'autocollants
Trousses de lectures

[COLUMN]
Total

[NUMERIC GRID]
[Program_Format_1]
Vous fournissez des données pour **[PIPE IN NUMBER OF POS/BRANCHES AT Library_info_3]** 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 » à propos du format du programme. Si vous répondez pour votre succursale seulement, veuillez indiquer 1 à la réponse appropriée.

[ROWS]
Fonctionné suivant le principe de la porte ouverte (aucune activité)
Administré le programme comme un club (p. ex., rencontres à heures fixes)

[COLUMN]
Oui
Non
Aucune information fournie

[NUMERIC GRID]
[Program_Format_2]
Veuillez entrer le total de toutes les bibliothèques du réseau pour lequel vous faites rapport pour chaque catégorie ci-dessous. S'il vous manque des données pour cette question pour certains réseaux, veuillez inclure des estimations pour ces bibliothèques dans vos totaux. Si vous répondez pour votre succursale seulement, veuillez fournir vos données seulement.

[ROWS]
Nombre d’enfants qui ont obtenu les 9 autocollants
Livres lus
Heures de lecture

[COLUMN]
Total

Section 2: Statistics on Participation

[NUMERIC GRID]
[Participation_1]
Veuillez fournir le 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, mais doivent être comptés chaque fois qu'ils ont participé à une activité. Le nombre d'enfants qui ont participé peut être différent du nombre d'enfants inscrits.

Veuillez 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. Si vous répondez pour votre succursale seulement, veuillez fournir vos données seulement.

Activités en bibliothèque de votre réseau

[ROWS]
Nombre total d'activités organisées
Participation totale des filles
Participation totale des garçons
Participation totale des filles et des garçons
Participation totale des adultes accompagnateurs (parents, gardiens)

[COLUMN]
Total

[NUMERIC GRID, SAME PAGE AS Participation1]
[Participation_1A]

Activités à l'extérieur de la bibliothèque:

[ROWS]
Nombre total d'activités organisées
Participation totale des filles
Participation totale des garçons
Participation totale des filles et des garçons
Participation totale des adultes accompagnateurs (parents, gardiens)

[COLUMN]
Total

[NUMERIC GRID]
[Program_Promotion_0]
Vous fournissez des données pour **[PIPE IN NUMBER OF POS/BRANCHES AT Library_info_3]** 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 ». Si vous répondez pour votre succursale seulement, veuillez indiquer 1 à la réponse appropriée.

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.?

[ROW]
Écoles
Camps de jours
Garderies
Autres

[COLUMNS]
Oui
Non
Aucune information fournie

[ASK FOR YES AT ANY AT [Program_Promotion_0]
[NUMERIC GRID]
[Program_Promotion_0A]
Vous avez indiqué que certaines bibliothèques ont répondu “oui”. Veuillez indiquer le nombre de visites, le nombre de groupes visités et le nombre d’enfants qui se sont inscrits.

[ROWS]
[PIPE IN FOR YES AT [Program_Promotion_0]

[COLUMNS]
Nombre de visites
Nombre de groupes visités
Nombre d’enfants qui se sont inscrits

[NUMERIC GRID]
[Program_Promotion_1]
Transcrivez dans le tableau ci-dessous les totaux inscrits dans votre formulaire d’inscription
Combien de participants ont appris l'existence du Club de lecture d’été TD par les méthodes suivantes?

[ROWS]
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. Envoi de matériel aux écoles

4. Invitations des écoles
5. Promotion par le personnel dans les succursales
6. Bouche-à-oreille
7. Participation au CLÉ TD l'été dernier
8. Médias (radio, journaux, sites Web, guide des programmes de la bibliothèque, annonces dans les transports en commun)
9. Autres – Précisez **[SPECIFY]**

[COLUMN]
Total

[NUMERIC GRID]
[Satisfaction_Theme_1]
Veuillez évaluer votre degré de satisfaction à l'égard des aspects du programme énumérés ci-après

Vous fournissez des données pour **[PIPE IN NUMBER OF POS/BRANCHES AT Library_info_3]** de bibliothèques/succursales**.**

Pour chaque énoncé, veuillez indiquer pour chaque niveau de satisfaction le nombre de points de service qui ont répondu. 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 du« Thème », veuillez indiquer le chiffre « 2 » dans les colonnes « Satisfait » et « Très satisfait » de la ligne « Satisfaction globale à l'égard du thème ». Si vous répondez pour votre succursale seulement, veuillez indiquer 1 à la réponse appropriée.

[ROWS]
Satisfaction globale à l'égard du thème
Représentation graphique du thème dans la documentation

[COLUMNS]
Très insatisfait
Insatisfait
Indifférent
Satisfait
Très satisfait
Aucune information fournie

[OPEN END]
[Satisfaction_Theme_2]
Avez-vous des suggestions de thèmes pour les programmes à venir? (maximum 20 mots)

[NUMERIC GRID]
[Satisfaction_Materials _1]
Pour chaque énoncé, veuillez indiquer pour chaque niveau de satisfaction le nombre de points de service qui ont répondu à propos du matériel et l'impression. Si certains points de service n'ont pas fourni d'information, veuillez indiquer ce nombre sous « Aucune information fournie ». Si vous répondez pour votre succursale seulement, veuillez indiquer 1 à la réponse appropriée.

[ROWS]
Qualité du livret d'activités
Qualité du carnet de la petite enfance

[COLUMNS]
Très insatisfait
Insatisfait
Indifférent
Satisfait
Très satisfait
Aucune information fournie

[OPEN END]
[Satisfaction_Materials_2]
Avez-vous des suggestions pour améliorer le matériel pour les programmes à venir ? (maximum 20 mots)

[NUMERIC GRID]
[Satisfaction_Content_1]
Pour chaque énoncé, veuillez indiquer pour chaque niveau de satisfaction le nombre de points de service qui ont répondu à propos du contenu des produits. Si certains points de service n'ont pas fourni d'information, veuillez indiquer ce nombre sous « Aucune information fournie ». Si vous répondez pour votre succursale seulement, veuillez indiquer 1 a la réponse appropriée.

[ROWS]
Contenu du livret d'activités
Contenu du carnet de la petite enfance

[COLUMNS]
Très insatisfait
Insatisfait
Indifférent
Satisfait
Très satisfait
Aucune information fournie

[OPEN END]

[Satisfaction_Content_2]
Avez-vous des suggestions pour améliorer le contenu des produits? (maximum 20 mots)

[NUMERIC GRID]
[Satisfaction_Poster_1]
Pour chaque énoncé, veuillez indiquer pour chaque niveau de satisfaction le nombre de points de service qui ont répondu à propos de l'affiche. Si certains points de service n'ont pas fourni d'information, veuillez indiquer ce nombre sous « Aucune information fournie ». Si vous répondez pour votre succursale seulement, veuillez indiquer 1 à la réponse appropriée.

[ROWS]
Illustration
Coloriage

[COLUMNS]
Très insatisfait
Insatisfait
Indifférent
Satisfait
Très satisfait
Aucune information fournie

[OPEN END]
[Satisfaction_Poster_2]
Avez-vous des commentaires sur l'affiche? (maximum 20 mots)

[NUMERIC GRID]
[Satisfaction_Web_Kids_1]
Pour chaque énoncé, veuillez indiquer pour chaque niveau de satisfaction le nombre de points de service qui ont répondu à propos du contenu web pour les enfants. Si certains points de service n'ont pas fourni d'information, veuillez indiquer ce nombre sous « Aucune information fournie ». Si vous répondez pour votre succursale seulement, veuillez indiquer 1 à la réponse appropriée.

[ROWS]
Satisfaction globale à l'égard du site Web
Aspects interactifs
Variété des jeux
Codes secrets sur les autocollants
Créativité
Activités en ligne
Activités à imprimer
Date de disponibilité du site Web

[COLUMNS]

Très insatisfait
Insatisfait
Indifférent
Satisfait
Très satisfait
Aucune information fournie

[OPEN END]
[Satisfaction_Web_Kids_2]
Avez-vous trouvé le site Web www.clubdelecturetd.ca facile à utiliser? (maximum 20 mots)

[OPEN END]
[Satisfaction_Web_Kids_3]
Avez-vous des suggestions sur la façon d'améliorer notre site Web? (maximum 20 mots)

[NUMERIC GRID]
[Satisfaction_Web_Librarians_1]
Pour chaque énoncé, veuillez indiquer pour chaque niveau de satisfaction le nombre de points de service qui ont répondu à propos du site web pour les bibliothécaires. Si certains points de service n'ont pas fourni d'information, veuillez indiquer ce nombre sous « Aucune information fournie ». Si vous répondez pour votre succursale seulement, veuillez indiquer 1 à la réponse appropriée.

[ROWS]
Satisfaction globale à l'égard du site Web
Clipart et images
Guide d'animation
Liste des livres
Accès à l'information
Documents à imprimer

[COLUMNS]
Très insatisfait
Insatisfait
Indifférent
Satisfait
Très satisfait
Aucune information fournie

[OPEN END]
[Satisfaction_Web_Librarians_2]
Avez-vous des suggestions sur la façon d'améliorer notre site Web? (maximum 20 mots)

Section 3: Comments and Suggestions

[OPEN END]

[Program_Reading_Outcome]

Avez-vous des témoignages de parents, d'accompagnateurs ou d'enseignants indiquant une augmentation du goût et du plaisir de la lecture chez les enfants? (maximum 70 mots)

[OPEN END]

[Suggestion_on_Program3]

Avez-vous des suggestions générales au sujet du Club de lecture d'été TD ~~CLÉ TD~~? (maximum 70 mots)

END INTERVIEW with status:

Vous avez complété le sondage. Bibliothèque et Archives Canada vous remercie de votre participation.

Appendix 2 – Ontario (SOLS, NOLS, and Toronto)

Ontario Program Statistics

Response Rate

Within all systems in Ontario, 765 of the 794 participating libraries submitted their results, resulting in an overall response rate of 96%.

Figure A2-1. Response Rate

	Ontario	TPL	SOLS	NOLS
(A) Total Participating Libraries	794	96	611	87
(B) Total Responded to Survey	765	93	585	87
(C) Survey Response Rate	96%	97%	96%	100%

Source: Row (A) provided by Library and Archives Canada. Rows (B) and (C) represent data collected by Angus Reid Public Opinion

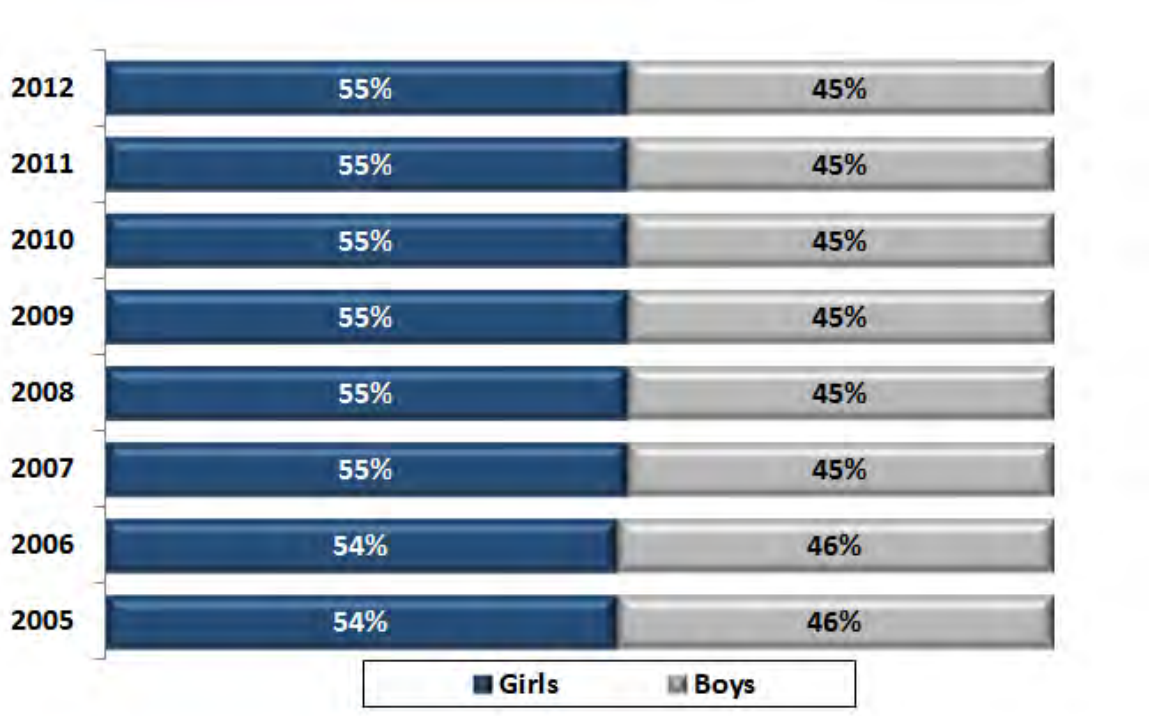
Statistics on Registration

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 2012. 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 143,213 children registered for the TDSRC 2012 program, a decrease over 2011 (153,779). Girls comprise 78,768 or 55% of the participants, while the 64,535 boys represent 45% of the participants, a similar ratio to what was seen last year.

Figure A2-2. Percentage of Registered Children by Gender



Base: All localities that submitted results (n=765). Data is weighted to reflect all localities that participated in the TDSRC program (n=794).
Source: *[Registration_1] Please provide in the totals for the number of children who registered to participate in the TDSRC 2012 with the intent to read books.*

Figure A2-3 shows the age breakdown of participating children. For the summer of 2012, the breakdown of the participants by age and gender are almost identical to the 2011 results. Of the girls, 30% fall in the

0-5 age group, 38% are aged 6-8, 29% are aged 9-12, and 3% are 13 years or older. Among the boys, 34% are aged 0-5, 39% are aged 6-8, 25% are aged 9-12, and 2% are aged 13 and older.

Figure A2-3. Percentage of Participating Children by Age and Gender

GIRLS	2012	2011	2010	2009	2008	2007	2006	2005
0-5	30%	29%	29%	27%	27%	25%	24%	24%
6-8	38%	39%	38%	38%	37%	36%	38%	38%
9-12	29%	30%	30%	32%	32%	34%	34%	34%
13+	3%	3%	3%	3%	3%	5%	4%	4%

BOYS	2012	2011	2010	2009	2008	2007	2006	2005
0-5	34%	32%	32%	30%	30%	28%	27%	28%
6-8	39%	40%	40%	39%	40%	39%	40%	40%
9-12	25%	26%	26%	28%	28%	30%	30%	30%
13+	2%	2%	2%	2%	2%	2%	3%	3%

Base: All localities that submitted results (n=765). Data is weighted to reflect all localities that participated in the TDSRC program (n=794).
Source: *[Registration_1] Please provide in the totals for the number of children who registered to participate in the TDSRC 2012 with the intent to read books.*

Figure A2-4 summarizes the participation rate for Ontario by age and gender based on 2011 census data[12]. Participation rates were slightly lower than the 2011 levels.

Figure A2-4. Number of Participating Children

Province/ Territory	2011 Census			2012 TD SRC Registrants			% Participating Children		
	(A)	(B)	(C)	(D)	(E)	(F)	2012	2011	2010
	Total Children	Total Boys	Total Girls	Total Children	Total Boys	Total Girls			
Ontario	2,693,835	1,381,630	1,312,225	143,213	64,535	78,678	5.32%	6.46%	6.42%
0-5	846,055	433,285	412,785	45,690	21,858	23,832	5.40%	5.77%	5.74%
6-8	427,470	219,230	208,245	55,426	25,472	29,955	12.97%	14.01%	13.89%
9-12	590,615	302,585	288,030	38,725	15,901	22,824	6.56%	6.76%	6.72%
13+	829,695	426,530	403,165	3,372	1,305	2,067	0.41%	0.71%	0.75%

Base: All localities that submitted results (n=765). Data is weighted to reflect all localities that participated in the TDSRC program (n=794).
Note: Participation Rates prior to 2012 are based on Statistics Canada 2006 Census population.
Source: *[Registration_1] Please provide in the totals for the number of children who registered to participate in the TDSRC 2012 with the intent to read books.*
Columns (A) through (C) provided by Statistics Canada Census 2011. Column (D) through (F) represents data collected by Angus Reid Public Opinion

[12]Participation figures prior to 2012 were based on the 2006 Statistics Canada Census.

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, 100,787 reading kits as well as 109,303 posters were distributed across Ontario.

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[13], 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.

[13] In instances where attendance numbers were not specified, registration numbers for that specific library were used.

A total of 13,394 organized programs and activities were scheduled in libraries across Ontario over the months of July and August 2012. Total attendance amounted to 345,819 children. This translates to an approximate average of 25.8 children per activity.

Regionally, SOLS organized 11,050 theme-related activities and 260,117 children attended, averaging 23.5 children per activity. NOLS organized 1,240 activities, with a total of 17,084 children in attendance, translating to approximately 13.7 children per activity. TPL organized 1,103 activities and claimed a total of 68,618 children in attendance, which averages to 62.2 children per activity.[14]

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 or both[15]. Of the libraries who reported their own data, around one in four (23%) of the localities in Ontario ran the summer reading club both as a drop-in and as a club (Figure A2-5). A total of 29% of localities ran their summer reading club exclusively as a drop-in program; whereas 43% of the systems ran theirs solely as a reading club (this was far more likely in Northern Ontario and Southern Ontario). The remaining 3% used neither approach or did not report data

Figure A2-5. Percentage of Drop-ins and Clubs by Segment

Region	Drop-In Only	Club Only	Both Drop-In and Club	Neither Format
Ontario	29%	43%	23%	3%
SOLS	24%	48%	25%	2%
NOLS	26%	57%	15%	--
TPL	37%	31%	26%	6%

Base: All localities that submitted results (n=765). Data is weighted to reflect all localities that participated in the TDSRC program (n=794).
Source: *PROGRAM. How did your library run the TD Summer reading Club program? Note: This question was asked in the librarian survey. It is therefore possible to identify how each library operated. The library systems reported this data in the aggregate. It is therefore not possible to identify under which format each library in a system operated.*

[14] In 2011, the TPL system reported 1,504 activities with a total attendance of 57,920 children and averaged 39 children per activity.
[15] From the librarian survey, we are able to ascertain which format was chosen for each individual library as these libraries reported for their own operations. For those who completed the coordinator study and therefore reporting for multiple individual libraries, this analysis is not possible as results were reported in the aggregate.

Program Successes

Depending on how the program was implemented, the libraries were able to track the impact of their program on reading habits and learning using a variety of metrics. These metrics included:

- Total number of children who collected all nine stickers;
- 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, 86% of the libraries used stickers as incentives for children to read more books. Among these systems, 87,390 children reached the target of collecting all nine stickers. The breakdown across regions is as follows:

- SOLS: 84% of libraries used stickers as incentives with 72,605 children collecting all nine stickers;
- NOLS: 82% used stickers as incentives and 4,667 children collecting all nine stickers;
- TPL: 99% used stickers as incentives with 10,118 children collecting all nine stickers.

Books Read and Hours Spent Reading

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

- Read 7.3 books;
- Spent an average of 8.4 hours reading.

The average number of books read per child translated to a total of 1,028,893 books read within Ontario as part of the summer reading club. The total books read on a regional basis are:

- SOLS: 880,082 books read;
- NOLS: 33,347 books read;
- TPL: 115,464 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, day camps and daycares in order to promote the program.

A majority of libraries (72%) indicated that their library staff made visits to schools, day camps, and children care centres to promote the summer reading club (Figure A-6). In total, 3,006 visits to schools resulted in 56,655 children joining the program; 461 visits to day camps resulted in 6,710 children joining; and 553 visits to child care centres resulted in 4,377 children joining. SOLS and NOLS were most successful with schools in attracting children to joining, averaging 20.0 and 5.7 children joining. TPL was most successful with day camps and child care centres, encouraging an average of 23.7 and 20.2 children to join respectively.

Figure A2-6. Total Number of Visits and Children Reached by Segment

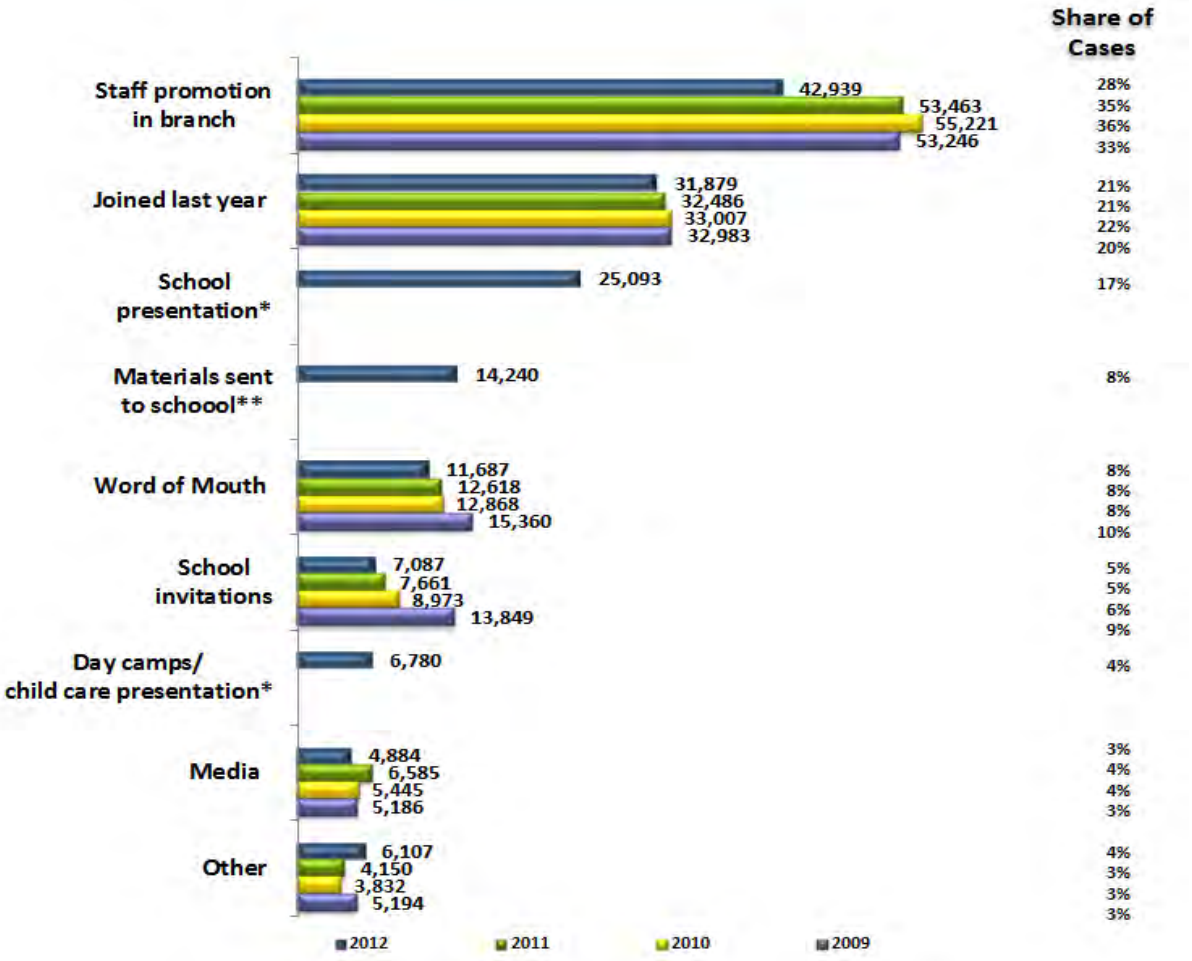
	Schools				Day Camps				Child Care Centres			
Regions/ Province	School Visits % Yes	Total Visits	Total Children Joined	Avg Joined per Visit	Day Camp Visits % Yes	Total Visits	Total Children Joined	Avg Joined per Visit	Visits % Yes	Total Visits	Total Children Joined	Avg Joined per Visit
Ontario	**72%**	**3,006**	**56,655**	**18.8**	**28%**	**461**	**6,710**	**14.6**	**41%**	**553**	**4,377**	**7.9**
SOLS	68%	2,316	46,211	20.0	26%	299	4,596	15.4	36%	362	1,474	4.1
NOLS	75%	123	702	5.7	23%	86	316	3.7	52%	59	257	4.4
TPL	96%	568	9,741	17.1	42%	76	1,798	23.7	67%	131	2,647	20.2

Base: All localities that submitted results (n=765). Data is weighted to reflect all localities that participated in the TDSRC program (n=794).
Source: [Program_Promotion_0A] You indicated with yes to promoting the program. Please indicate the number of visits, of group visited, and the number of children joined.

Method of Promotion

Promotional aspects were further investigated by asking librarians to tally, from the registration forms, about how the participants first heard about the program (Figure A2-7). More than one of every four participants (28% or 42,939) first heard about the TDSRC program through staff promotion in the branch. Slightly more than one-in-five (21% or 31,870) were repeat participants having joined last year and less than one-in-five (17% or 25,093) participants received a presentation at school. Other methods garnered less than 10% of the mentions.

Figure A2-7. How Participants First Heard About the Program



Base: All localities that submitted results (n=765). Data is weighted to reflect all localities that participated in the TDSRC program (n=794).
Source: [Program_Promotion_1] Please transcribe the totals from your registration form to the appropriate promotion methods listed below: How many participants first heard about the TDSRC by the following methods?

Regionally, participants in SOLS first heard about the program through staff promotions at the branch locations followed by being a repeat participant (that is, joined last year). In the TPL system, staff promotions were the key method for promoting the program followed by school presentations. Word-of-mouth followed by school invitations was the key to participation in NOLS.

Figure A2-8. How Participants First Heard About the Program by Promotion Method

Region	School Presentation	Daycamp/ Daycare Presentation	Materials Sent to Schools	Staff Promotion in Branch	Word-of-Mouth	School Invitations	Joined Last Year	Media	Other
Ontario	**25,093**	**6,780**	**14,238**	**42,872**	**11,681**	**7,087**	**31,871**	**4,884**	**6,107**
SOLS	17,687	3,507	10,083	31,147	7,455	4,588	26,824	4,297	53
NOLS	471	278	668	845	1,559	1,178	466	181	5,264
TPL	6,936	2,995	3,487	10,880	2,666	1,320	4,580	406	790

Base: All localities that submitted results (n=765). Data is weighted to reflect all localities that participated in the TDSRC program (n=794).
Source: [Program_Promotion_1] Please transcribe the totals from your registration form to the appropriate promotion methods listed below: How many participants first heard about the TDSRC by the following methods?

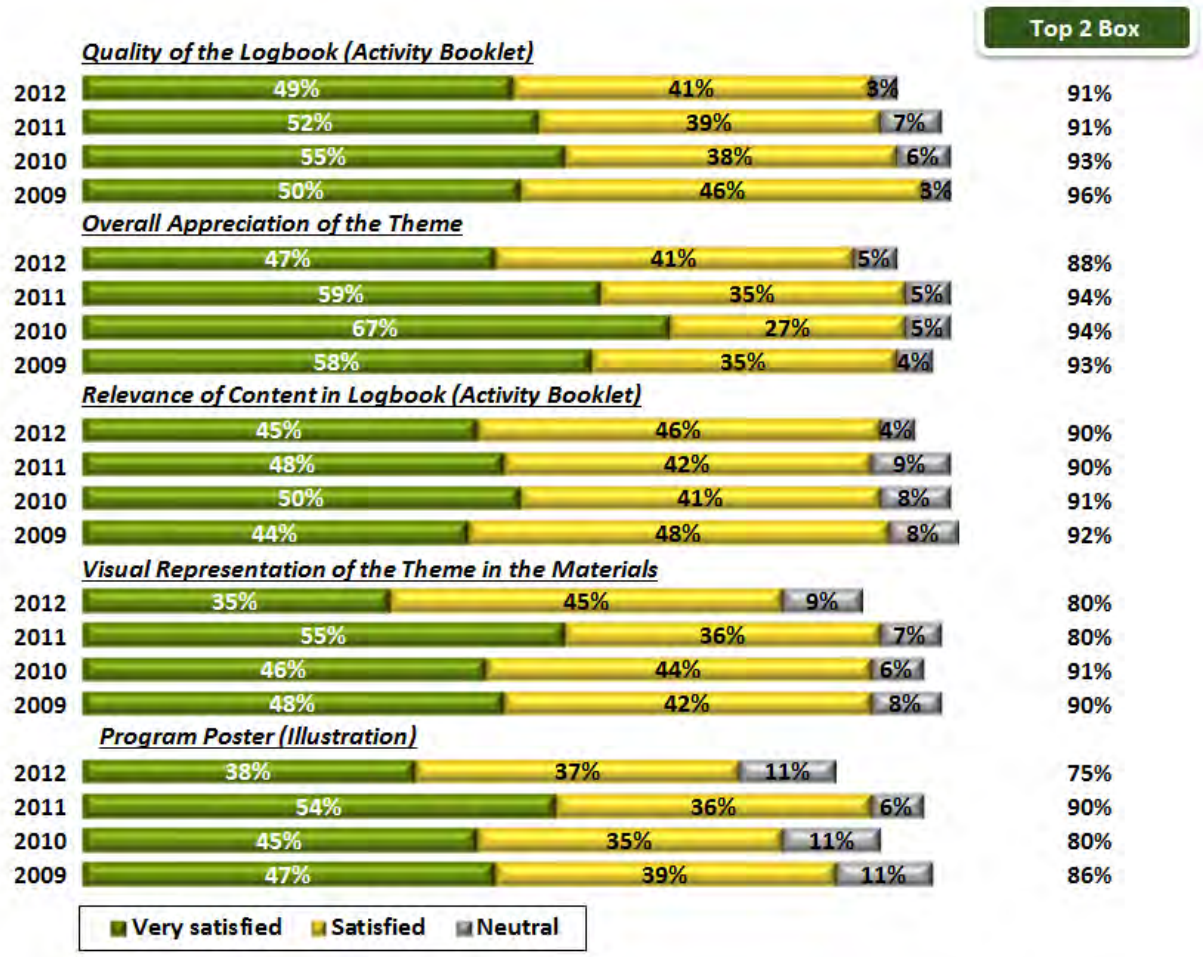
Satisfaction

Satisfaction with Program Elements

The 2012 Statistics and Evaluation Form included questions that 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.

Despite the drop in satisfaction levels this year over last year, satisfaction remains high for the province of Ontario. Top two box scores (the sum of “very satisfied” and “satisfied” responses) reveal that the vast majority of localities (90%) in Ontario were satisfied with the quality of the logbook, and a similar number were satisfied with the overall theme (88%) and the relevant content of the logbook (previously called the Activity Booklet) (86%). There was a sizeable drop in satisfaction levels regarding the visual representation of the theme in the materials (81% from 90%) and with the program poster (75% from 90% last year).

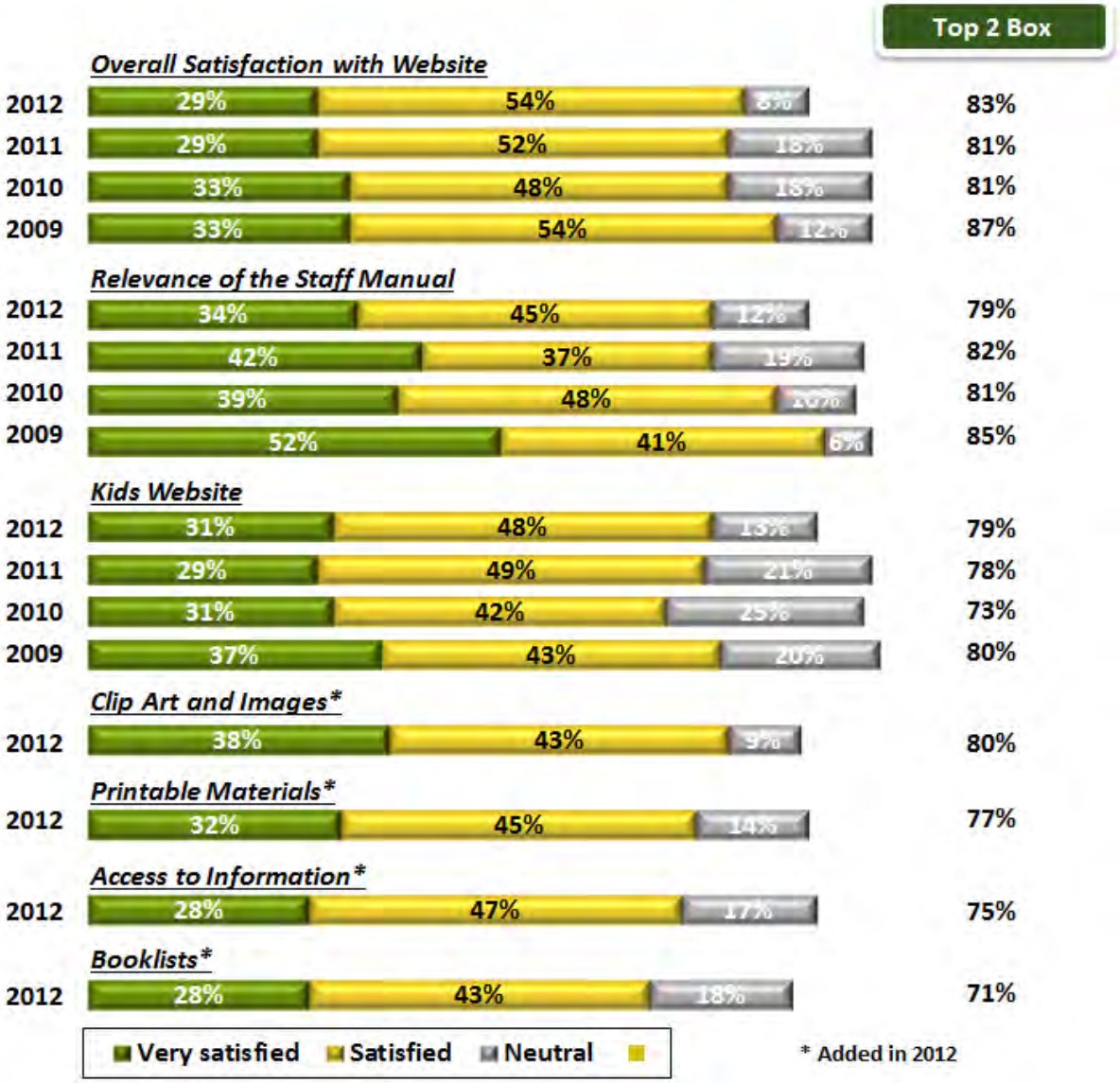
Figure A2-9. Satisfaction with Program Elements



Base: All localities that submitted results (n=765). Data is weighted to reflect all localities that participated in the TDSRC program (n=794).
Source: [Satisfaction_Theme_1] Please rate your level of satisfaction with the program elements listed below. [Satisfaction_Materials _1]Please rate your level of satisfaction with the program elements listed below in regards to the material and printing. [Satisfaction_Content_1] Please rate your level of satisfaction with the program elements listed below in regards to the content of the materials. [Satisfaction_Poster_1] Please rate your level of satisfaction with the program elements listed below in regards to the poster.

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 83% of libraries in Ontario were satisfied overall with the website for librarians, a slight increase from last year (81%). Slightly less were satisfied with the relevance of the content in the Staff Manual this year over last year (79% down from 82%). Satisfaction levels for the children's website at 79% were comparable to last year (78%).

Figure A2-10. Satisfaction with Program Material



Base: All localities that submitted results (n=765). Data is weighted to reflect all localities that participated in the TDSRC program (n=794).
Source: [Satisfaction_Web_Librarians_1] Please rate your level of satisfaction with the program elements listed below in regards to the web content for librarians – Overall Satisfaction. [Satisfaction_Web_Librarians_2] Please rate your level of satisfaction with the program elements listed below in regards to the web content for librarians – Clip Art and Images. [Satisfaction_Web_Librarians_3] Please rate your level of satisfaction with the program elements listed below in regards to the web content for librarians – Staff Manual. [Satisfaction_Web_Librarians_4] Please rate your level of satisfaction with the program elements listed below in regards to the web content for librarians – Booklists. [Satisfaction_Web_Librarians_4] Please rate your level of satisfaction with the program elements listed below in regards to the web content for librarians – Access to Information. [Satisfaction_Web_Librarians_5] Please rate your level of satisfaction with the program elements listed below in regards to the web content for librarians – Printable Documents. [Satisfaction_Web_Kids_1] Please rate your level of satisfaction with the program elements listed below in regards to the web content for children.

Comments

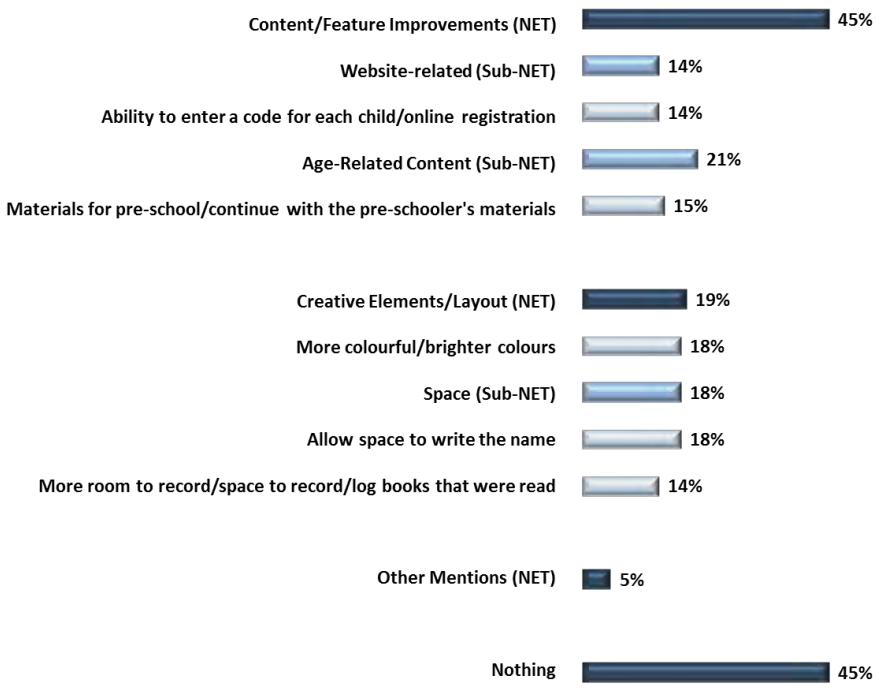
Program Outcomes

Libraries were asked how to improve various aspects of the program. Below is the analysis of their comments.

Improvements to Materials

More than half of the libraries (55%) commented on improvements for the materials used in the TD Summer Reading program. In terms of improvements to the materials, more than two-in-five (45%) mentioned the need for content/feature improvements such as the website-related content (14%) or to age-related content (21%). In other areas, 19% stated that improvement to the creative elements/layouts was needed and 18% reported the need for more space to enter data.

Figure A2-11: Suggestions for Improving Materials

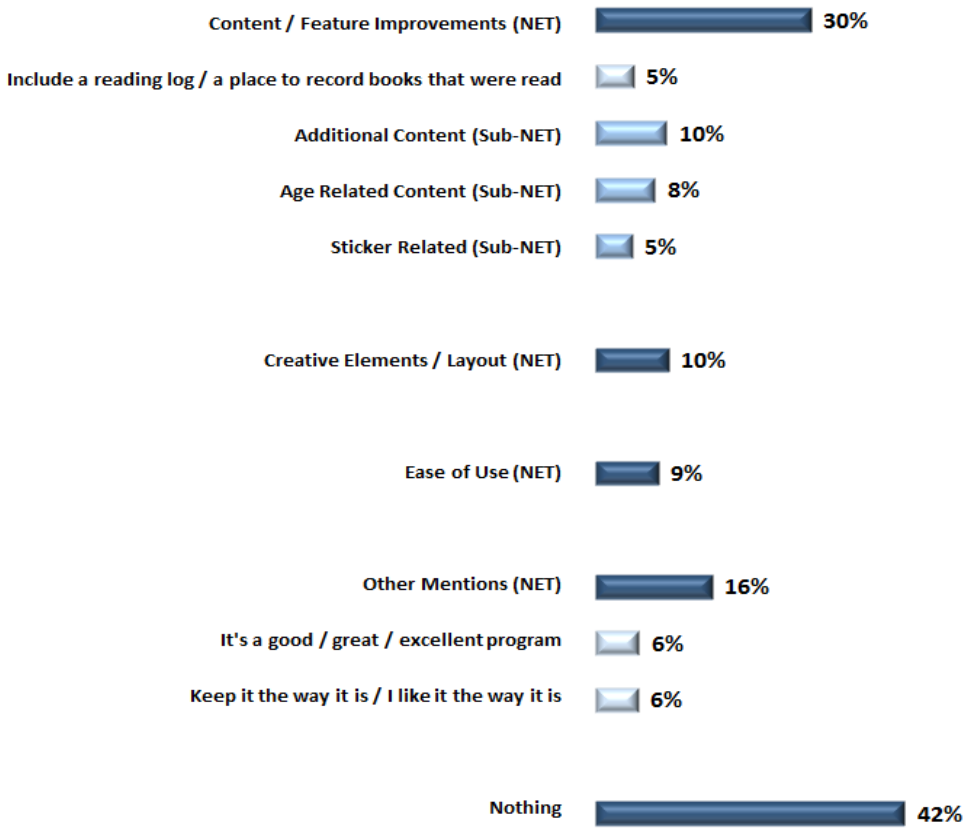


Base: 2012: All localities that submitted results (n= 765). Data is weighted to reflect all localities that participated in the TDSRC program (n=794).
Note: Only mentions 5% or higher are included.
Source: [Satisfaction_Materials_2] Do you have any suggestions on how to improve the material for future programs? (Max. 20 words)

Improvements to the Content of the Materials

Suggestions to improve the content of the materials include having additional content (30%), addressing creative elements (11%) and the ease of use (9%).

Figure A2-12: Suggestions for Improving Content Materials

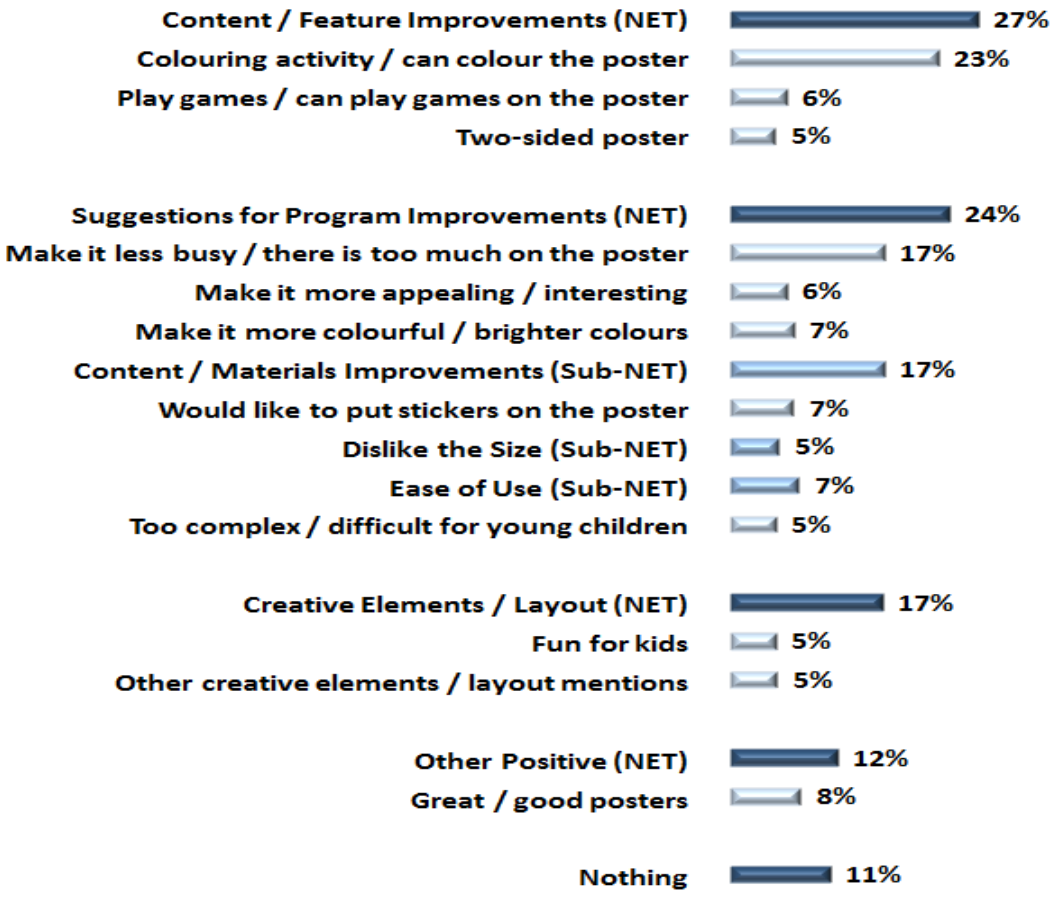


Base: 2012: All localities that submitted results (n= 765). Data is weighted to reflect all localities that participated in the TDSRC program (n=794).
Note: Only mentions 5% or higher are included.
Source: [Satisfaction_Content_2] Do you have any suggestions on how to improve the content of the material for future programs? (Max. 20 words)

Comments on the Poster

Libraries were asked to comment on the poster. More than one-in-four (27%) commented on improving the content, such as have a colouring activity (23%). In terms of improving the poster, comments also included make it less busy (17%) and improvements to the materials on the poster (17%).

Figure A2-13: Comments on the Poster

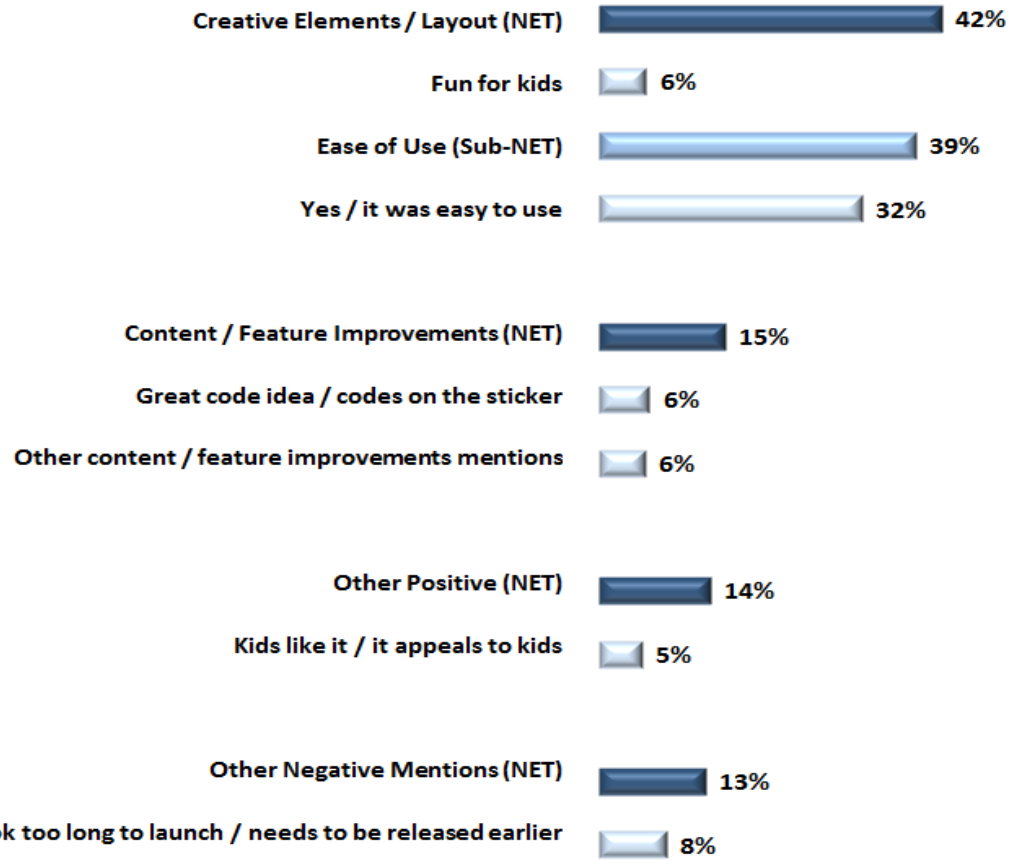


Base: 2012: All localities that submitted results (n= 765). Data is weighted to reflect all localities that participated in the TDSRC program (n=794).
Note: Only mentions 5% or higher are included.
Source: [Satisfaction_Poster_2] Do you have any comments on the poster? (Max. 20 words)

Kids' Website Ease of Use

In general, 39% of librarians responded that the website was easy to use. 42% liked the layout and creative elements. However, a small group (8%) mentioned that the site took too long to launch or that it needed to be released earlier. Content/feature improvements were mentioned by 15% of the libraries included comments on the codes on the stickers (6%).

Figure A2-14: Comments on the Ease of Use of the Children's Website

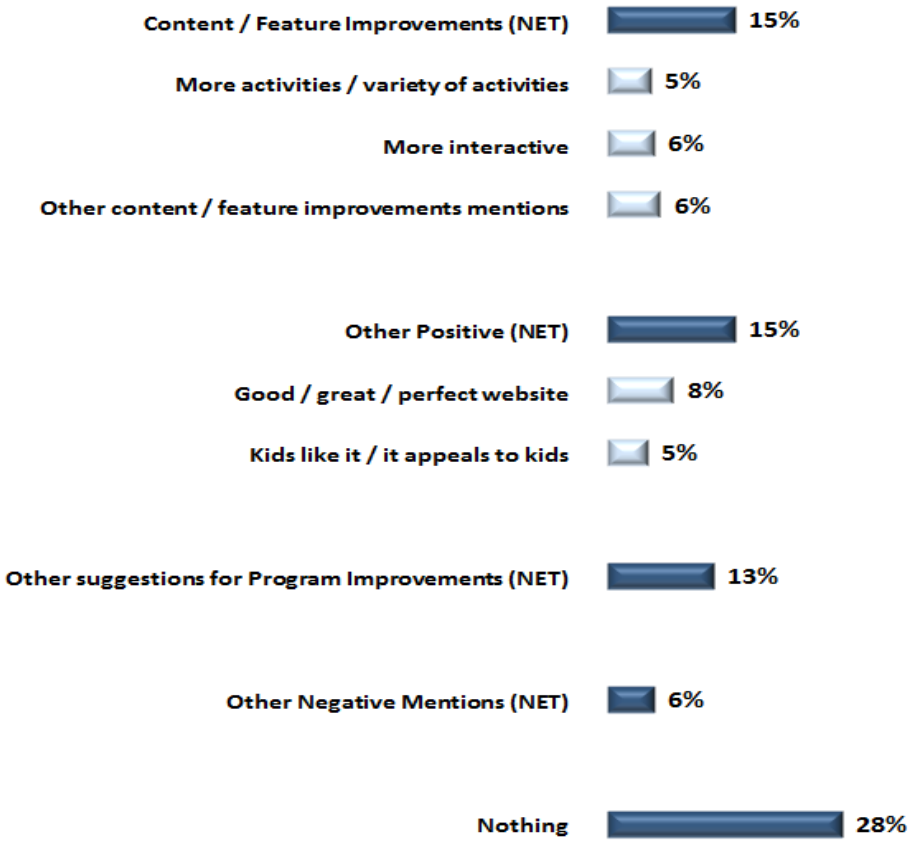


Base: 2012: All localities that submitted results (n= 765). Data is weighted to reflect all localities that participated in the TDSRC program (n=794).
Note: Only mentions 5% or higher are included.
Source: [Satisfaction_Web_Kids_2] Did you find that the website www.tdsummerreadingclub.ca was easy to use? (Max. 20 words)

Suggestions to Improve Kids' Website

Libraries asked for suggestions on how to improve the children's website. Most comments centred on improving the content and features (15%) such as more activities and interactivity. Another 15% only had positive feedback on the website such as good/great/perfect website (8%) and that the kids like it/appeals to kids (5%).

Figure A2-15. Suggestions to Improve the Web Content of the Children's Website

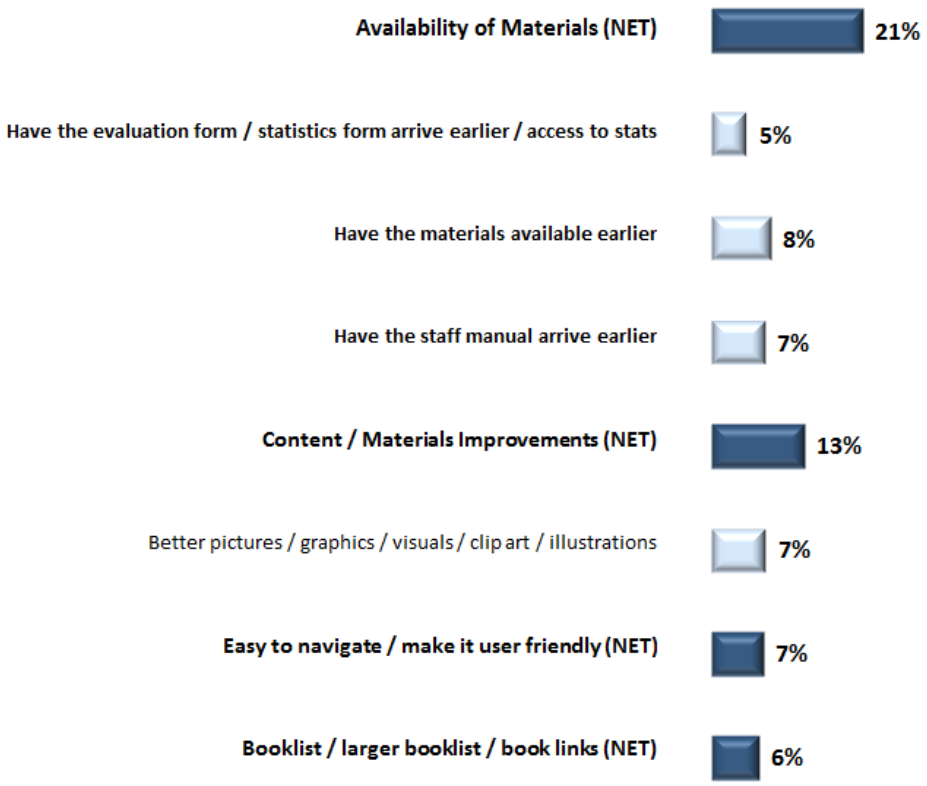


Base: 2012: All localities that submitted results (n= 765). Data is weighted to reflect all localities that participated in the TDSRC program (n=794).
Note: Only mentions 5% or higher are included.
Source: [Satisfaction_Web_Kids_3] Do you have suggestions on how to improve the web content for children? (Max. 20 words)

Web Content Improvement

Libraries were asked to provide suggestions on how to improve the web content for the librarians' site. As in the national report, while the majority of libraries did not have any specific suggestions (67% 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, 21% of them commented on the availability of materials such as having the materials available earlier (8%), have the manual arrive earlier (7%) and having the forms arrive earlier (5%). Another 13% suggested content/materials improvement such as better pictures/graphics/visuals/ clip art/illustrations.

Figure A2-16: Suggestions to Improve Web Content for Librarians

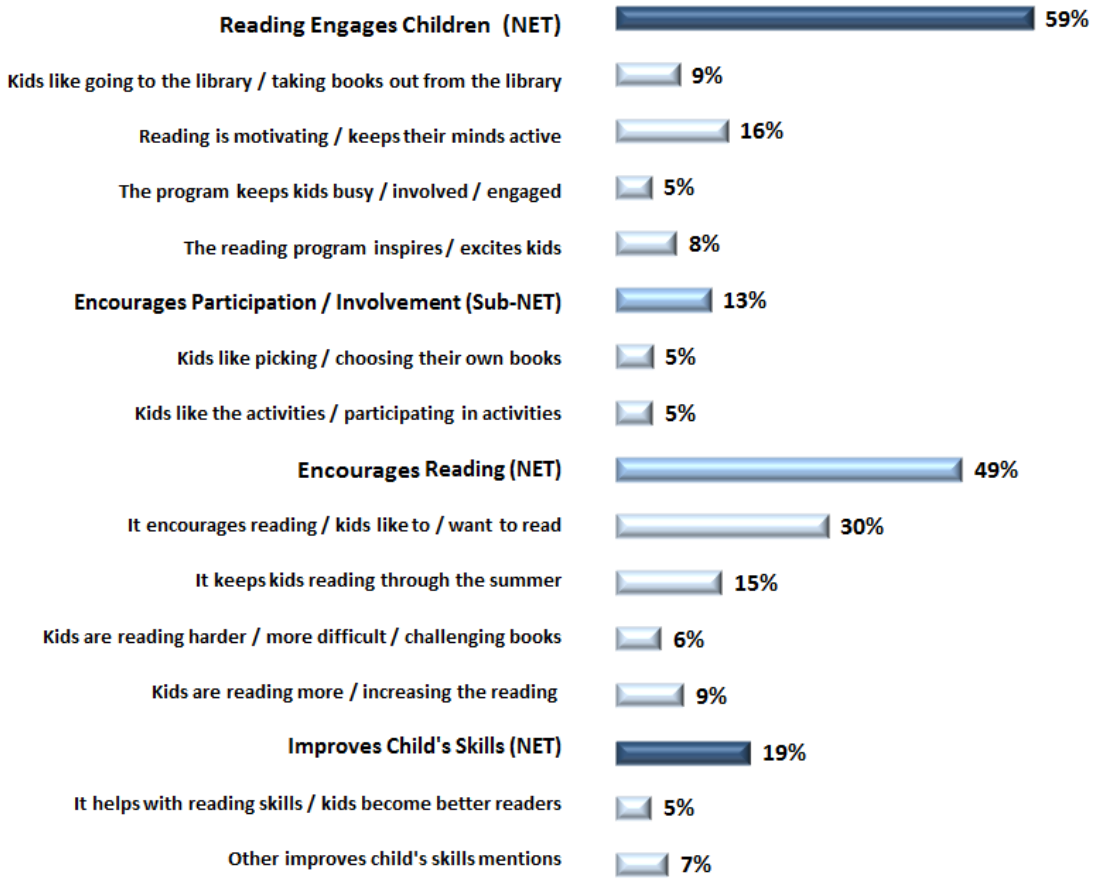


Base: 2012: All localities that submitted results (n=765). Data is weighted to reflect all localities that participated in the TDSRC program (n=794).
Note: Only mentions 5% or higher are included.
Source: [Satisfaction_Web_Librarians2] Do you have suggestions on how to improve the web content for librarians?

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, almost six in ten (59%) said that children are engaged with reading. This engagement has encouraged children to read or that they want to read (30%) or that have been encouraged to participate or become more involved (13%) - Children's skills have also improved (19%).

Figure A2-17. Testimonials



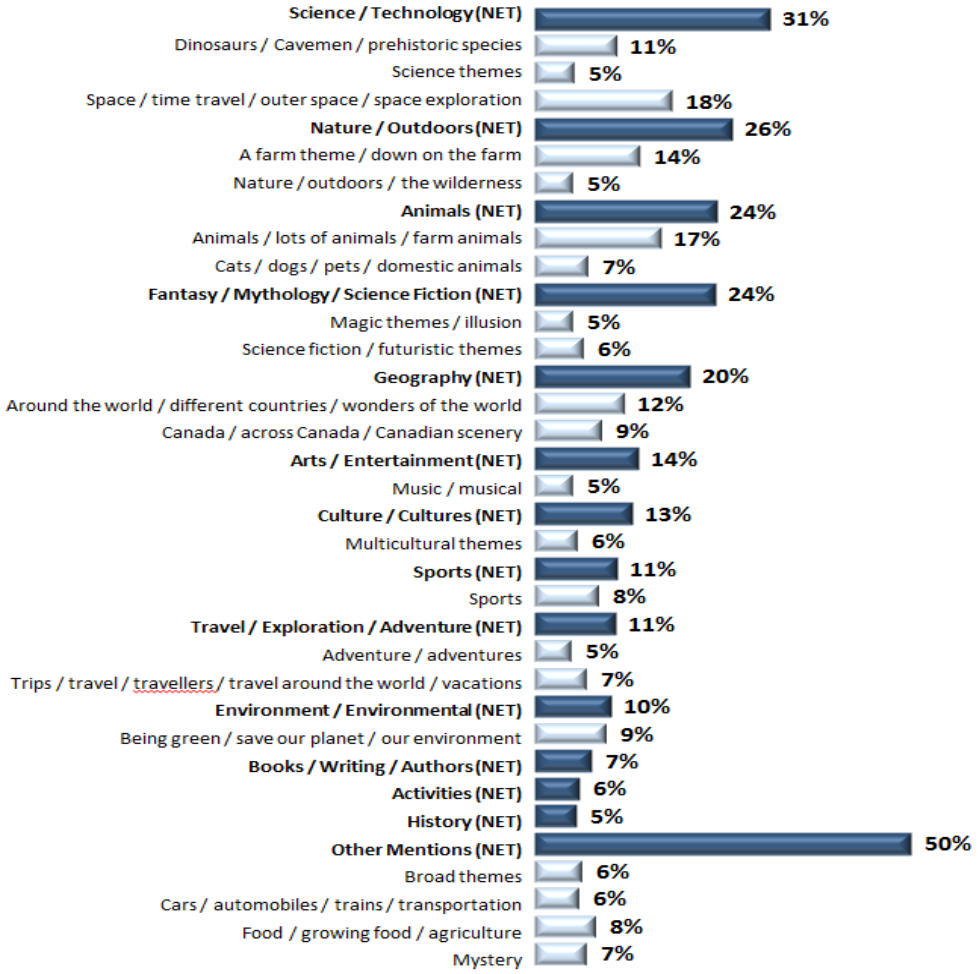
Base: All localities that submitted results (n=765). Data is weighted to reflect all localities that participated in the TDSRC program (n=794).
Note: Only mentions 5% or higher are included.
Source: [Program_Reading_Outcome] Do you have any testimonials from parents, caregivers or teachers that may indicate an improvement in reading level? (max. 70 words)

Suggestions

Future Themes

Libraries were asked to provide suggestions for future program themes. Science/Technology was the top mentioned theme (31%) – specifically Space/time travel/outer space/space exploration, followed by Nature/Outdoors (26%) – specifically a farm theme/down on the farm. Rounding out the top three is Animals (24%) and Fantasy/Mythology/Science Fiction (24%).

Figure A2-18. Suggestions for Future Themes

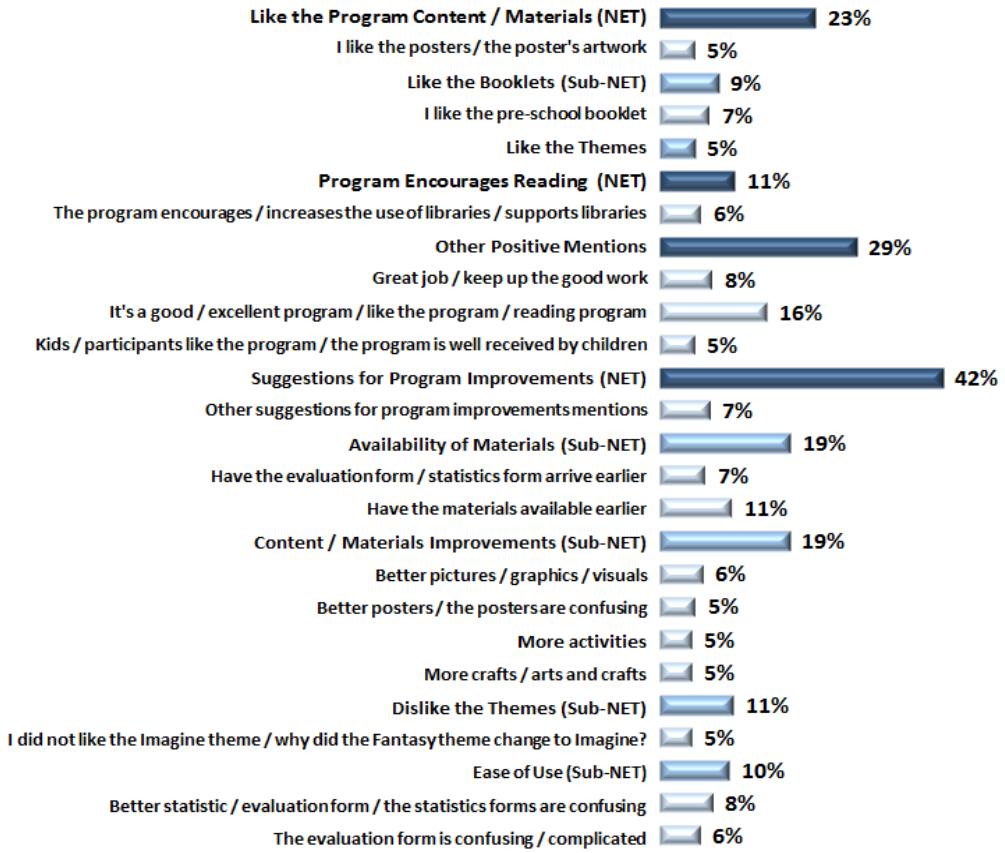


Base: 2012: All localities that submitted results (n=765). Data is weighted to reflect all localities that participated in the TDSRC program (n=794).
Note: Only mentions 5% or higher are included.
Source: [Satisfaction_Theme_2] Do you have any suggestions for the program's future themes? (Max. 20 words)

TDSRC Overall

Libraries were asked to provide feedback on the TDSRC. Overall, Ontario Libraries were happy with the program with 23% stating that they like the Program Content/Materials and that the program encourages reading (11%). Nonetheless, 42% of the libraries suggested program improvements such as the availability of materials (19%). Specifically 11% commented that they would like to have the materials available earlier and 7% would like to have the forms earlier. Also needed are improvements to the content/materials (19%) such as better graphics (6%), better posters (5%), and more activities (5%).

Figure A2-19. Suggestions for TDSRC Overall



Base: 2012: All localities that submitted results (n=765). Data is weighted to reflect all localities that participated in the TDSRC program (n=794).
Note: Only mentions 5% or higher are included.
Source: [Satisfaction_Theme_2] Do you have any suggestions for the program's future themes? (Max. 20 words)

Appendix 3 - Quebec (BPQ and RBQ – English)

Quebec Program Statistics

Response Rate

Within all systems, 261 of the 347 participating individual libraries submitted their results, representing an overall response rate of 75%.

Figure A3-1. Response Rate

	Quebec	BPQ	RBQ
(A) Total Participating Libraries	347	114	233
(B) Total Responded to Survey	261	103	158
(C) Survey Response Rate	75%	90%	68%

Source: Row (A) provided by Library and Archives Canada. Rows (B) and (C) represent data collected by Angus Reid Public Opinion

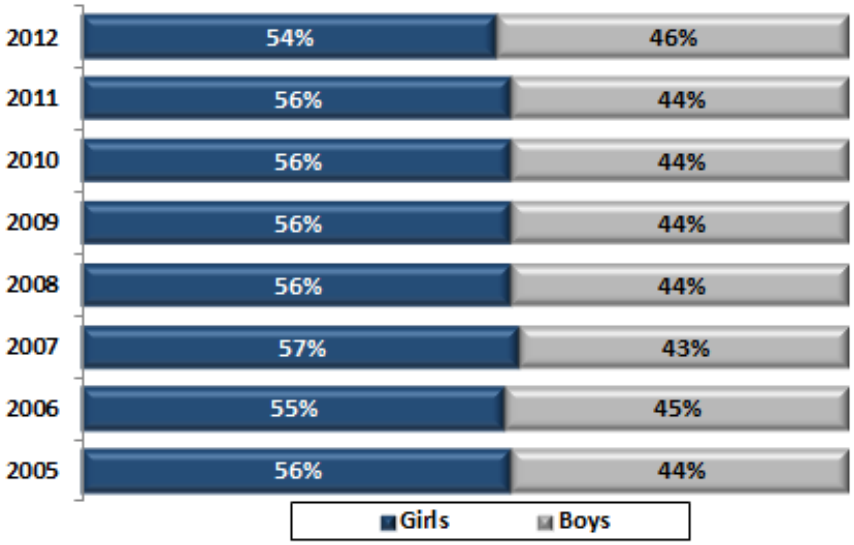
Statistics on Registration

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 2012. 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 32,808 children registered for the TDSRC 2012 program. This is up from an estimated 24,276 in 2008. Girls comprise 17,649 or 54%, of the participants, while the 15,159 boys represent 46% of the participants, a similar ratio to last year.

Figure A3-2. Percentage of Registered Children by Gender



Base: All localities that submitted results (n=261). Data is weighted to reflect all localities that participated in the TDSRC program (n=347).
Source: [Registration_1] Please provide in the totals for the number of children who registered to participate in the TDSRC 2012 with the intent to read books.

Figure A3-3 below shows the age breakdown of participating children. For the summer 2012, 21% of the girls were in the 0-5 age group, 37% were 6-8, 36% were 9-12, and 6% were 13 years or older. The boys tended to be slightly younger than the girls again in 2012, with 23% aged 0-5, 39% aged 6-8, 34% aged 9-12, and 3% aged 13 and older.

Figure A3-3. Percentage of Registered Children by Age and Gender

GIRLS	2012	2011	2010	2009	2008	2007	2006	2005
0-5	21%	18%	18%	17%	18%	15%	16%	18%
6-8	37%	38%	37%	38%	39%	37%	38%	36%
9-12	36%	40%	39%	42%	40%	43%	42%	42%
13+	6%	5%	7%	3%	3%	5%	5%	4%

BOYS	2012	2011	2010	2009	2008	2007	2006	2005
0-5	23%	20%	23%	18%	19%	17%	19%	20%
6-8	39%	40%	39%	41%	41%	41%	39%	39%
9-12	34%	38%	35%	39%	38%	38%	38%	37%
13+	3%	3%	3%	2%	2%	4%	4%	4%

Base: All localities that submitted results (n=261). Data is weighted to reflect all localities that participated in the TDSRC program (n=347).
Source: [Registration_1] Please provide in the totals for the number of children who registered to participate in the TDSRC 2012 with the intent to read books.

Figure A3-4 below summarizes the participation rate for Quebec by age and gender based on 2011 census data. Participation rates were similar to 2011 levels.

Figure A3-4. Number of Children Registered

	2011 Census			2012 TD SRC Registrants			% Participating Children		
	(A)	(B)	(C)	(D)	(E)	(F)	2012	2011	2010
Province/Territory	Total Children	Total Boys	Total Girls	Total Children	Total Boys	Total Girls	Total Children	Total Children	Total Children
Quebec	1,546,480	789,240	757,230	32,808	15,159	17,649	2.12%	2.02%	2.00%
0-5	523,395	267,610	255,785	7,181	3,520	3,661	1.37%	1.13%	1.20%
6-8	237,390	121,105	116,285	12,554	5,956	6,599	5.29%	4.46%	4.31%
9-12	322,760	164,720	158,030	11,549	5,159	6,390	3.58%	2.92%	2.77%
13+	462,935	235,805	227,130	1,524	525	999	0.33%	0.36%	0.44%

Base: All localities that submitted results (n=261). Data is weighted to reflect all localities that participated in the TDSRC program (n=347).
Source: [Registration_1] Please provide in the totals for the number of children who registered to participate in the TDSRC 2012 with the intent to read books. Columns (A) through (C) provided by Statistics Canada Census 2011. Column (D) through (F) represents data collected by Angus Reid Public Opinion

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, 21,037 reading kits were distributed across Quebec, as well as 32,338 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 2,544 organized programs and activities were scheduled in libraries across Quebec over the months of July and August 2012. The total children attendance at these activities was 58,217[16] an increase over last year. This translates to an average of 22.9 children per activity.

BPQ organized 1,447 theme-related activities and 39,320 children attended; an average of 27.2 per activity. RBQ organized 1,097 activities and reported a total attendance of 13,145; an average of 12.0 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 or both. Of the libraries who reported their own data, 55% of the localities in Quebec ran the summer reading club as a drop-in only. A quarter libraries (25%) ran their summer reading club as a club only and 16% ran theirs as both a club and a drop-in program. Only 5% either did not give this information or did not use either approach.

[16] In instances where attendance numbers were not specified, registration numbers were used.

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

Figure A3-5. Percentage of Drop-ins and Clubs by Region[17]

Regions	Drop-In Only	Club Only	Both Drop-In and Club	Neither Format
Quebec	**55%**	**25%**	**16%**	**5%**
BPQ	**53%**	**13%**	**30%**	**3%**
Réseau BIBLIO	**55%**	**32%**	**8%**	**5%**

Base: All localities that submitted results as individual libraries (n=68). Data is weighted to reflect the libraries that reported their own results (n=89).
Source: PROGRAM. How did your library run the TD Summer reading Club program? Note: This question was asked in the librarian survey. It is therefore possible to identify how each library operated. The library systems reported this data in the aggregate. It is therefore not possible to identify under which format each library in a system operated.

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 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, 91% of the libraries used stickers as incentives for children. This is a sizeable increase to the 72% who used stickers in 2011. The percentage of children who collected all 9 stickers was 63%. Among the systems that used stickers as incentives 20,543 children reached the target of collecting all nine, an increase from in 2011 (18,197). The breakdown across segments is as follows:

- BPQ: 86% of libraries used stickers as incentives, and within these libraries 14,195 children (63%) collected all nine stickers;
- RBQ: 93% used stickers as incentives; 6,349 children (62%) collected all nine stickers.

[17] From the librarian survey we are able to ascertain which format was chosen for each individual library as these libraries reported for their own operations. For those who completed the coordinator study and were therefore reporting for multiple individual libraries, this analysis is not possible as results were reported in the aggregate.

Books Read and Hours Spent Reading

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

- Read 7.9 books;
- Spent 2.1 hours reading.

The average number of books read per child translates to a total of 258,536 books read within the province of Quebec as part of the summer reading club. The breakdown by segment is as follows:

- BPQ: 186,927 books read;
- RBQ: 71,609 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, day camps and daycares in order to promote the program.

40% of libraries indicated that their library staff had made visits to schools to promote the summer reading club. In total, 490 visits were made to schools, 161 visits were made to day camps and 108 visits were made to childcare centres. Overall 4,074 joined as a result of these visits.

The distribution by segment is detailed below.

Figure A3-6. School, Day Camps and Daycare Visits by Staff by Region

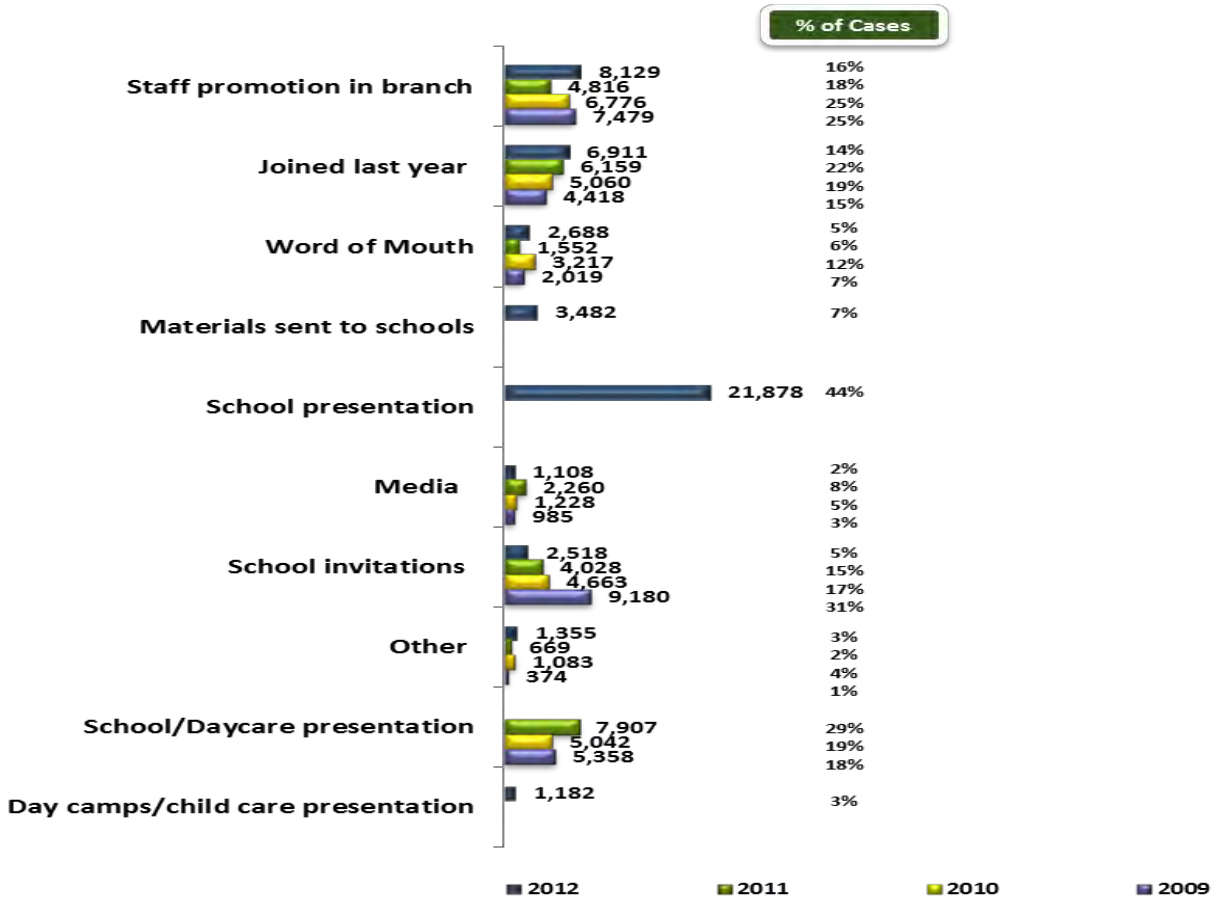
Regions	Schools				Day Camps				Childcare Centres			
	School Visits % Yes	Total Visits	Total Children Joined	Avg Joined per Visit	Day Camp Visits % Yes	Total Visits	Total Children Joined	Avg Joined per Visit	Childcare Visits % Yes	Total Visits	Total Children Joined	Avg Joined per Visit
Quebec	**40%**	**490**	**3,055**	**6**	**19%**	**161**	**843**	**5**	**14%**	**108**	**176**	**2**
BPQ	54%	235	2,207	9	15%	89	268	3	17%	87	146	2
Réseau BIBLIO	32%	255	848	3	22%	72	575	8	13%	21	29	1

Base: All localities that submitted results (n=261). Data is weighted to reflect all localities that participated in the TDSRC program (n=347).
Source: [Program_Promotion_0] Did any library staff promote the program to schools/summer day camps/child care centres/community/public housing projects/faith-based programs, etc.? [Program_Promotion_0A] You indicated with yes to promoting the program. Please indicate the number of visits, of group visited and the number of children joined.

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 far the most often mentioned method of promotion was presentation to schools (44%). 6,911 children knew of the program because they joined last year. 8,129 children knew of the program because of staff promotion in a branch; this is a slight decline from previous years (16% from 18%). School invitations were mentioned by 2,518 participants (5%) a 10% drop from last year. Other sources such as the media (2%) and word-of-mouth (5%) were also mentioned. Details are provided in Figures A3-7 and A3-8.

Figure A3-7. How Participants First Heard About the Program



Base: All localities that submitted results (n=261). Data is weighted to reflect all localities that participated in the TDSRC program (n=347).
Source: [Program_Promotion_1] Please transcribe the totals from your registration form to the appropriate promotion methods listed below: How many participants first heard about the TDSRC by the following methods?

Figure A3-8 shows the breakdown of how the participants first heard about the summer reading program by region.

Figure A3-8. How Participants First Heard About the Program by Region

Regions	School Presentation	Daycamp/ Daycare Presentation	Materials Sent to Schools	Staff Promotion in Branch	Word-of-Mouth	School Invitations	Joined Last Year	Media	Other
Quebec	**21,878**	**1,482**	**3,482**	**8,129**	**2,688**	**2,518**	**6,911**	**1,108**	**1,355**
BPQ	3,080	348	1,730	6,455	2,070	1,649	5,077	837	1,310
Réseau BIBLIO	18,798	1,134	1,752	1,674	618	869	1,835	271	44

Base: All localities that submitted results (n=261). Data is weighted to reflect all localities that participated in the TDSRC program (n=347).
Source: [Program_Promotion_1] Please transcribe the totals from your registration form to the appropriate promotion methods listed below: How many participants first heard about the TDSRC by the following methods?

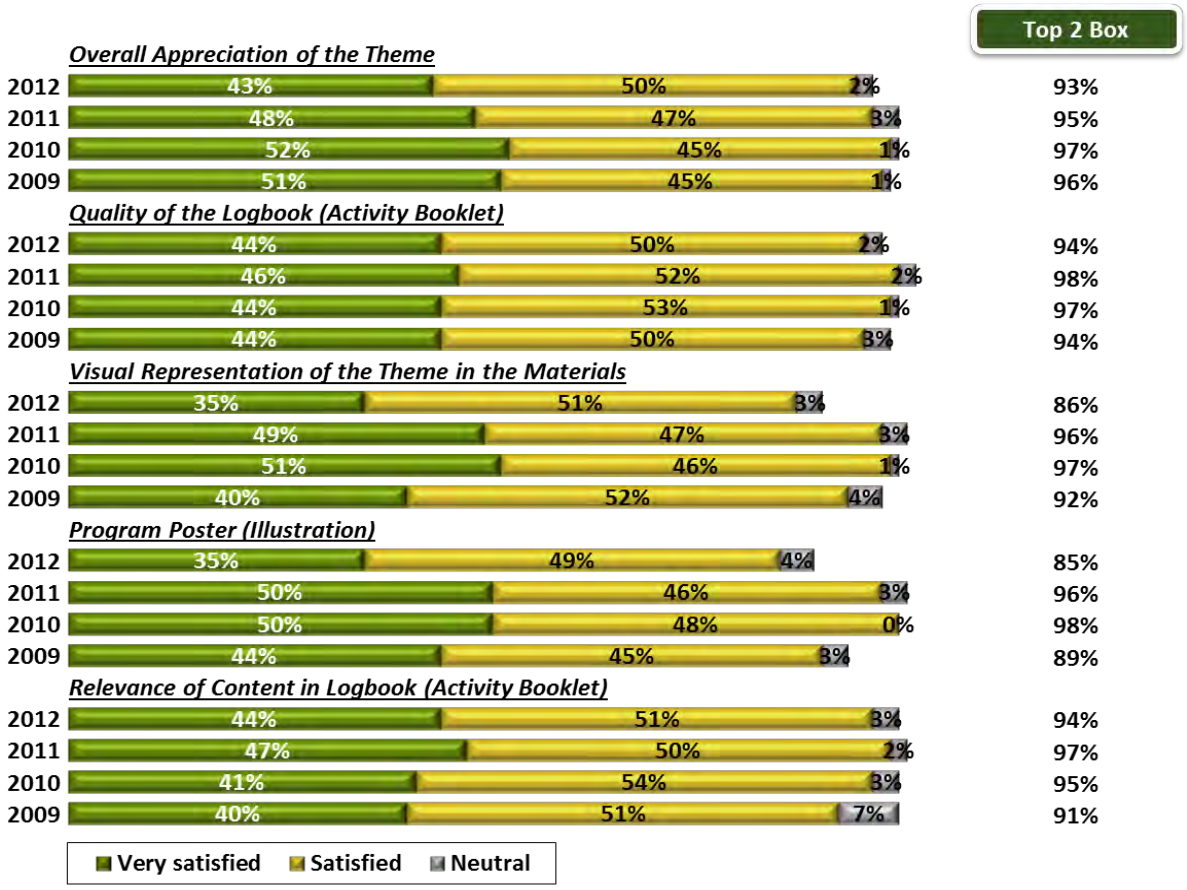
Satisfaction

Satisfaction with Program Elements

The 2012 Statistics and Evaluation Form included questions that 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 remains high overall for all the elements tested in the province of Quebec, even though there is a slight drop in satisfaction compared to previous years. The top two box scores (the sum of "very satisfied" and "satisfied" responses) reveal that the vast majority of localities (93%) in Quebec were satisfied with the theme overall, and a similar number (94%) were satisfied with the quality of the logbook/activity book . The same is true of the relevance of the content in the logbook (94%). There was a marginal drop in satisfaction levels regarding the program poster (85% from 96% last year) and the visual representation of the theme in the materials (86% from 96% last year).

Figure A3-9. Satisfaction with Program Elements



Base: All localities that submitted results (n=261). Data is weighted to reflect all localities that participated in the TDSRC program (n=347).
Source: [Satisfaction_Theme_1] Please rate your level of satisfaction with the program elements listed below. [Satisfaction_Materials _1]Please rate your level of satisfaction with the program elements listed below in regards to the material and printing. [Satisfaction_Content_1] Please rate your level of satisfaction with the program elements listed below in regards to the content of the materials. [Satisfaction_Poster_1] Please rate your level of satisfaction with the program elements listed below in regards to the poster.

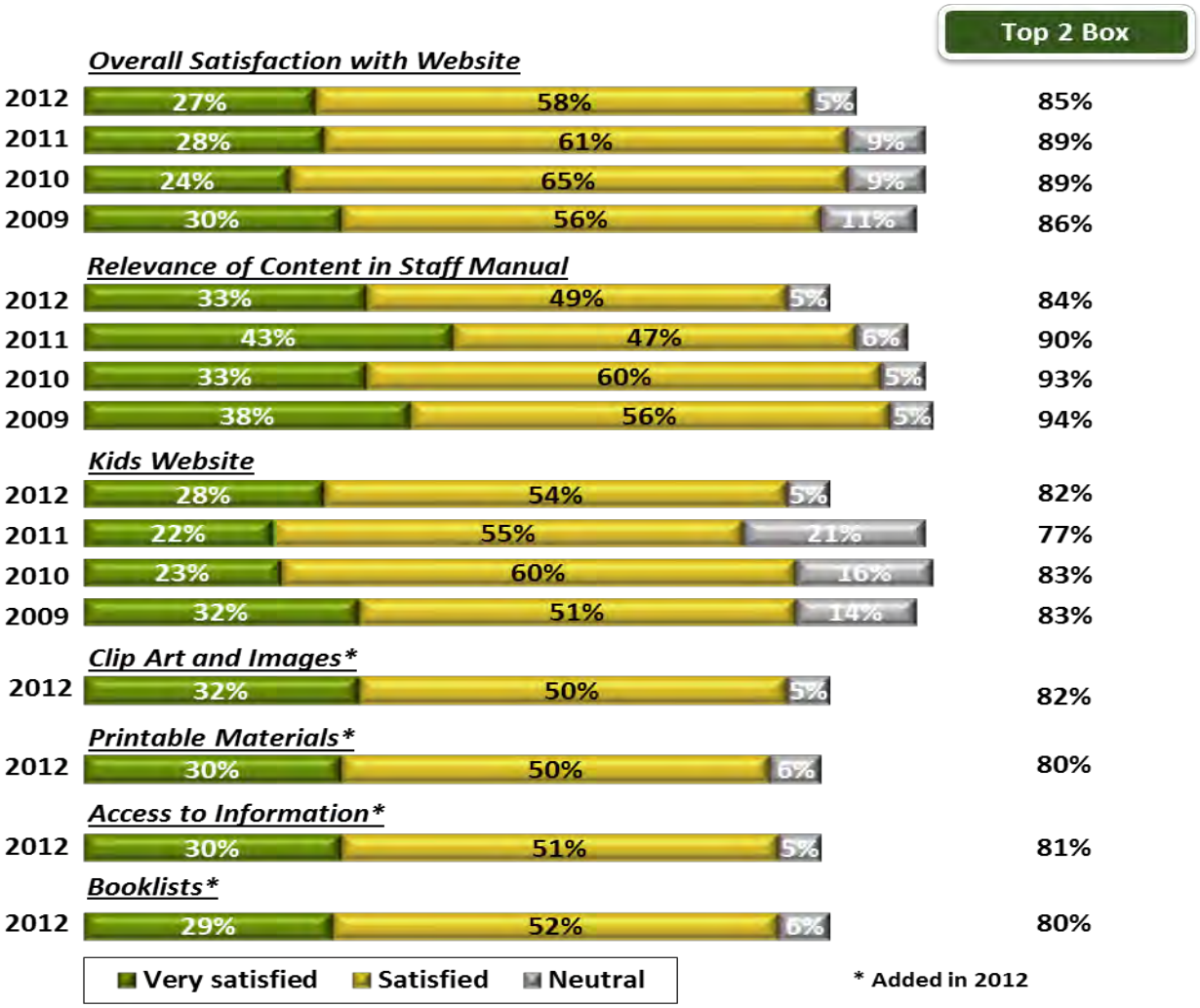
Libraries also rated their level of satisfaction with other program materials, such as various aspects of the website, promotional materials and the Staff Manual.

The top two box scores reveal that 85% of libraries in Quebec were satisfied overall with the website for librarians, on par with the result in 2011 (89%). Slightly fewer were satisfied with the relevance of the content in the Staff Manual this year over last year (84% down from 90%). Four new measures were

added this year in terms of evaluating the librarian websites: clip art and images, printable materials, access to information and booklists. All of these new measures had satisfaction scores near 80%.

Satisfaction levels for the children's website (82%) increased 5 points this year in comparison to last year.

Figure A3-10. Satisfaction with Support Material



Base: All localities that submitted results (n=261). Data is weighted to reflect all localities that participated in the TDSRC program (n=347).
Source: [Satisfaction_Web_Librarians_1] Please rate your level of satisfaction with the program elements listed below in regards to the web content for librarians. [Satisfaction_Web_Kids_1] Please rate your level of satisfaction with the program elements listed below in regards to the web content for children.

Comments

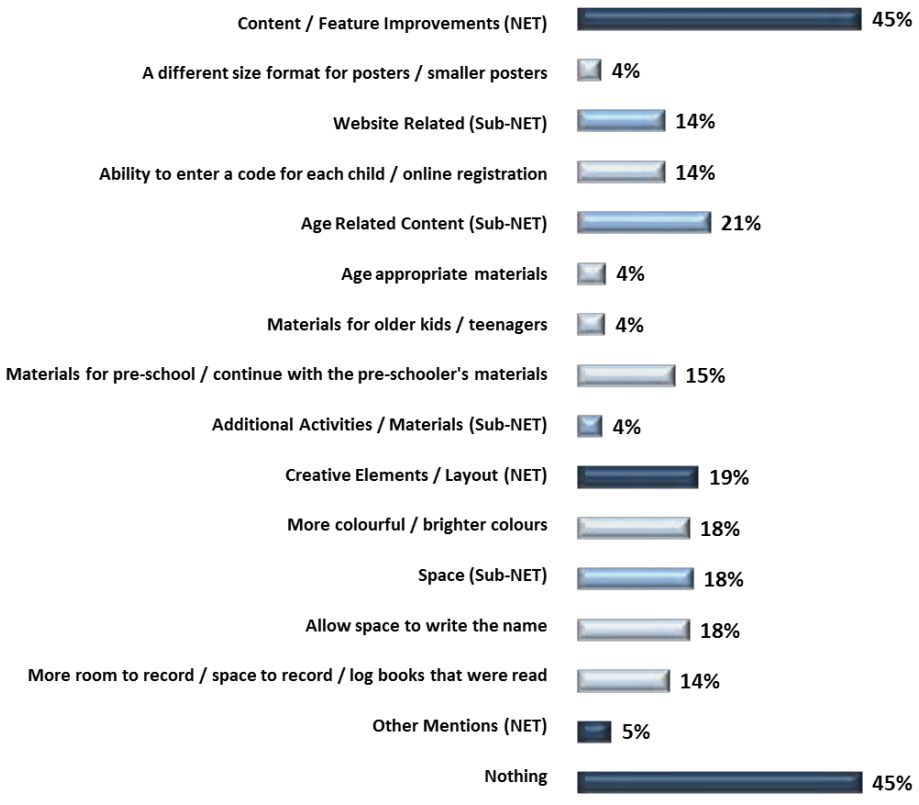
Program Outcomes

Libraries were asked how to improve various aspects of the program. 45% felt that no improvements were needed. Below is the analysis of comments from Quebec libraries.

Suggestions for Improving Materials

Nearly half (45%) of libraries in Quebec provided suggestions regarding the content of materials such as ability to enter a code for each child on the website (14%) and materials for preschool (15%). Two in five (19%) had suggestions regarding the creative elements such as having brighter colours (18%).

Figure A3-11. Suggestions for Improving Materials

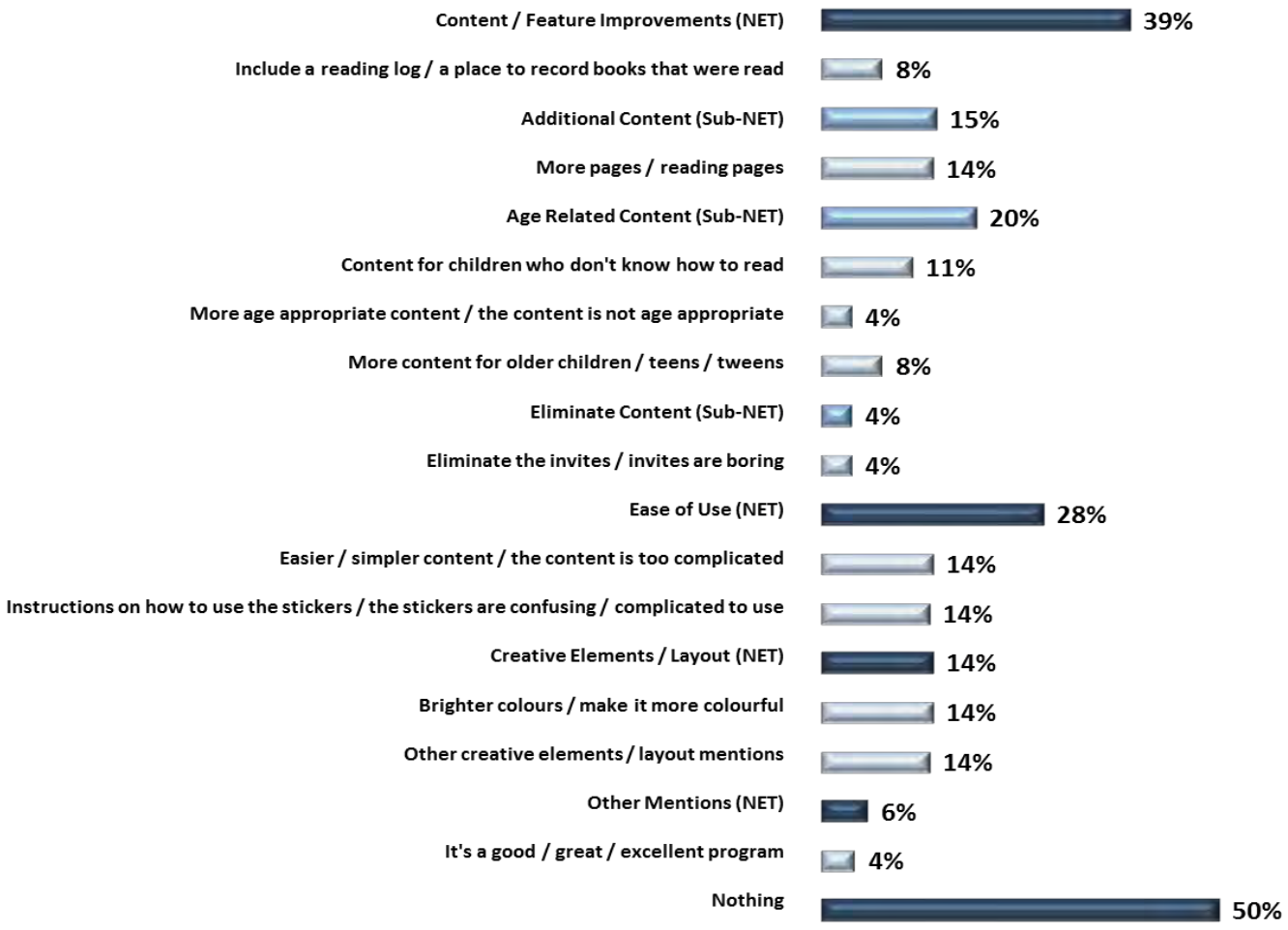


Base: All localities that submitted results (n=261). Data is weighted to reflect all localities that participated in the TDSRC program (n=347).
Note: Only mentions 5% or higher are included.
Source: [Satisfaction_Materials_2] Do you have any suggestions on how to improve the material for future programs? (Max. 20 words)

Suggestions for Improving Content of Materials

When asked specifically about suggestions for improving content of materials comments, librarians proposed including more reading pages (14%), content for kids who do not know how to read (11%) and more content for older children (8%). Approximately a quarter (28%) of respondents wanted improvements to ease of use, and commented that stickers were confusing to use (14%).

Figure A3-12. Suggestions for Improving Content of Materials

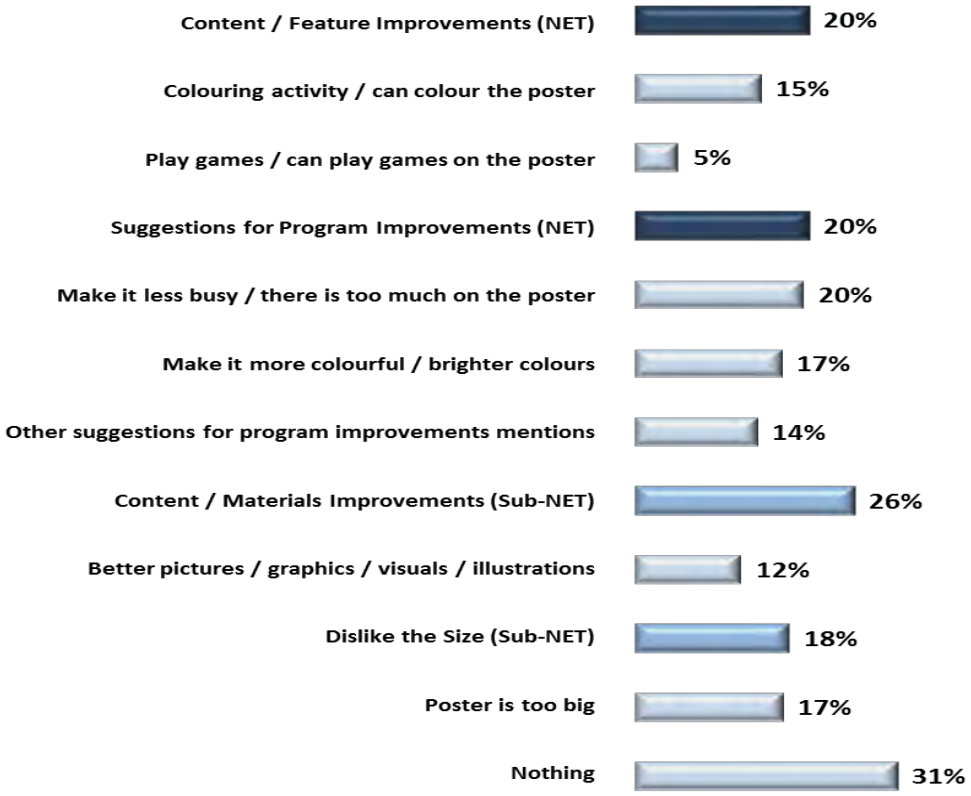


Base: All localities that submitted results (n=261). Data is weighted to reflect all localities that participated in the TDSRC program (n=347).
Note: Only mentions 5% or higher are included.
Source: [Satisfaction_Content_2] Do you have any suggestions on how to improve the content of the material for future programs? (Max. 20 words)

Comments on the Poster

Comments on the poster included making it less busy (20%) and it being too big (17%). 15% of librarians mentioned like being able to colour the poster.

Figure A3-13. Comments on the poster

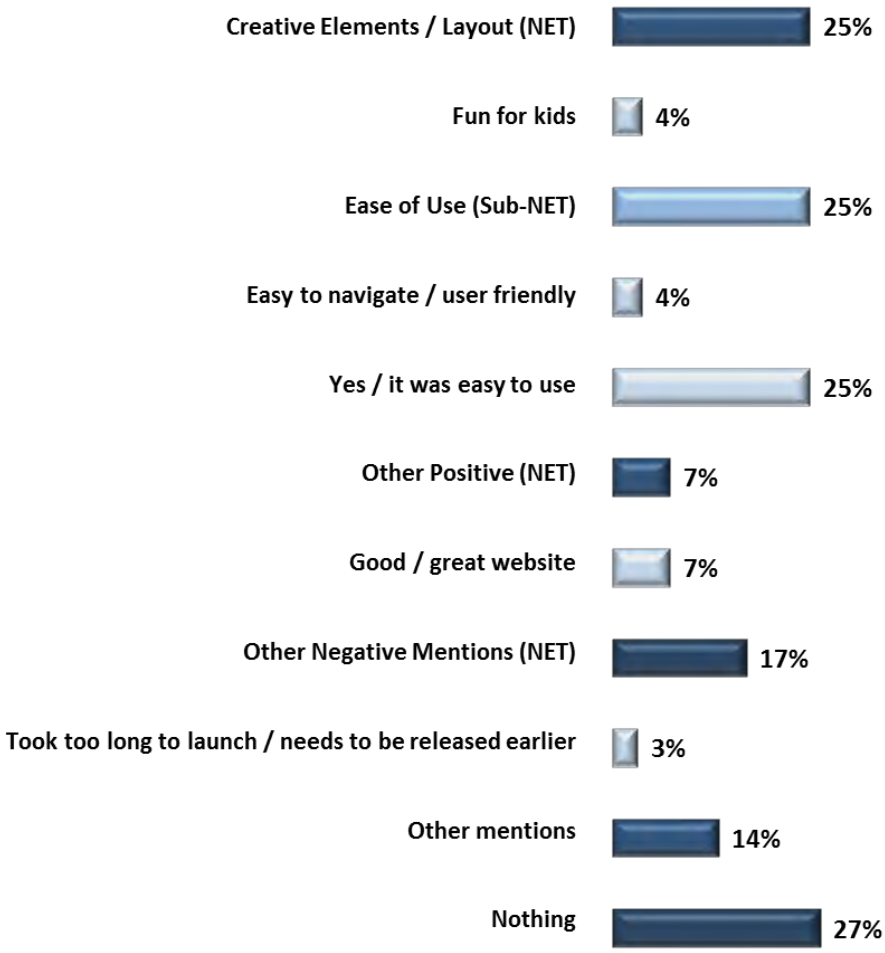


Base: All localities that submitted results (n=261). Data is weighted to reflect all localities that participated in the TDSRC program (n=347).
Note: Only mentions 5% or higher are included.
Source: [Satisfaction_Poster_2] Do you have any comments on the poster? (Max. 20 words)

Children's Website Ease of Use

Librarians were asked if they thought the children's website was easy to use. A quarter (25%) of librarians in Qubec thought that this was the case.

Figure A3-14. Children's Website Ease of Use

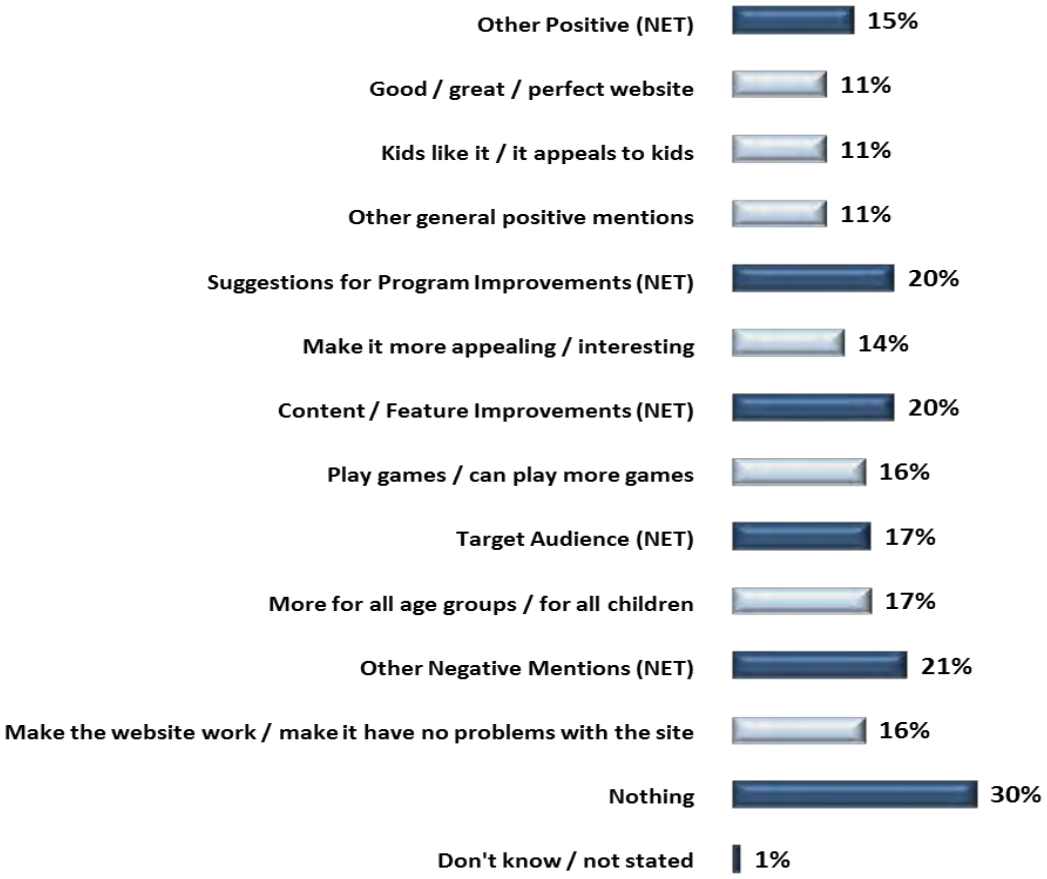


Base: All localities that submitted results (n=261). Data is weighted to reflect all localities that participated in the TDSRC program (n=347).
Note: Only mentions 5% or higher are included.
Source: [Satisfaction_Web_Kids_2] Did you find that the website www.tdsummerreadingclub.ca was easy to use? (Max. 20 words)

Suggestions to Improve Children's Website

Libraries asked for suggestions on how to improve the children's website. Comments included making it more appealing (14%), to have the ability to play games (16%) and making it more for all ages (17%). One in ten (11%) thought the kids website was great and kids liked it.

Figure A3-15. Suggestions to Improve Web Content of Children's Website

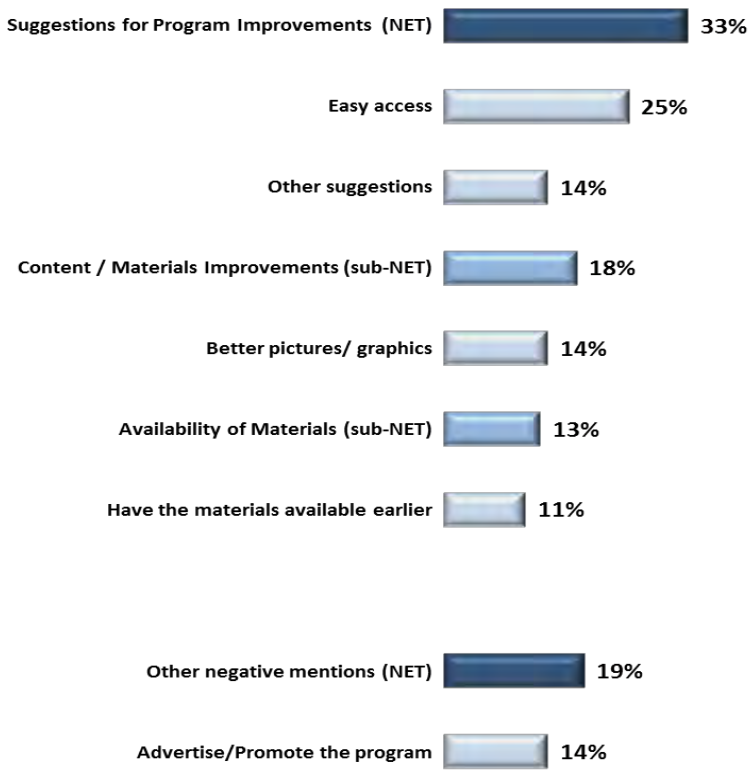


Base: All localities that submitted results (n=261). Data is weighted to reflect all localities that participated in the TDSRC program (n=347).
Note: Only mentions 5% or higher are included.
Source: [Satisfaction_Web_Kids_3] Do you have suggestions on how to improve the web content for children? (Max. 20 words)

Improving Web Content for Librarians

Librarians were asked to offer suggestions on how to improve the content for the Librarians' website. Suggested improvements included improving ease of access (25%), having materials available earlier (11%), improving the graphics or pictures (14%) and more advertising of the program (14%).

Figure A3-16. Suggestions Website Content Improvements



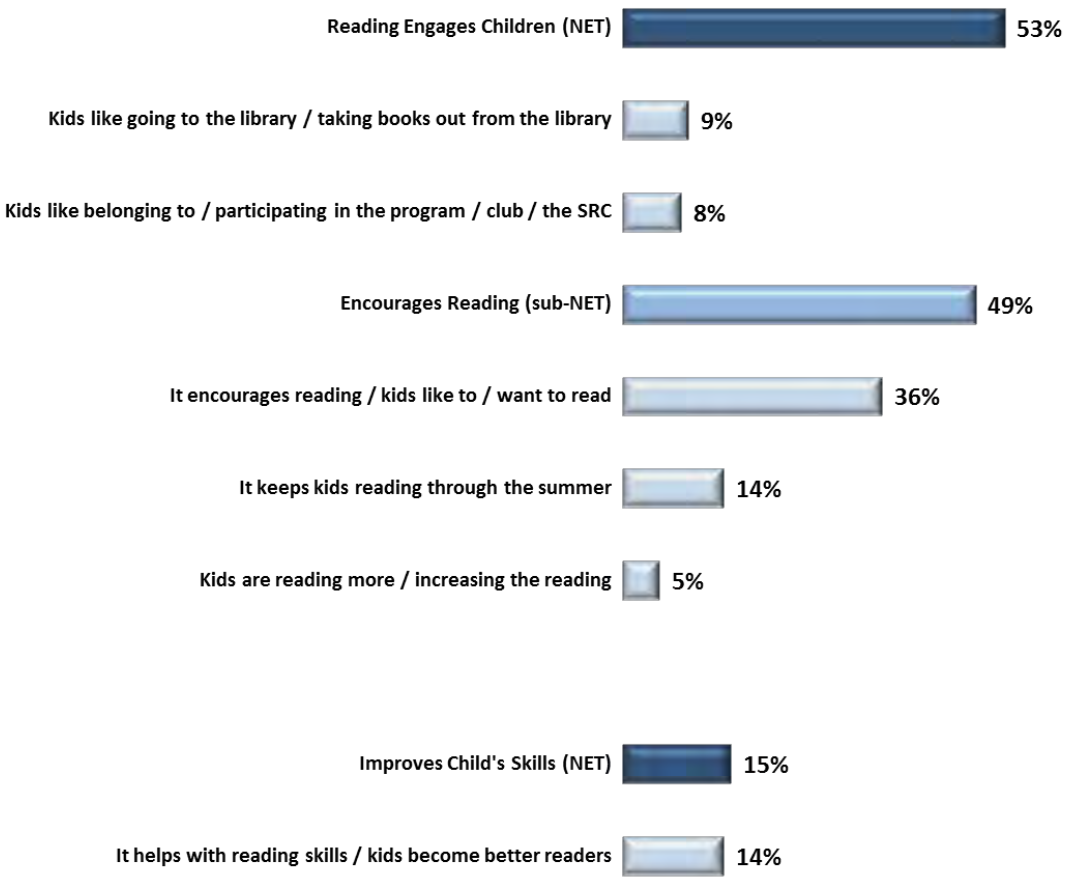
Base: 2012: All localities that submitted results (n=261). Data is weighted to reflect all localities that participated in the TDSRC program (n=347).
Note: Only mentions 5% or highler are included.
Source: [Satisfaction_Web_Librarians_2]Do you have suggestions on how to improve the web content for librarians? (Max. 20 words)

Testimonials

Libraries were asked whether they had any testimonials from parents, caregivers or teachers that might indicate an improvement in reading. Approximately half of Quebec libraries reported that reading

engages children (53%) and that it encourages reading (49%). Nearly 2 in five libraries (15%) reported that the program improves a child's skills.

Figure A3-17. Testimonials



Base: All localities that submitted results (n=261). Data is weighted to reflect all localities that participated in the TDSRC program (n=347).
Note: Only mentions 5% or highler are included.
Source: [Program_Reading_Outcome] Do you have any testimonials from parents, caregivers or teachers that may indicate an improvement in reading level? (max. 70 words)

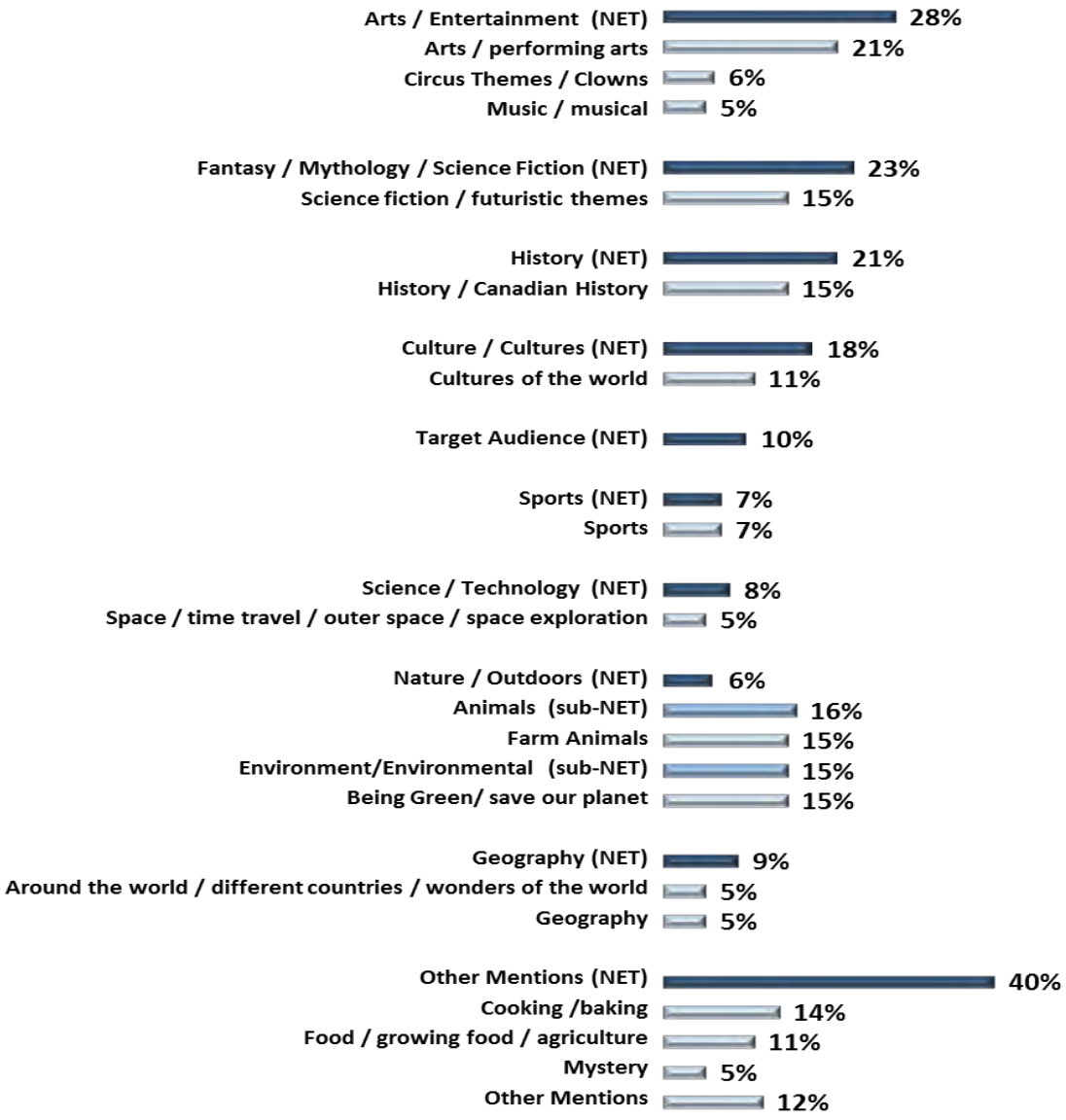
Suggestions

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 in Quebec libraries surround arts and entertainment which was mentioned by close to a third of libraries (28%). Like last year, Fantasy themes were also

common, with 23% mentioning them. Themes revolving around history (21%) and culture (18%) were other popular themes.

Figure A3-18. Suggestions for Future Themes

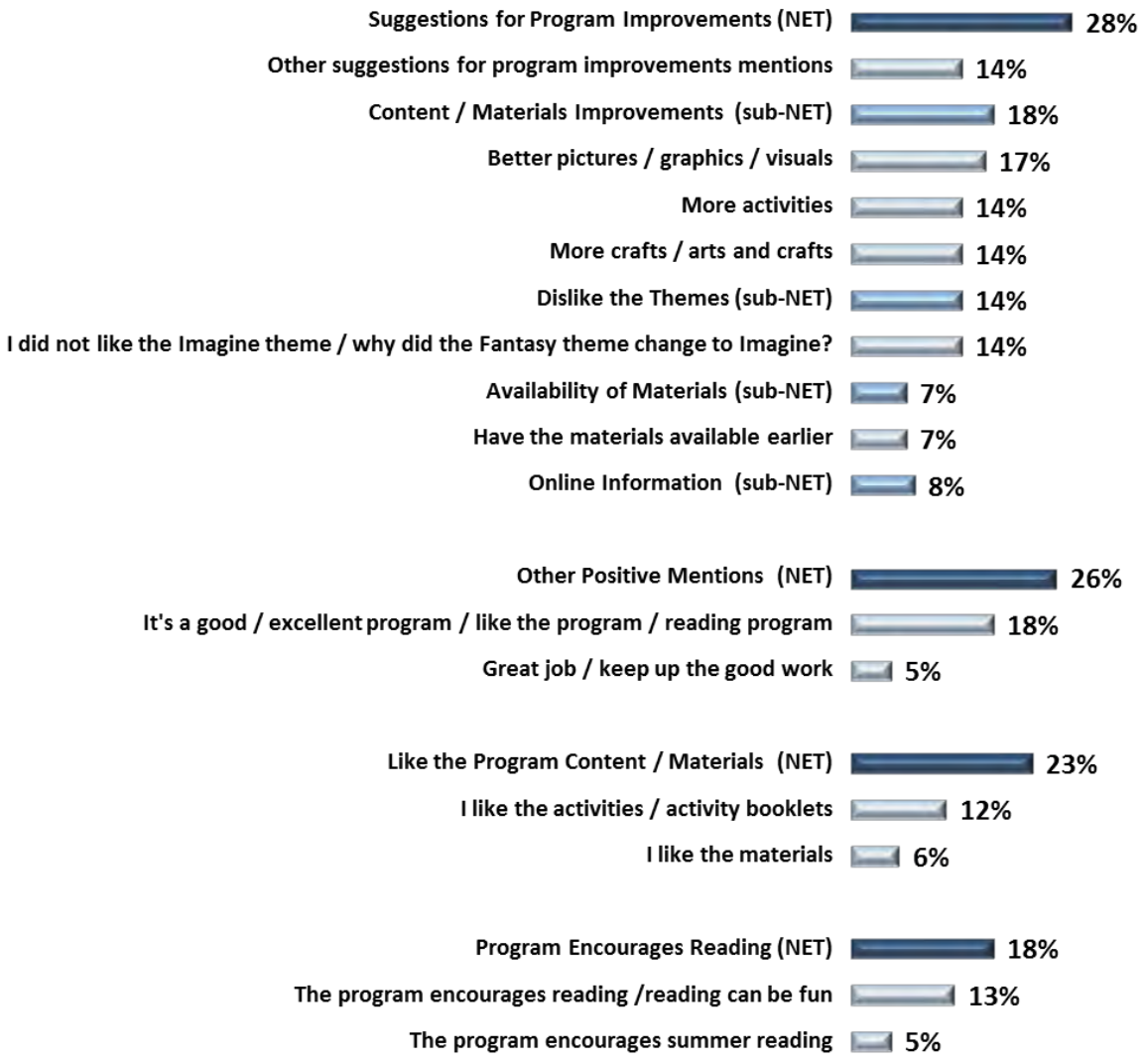


Base: 2012: All localities that submitted results (n=261). Data is weighted to reflect all localities that participated in the TDSRC program (n=347).
Note: Only mentions 5% or highler are included.
Source: [Satisfaction_Theme_2] Do you have any suggestions for the program's future themes? (Max. 20 words)

TDSRC Overall

Libraries were asked to provide feedback on the TDSRC overall. Close to a third of libraries had positive comments (29%) such as “great job” (5%) and “excellent program” (21%). The most common suggestion for enhancement was to improve content/materials (20%) such as improving visuals (15%) and having more activities (13%). 10% would like to receive the materials earlier.

Figure A3-19. Suggestions for TDSRC Overall



Base: 2012: All localities that submitted results (n=261). Data is weighted to reflect all localities that participated in the TDSRC program (n=347).
Note: Only mentions 5% or highler are included.
Source: [Satisfaction_Theme_2] Do you have any suggestions for the program's future themes? (Max. 20 words)

Appendix 4 - Québec (BPQ et Réseau BIBLIO – Français)

Statistiques du programme au Québec

Taux de réponse

Dans tous les réseaux, 261 des 347 bibliothèques individuelles participantes ont communiqué leurs résultats, ce qui représente un taux de réponse global de 75 %.

Tableau A4-1. Taux de réponse

	Québec	BPQ	Réseau BIBLIO
(A) Nombre de bibliothèques participantes	347	114	233
(B) Nombre de répondants	261	103	158
(C) Taux de réponse au sondage	75%	90%	68%

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 Opinion publique Angus Reid

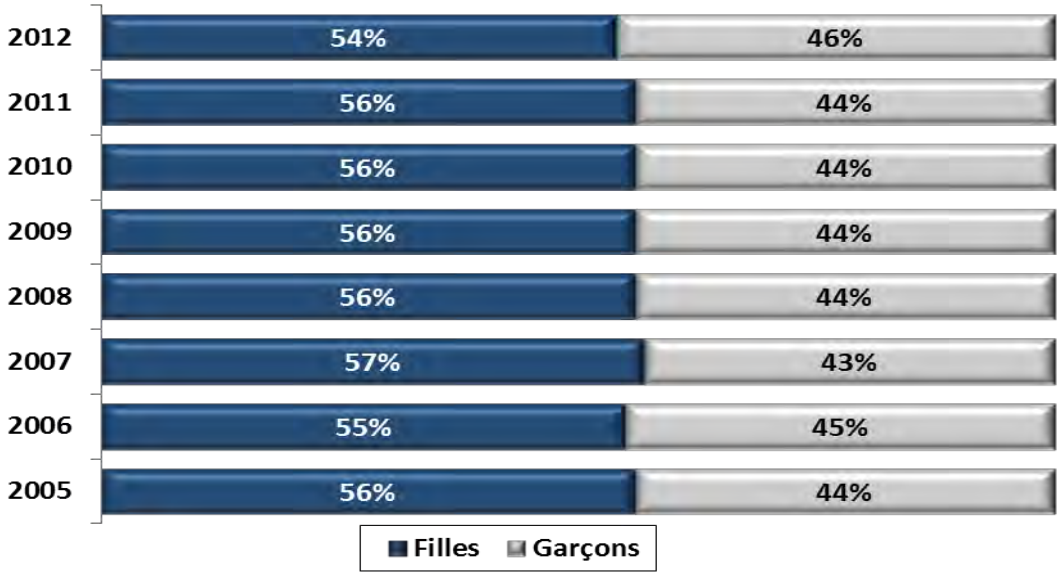
Statistiques relatives à l'inscription

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 2012. 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 32 808 enfants se sont inscrits au programme CLÉ TD 2012. Il s'agit donc d'une augmentation par rapport aux 24 276 de 2008. Cette année, le programme comptait 17 649 filles, soit 54 % des participants, et 15 159 garçons, soit 46 % des participants. Ces pourcentages demeurent pratiquement inchangés par rapport à l'année dernière.

Tableau A4-2. Pourcentage de filles et de garçons inscrits



Échantillon Toutes les bibliothèques locales qui ont fourni des résultats (n=261). Les données sont pondérées pour refléter toutes les bibliothèques locales qui ont participé au CLÉ TD (n=347).
Source: [Inscription_1] Veuillez indiquer le nombre total d'enfants qui se sont inscrits au CLE TD 2012 avec l'intention de lire des livres.

La Tableau A3-3 ci-dessous présente la répartition des filles et des garçons qui ont participé en fonction de leur âge. À l'été 2012, 21 % des participantes étaient âgées de 0 à 5 ans, 37 %, de 6 à 8 ans, 36 %, de 9 à 12 ans et 6 %, de 13 ans et plus. Les garçons étaient encore une fois généralement plus jeunes que les filles en 2012 23 % d'entre eux étaient âgés de 0 à 5 ans, 39 %, de 6 à 8 ans, 34 %, de 9 à 12 ans et 3 %, de 13 ans et plus.

Tableau A4-3. Pourcentage des enfants inscrits par âge et par sexe

FILLES	2012	2011	2010	2009	2008	2007	2006	2005
0-5	21%	18%	18%	17%	18%	15%	16%	18%
6-8	37%	38%	37%	38%	39%	37%	38%	36%
9-12	36%	40%	39%	42%	40%	43%	42%	42%
13+	6%	5%	7%	3%	3%	5%	5%	4%

GARÇONS	2012	2011	2010	2009	2008	2007	2006	2005
0-5	23%	20%	23%	18%	19%	17%	19%	20%
6-8	39%	40%	39%	41%	41%	41%	39%	39%
9-12	34%	38%	35%	39%	38%	38%	38%	37%
13+	3%	3%	3%	2%	2%	4%	4%	4%

Échantillon Toutes les bibliothèques locales qui ont fourni des résultats (n=261). Les données sont pondérées pour refléter toutes les bibliothèques locales qui ont participé au CLÉ TD (n=347).
Source: [Inscription_1] Veuillez indiquer le nombre total d'enfants qui se sont inscrits au CLE TD 2012 avec l'intention de lire des livres.

Le tableau A3-4 c-dessous présente un sommaire des taux de participation par groupe d'âge et par sexe au Québec basé sur les données du recensement de 2011. Les taux de participation sont semblables à ceux de 2011.

Tableau A4-4. Nombre d'enfants inscrits

	Recensement de 2011			Participant au CLÉ TD 2012			% d'enfants qui ont participé		
	(A)	(B)	(C)	(D)	(E)	(F)	2012	2011	2010
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 de garçons	Nombre total de filles
Québec	1,546,480	789,240	757,230	32,808	15,159	17,649	2.12%	2.02%	2.00%
0-5	523,395	267,610	255,785	7,181	3,520	3,661	1.37%	1.13%	1.20%
6-8	237,390	121,105	116,285	12,554	5,956	6,599	5.29%	4.46%	4.31%
9-12	322,760	164,720	158,030	11,549	5,159	6,390	3.58%	2.92%	2.77%
13+	462,935	235,805	227,130	1,524	525	999	0.33%	0.36%	0.44%

Échantillon: Toutes les bibliothèques locales qui ont fourni des résultats (n=261). Les données sont pondérées pour refléter toutes les bibliothèques locales qui ont participé au CLÉ TD (n=347).
Source: [Inscription_1] Veuillez indiquer le nombre total d'enfants qui se sont inscrits au CLE TD 2012 dans l'intention de lire des livres. Les données des colonnes A à C proviennent du recensement 2011 de Statistique Canada. Les données des colonnes D à F ont été recueillies par opinion publique Angus Reid.

Trousses de lecture et affiches

Les bibliothèques devaient également indiquer le nombre total de trousses 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, 21 037 trousses de lecture ont été distribuées partout au Québec, ce qui représente une baisse par rapport à l'année dernière, de même que 32 338 affiches.

Statistiques du 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.

Certaines précisions sont nécessaires pour bien comprendre ces données

- 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, 2 544 programmes et activités ont été organisés dans les bibliothèques partout au Québec au cours des mois de juillet et août 2012. Le nombre total de participants à ces activités est de 58 217[18], soit une augmentation par rapport à l'année dernière. Le nombre moyen d'enfants par activité est de 22,9.

Les BPQ ont organisé 1 447 activités autour du thème du CLÉ TD et 39 320 enfants y ont participé, ce qui représente une moyenne de 27,2 enfants par activité. Le Réseau BIBLIO a organisé 1 097 activités et a rapporté une participation totale de 13 145 enfants, 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, ou d'offrir les deux. Au Québec, 55 % des bibliothèques autonomes ont fonctionné uniquement selon le principe de la porte ouverte. Le quart des bibliothèques (25 %) indiquent avoir utilisé uniquement la méthode du club de lecture et 16 % ont

[18] Lorsque le nombre de participants n'était pas précisé, les données d'inscription furent utilisées.

fonctionné selon les deux méthodes. Seulement 6 % d'entre elles n'ont pas fourni ce renseignement ou n'ont utilisé aucune de ces approches.

Voici 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.

Tableau A4-5. Pourcentage de portes ouvertes et de clubs de lecture par segment[19]

Régions	Porte ouverte seulement	Club seulement	Les deux	Ni l'un ni l'autre
Québec	**55 %**	**25 %**	**16 %**	**5 %**
BPQ	**53 %**	**13 %**	**30 %**	**3 %**
Réseau BIBLIO	**55 %**	**32 %**	**8 %**	**5 %**

Échantillon Toutes les bibliothèques autonomes qui ont fourni des résultats (n=68). Les données sont pondérées pour refléter toutes les bibliothèques locales qui ont transmis leurs propres résultats (n=89)
Source PROGRAMME. How did your library run the TD Summer reading Club program? Remarque: cette question a été posée dans le sondage pour bibliothécaires. Il est donc possible de déterminer la méthode utilisée. Les réseaux ont rapporté cette information de manière regroupée. Il est donc impossible de déterminer la méthode privilégiée par chacune des bibliothèques.

Réussite du programme

Selon le mode de fonctionnement privilégié, 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 des livres lus; et
- Total des heures de lecture.

Autocollants à collectionner

Nombre de bibliothèques ont eu recours aux autocollants pour inciter les enfants à lire davantage. L'objectif ultime était de collectionner les 9 autocollants. En tout, 91 % des bibliothèques ont eu recours aux autocollants pour inciter les enfants à lire. Il s'agit d'une augmentation significative par rapport au 72 % des bibliothèques qui ont utilisé les autocollants en 2011. Soixante-trois pour cent des enfants ont

[19] Il a été possible à partir du sondage des bibliothécaires de déterminer le format utilisé par chacune des bibliothèques autonomes. Pour les sondages qui incluaient de multiples bibliothèques, cette analyse était impossible, car les données étaient regroupées.

obtenu les 9 autocollants. Parmi les réseaux qui ont eu recours aux autocollants, 20 543 enfants ont réussi à collectionner les 9 autocollants, une augmentation par rapport à 2001 (18 197). La répartition par segment est la suivante

- BPQ 86 % des bibliothèques ont utilisé les autocollants comme incitatifs, et au sein de ces bibliothèques, 14 195 enfants (63 %) ont collectionné les neuf autocollants;
- Réseau BIBLIO 93 % des bibliothèques ont utilisé les autocollants comme incitatifs et 6 349 enfants (62 %) ont collectionné les neuf autocollants.

Livres lus et heures de lecture

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

- Lu 7,9 livres;
- Consacré 2,1 heures à la lecture.

La moyenne de livres par enfant se traduit par 258 536 livres lus dans la province de Québec dans le cadre du club de lecture d'été. Voici la répartition selon les segments

- BPQ 186 927 livres lus;
- Réseau BIBLIO 71 609 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, des camps de jour et des garderies pour faire la promotion du programme.

40 % des bibliothèques ont indiqué que leurs employés avaient visité des écoles pour faire la promotion du club de lecture. En tout, il y a eu 490 visites dans les écoles, 161 dans les camps de jour et 108 dans les garderies. Ces visites ont entraîné un total de 4 074 inscriptions.

Voici le détail de la distribution par segment

Tableau A4-6. Visites du personnel dans les écoles, camps de jour et garderies selon le segment

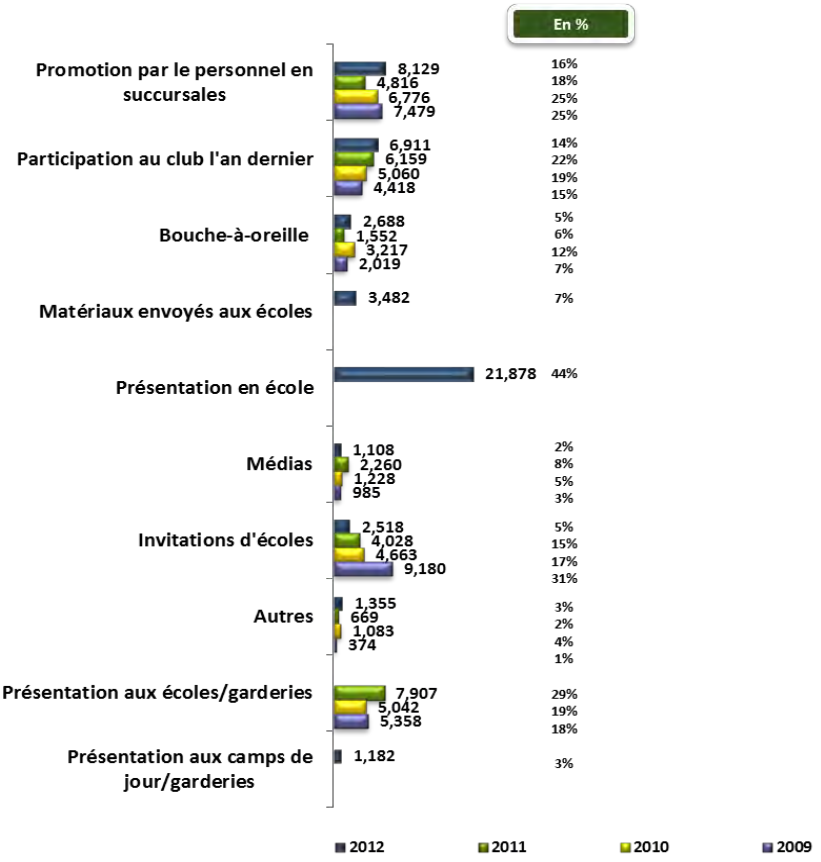
Régions	Écoles				Camp de jours				Garderies			
	Visites école % oui	Nombre total de visites	Nombre total d'inscriptions	Moyenne de nombre d'incription par visite	Visites camps de jour % oui	Nombre total de visites	Nombre total d'inscriptions	Moyenne de nombre d'incription par visite	Visites garderie % oui	Nombre total de visites	Nombre total d'inscriptions	Moyenne de nombre d'incription par visite
Québec	**40%**	**490**	**3,055**	**6**	**19%**	**161**	**843**	**5**	**14%**	**108**	**176**	**2**
BPQ	54%	235	2,207	9	15%	89	268	3	17%	87	146	2
Réseau BIBLIO	32%	255	848	3	22%	72	575	8	13%	21	29	1

Échantillon Toutes les bibliothèques locales qui ont fourni des résultats (n=261). Les données sont pondérées pour refléter toutes les bibliothèques locales qui ont participé au CLÉ TD (n=347).
Source: [Program_Promotion_0] 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.? [Program_Promotion_0A] Vous avez indiqué « oui » à promouvoir le programme. Veuillez indiquer le nombre de visites, de groupes visités et le nombre d'enfants qui se sont inscrits.

Méthode de promotion

Les bibliothécaires devaient relever, à partir des formulaires d'inscription, la façon dont les participants avaient d'abord entendu parler du programme. La méthode le plus souvent mentionnée, et de loin, est une présentation offerte dans leur école, soit un total de 44 %. Un total de 6 911 enfants connaissaient le programme parce qu'ils avaient participé l'an dernier. Environ 8 129 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 (de 16 % à 18 %). Environ 2 518 participants (5 %) mentionnent les invitations des écoles, une baisse de 10 % par rapport à 2011. Les médias (2 %) et le bouche-à-oreille (5 %) font également partie des méthodes mentionnées. Les tableaux A3-7 et A3-8 présentent les résultats en détail.

Tableau A4-7. Façon dont les participants ont d'abord entendu parler du programme



Échantillon Toutes les bibliothèques locales qui ont fourni des résultats (n=261). Les données sont pondérées pour refléter toutes les bibliothèques locales qui ont participé au CLÉ TD (n=347).
Source: [Program_Promotion_1] Transcrivez dans le tableau ci-dessous les totaux inscrits dans votre formulaire d'inscriptionCombien de participants ont appris l'existence du Club de lecture d'été TD par les méthodes suivantes?

Tableau A4-8. Façon dont les participants ont d'abord entendu parler du programme par segment

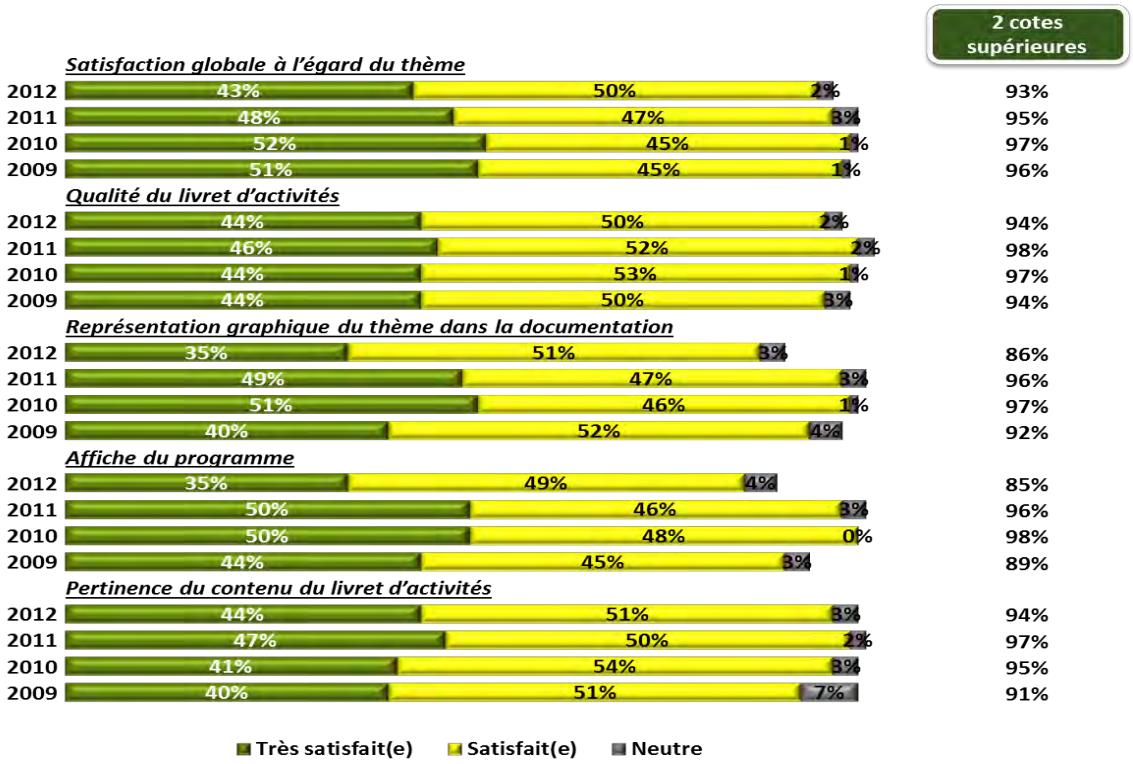
Régions	Présentation en école	Présentation aux camps de jour/garderies	Matériaux envoyés aux écoles	Promotion par le personnel en succursales	Bouche-à-oreille	Invitations d'écoles	Participation au club l'an dernier	Médias	Autres
Québec	**21,878**	**1,482**	**3,482**	**8,129**	**2,688**	**2,518**	**6,911**	**1,108**	**1,355**
BPQ	3,080	348	1,730	6,455	2,070	1,649	5,077	837	1,310
Réseau BIBLIO	18,798	1,134	1,752	1,674	618	869	1,835	271	44

Échantillon Toutes les bibliothèques locales qui ont fourni des résultats (n=261). Les données sont pondérées pour refléter toutes les bibliothèques locales qui ont participé au CLÉ TD (n=347).
Source: [Program_Promotion_1] Transcrivez dans le tableau ci-dessous les totaux inscrits dans votre formulaire d'inscription combien de participants ont appris l'existence du Club de lecture d'été TD par les méthodes suivantes?

Satisfaction

Bien qu'il y ait une baisse par rapport aux années précédentes, les degrés de satisfaction demeurent 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 (93 %) des bibliothèques locales du Québec sont satisfaites du thème dans l'ensemble, et un pourcentage similaire est satisfait de la qualité du livret d'activités. Il en va de même pour la pertinence du contenu du guide d'animation (94 %). Il y a eu une baisse marginale du niveau de satisfaction par rapport à l'affiche du programme (de 96 % l'année dernière à 85 %) et par rapport à la représentation graphique du thème dans la documentation (de 96 % l'année dernière à 88 %). Les niveaux de satisfaction sont très semblables à ceux enregistrés en 2010.

Tableau A4-9. Satisfaction à l'égard des aspects du programme

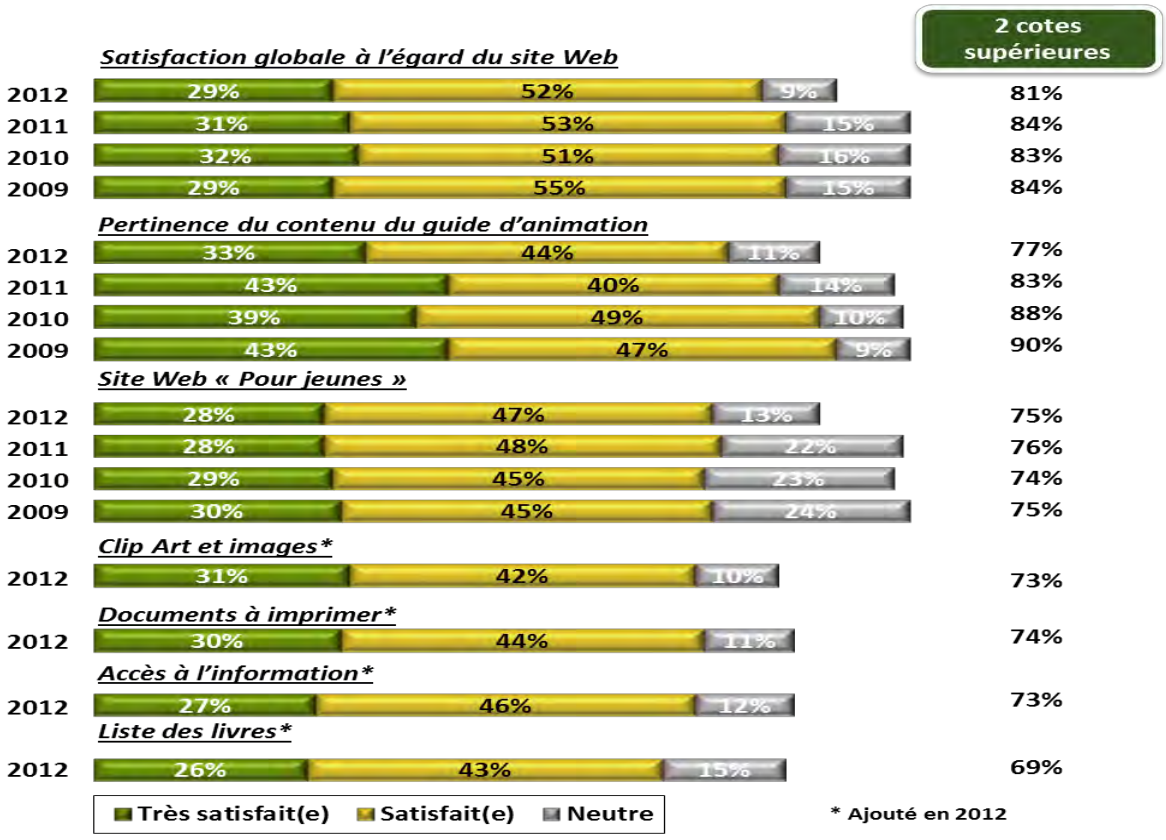


Échantillon Toutes les bibliothèques locales qui ont fourni des résultats (n=261). Les données sont pondérées pour refléter toutes les bibliothèques locales qui ont participé au CLÉ TD (n=347).
Source: [Satisfaction_Theme_1] Veuillez évaluer votre degré de satisfaction à l'égard des aspects du programme énumérés ci-après. [Satisfaction_Materials _1] Veuillez évaluer votre degré de satisfaction à l'égard des aspects du programme énumérés ci-après à propos du matériel et l'impression. [Satisfaction_Content_1] Veuillez évaluer votre degré de satisfaction à l'égard des aspects du programme énumérés ci-après à propos du contenu des produits. [Satisfaction_Poster_1] Veuillez évaluer votre degré de satisfaction à l'égard des aspects du programme énumérés ci-après à propos de l'affiche.

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.

Cette année, un peu moins de répondants se sont dits satisfaits de la pertinence du contenu du guide d'animation (84 % cette année et 90 % l'année dernière). Le niveau de satisfaction concernant le site Web pour les enfants a augmenté cette année (82 %) par rapport à l'année dernière (77 %). Quatre nouveaux éléments du site web pour bibliothécaires ont été ajoutés cette année à ceux qui étaient évalués illustrations et images, matériel à imprimer, accès à l'information et liste de livres. Le niveau de satisfaction pour ces nouveaux éléments était près de 80 %.

Tableau A4-10. Satisfaction à l'égard du matériel d'appoint



Échantillon Toutes les bibliothèques locales qui ont fourni des résultats (n=261). Les données sont pondérées pour refléter toutes les bibliothèques locales qui ont participé au CLÉ TD (n=347).
Source: [Satisfaction_Web_Librarians_1] Veuillez évaluer votre degré de satisfaction à l'égard des aspects du programme énumérés ci-après à propos du site web pour bibliothécaires. [Satisfaction_Web_Kids_1] Veuillez évaluer votre degré de satisfaction à l'égard des aspects du programme énumérés ci-après à propos du contenu web pour les enfants.

Commentaires

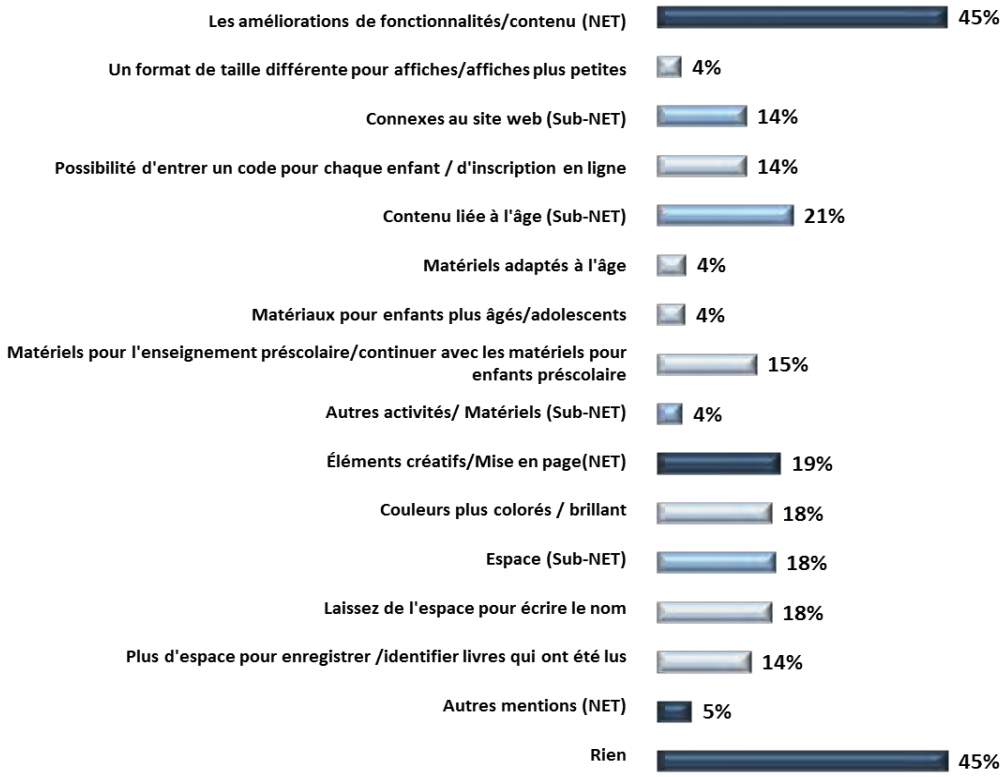
Résultats du programme

Les bibliothèques devaient proposer des façons d'améliorer différents aspects du programme. Voici l'analyse des commentaires reçus des bibliothèques du Québec

Suggestions pour améliorer le matériel

Près de la moitié (45 %) des bibliothèques du Québec ont offert des suggestions pour améliorer le contenu du matériel comme la possibilité d'assigner un code à chaque enfant sur le site Web (14 %) et d'ajouter du matériel pour les enfants d'âge préscolaire (15 %). Deux répondants sur cinq (19 %) ont fait des suggestions concernant les éléments créatifs comme l'ajout de couleurs plus vives (18 %).

Tableau A4-11. Suggestions pour améliorer le matériel

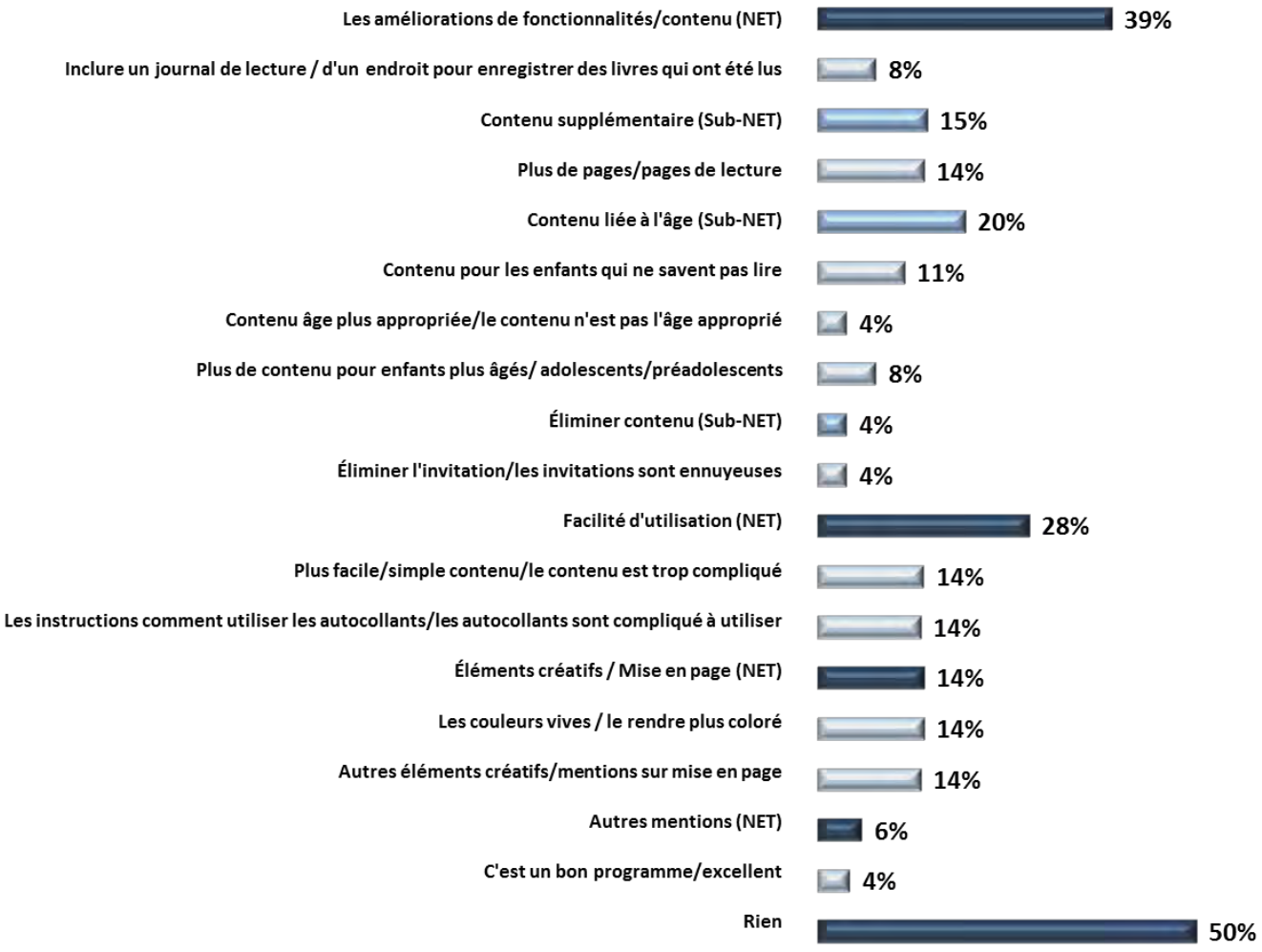


Échantillon Toutes les bibliothèques locales qui ont fourni des résultats (n=261). Les données sont pondérées pour refléter toutes les bibliothèques locales qui ont participé au CLÉ TD (n=347).
Remarque Seuls les résultats de 5% et plus sont rapportés.
Source: [Satisfaction_Materials_2] Avez-vous des suggestions pour améliorer le matér**iel pour les programmes à venir**? (maximum 20 mots)

Suggestions pour améliorer le contenu du matériel

À la question demandant des suggestions précises pour améliorer le contenu du matériel, les commentaires incluaient ajouter des pages de lecture (14 %), ajouter du contenu pour les enfants qui ne savent pas lire (11 %) et inclure plus de contenu pour les enfants plus âgés (8 %). Un peu plus du quart des bibliothécaires ont mentionné la facilité d'utilisation (28 %) et le fait que l'utilisation des autocollants portait à confusion (14 %).

Tableau A4-12. Suggestions pour améliorer le contenu du matériel

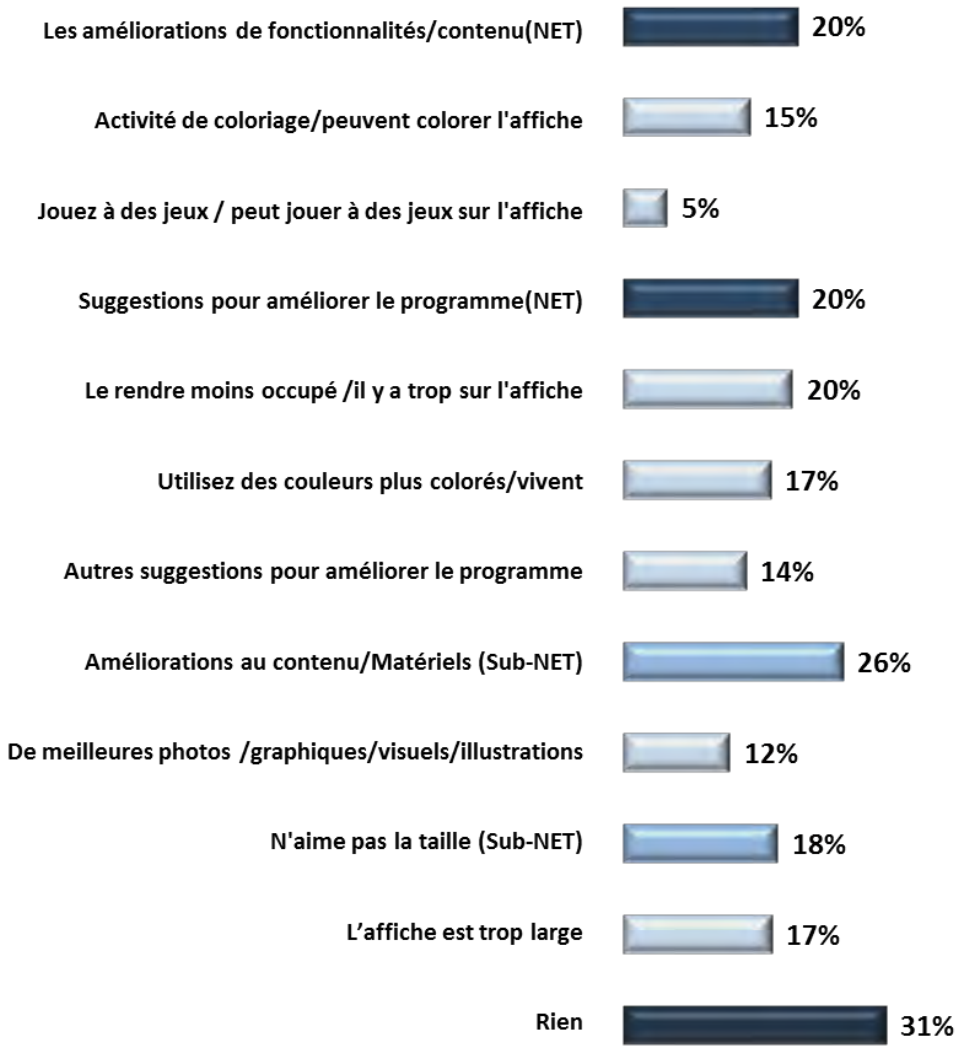


Échantillon Toutes les bibliothèques locales qui ont fourni des résultats (n=261). Les données sont pondérées pour refléter toutes les bibliothèques locales qui ont participé au CLÉ TD (n=347).
Remarque Seuls les résultats de 5% et plus sont rapportés.
Source: [Satisfaction_Content_2] Avez-vous des suggestions pour améliorer le contenu des produits? (maximum 20 mots)

Commentaires au sujet de l'affiche

Voici certains des commentaires reçus au sujet de l'affiche la rendre moins chargée (20 %), proposer une affiche à colorer (15 %) et offrir une affiche plus petite (17 %).

Tableau A4-13. Commentaires au sujet de l'affiche

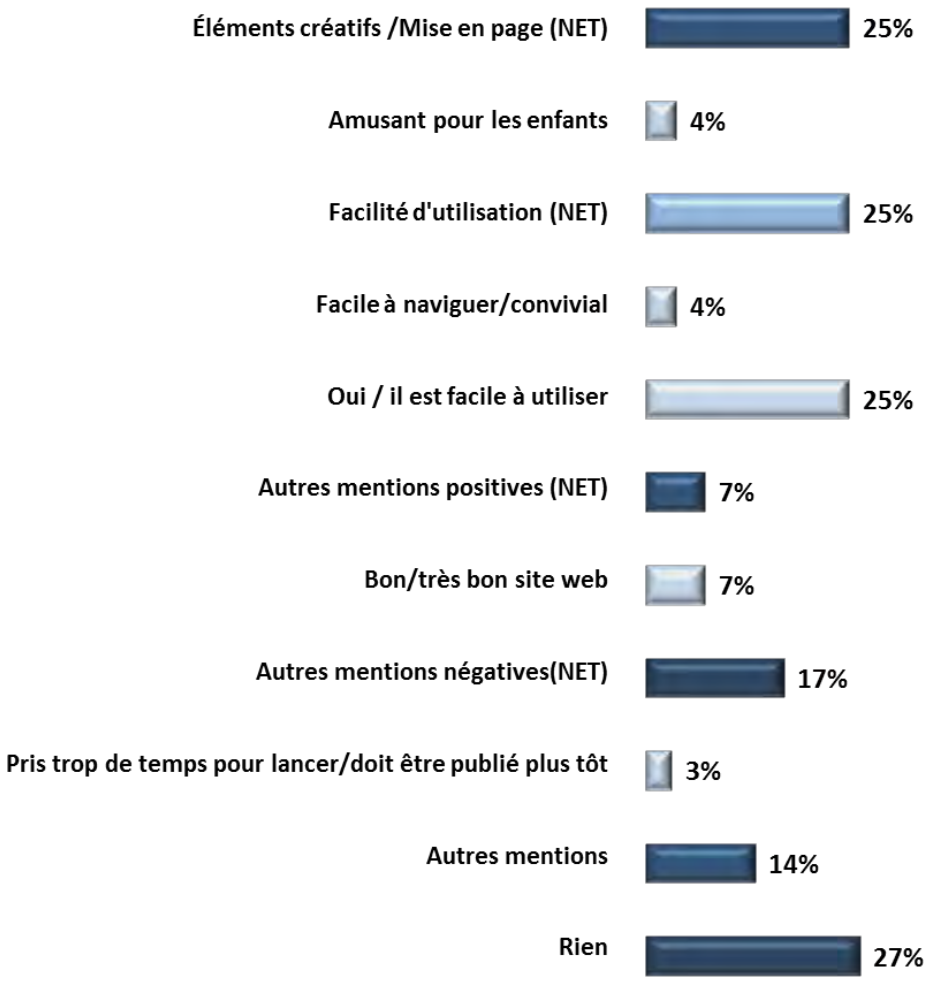


Échantillon Toutes les bibliothèques locales qui ont fourni des résultats (n=261). Les données sont pondérées pour refléter toutes les bibliothèques locales qui ont participé au CLÉ TD (n=347).
Remarque Seuls les résultats de 5% et plus sont rapportés.
Source: [Satisfaction_Poster_2] Avez-vous des commentaires sur l'affiche? (maximum 20 mots)

Facilité d'utilisation du site Web pour enfants

Les bibliothécaires devaient indiquer s'ils trouvaient que le site Web pour enfants était facile à utiliser. Un bibliothécaire sur quatre (25 %) au Québec était d'accord avec cet énoncé.

Tableau A4-14. Facilité d'utilisation du site Web pour enfants

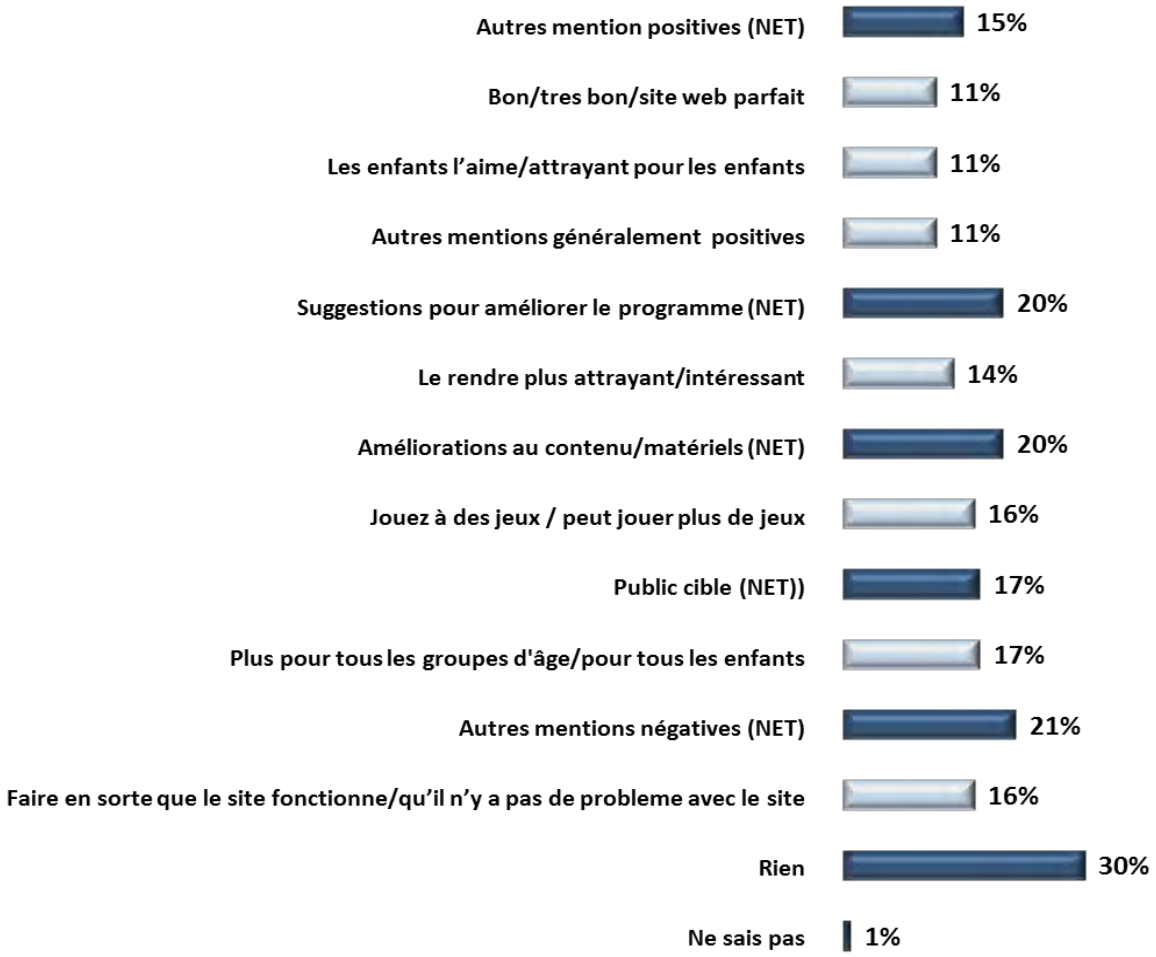


Échantillon Toutes les bibliothèques locales qui ont fourni des résultats (n=261). Les données sont pondérées pour refléter toutes les bibliothèques locales qui ont participé au CLÉ TD (n=347).
Remarque Seuls les résultats de 5% et plus sont rapportés.
Source: [Satisfaction_Web_Kids_2] Avez-vous trouvé le site Web www.clubdelecturetd.ca facile à utiliser? (maximum 20 mots)

Amélioration du site Web pour enfants

Les bibliothécaires devaient formuler des suggestions pour améliorer le site Web des enfants. Voici certains des commentaires formulés render le site plus attrayant (14 %), offrir des jeux (16 %) et l'adapter à tous les âges (17 %). Un répondant sur dix (11 %) trouvait le site pour enfants excellent et indiquait que les enfants l'aimaient.

Tableau A4-15. Suggestions pour améliorer le contenu du site Web pour enfants

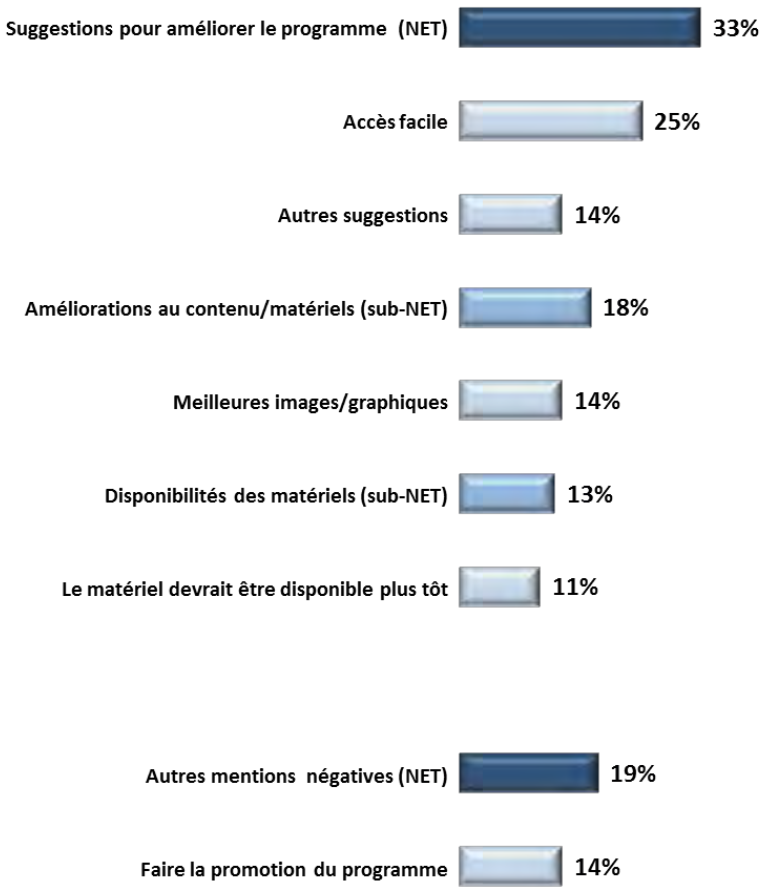


Échantillon Toutes les bibliothèques locales qui ont fourni des résultats (n=261). Les données sont pondérées pour refléter toutes les bibliothèques locales qui ont participé au CLÉ TD (n=347).
Remarque Seuls les résultats de 5% et plus sont rapportés.
Source: [Satisfaction_Web_Kids_3] Avez-vous des suggestions sur la façon d'améliorer notre site Web pour enfants? (maximum 20 mots)

Amélioration du site Web pour bibliothécaires

Les bibliothécaires devaient formuler des suggestions pour améliorer le site Web des bibliothèques. Voici certaines des améliorations suggérées faciliter l'accès (25 %), rendre le matériel disponible plus tôt (11 %), améliorer le graphisme et les photos (14 %) et augmenter la publicité concernant le programme (14 %).

Tableau A4-16. Suggestions pour améliorer le contenu du site Web pour bibliothécaires

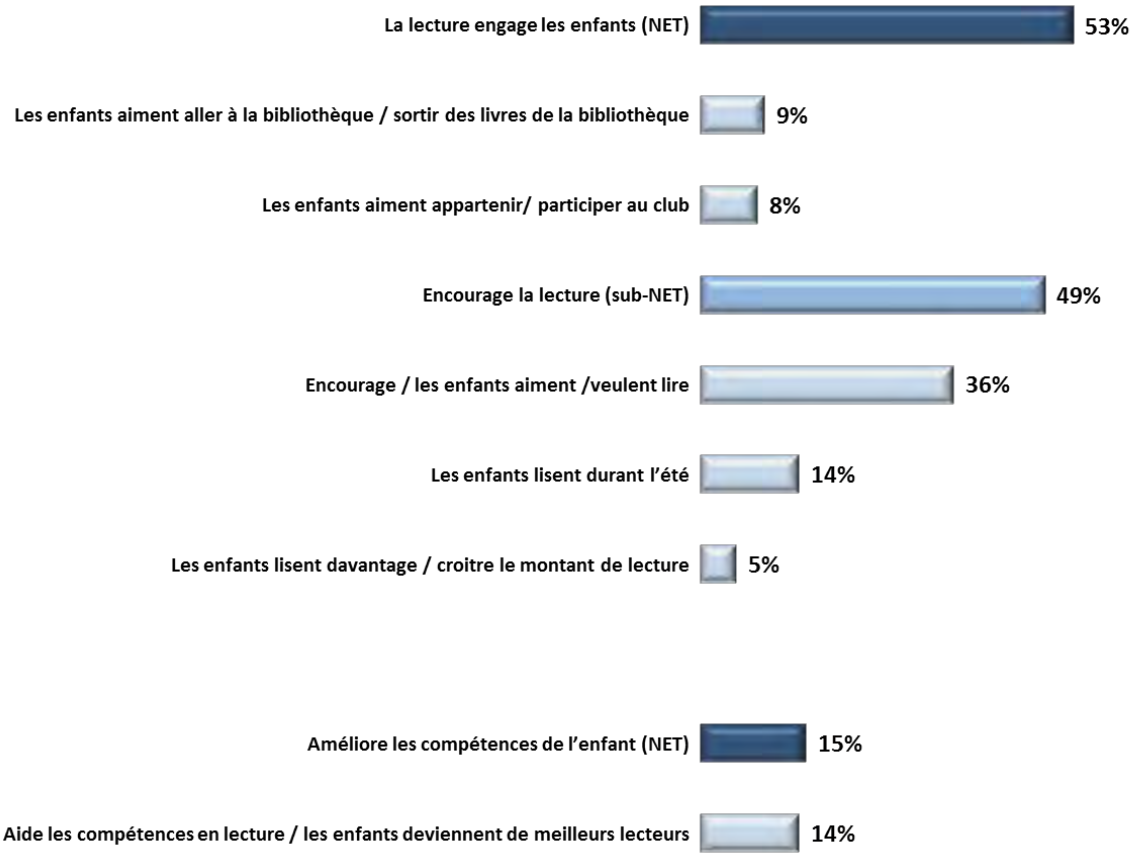


Échantillon Toutes les bibliothèques locales qui ont fourni des résultats (n=261). Les données sont pondérées pour refléter toutes les bibliothèques locales qui ont participé au CLÉ TD (n=347).
Remarque Seuls les résultats de 5% et plus sont rapportés.
Source: [Satisfaction_Web_Librairians_2] Avez-vous des suggestions sur la façon d'améliorer notre site Web pour bibliothécaires? (maximum 20 mots)

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. Environ près de la moitié des bibliothèques du Québec (53 %) qui ont répondu à la question mentionnent que les enfants prennent plus plaisir à lire et que cela les encourage à lire (49 %). Près de deux bibliothèques sur cinq (15 %) indiquent que le programme améliore les habiletés des enfants.

Tableau A4-17. Témoignages



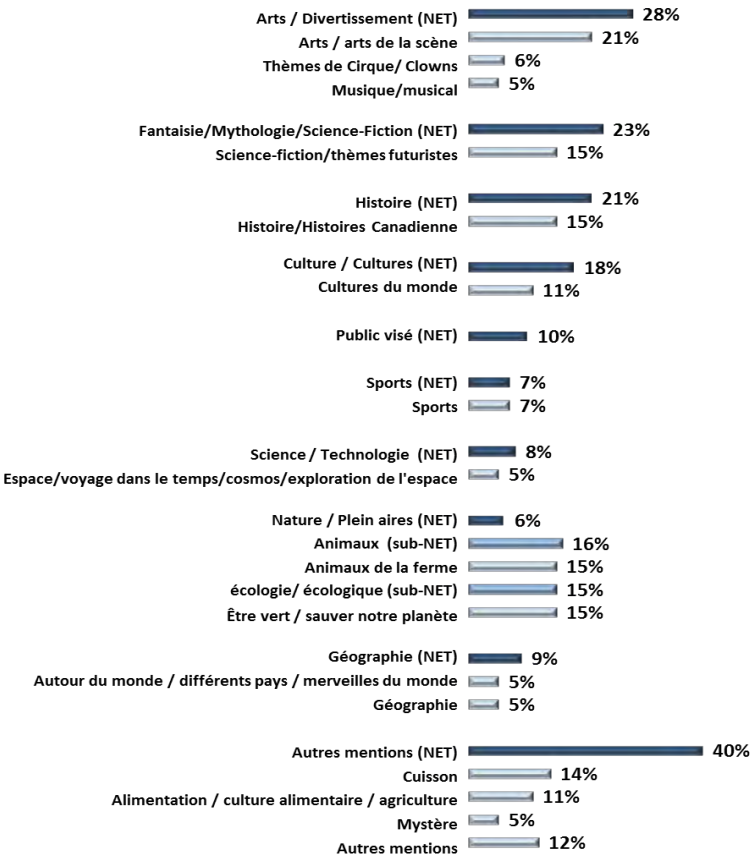
Échantillon Toutes les bibliothèques locales qui ont fourni des résultats (n=261). Les données sont pondérées pour refléter toutes les bibliothèques locales qui ont participé au CLÉ TD (n=347).
Remarque Seuls les résultats de 5% et plus sont rapportés.
Source: [Program_Reading_Outcome] Avez-vous des témoignages de parents, d'accompagnateurs ou d'enseignants indiquant une augmentation du goût et du plaisir de la lecture chez les enfants? (maximum 70 mots)

Suggestions

Thèmes pour programmes à venir

Les bibliothèques devaient suggérer des thèmes pour les programmes à venir. Un vaste éventail de thèmes furent proposés, mais ceux qui reviennent le plus souvent au Québec touchent les arts et le divertissement, thèmes qui furent mentionnés par près du tiers des bibliothèques (28 %). Comme l'année dernière, les thèmes touchant le fantastique et l'aventure sont également des thèmes qui reviennent fréquemment (23 %). Les thèmes qui parlent d'histoire (21 %) et de culture (18 %) sont également populaires.

Tableau A4-18. Suggestions pour programmes à venir

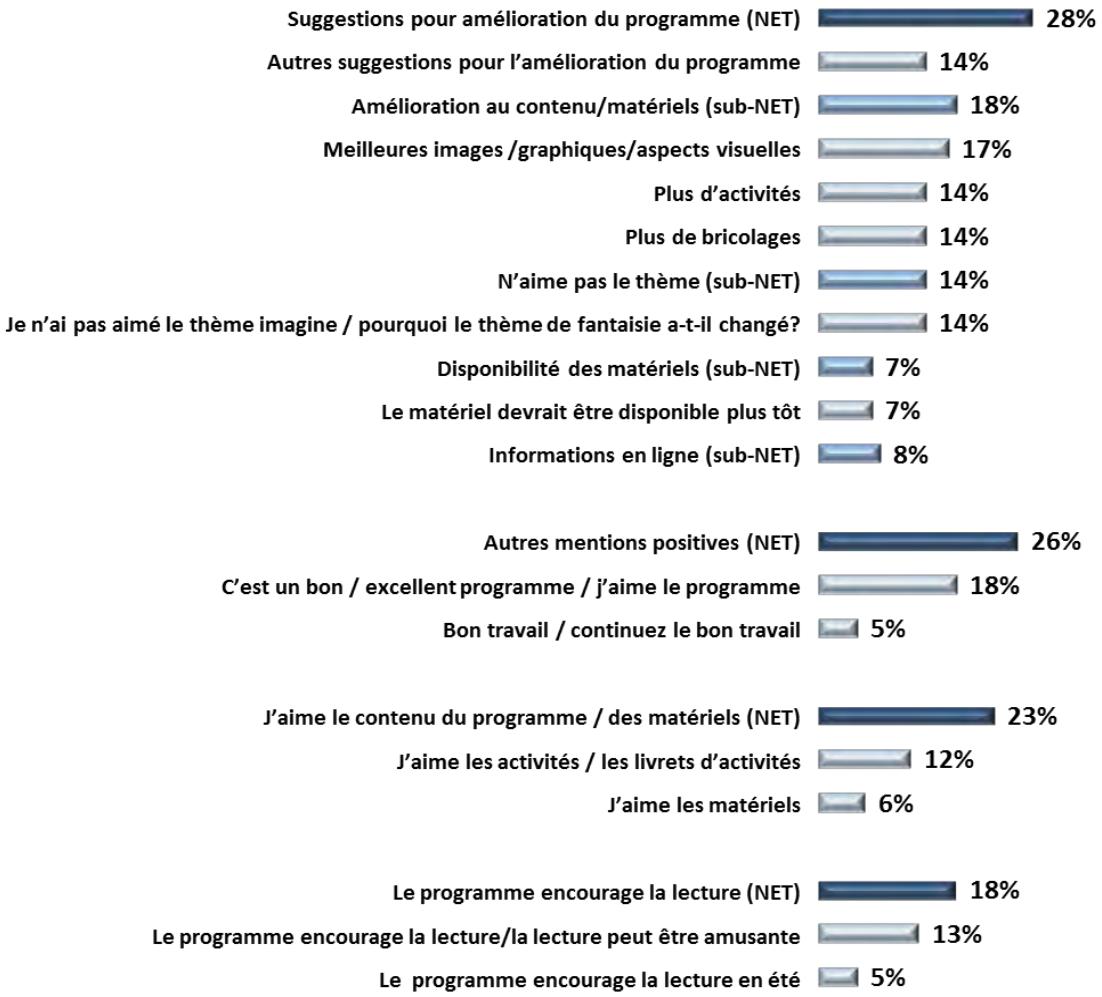


Échantillon Toutes les bibliothèques locales qui ont fourni des résultats (n=261). Les données sont pondérées pour refléter toutes les bibliothèques locales qui ont participé au CLÉ TD (n=347).
Remarque Seuls les résultats de 5% et plus sont rapportés.
Source: [Satisfaction_Theme_2] Avez-vous des suggestions de thèmes pour les programmes à venir? (maximum 20 mots)

Pour l'ensemble du programme CLÉ TD

Les bibliothèques devaient faire des suggestions à l'égard de l'ensemble du programme CLÉ TD. Près du tiers des bibliothèques (29 %) avaient des commentaires positifs tels « bon travail » (5 %) et « excellent programme » (21 %). La suggestion la plus fréquente visait à améliorer le contenu/matériel (20 %) comme la présentation visuelle (15 %) et proposer plus d'activité (13 %). Les répondants ont aussi suggéré d'offrir le matériel plus tôt (10 %).

Tableau A419. Suggestions pour l'ensemble du programme CLÉ TD



Échantillon Toutes les bibliothèques locales qui ont fourni des résultats (n=261). Les données sont pondérées pour refléter toutes les bibliothèques locales qui ont participé au CLÉ TD (n=347).
Remarque Seuls les résultats de 5% et plus sont rapportés.
Source: [Satisfaction_Theme_2] Avez-vous des suggestions de thèmes pour les programmes à venir? (maximum 20 mots)

Appendix 5 - Manitoba

Manitoba Program Statistics

Response Rate

In total, all 72 libraries entered their data. Accordingly, the overall response rate was 94%.

Figure A5-1. Response Rate

	Manitoba
(A) Total Participating Libraries	77
(B) Total Responded to Survey	72
(C) Survey Response Rate	94%

Source: Row (A) provided by Library and Archives Canada. Rows (B) and (C) represent data collected by Angus Reid Public Opinion

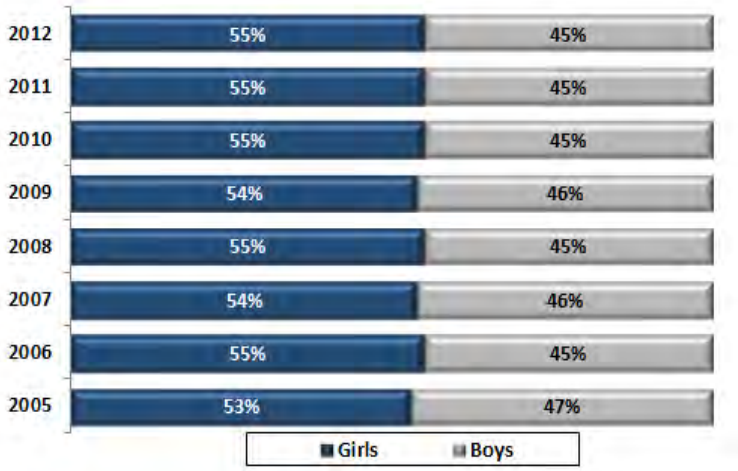
Statistics on Registration

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 2012. 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 10,798 kids were registered, which was very close to the number who registered for the TDSRC in 2011. As in previous years, girls outnumber boys, comprising 5,896, or 55%, of the participants, in comparison to 4902 boys (45% of total).

Figure A5-2. Percentage of Participating Children by Gender



Base: All localities that submitted results (n=72). Data is weighted to reflect all localities that participated in the TDSRC program (n=77).
Source: [Registration_1] Please provide in the totals for the number of children who registered to participate in the TDSRC 2012 with the intent to read books.

Of the girls, 28% fall in the 0-5 age group, 41% are aged 6-8, 29% are aged 9-12, and 2% are 13 years or older. The boys follow a similar distribution by age, with 32% aged 0-5, 42% aged 6-8, 25% aged 9-12, and 2% aged 13 and older.

Figure A5-3. Percentage of Participating Children by Age and Gender

GIRLS	2012	2011	2010	2009	2008	2007	2006	2005
0-5	28%	27%	26%	26%	24%	26%	22%	24%
6-8	41%	39%	38%	37%	39%	37%	39%	42%
9-12	29%	31%	33%	33%	34%	33%	34%	33%
13+	2%	3%	3%	4%	3%	4%	5%	1%

BOYS	2012	2011	2010	2009	2008	2007	2006	2005
0-5	32%	31%	30%	28%	28%	27%	27%	27%
6-8	42%	42%	41%	40%	42%	40%	42%	44%
9-12	25%	26%	27%	30%	29%	30%	28%	28%
13+	2%	2%	2%	3%	1%	2%	2%	1%

Base: All localities that submitted results (n=72). Data is weighted to reflect all localities that participated in the TDSRC program (n=77).
Source: [Registration_1] Please provide in the totals for the number of children who registered to participate in the TDSRC 2012 with the intent to read books.

The figure below summarizes the participation rate for Manitoba by gender and age based on 2011 census data. Participation in Manitoba in 2012 was down from previous years with 3.81% of children participating.

Figure A5-4. Number of Registered Children

	2011 Census			2012 TD SRC Registrants			% Participating Children		
	(A)	(B)	(C)	(D)	(E)	(F)	2012	2011	2010
Province/Territory	Total Children	Total Boys	Total Girls	Total Children	Total Boys	Total Girls	Total Children	Total Children	Total Children
Manitoba	283,235	145,380	137,825	10,798	4,902	5,896	3.81%	4.53%	3.94%
0-5	92,185	46,985	45,200	3,212	1,555	1,657	3.48%	3.86%	3.26%
6-8	44,480	22,865	21,605	4,439	2,041	2,398	9.98%	9.97%	8.39%
9-12	62,225	32,090	30,125	2,927	1,221	1,705	4.70%	4.85%	4.48%
13+	84,345	43,440	40,895	221	85	136	0.26%	0.48%	0.46%

Base: All localities that submitted results (n=72). Data is weighted to reflect all localities that participated in the TDSRC program (n=77).
Source: [Registration_1] Please provide in the totals for the number of children who registered to participate in the TDSRC 2012 with the intent to read books. Columns (A) through (C) provided by Statistics Canada Census 2011. Column (D) through (F) represents data collected by Angus Reid Public Opinion

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, 7,251 reading kits were distributed across Manitoba, as well as 14,320 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 681 organized programs and activities were scheduled in libraries across Manitoba over the months of July and August 2012. Total attendance amounted to 12,502 children.[20] This translates to an approximate average of 18.4 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 or both.[21] Of the libraries that reported their own data, 20% said they ran their program as drop-in only, 44% as a club only and 20% as both.

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 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. Among these systems, 9,120 children reached the target of collecting all nine stickers (84%).

Books Read and Hours Spent Reading

[20] In instances where attendance numbers were not specified, registration numbers were used.
[21] From the librarian survey, we are able to ascertain which format was chosen for each individual library as these libraries reported for their own operations. For those who completed the coordinator study and therefore reporting for multiple individual libraries, this analysis is not possible as results were reported in the aggregate.

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

- Read 14.3 books;
- Spent 2.9 hours reading.

The average number of books read per child translates to a total of 154,783 books read within the province of Manitoba 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 day camps and daycares in order to promote the program.

Three in five Manitoba libraries (61%) indicate that their staff had made visits to schools, nearly half to day cares (47%) and 39% to day camps to promote the summer reading club. In total, 118 visits were made to schools and 87 visits to day camps and 125 to daycares. 1,014 children joined the program because of these visits, half of which are from school visits.

Figure A5-5. Total Number of Visits and Children Reached by Segment

Regions	Schools				Day Camps				Childcare Centres			
	School Visits % Yes	Total Visits	Total Children Joined	Avg Joined per Visit	Day Camp Visits % Yes	Total Visits	Total Children Joined	Avg Joined per Visit	Childcare Visits % Yes	Total Visits	Total Children Joined	Avg Joined per Visit
Manitoba	61%	118	546	5	39%	87	223	3	47%	125	245	2

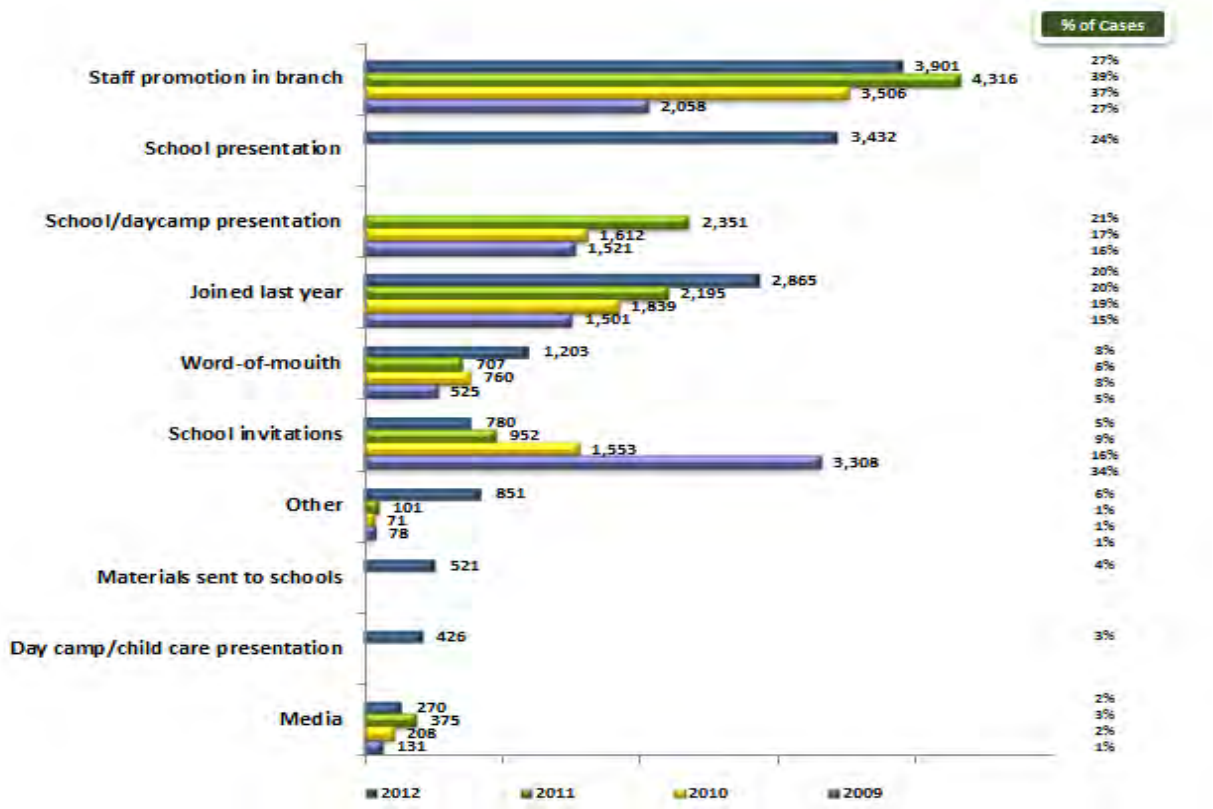
Base: All localities that submitted results (n=72). Data is weighted to reflect all localities that participated in the TDSRC program (n=77).
Source: [Program_Promotion_0A] You indicated with yes to promoting the program. Please indicate the number of visits, of group visited, and the number of children joined.

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. 3,901 participants (27%) first heard through staff promotion in the branch and 3,432 (or 24%) heard it through a presentation at school. Another 2,865 knew about the program because they joined last year (20%) and 1,203 found out about the program

through word of mouth (8%). School invitation (5%) was the other major method of learning about the program with the media (2%) and all other methods (6%) accounting for the rest.

Figure A5-6. How Participants First Heard About the Program



Base: All localities that submitted results (n=72). Data is weighted to reflect all localities that participated in the TDSRC program (n=77).
Source: [Program_Promotion_1] Please transcribe the totals from your registration form to the appropriate promotion methods listed below: How many participants first heard about the TDSRC by the following methods?

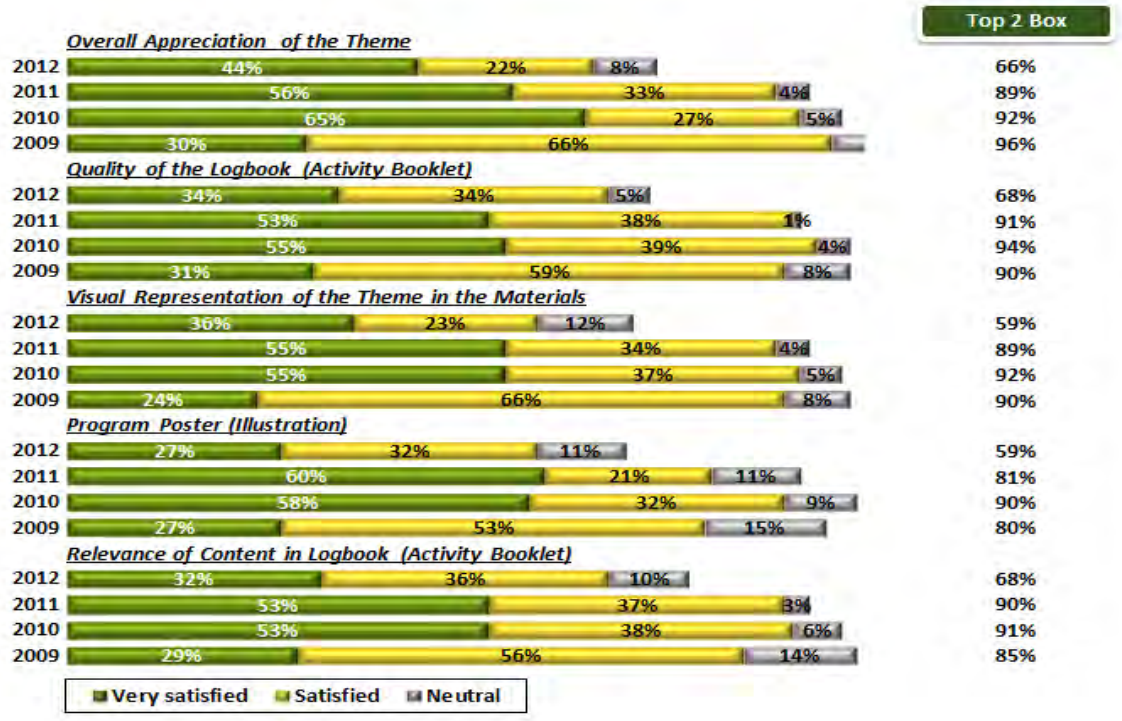
Satisfaction

Satisfaction with Program Elements

The 2012 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 dropped significantly in Manitoba across all measures. Top two box scores (the sum of "very satisfied" and "satisfied" responses) reveal that two thirds of localities in Manitoba (66%) were satisfied with the theme in 2012. Approximately another two thirds (68%) were satisfied with the quality of the logbook (this year called an activity book) and its content. Six out of ten (59%) were happy with the visual representation of the theme in the materials and with the program poster.

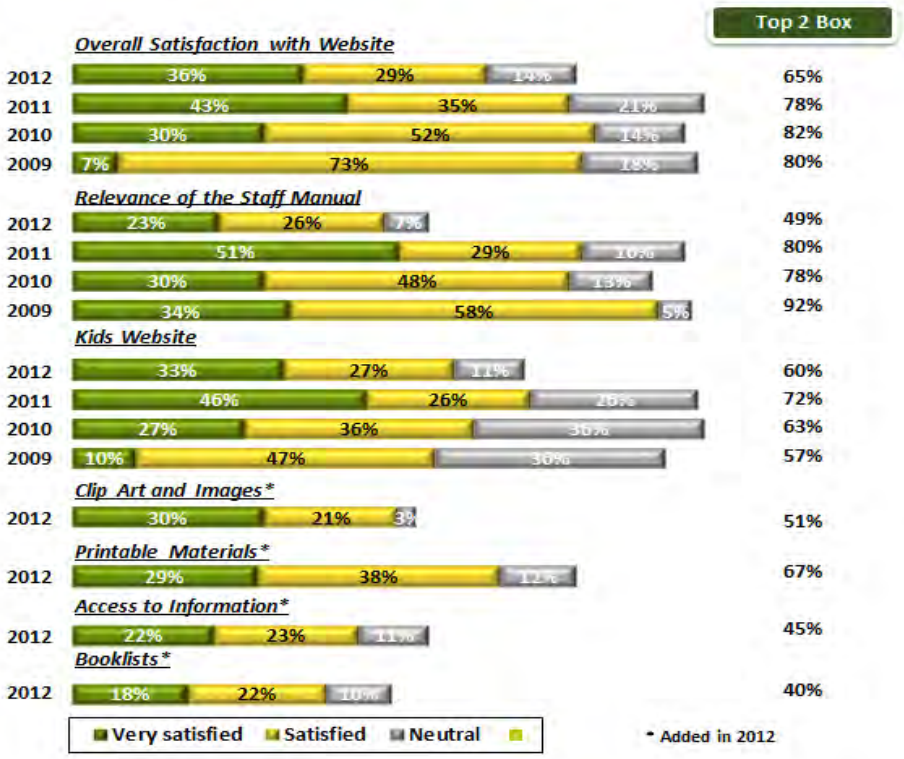
Figure A5-7. Satisfaction with Program Elements



Base: All localities that submitted results (n=72). Data is weighted to reflect all localities that participated in the TDSRC program (n=77).
Source: [Satisfaction_Theme_1] Please rate your level of satisfaction with the program elements listed below. [Satisfaction_Materials _1]Please rate your level of satisfaction with the program elements listed below in regards to the material and printing. [Satisfaction_Content_1] Please rate your level of satisfaction with the program elements listed below in regards to the content of the materials. [Satisfaction_Poster_1] Please rate your level of satisfaction with the program elements listed below in regards to the poster.

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 65% of libraries in Manitoba were satisfied overall with the website. Half were satisfied with the relevance of the content in the staff manual (49%) and the clip arts and images (51%). Three in five were satisfied with the kids' website dropping from a high in 2011 back down to 2010 levels. Less than half of libraries were satisfied with access to information (45%) and booklists (40%).

Figure A5-8. Satisfaction with Support Materials



Base: All localities that submitted results (n=72). Data is weighted to reflect all localities that participated in the TDSRC program (n=77).
Source: [Satisfaction_Web_Librarians_1] Please rate your level of satisfaction with the program elements listed below in regards to the web content for librarians – Overall Satisfaction. [Satisfaction_Web_Librarians_2] Please rate your level of satisfaction with the program elements listed below in regards to the web content for librarians – Clip Art and Images. [Satisfaction_Web_Librarians_3] Please rate your level of satisfaction with the program elements listed below in regards to the web content for librarians – Staff Manual. [Satisfaction_Web_Librarians_4] Please rate your level of satisfaction with the program elements listed below in regards to the web content for librarians – Booklists. [Satisfaction_Web_Librarians_4] Please rate your level of satisfaction with the program elements listed below in regards to the web content for librarians – Access to Information. [Satisfaction_Web_Librarians_5] Please rate your level of satisfaction with the program elements listed below in regards to the web content for librarians – Printable Documents. [Satisfaction_Web_Kids_1] Please rate your level of satisfaction with the program elements listed below in regards to the web content for children.

Comments

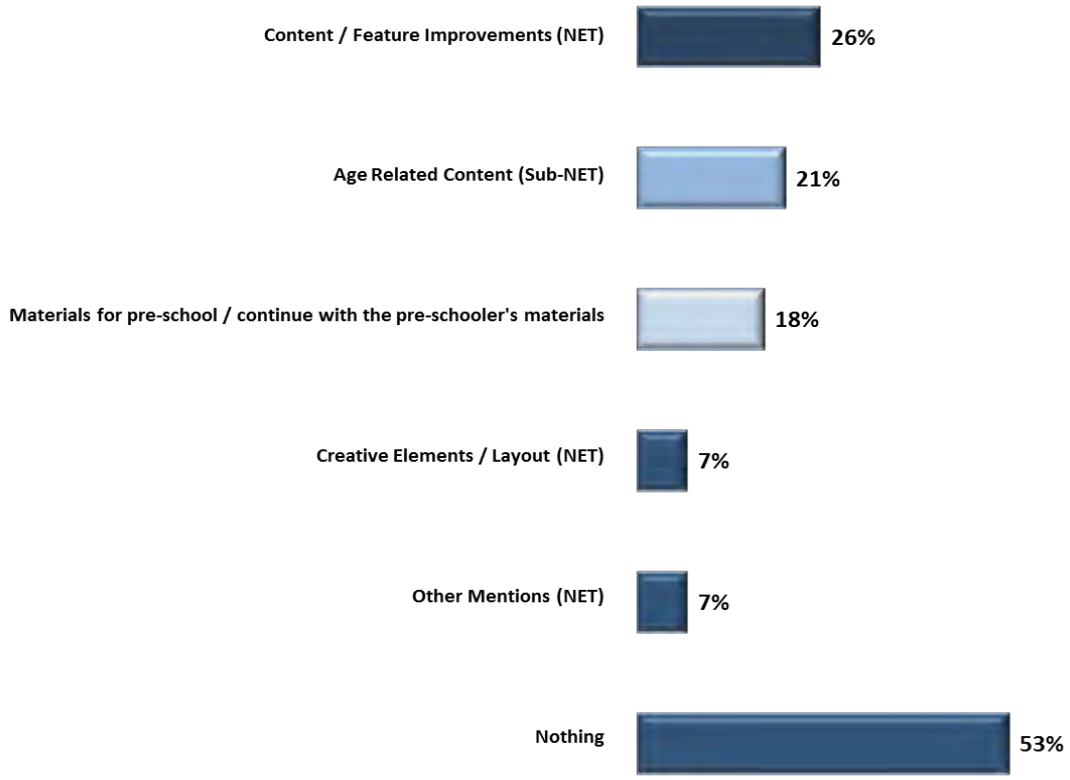
Program Outcomes

Libraries were asked how to improve various aspects of the program. Below is the analysis of comments from Manitoba libraries.

Suggestions for Improving Materials:

The most frequent suggestion for improving content of the materials for future programs centered on having materials for pre-schoolers.

Figure A5-9. Suggestions for Improving Materials

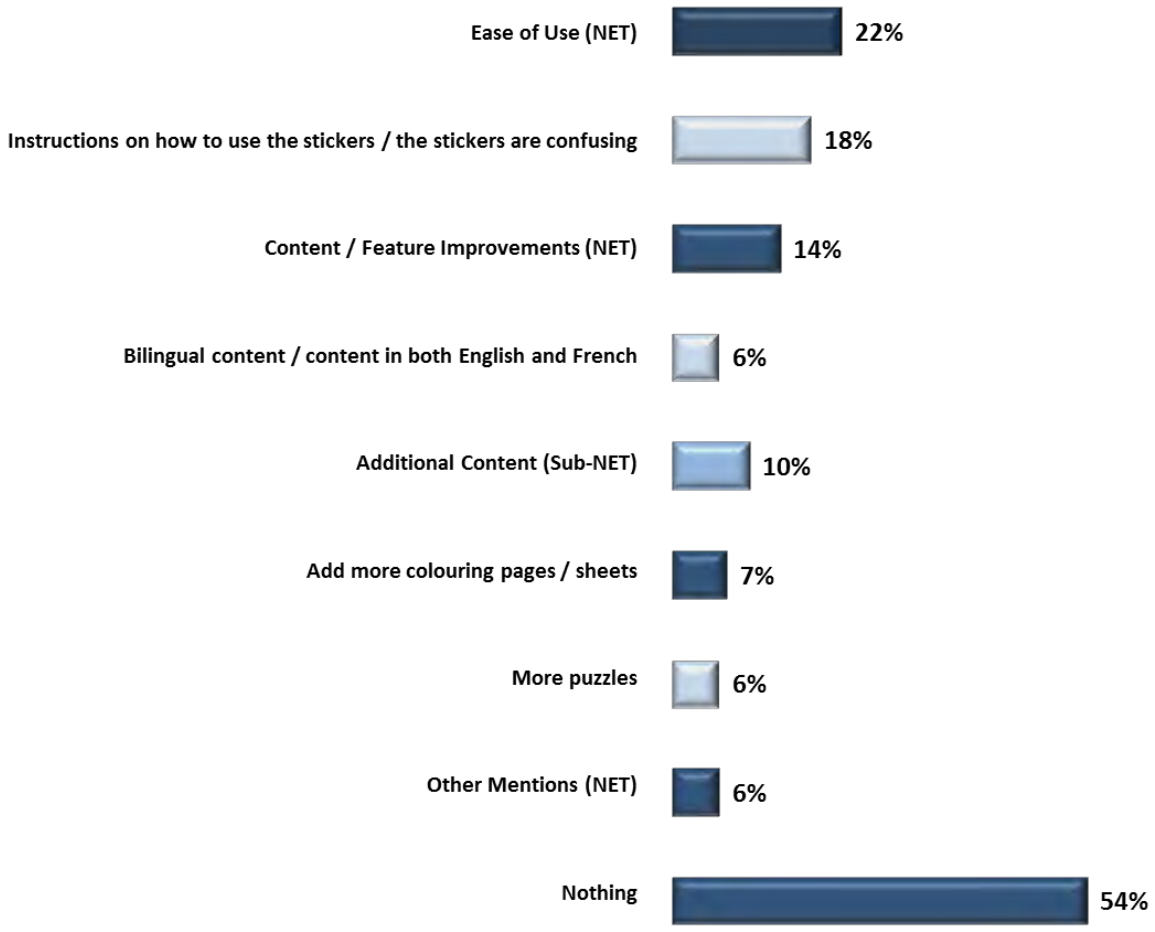


Base: 2012: All localities that submitted results (n=72). Data is weighted to reflect all localities that participated in the TDSRC program (n=77).
Note: Only mentions 5% or higher are included.
Source: [[Satisfaction_Materials_2] Do you have any suggestions on how to improve the material for future programs? (Max. 20 words)

Improvements to the Content of the Materials

Suggestions on how to improve the content of the materials included having instructions on how to use the stickers (18%), adding more colouring pages (7%) and more puzzles (6%).

Figure A5-10. Suggestions for Improving Content of the Materials

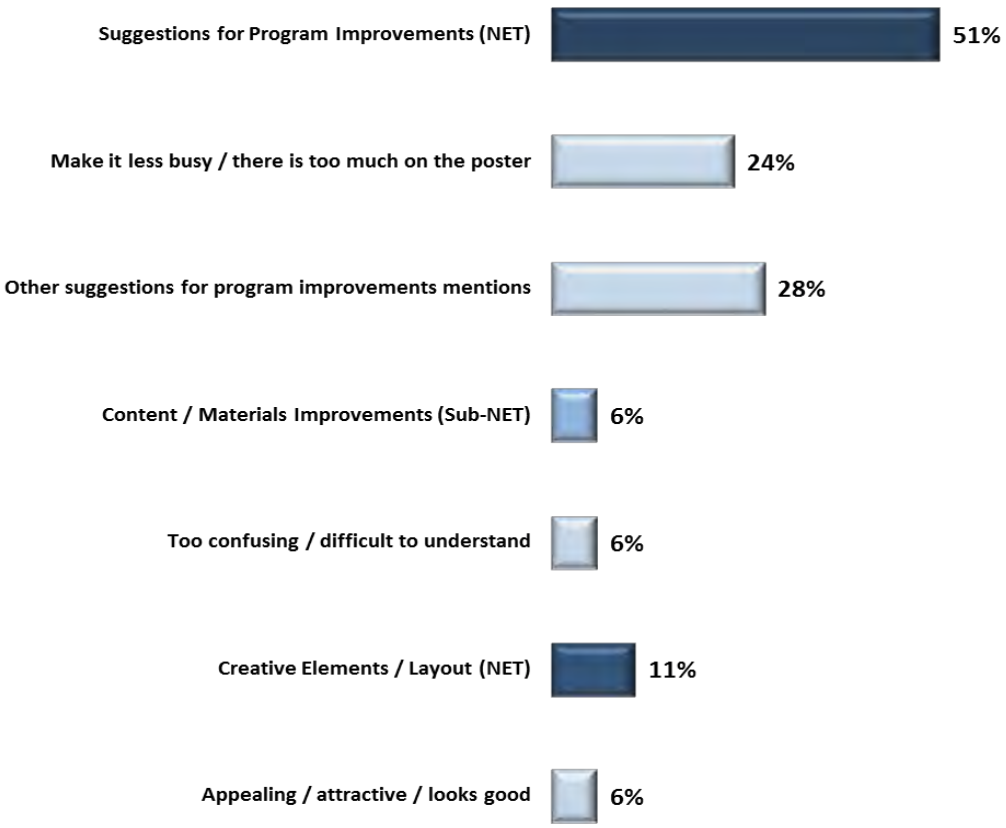


Base: 2012: All localities that submitted results (n= 72). Data is weighted to reflect all localities that participated in the TDSRC program (n=77).
Note: Only mentions 5% or higher are included.
Source: [Satisfaction_Content_2] Do you have any suggestions on how to improve the content of the material for future programs? (Max. 20 words)

Comments on the Poster

While 6% of respondents thought the poster was appealing, more than half the librarians commented on how to improve the poster. A quarter (24%) of librarians in Manitoba thought that it should be less busy, and 6% thought it was too confusing.

Figure A5-11. Comments on the poster

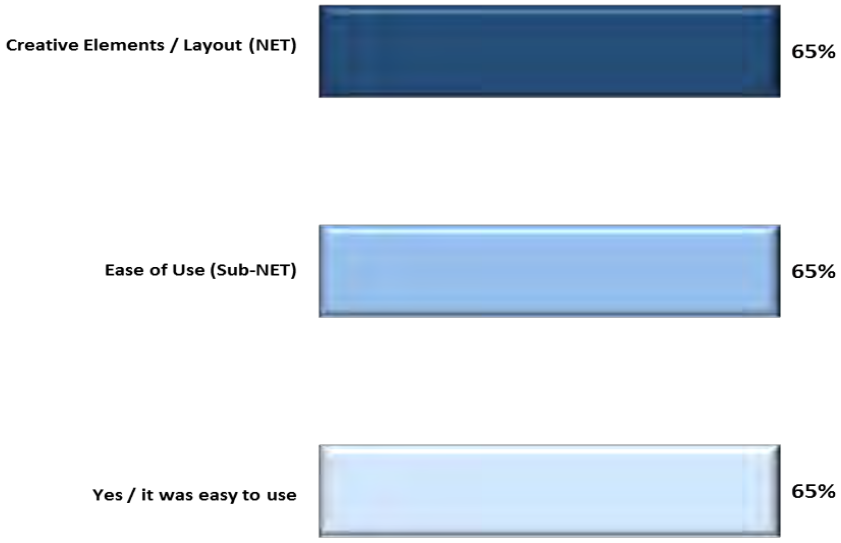


Base: 2012: All localities that submitted results (n= 72). Data is weighted to reflect all localities that participated in the TDSRC program (n=77).
Note: Only mentions 5% or higher are included.
Source: [Satisfaction_Poster_2] Do you have any comments on the poster? (Max. 20 words)

Children's Website Ease of Use:

Two thirds of librarians (65%) thought that the children's website was easy to use.

Figure A5-12. Children's Website Ease of Use



Base: 2012: All localities that submitted results (n= 72). Data is weighted to reflect all localities that participated in the TDSRC program (n=77).
Note: Only mentions 5% or higher are included.
Source: [Satisfaction_Web_Kids_2] Did you find that the website www.tdsummerreadingclub.ca was easy to use? (Max. 20 words)

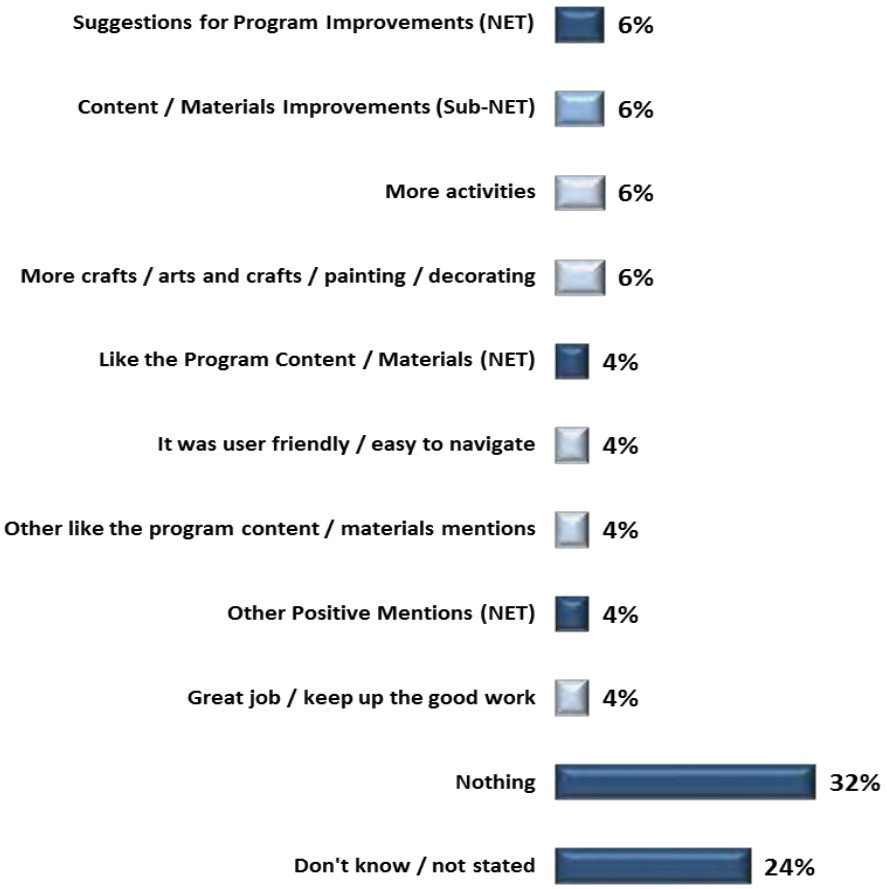
Suggestions to Improve Children's Website:

Three quarters of librarians (74%) either did not know or said nothing in terms of suggesting how to improve the children's website.

Web Content Improvement

Libraries were asked to provide suggestions on how to improve the web content for the librarians' site. As in the national report, while the majority of libraries did not have any specific suggestions (56% 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 (n= 72), 6% suggested more activities and another 6 % suggested more crafts.

Figure A5-13. Suggestions for Web Content Improvement

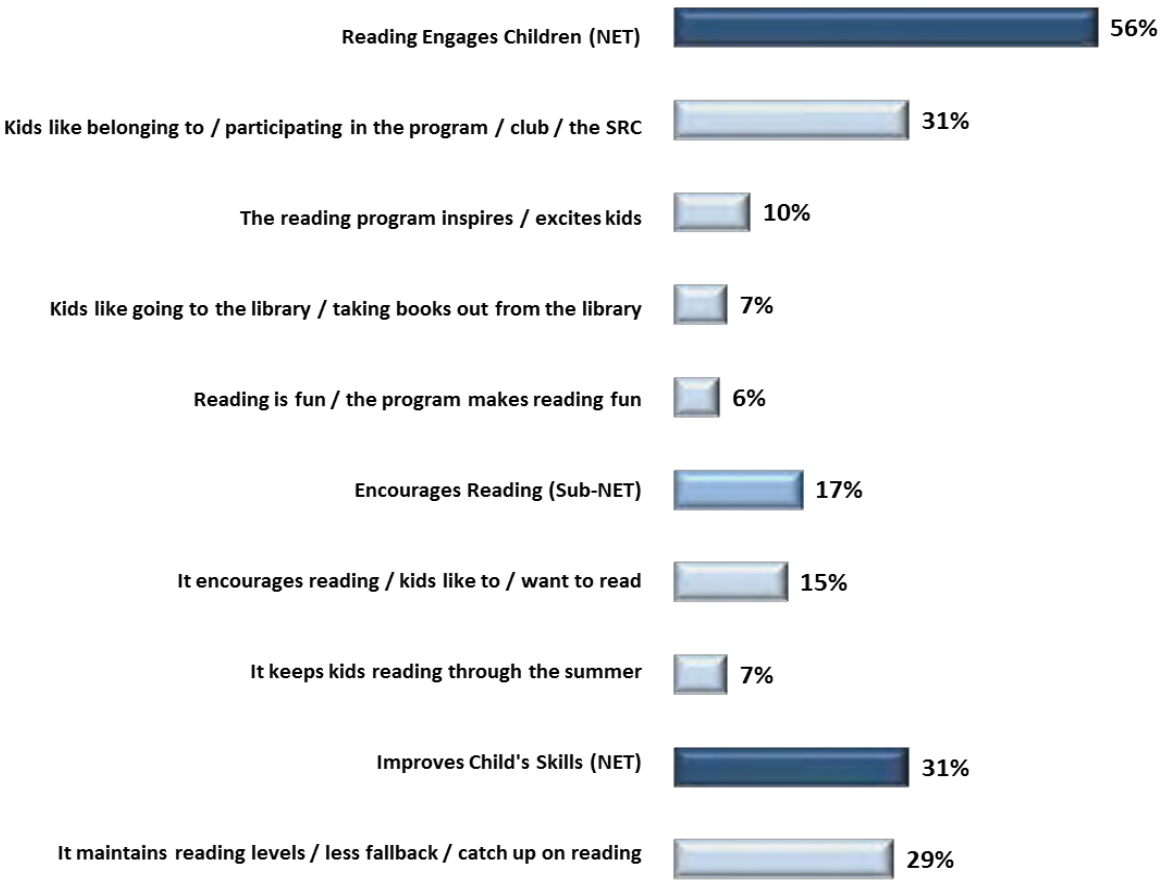


Base: 2012: All localities that submitted results (n=72). Data is weighted to reflect all localities that participated in the TDSRC program (n=77).
Note: Only mentions 5% or higher are included.
Source: [Satisfaction_Web_Librarians2] Do you have suggestions on how to improve the web content for librarians?

Testimonials

Libraries were also asked whether they had any testimonials from parents, caregivers or teachers that might indicate an improvement in reading level. A third (31%) stated that kids liked participating in the program and 17% it encourages reading. Another third (31%) thought that the program improved a child's skill saying that it allows them to catch up on reading (29%).

Figure A5-14. Testimonials



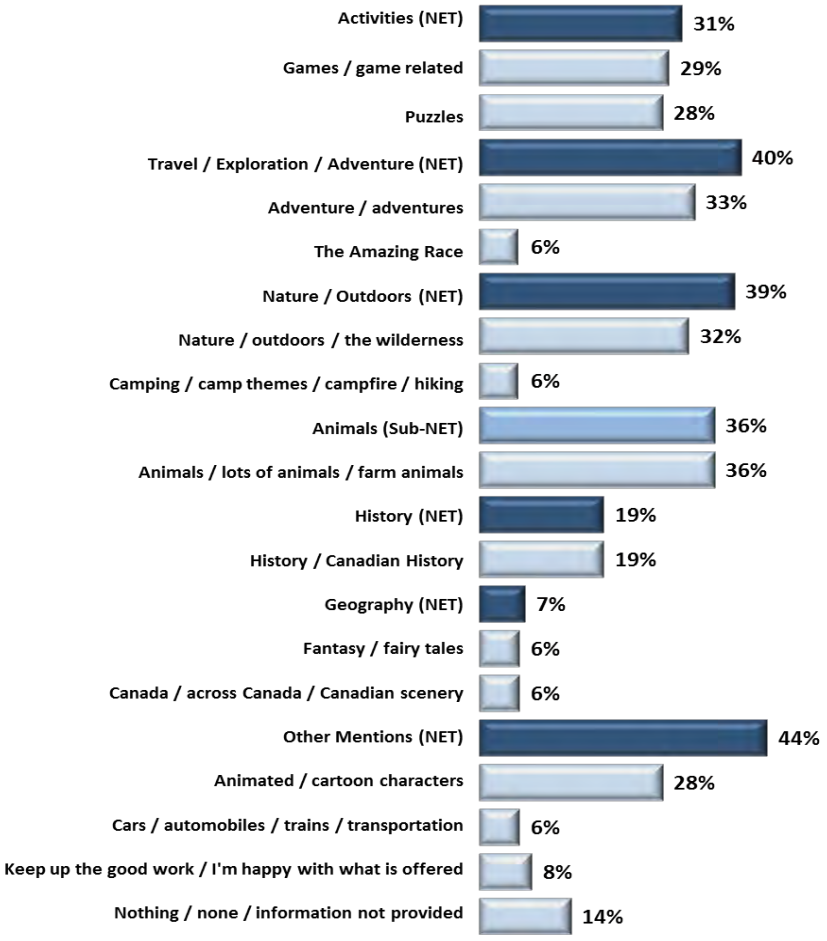
Base: All localities that submitted results (n=72). Data is weighted to reflect all localities that participated in the TDSRC program (n=77). Note: Only mentions 5% or higher are included.
Source: [Program_Reading_Outcome] Do you have any testimonials from parents, caregivers or teachers that may indicate an improvement in reading level? (max. 70 words)

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 Activities (57%), Travel and Exploration (40%), Nature (39%) and Farm Animals (36%). History (19%) and Cartoons (28%) were other popular categories.

Figure A5-15. Suggestions for Future Themes



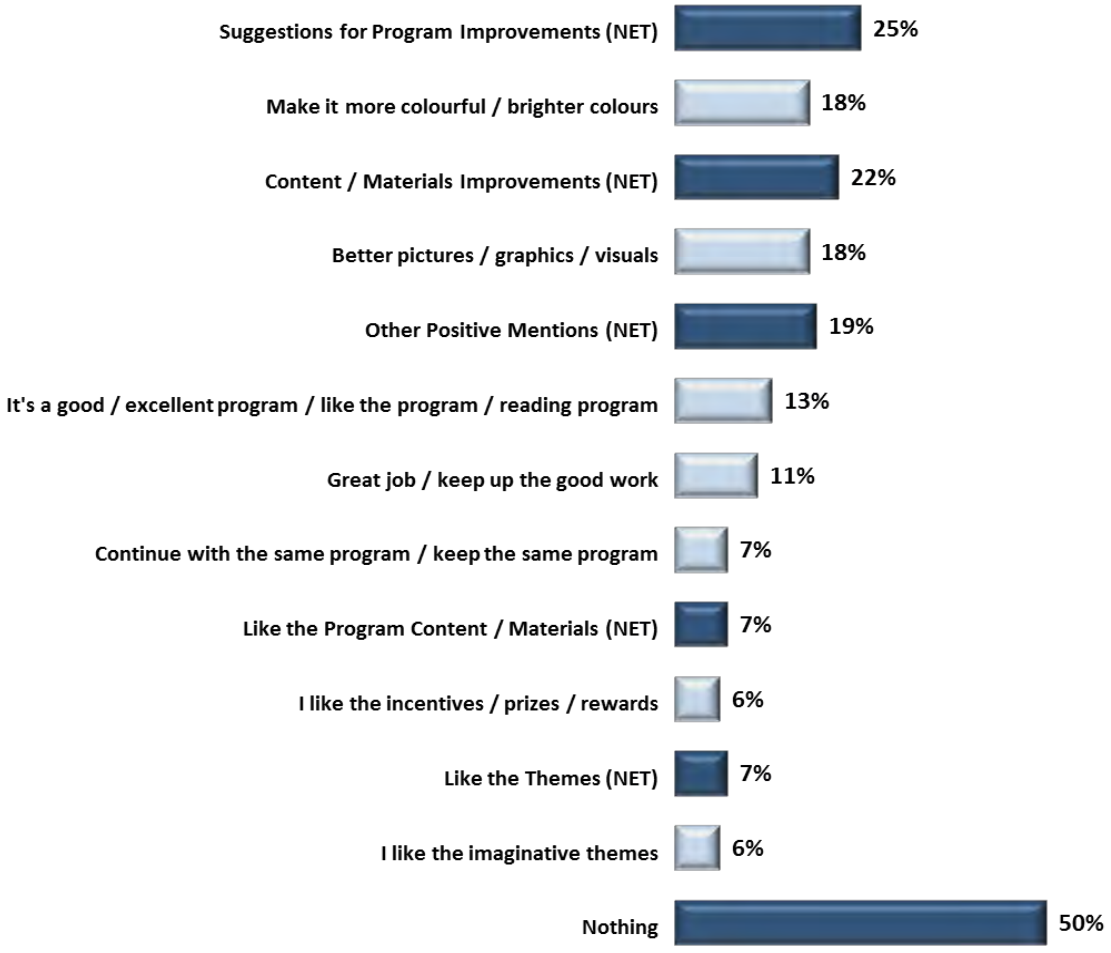
Base: 2012: All localities that submitted results (n=72). Data is weighted to reflect all localities that participated in the TDSRC program (n=77).
Note: Only mentions 5% or higher are included.
Source: [Satisfaction_Theme_2] Do you have any suggestions for the program's future themes? (Max. 20 words)

TDSRC Overall

Libraries were asked to provide feedback on the TDSRC overall. One in five (19%) only had positive comments such as "it's a good program" (13%) and "keep up the good work"(11%).

The most common suggestion for improvement was to use of more colors (18%) and provide better visuals (18%).

Figure A5-16. Suggestions for TDSRC Overall



Base: 2012: All localities that submitted results (n=72). Data is weighted to reflect all localities that participated in the TDSRC program (n=77).
Note: Only mentions 5% or highler are included.
Source: [Satisfaction_Theme_2] Do you have any suggestions for the program's future themes? (Max. 20 words)

Appendix 6 – Saskatchewan

Saskatchewan Program Statistics

Within all systems, 230 of the 273 participating individual libraries submitted their results, representing an overall response rate of 84% in Saskatchewan.

Figure A6-1. Response Rate

	Saskatchewan
(A) Total Participating Libraries	273
(B) Total Responded to Survey	230
(C) Survey Response Rate	84%

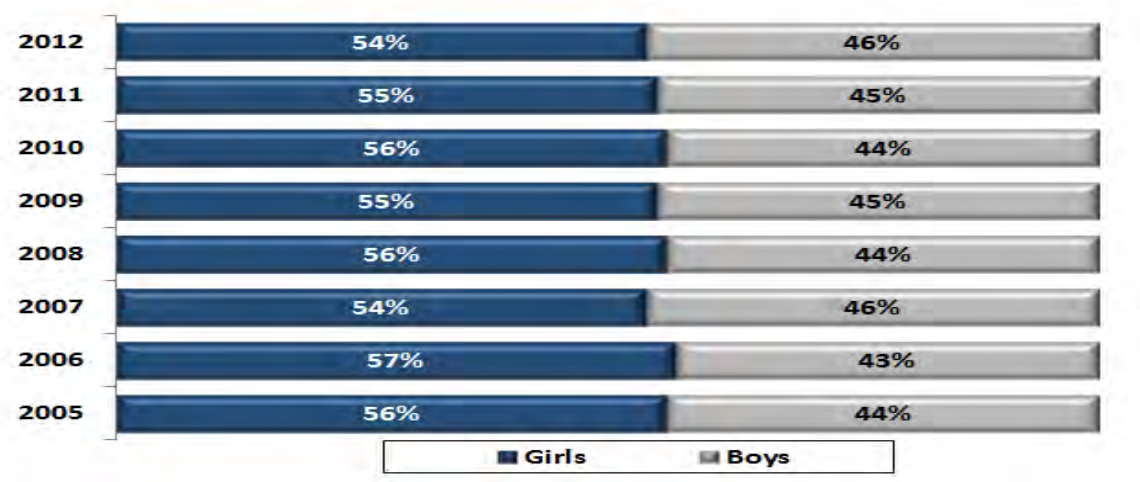
Source: Row (A) provided by Library and Archives Canada. Rows (B) and (C) represent data collected by Angus Reid Public Opinion

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 2012. 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 26,434 children registered for the TDSRC 2012 program, an increase over last year. Girls comprise 14,289 or 54%, of the participants, while the 12,145 boys represent 46% of the participants, a similar ratio to what was reported in 2011.

Figure A6-2. 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=273).
Source: [Registration_1] Please provide in the totals for the number of children who registered to participate in the TDSRC 2012 with the intent to read books.

Figure A6-3 shows the age breakdown of participating children. For the summer of 2012, the breakdown of the participants by age and gender are almost identical to the 2011 results. Of the girls, 27% fall in the 0-5 age group, 40% are aged 6-8, 32% are aged 9-12, and 1% are 13 years or older. Among the boys, 28% are aged 0-5, 41% are aged 6-8, 28% are aged 9-12, and 2% are aged 13 and older.

Figure A6-3. Percentage of Participating Children by Age and Gender

GIRLS	2012	2011	2010	2009	2008	2007	2006	2005
0-5	27%	27%	24%	23%	21%	23%	21%	22%
6-8	40%	39%	40%	36%	39%	37%	40%	38%
9-12	32%	31%	33%	36%	37%	36%	35%	35%
13+	1%	2%	2%	4%	3%	3%	4%	4%

BOYS	2012	2011	2010	2009	2008	2007	2006	2005
0-5	28%	30%	27%	27%	24%	25%	27%	25%
6-8	41%	41%	43%	40%	43%	41%	40%	40%
9-12	28%	28%	28%	30%	30%	32%	31%	31%
13+	2%	1%	2%	2%	3%	2%	3%	3%

Base: All localities that submitted results (n=230). Data is weighted to reflect all localities that participated in the TDSRC program (n=273).
Source: [Registration_1] Please provide in the totals for the number of children who registered to participate in the TDSRC 2012 with the intent to read books.

Figure A6-4 summarizes the participation rate for Saskatchewan by age and gender based on 2011 census data. Participation rates were similar to 2011 levels with higher participation in the 6-8 and 9-12 age groups.

Figure A6-4. Number of Registered Children

	2011 Census			2012 TD SRC Registrants			% Participating Children		
	(A)	(B)	(C)	(D)	(E)	(F)	2012	2011	2010
Province/ Territory	Total Children	Total Boys	Total Girls	Total Children	Total Boys	Total Girls	Total Children	Total Children	Total Children
Saskatchewan	240,645	122,955	117,660	26,432	12,145	14,289	10.98%	10.12%	7.44%
0-5	81,605	41,645	39,955	7,296	3,443	3,853	8.94%	8.42%	5.61%
6-8	37,925	19,375	18,540	10,770	5,037	5,733	28.40%	22.44%	17.07%
9-12	51,470	26,325	25,140	7,972	3,456	4,516	15.49%	11.53%	8.77%
13+	69,645	35,610	34,025	394	208	186	0.57%	0.80%	0.69%

Base: All localities that submitted results (n=230). Data is weighted to reflect all localities that participated in the TDSRC program (n=273).
Source: [Registration_1] Please provide in the totals for the number of children who registered to participate in the TDSRC 2012 with the intent to read books.
Columns (A) through (C) provided by Statistics Canada Census 2011. Column (D) through (F) represents data collected by Angus Reid Public Opinion

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, 20,464 reading kits as well as 17,438 posters were distributed across Saskatchewan.

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 3,251 organized programs and activities were scheduled in libraries across Saskatchewan over the months of July and August 2012. Total attendance amounted to 39,009 children.[22] This translated to an approximate average of 12 children per activity.

[22] In instances where attendance numbers were not specified, registration numbers were used.

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 or both.[23] Only one library reported that it was run as a club only. With respect to the remainder of the libraries in Saskatchewan, 53% ran the program as a club and 40% ran it as a drop-in.

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 metrics included:

- Total number of children who collected all nine stickers;
- 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 Saskatchewan, 96% of the libraries used stickers as incentives for children to read more books. Among these systems, 11,062 children (42%) reached the target of collecting all nine stickers.

Books Read and Hours Spent Reading

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

- Read 6.6 books;
- Spent an average of 3.0 hours reading.

[23] From the librarian survey, we are able to ascertain which format was chosen for each individual library as these libraries reported for their own operations. For those who completed the coordinator study and therefore reporting for multiple individual libraries, this analysis is not possible as results were reported in the aggregate.

The average number of books read per child translates to a total of 173,893 books read within Saskatchewan as part of the summer reading club.

Promotion of Program

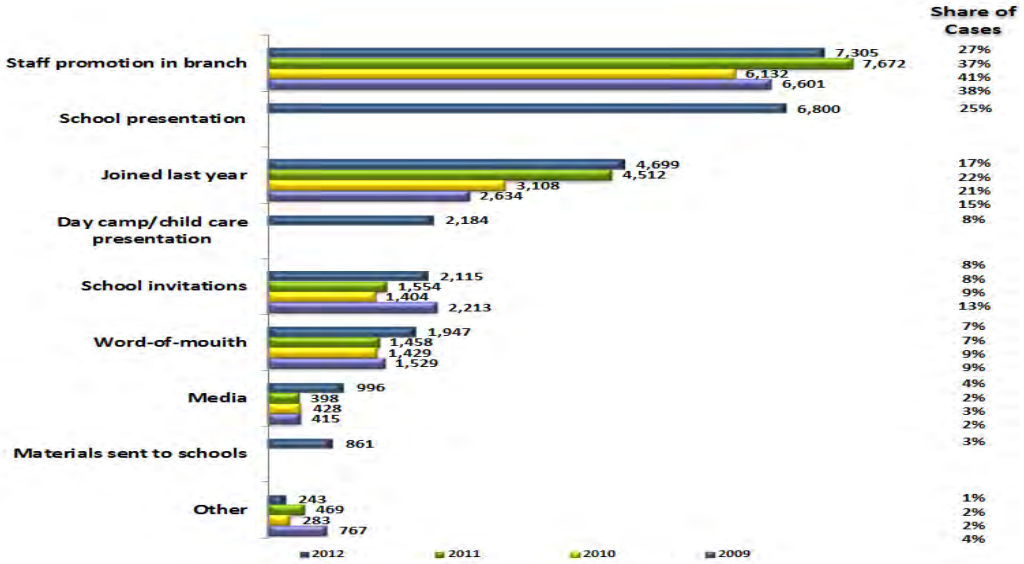
School and Daycare Visits by Library Staff

Librarians were asked to indicate if anyone from their library branch made any visits to the local schools, day camps and daycares in order to promote the program. In total, 344 visits to schools resulted in 6,266 children joining the program; 58 visits to day camps resulted in 185 children joining; and 58 visits to child care centres resulted in 151 children joining.

Method of Promotion

Promotional aspects were further investigated by asking librarians to tally, from the registration forms, about how the participants first heard about the program (Figure A6-5). One out of every four participants (27% or 7,305) first heard about the TDSRC program through staff promotion in the branch. Another one in four (25% or 6,800) first heard about the TDSRC program through presentation by staff. Almost one in five (17% or 4,699) were repeat participants having joined last year. Other methods garnered less than 10% of the mentions.

Figure A6-5. 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=273).
Source: [Program_Promotion_1] Please transcribe the totals from your registration form to the appropriate promotion methods listed below: How many participants first heard about the TDSRC by the following methods?

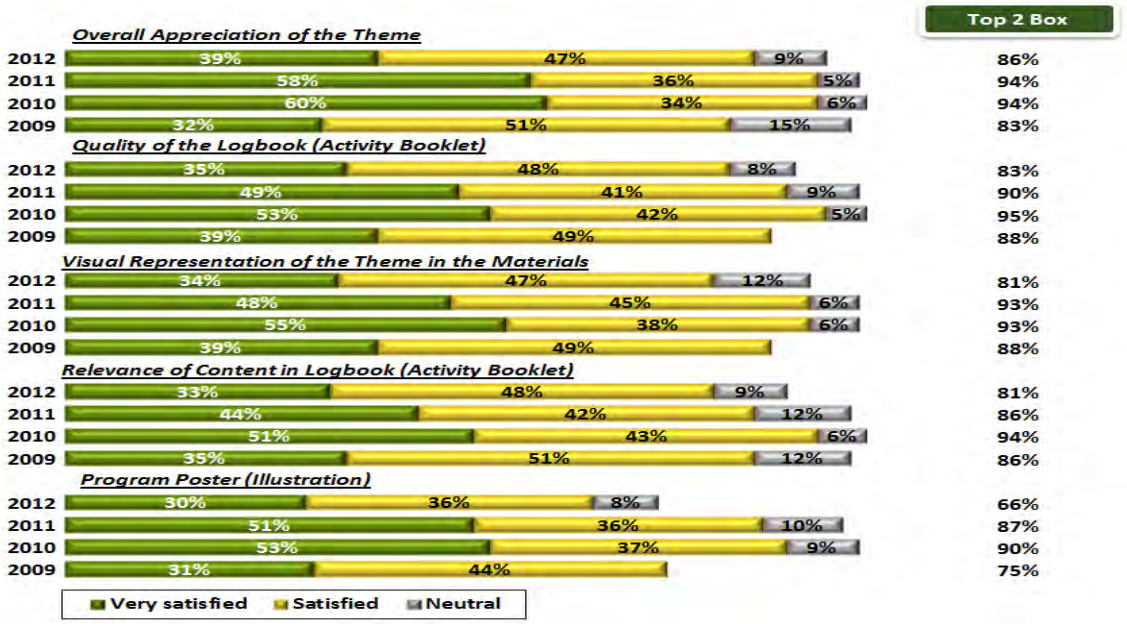
Satisfaction

Satisfaction with Program Elements

The 2012 Statistics and Evaluation Form included questions that 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.

Despite the drop in satisfaction levels this year over last year, satisfaction remains high for the province of Saskatchewan. Top two box scores (the sum of “very satisfied” and “satisfied” responses) reveal that the vast majority of localities (86%) in Saskatchewan were satisfied with the overall theme, followed by the quality of the logbook (83%). The visual representation of the theme in materials (81%) and the relevance of the logbook content (81%) were tied for third. This year’s poster had the lowest rating of 66%, a large drop over last year’s satisfaction rate of 87%.

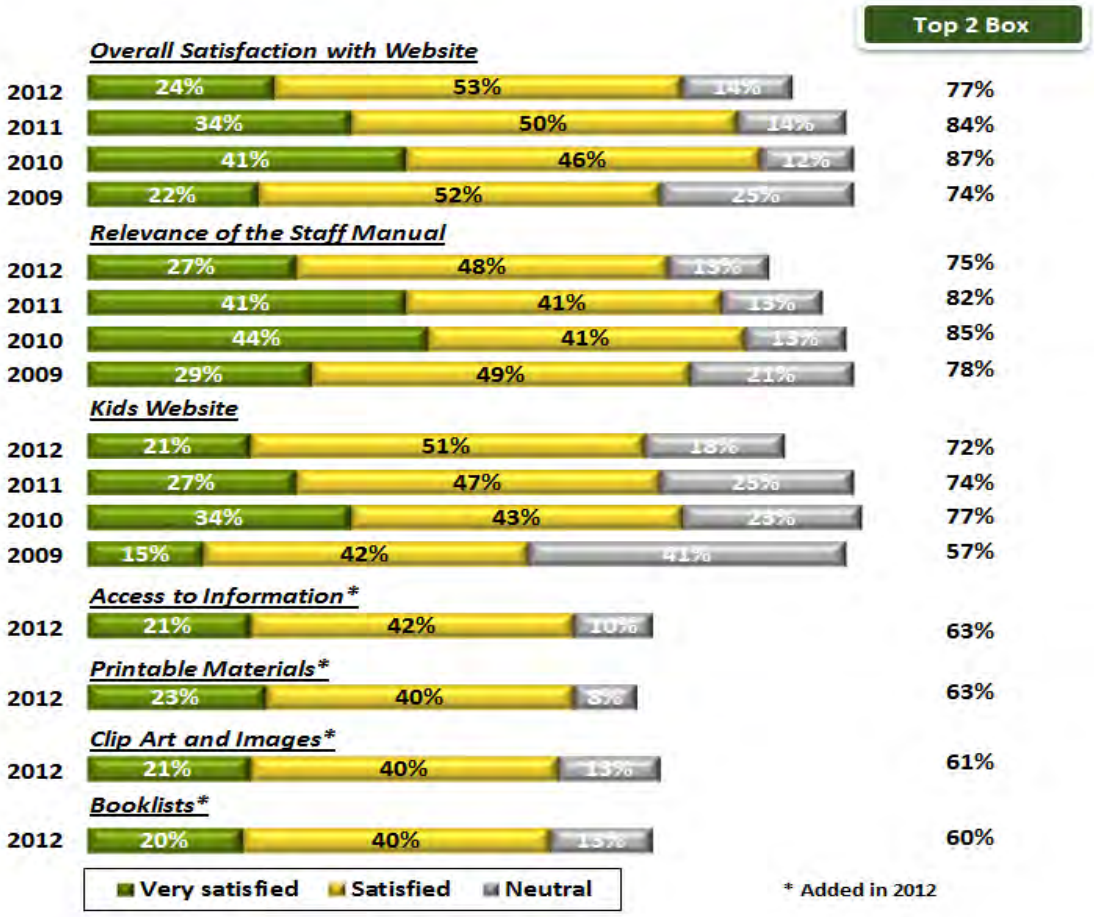
Figure A6-6. Satisfaction with Program Elements



Base: All localities that submitted results (n=230). Data is weighted to reflect all localities that participated in the TDSRC program (n=273).
Source: [Satisfaction_Theme_1] Please rate your level of satisfaction with the program elements listed below. [Satisfaction_Materials_1]Please rate your level of satisfaction with the program elements listed below in regards to the material and printing. [Satisfaction_Content_1] Please rate your level of satisfaction with the program elements listed below in regards to the content of the materials. [Satisfaction_Poster_1] Please rate your level of satisfaction with the program elements listed below in regards to the poster.

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 top two box scores reveal that 77% of libraries in Saskatchewan were satisfied overall with the website for librarians, a 7% decrease from last year. Slightly less (75%) report they were satisfied with the relevance of the content in the Staff Manual this year over last year. Satisfaction levels for the children's website(72%) is also slightly lower than reported satisfaction in 2011.

Figure A6-7. Satisfaction with Program Material



Base: All localities that submitted results (n=230). Data is weighted to reflect all localities that participated in the TDSRC program (n=273).
Source: [Satisfaction_Web_Librarians_1] Please rate your level of satisfaction with the program elements listed below in regards to the web content for librarians – Overall Satisfaction. [Satisfaction_Web_Librarians_2] Please rate your level of satisfaction with the program elements listed below in regards to the web content for librarians – Clip Art and Images. [Satisfaction_Web_Librarians_3] Please rate your level of satisfaction with the program elements listed below in regards to the web content for librarians – Staff Manual. [Satisfaction_Web_Librarians_4] Please rate your level of satisfaction with the program elements listed below in regards to the web content for librarians – Booklists. [Satisfaction_Web_Librarians_4] Please rate your level of satisfaction with the program elements listed below in regards to the web content for librarians – Access to Information. [Satisfaction_Web_Librarians_5] Please rate your level of satisfaction with the program elements listed below in regards to the web content for librarians – Printable Documents. [Satisfaction_Web_Kids_1] Please rate your level of satisfaction with the program elements listed below in regards to the web content for children.

Comments

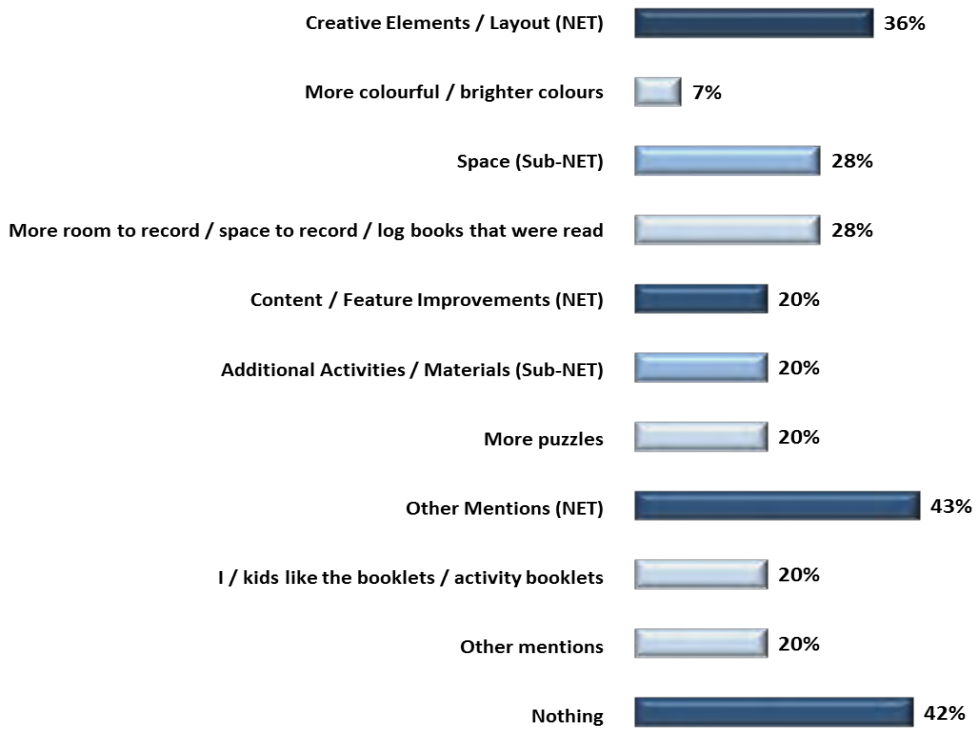
Program Outcomes

Libraries were asked how to improve various aspects of the program. Below is the analysis of the comments from Saskatchewan libraries.

Suggestions for Improving Materials

With respect to the program materials, 20% of respondents reacted positively to the kids' activity book. When asked if they had suggestions to improve future programs, just over one quarter of librarians (28%) commented that more space is needed to record books that were read. One fifth of librarians (20%) would like to see more puzzles. 42% of respondents had no improvements to suggest.

Figure A6-8. Suggestions for Improving Materials

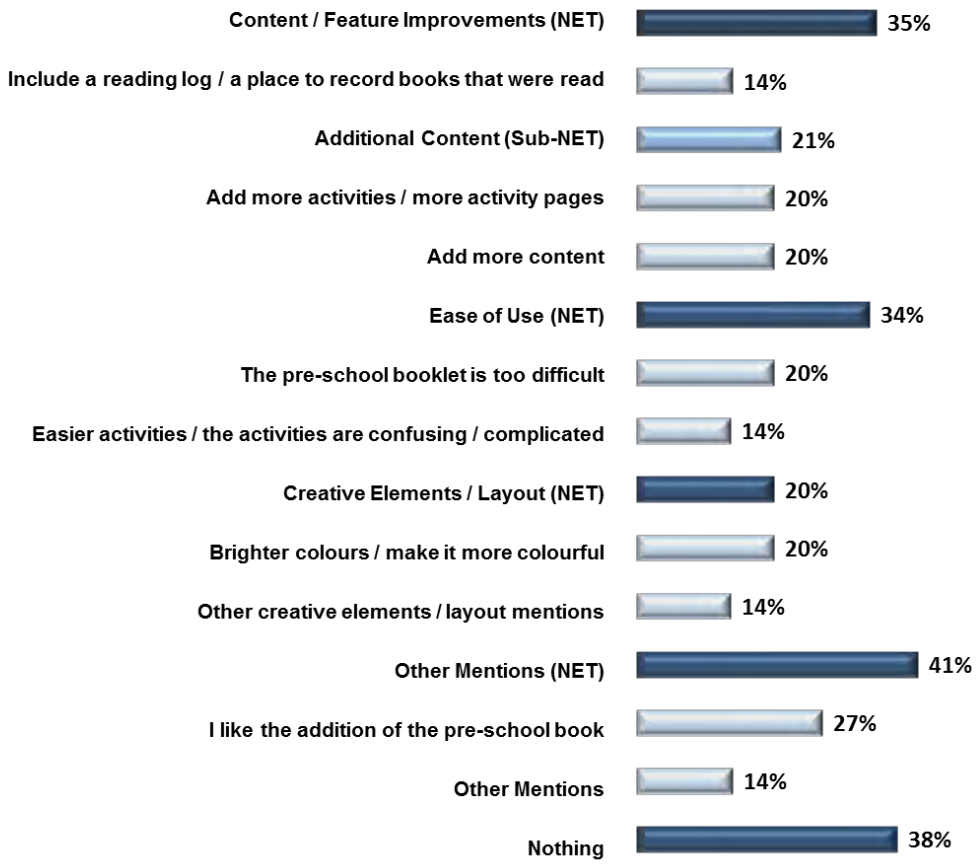


Base: 2012: All localities that submitted results (n=230). Data is weighted to reflect all localities that participated in the TDSRC program (n=273).
Note: Only mentions 5% or higher are included.
Source: [[Satisfaction_Materials_2] Do you have any suggestions on how to improve the material for future programs? (Max. 20 words)

Improvements to the Content of the Materials

When asked specifically how they would improve the materials used in the program, one fifth (20%) of librarians mentioned the need for more materials; another 20% proposed using brighter colors. Opinion was split on the pre-school booklet: more than one quarter (27%) reported that they liked it, while 20% thought its content was too difficult.

Figure A6-9. Suggestions for Improving Content of Materials

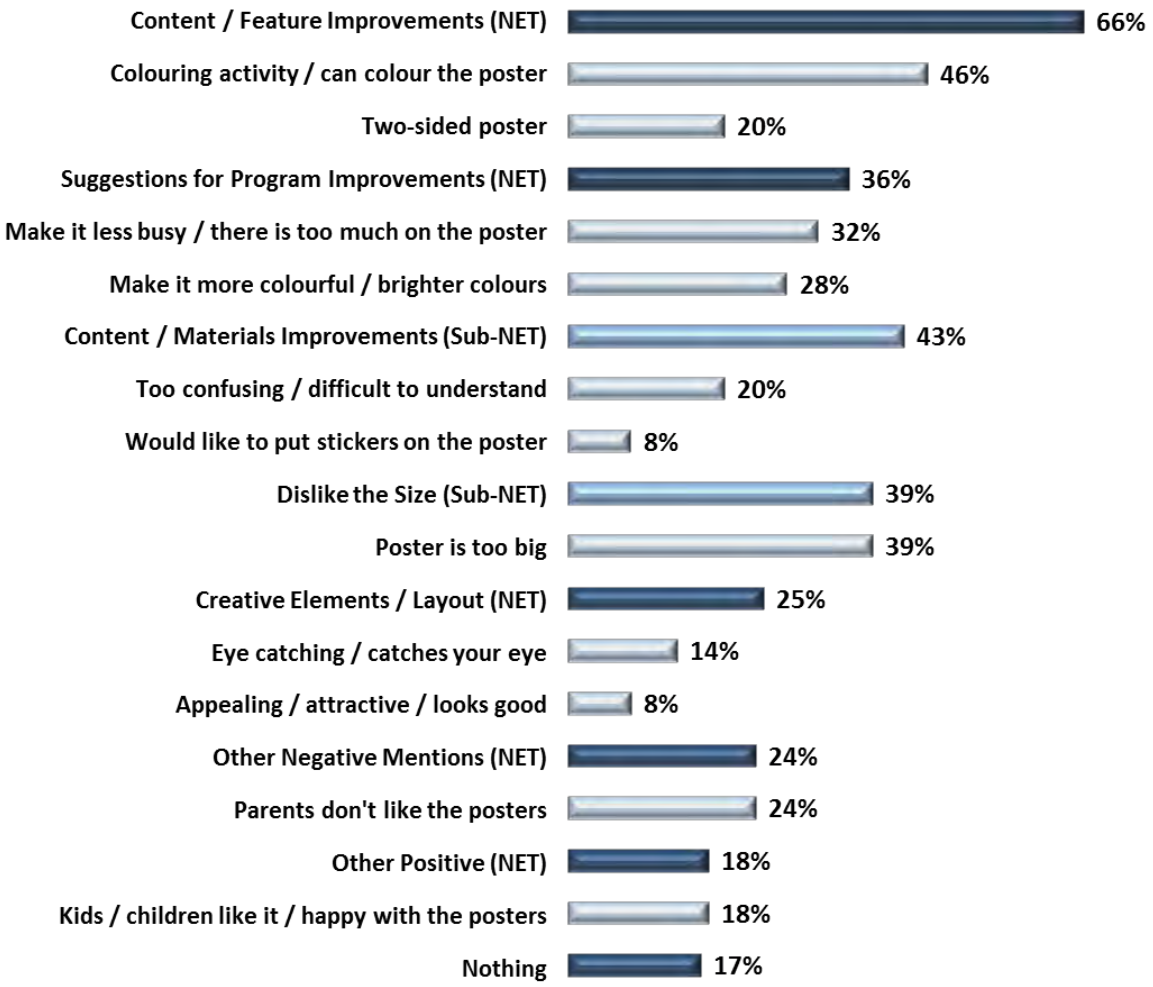


Base: 2012: All localities that submitted results (n= 230). Data is weighted to reflect all localities that participated in the TDSRC program (n=273).
Note: Only mentions 5% or higher are included.
Source: [Satisfaction_Content_2] Do you have any suggestions on how to improve the content of the material for future programs? (Max. 20 words)

Comments on the Poster

Nearly half (46%) of the respondents liked the fact that the poster could be colored. One third (32%) would like the next poster to be less busy. Two in five (39%) thought the poster was too big. While a quarter (24%) of librarians reported not liking the poster, 18% reported that the children themselves liked it.

Figure A6-10. Comments on the poster

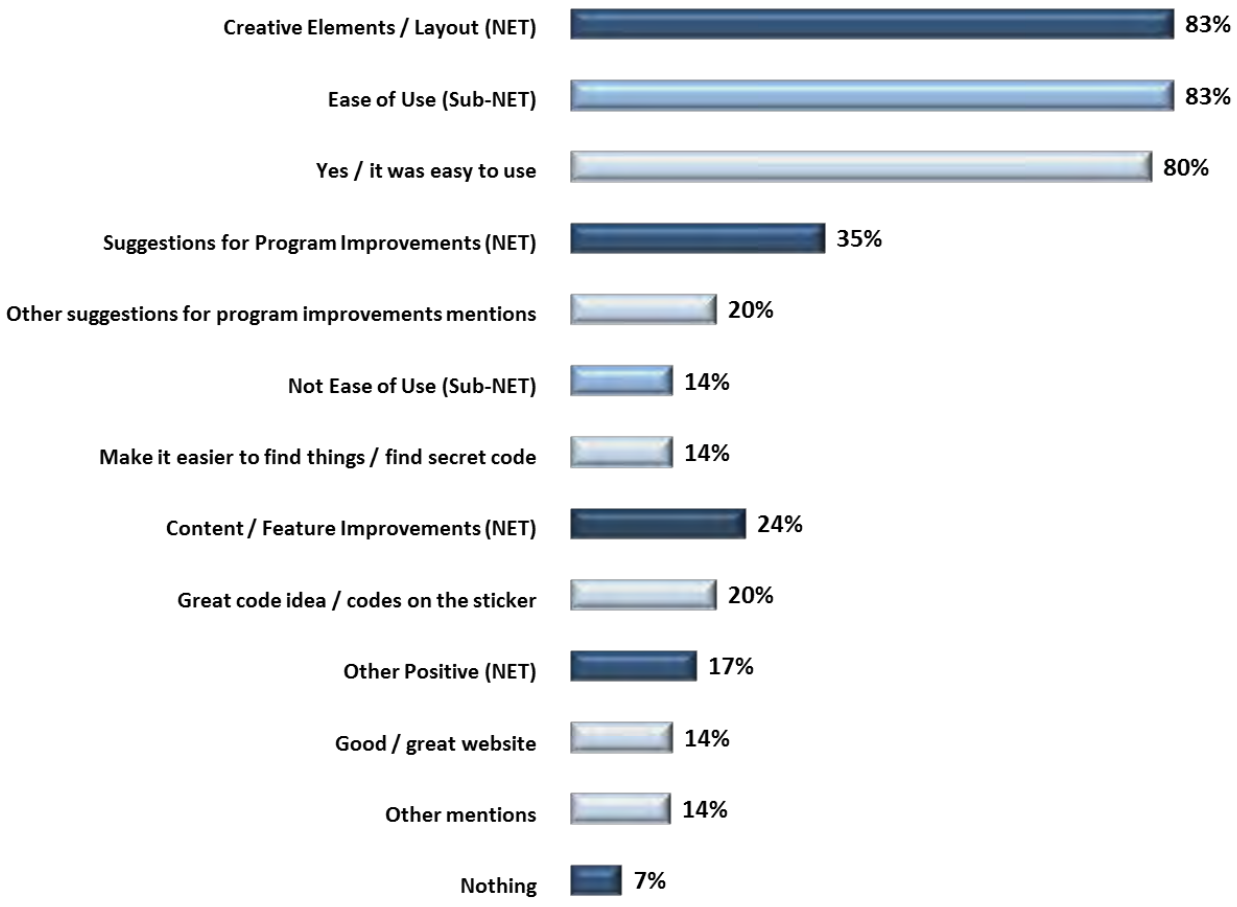


Base: 2012: All localities that submitted results (n= 230). Data is weighted to reflect all localities that participated in the TDSRC program (n=273).
Note: Only mentions 5% or higher are included.
Source: [Satisfaction_Poster_2] Do you have any comments on the poster? (Max. 20 words)

Children's Website Ease of Use

When asked if the children's website was easy to use, four in five (80%) report that it was. Only 14% thought it was not and felt that the secret codes were difficult to find. At the same time, one in five (20%) liked the code idea.

Figure A6-11. Children's Website Ease of Use

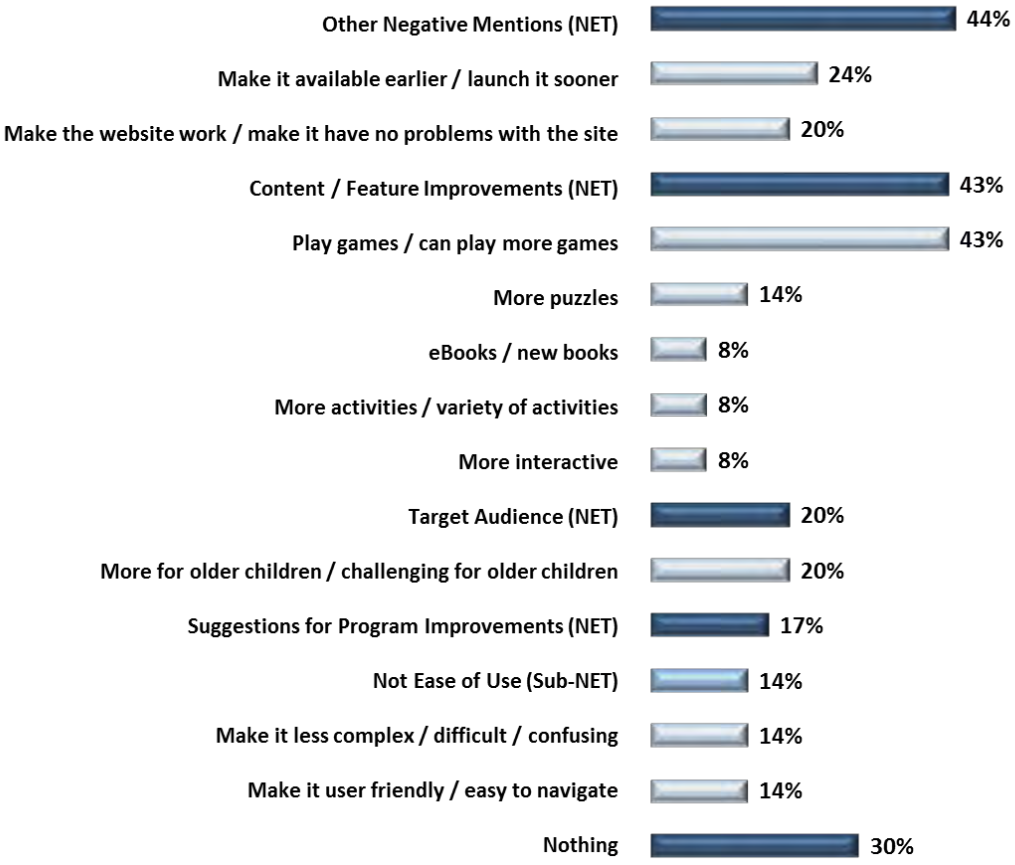


Base: 2012: All localities that submitted results (n= 230). Data is weighted to reflect all localities that participated in the TDSRC program (n=273).
Note: Only mentions 5% or higher are included.
Source: [Satisfaction_Web_Kids_2] Did you find that the website www.tdsummerreadingclub.ca was easy to use? (Max. 20 words)

Suggestions to Improve Children's Website

The most often mentioned suggested improvement to the children's website is to have more games (43%). Another comment suggested by one quarter (24%) of librarians is to have the website available sooner. One fifth (20%) would like to see the website work better and to have more content for older children.

Figure A6-12. Suggestions to Improve Web Content of Children's Website

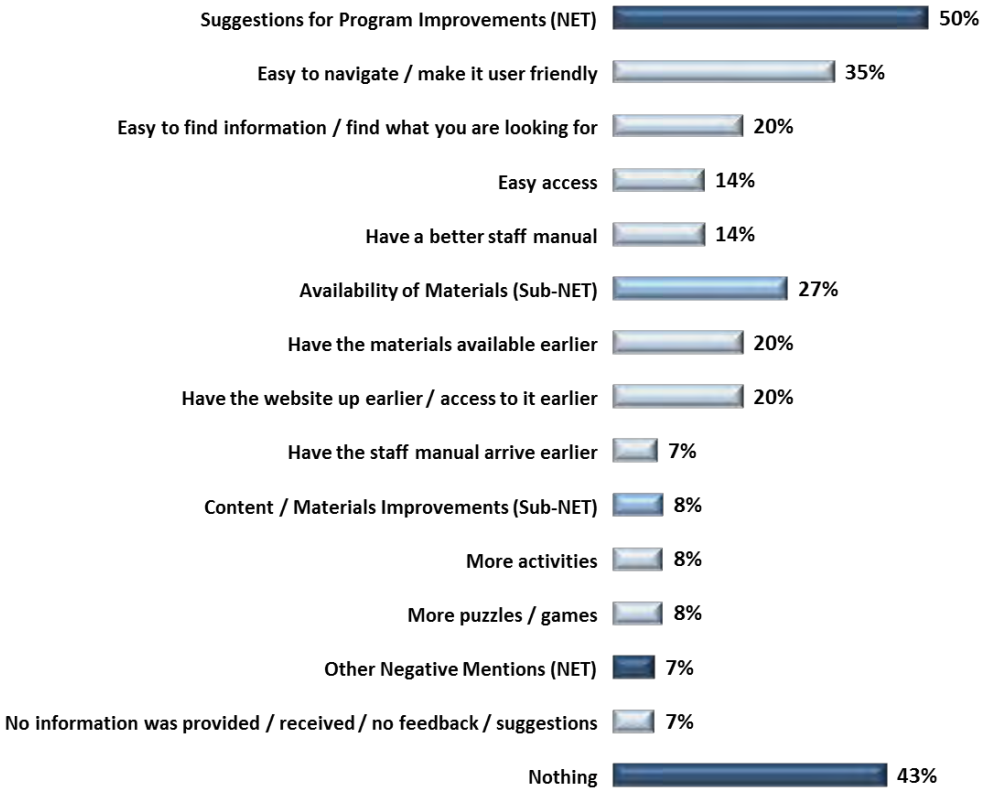


Base: 2012: All localities that submitted results (n= 230). Data is weighted to reflect all localities that participated in the TDSRC program (n=273).
Note: Only mentions 5% or higher are included.
Source: [Satisfaction_Web_Kids_3] Do you have suggestions on how to improve the web content for children? (Max. 20 words)

Web Content Improvement

Libraries were asked to provide suggestions on how to improve the web content. As in the national report, half of libraries did not have any specific suggestions (50% overall either didn't have a response or felt the process did not need improvement in Saskatchewan). Among those who did give a response to this question (n=230), 35% commented on making it easier to navigate/make it user friendly, while 27% commented on improving availability of the materials, suggesting that the materials should arrive earlier (20%) and that the website should be up earlier (20%).

Figure A6-13. Suggestions to Improve Web Content for Librarians

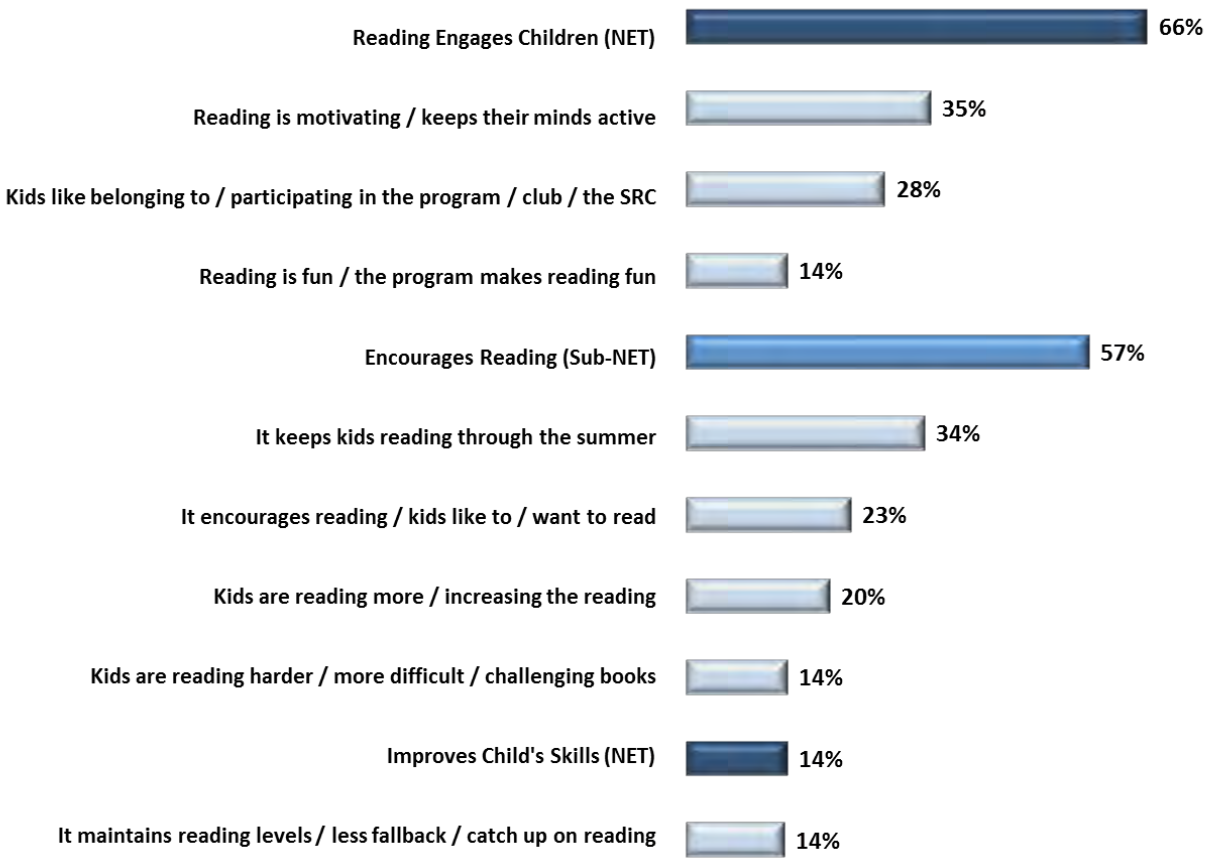


Base: 2012: All localities that submitted results (n=230). Data is weighted to reflect all localities that participated in the TDSRC program (n=273).
Note: Only mentions 5% or higher are included.
Source: [Satisfaction_Web_Librarians2] Do you have suggestions on how to improve the web content for librarians?

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, almost two-thirds (66%) said that children are engaged with reading. This engagement has motivated children and keeps their minds active (35%). Almost six-in-ten (57%) felt that the program encouraged reading.

Figure A6-14. Testimonials



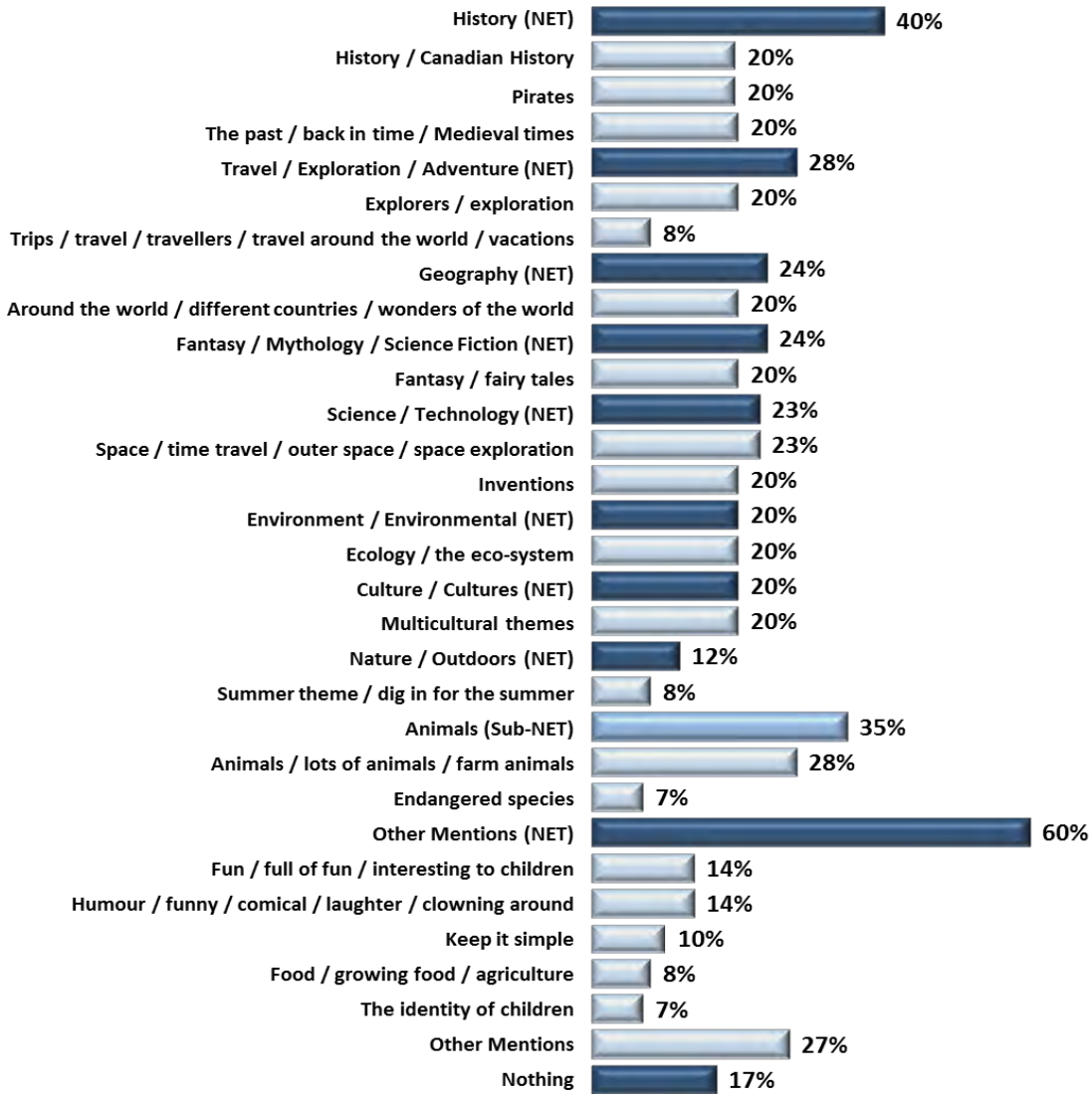
Base: All localities that submitted results (n=230). Data is weighted to reflect all localities that participated in the TDSRC program (n=273).
Note: Only mentions 5% or higher are included.
Source: [Program_Reading_Outcome] Do you have any testimonials from parents, caregivers or teachers that may indicate an improvement in reading level? (max. 70 words)

Suggestions

Future Themes

Libraries were asked to provide suggestions for future program themes. History was the top mentioned theme (40%), followed by animals (35%) and travel/exploration/adventure (28%).

Figure A6-15. Suggestions for Future Themes

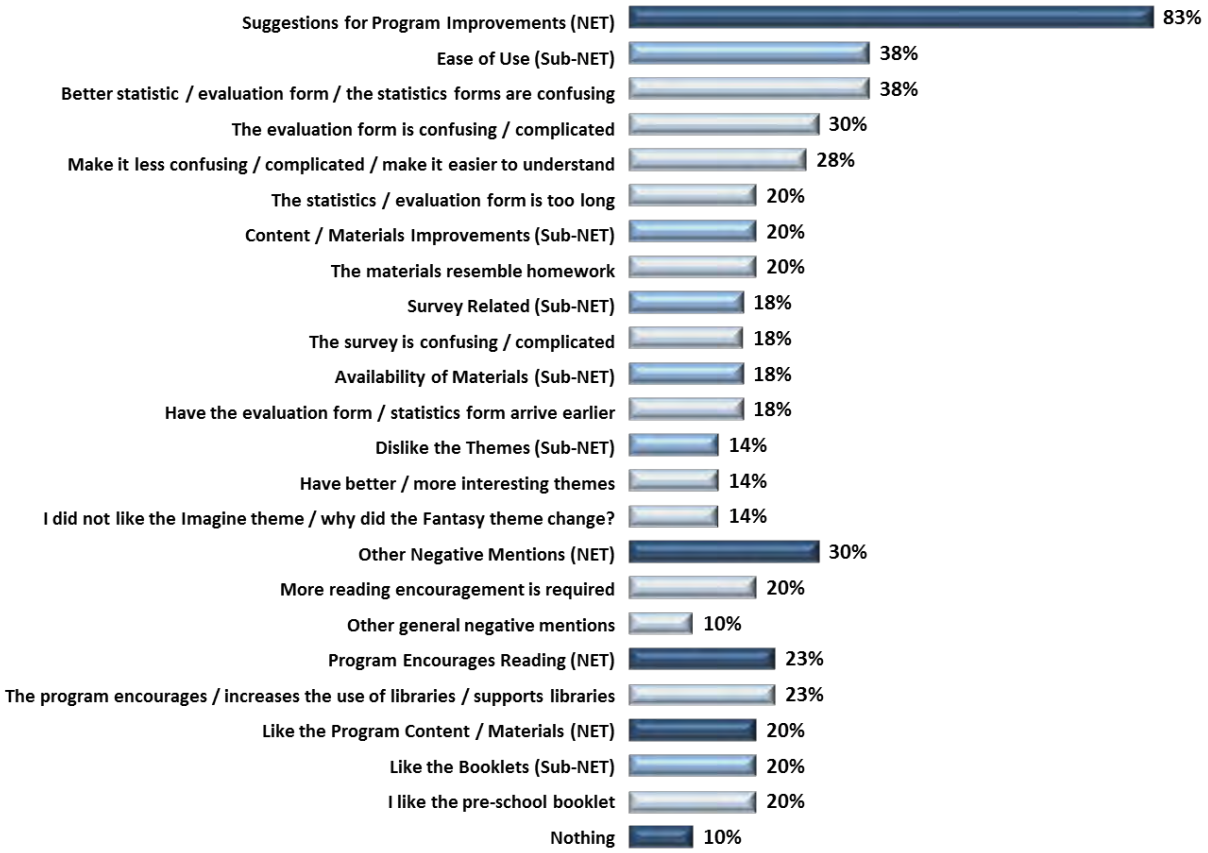


Base: 2012: All localities that submitted results (n=230). Data is weighted to reflect all localities that participated in the TDSRC program (n=273).
Note: Only mentions 5% or higher are included.
Source [Satisfaction_Theme_2] Do you have any suggestions for the program's future themes? (Max. 20 words)

TDSRC Overall

Finally, libraries were asked to provide feedback on the TDSRC overall. The top three comments related to the materials and the theme of the program. In total, 83% suggested program improvements such as ease of use (38%), availability of materials (18%), and content improvement (20%).

Figure A6-16. Suggestions for TDSRC Overall



Base: 2012: All localities that submitted results (n=230). Data is weighted to reflect all localities that participated in the TDSRC program (n=273).
Note: Only mentions 5% or higher are included.
Source: [Satisfaction_Theme_2] Do you have any suggestions for the program's future themes? (Max. 20 words)

Appendix 7 – Alberta

Alberta Program Statistics

Response Rate

Within all systems in Alberta, 259 of the 272 participating libraries submitted their results, resulting in an overall response rate of 95%.

Figure A7-1. Response Rate

	Alberta
(A) Total Participating Libraries	272
(B) Total Responded to Survey	259
(C) Survey Response Rate	95%

Source: Row (A) provided by Library and Archives Canada. Rows (B) and (C) represent data collected by Angus Reid Public Opinion

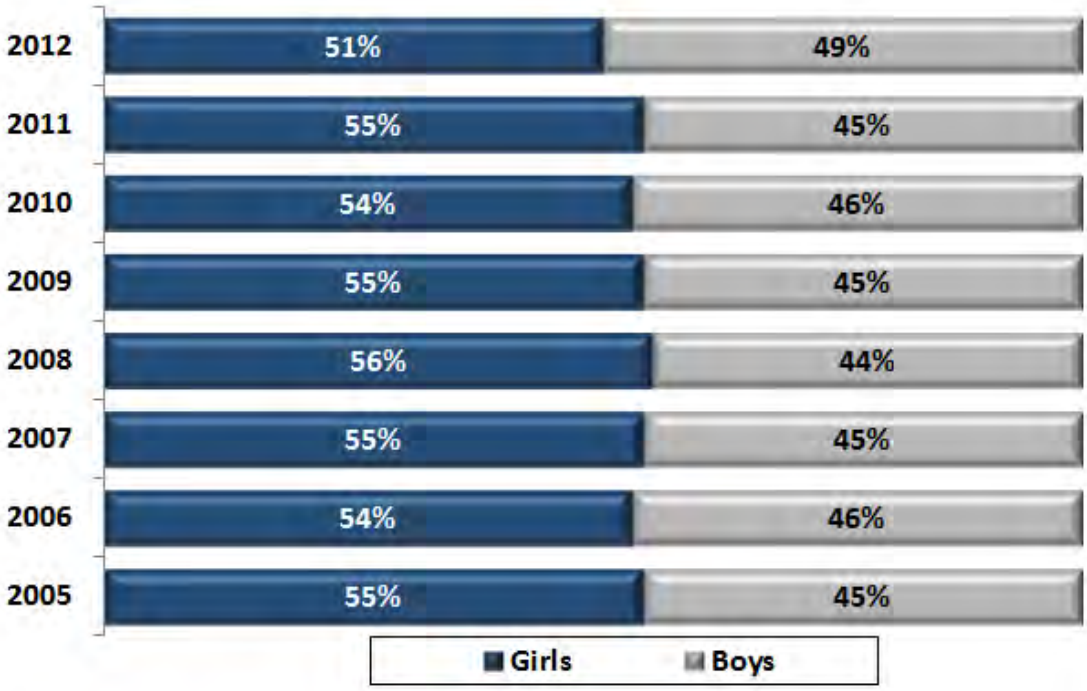
Statistics on Registration

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 2012. 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 54,869 children registered for the TDSRC 2012 program, an increase over 2011 (49,683). Girls comprise 28,100 or 51% of the participants, while the 26,769 boys represent 49% of the participants.

Figure A7-2. Percentage of Registered Children by Gender



Base: All localities that submitted results (n=259). Data is weighted to reflect all localities that participated in the TDSRC program (n=272).
Source: *[Registration_1] Please provide in the totals for the number of children who registered to participate in the TDSRC 2012 with the intent to read books.*

Figure A7-3 shows the age breakdown of participating children. For the summer of 2012, with the exception of Girls 0-5, the breakdown of the participants by age and gender are almost identical to the 2011 results. Of the girls, 29% fall in the 0-5 age group, 37% are aged 6-8, 32% are aged 9-12, and 3% are 13 years or older. Among the boys, 29% are aged 0-5, 40% are aged 6-8, 29% are aged 9-12, and 2% are aged 13 and older.

Figure A7-3. Percentage of Participating Children by Age and Gender

GIRLS	2012	2011	2010	2009	2008	2007	2006	2005
0-5	29%	26%	27%	23%	26%	22%	22%	21%
6-8	37%	38%	38%	37%	36%	39%	37%	37%
9-12	32%	32%	32%	34%	35%	36%	34%	39%
13+	3%	3%	3%	7%	4%	3%	6%	4%

BOYS	2012	2011	2010	2009	2008	2007	2006	2005
0-5	29%	29%	30%	26%	29%	25%	24%	24%
6-8	40%	40%	40%	40%	39%	40%	41%	41%
9-12	29%	28%	28%	30%	30%	33%	30%	33%
13+	2%	3%	2%	4%	2%	3%	4%	3%

Base: All localities that submitted results (n=259). Data is weighted to reflect all localities that participated in the TDSRC program (n=272).
Source: *[Registration_1] Please provide in the totals for the number of children who registered to participate in the TDSRC 2012 with the intent to read books.*

Figure A7-4 summarizes the participation rate for Alberta by age and gender based on 2011 census data[24]. Participation rates for those under 12 years of age were comparable to the 2011 levels.

Figure A7-4. Number of Participating Children

Province/ Territory	2011 Census			2012 TD SRC Registrants			% Participating Children		
	(A)	(B)	(C)	(D)	(E)	(F)	2012	2011	2010
	Total Children	Total Boys	Total Girls	Total Children	Total Boys	Total Girls			
Alberta	826,285	423,780	402,515	54,869	26,769	28,100	6.64%	7.32%	5.40%
0-5	290,125	148,815	141,315	15,889	7,801	8,089	5.48%	5.67%	4.27%
6-8	131,415	67,170	64,250	20,836	10,575	10,260	15.85%	15.65%	11.68%
9-12	173,625	88,935	84,695	16,802	7,834	8,968	9.68%	8.72%	6.27%
13+	231,120	118,860	112,255	1,342	559	783	0.58%	1.01%	0.72%

Base: All localities that submitted results (n=259). Data is weighted to reflect all localities that participated in the TDSRC program (n=272).
Note: Participation Rates prior to 2012 are based on Statistics Canada 2006 Census population.
Source: *[Registration_1] Please provide in the totals for the number of children who registered to participate in the TDSRC 2012 with the intent to read books.*
Columns (A) through (C) provided by Statistics Canada Census 2011. Column (D) through (F) represents data collected by Angus Reid Public Opinion

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, 13,148 reading kits as well as 50,564 posters were distributed across Alberta.

[24]Participation figures prior to 2012 were based on the 2006 Statistics Canada Census.

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[25], 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 5,544 organized programs and activities were scheduled in libraries across Alberta over the months of July and August 2012. Total attendance amounted to 139,712 children. This translates to an approximate average of 25.7 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 or both[26]. Of the libraries who reported their own data, almost four-in-five (78%) of the localities in Alberta ran the summer reading club as a club only (Figure A7-5) and slightly more than one-in-five (22%) ran it as a both a reading club and a drop-in program.

[25] In instances where attendance numbers were not specified, registration numbers for that specific library were used.

[26] From the librarian survey, we are able to ascertain which format was chosen for each individual library as these libraries reported for their own operations. For those who completed the coordinator study and therefore reporting for multiple individual libraries, this analysis is not possible as results were reported in the aggregate.

Program Successes

Depending on how the program was implemented, the libraries were able to track the impact of their program on reading habits and learning using a variety of metrics. These metrics included:

- Total number of children who collected all nine stickers;
- 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 Alberta, 99% of the libraries used stickers as incentives for children to read more books. Among these systems, 16,724 children reached the target of collecting all nine stickers.

Books Read and Hours Spent Reading

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

- Read 2.6 books;
- Spent an average of 5.8 hours reading.

The average number of books read per child translated to a total of 144,327 books read within 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, day camps and daycares in order to promote the program.

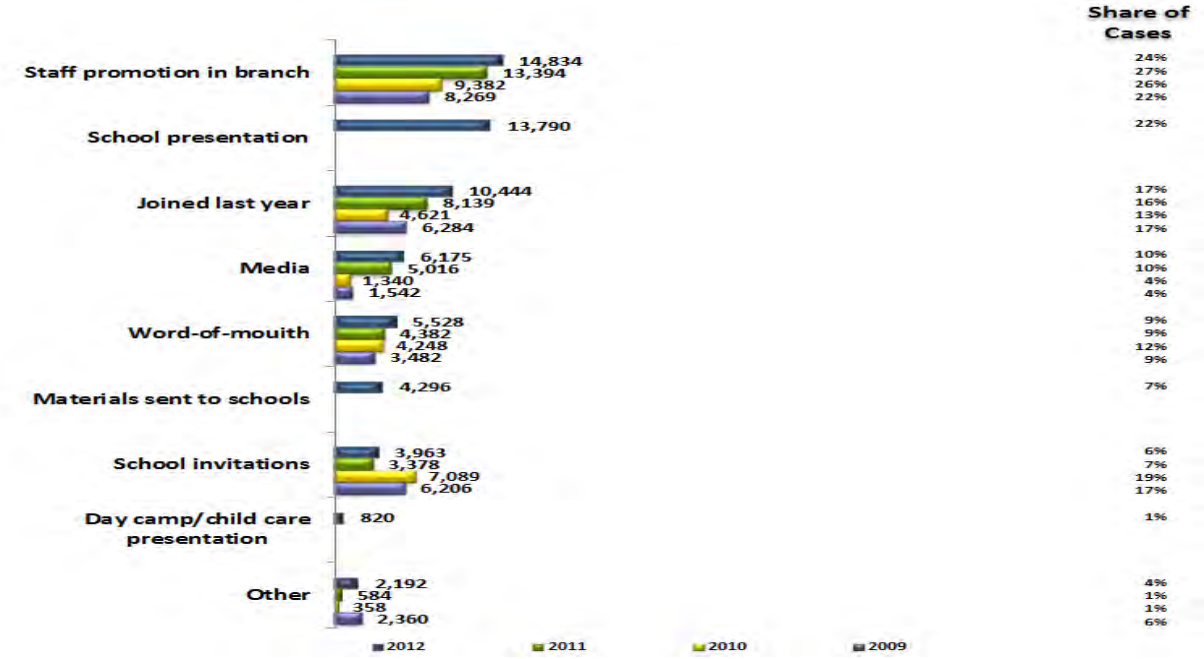
A majority of libraries (78%) indicated that their library staff made visits to schools, day camps, and children care centres to promote the summer reading club (Figure A-6). In total, 1,704 visits to schools

resulted in 1,913 children joining the program; 5,867 visits to day camps resulted in 317 children joining; 600 visits to child care centres resulted in 338 children joining.

Method of Promotion

Promotional aspects were further investigated by asking librarians to tally, from the registration forms, about how the participants first heard about the program (Figure A7-5). Almost one out of every four participants (24% or 14,834) first heard about the TDSRC program through staff promotion in the branch. Slightly more than one-in-five (22% or 13,790) first heard about the program through a school presentation. Almost one-in-five (17%) were repeat participants having joined last year,

Figure A7-5. How Participants First Heard About the Program



Base: All localities that submitted results (n=259). Data is weighted to reflect all localities that participated in the TDSRC program (n=272).
Source: [Program_Promotion_1] Please transcribe the totals from your registration form to the appropriate promotion methods listed below: How many participants first heard about the TDSRC by the following methods?

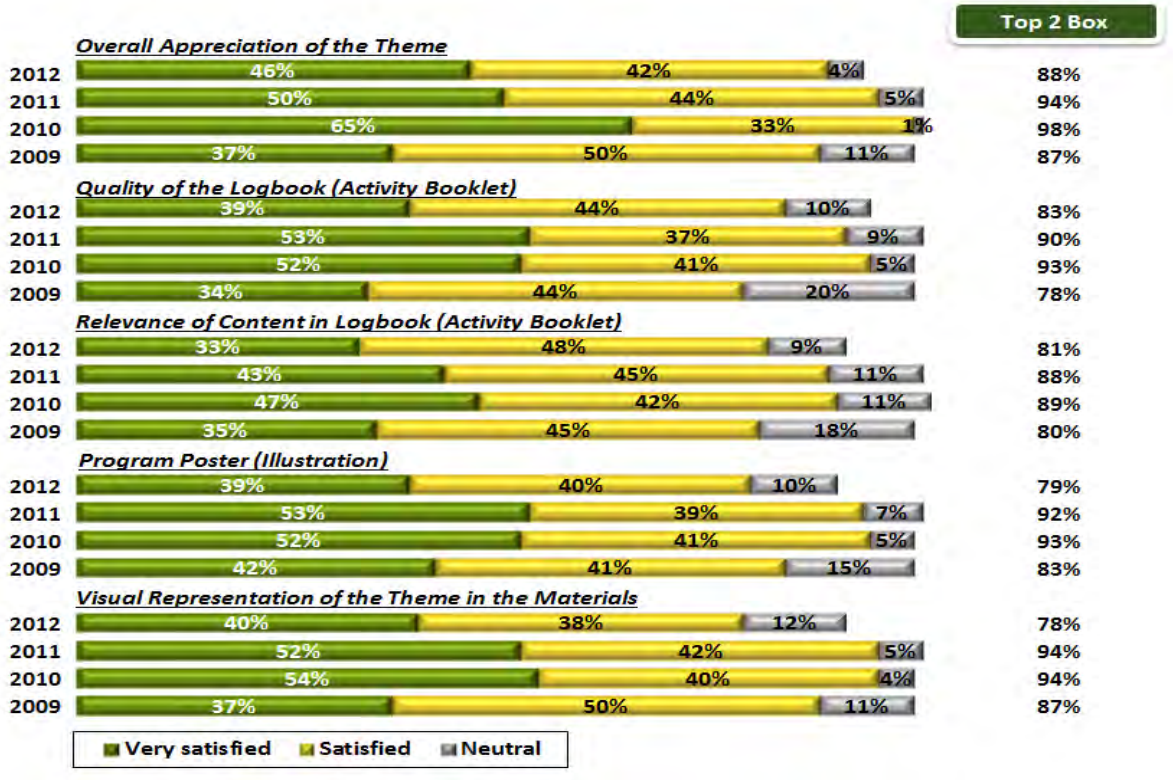
Satisfaction

Satisfaction with Program Elements

The 2012 Statistics and Evaluation Form included questions that 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.

The top two box scores (the sum of "very satisfied" and "satisfied" responses) indicate that the vast majority of localities in Alberta were not as satisfied in 2012 in comparison with 2011: the appreciation of the theme was 88% (down from 94%), satisfaction with the quality of the logbook was 83% (down from 88%) and the relevance of the content of the logbook was 81% (down from 88%).

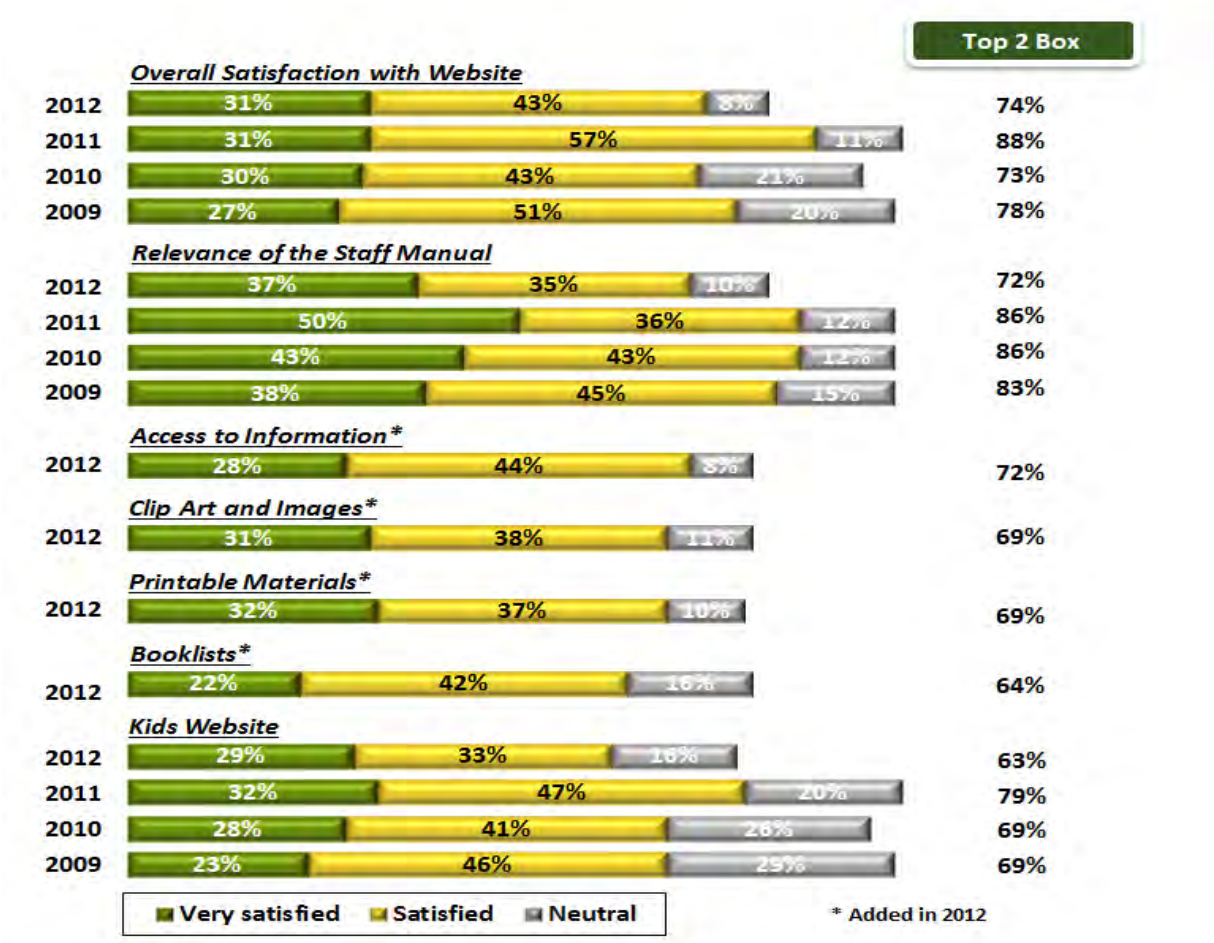
Figure A7-6. Satisfaction with Program Elements



Base: All localities that submitted results (n=259). Data is weighted to reflect all localities that participated in the TDSRC program (n=272).
Source: [Satisfaction_Theme_1] Please rate your level of satisfaction with the program elements listed below. [Satisfaction_Materials _1]Please rate your level of satisfaction with the program elements listed below in regards to the material and printing. [Satisfaction_Content_1] Please rate your level of satisfaction with the program elements listed below in regards to the content of the materials. [Satisfaction_Poster_1] Please rate your level of satisfaction with the program elements listed below in regards to the poster.

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 74% of libraries in Alberta were satisfied overall with the website for librarians (down from 88%). Satisfaction with the relevance of the staff manual was 72% (down from 86%) and satisfaction with the kids' website was 63% (down from 79%).

Figure A7-7. Satisfaction with Program Material



Base: All localities that submitted results (n=259). Data is weighted to reflect all localities that participated in the TDSRC program (n=272).
Source: [Satisfaction_Web_Librarians_1] Please rate your level of satisfaction with the program elements listed below in regards to the web content for librarians – Overall Satisfaction. [Satisfaction_Web_Librarians_2] Please rate your level of satisfaction with the program elements listed below in regards to the web content for librarians – Clip Art and Images. [Satisfaction_Web_Librarians_3] Please rate your level of satisfaction with the program elements listed below in regards to the web content for librarians – Staff Manual. [Satisfaction_Web_Librarians_4] Please rate your level of satisfaction with the program elements listed below in regards to the web content for librarians – Booklists. [Satisfaction_Web_Librarians_4] Please rate your level of satisfaction with the program elements listed below in regards to the web content for librarians – Access to Information. [Satisfaction_Web_Librarians_5] Please rate your level of satisfaction with the program elements listed below in regards to the web content for librarians – Printable Documents. [Satisfaction_Web_Kids_1] Please rate your level of satisfaction with the program elements listed below in regards to the web content for children.

Comments

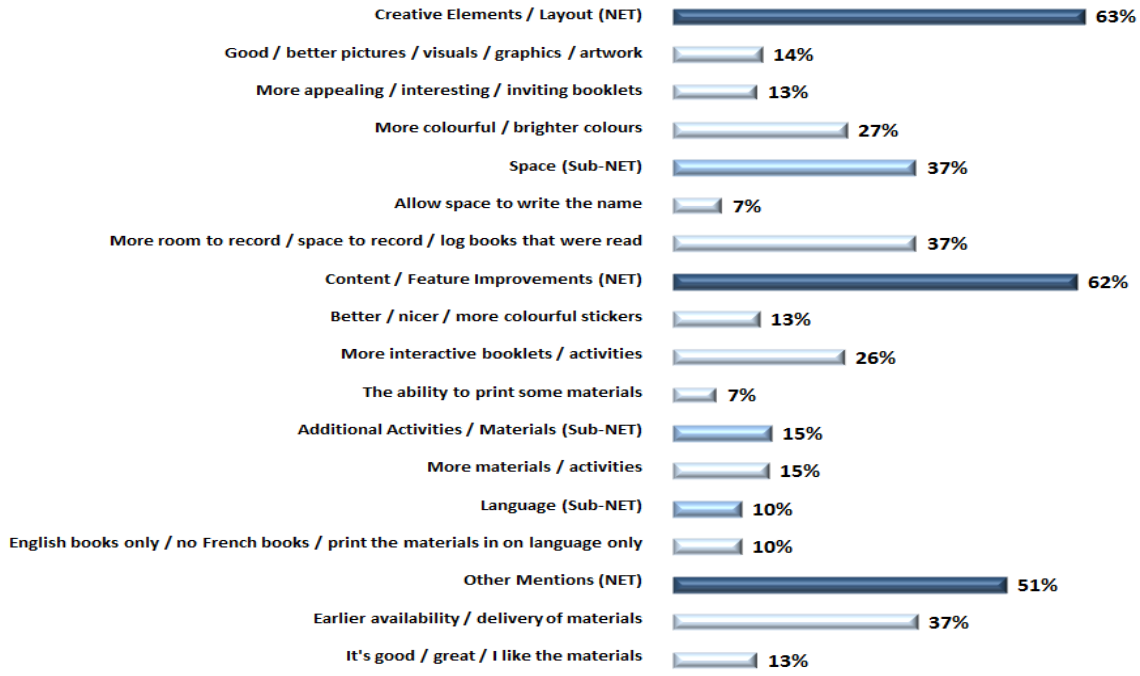
Program Outcomes

Libraries were asked how to improve various aspects of the program. Below is the analysis of their comments.

Improvements to Materials

More than half of the libraries (55%) commented on improvements for the materials used in the TD Summer Reading program. In terms of improvements to the materials, more than three-in-five mentioned improvement was needed for the creative elements/layout (63%) such as more colourful/brighter colours (14%). Another three-in-five mentioned improvements related to the content/features (62%). 37% wanted materials available earlier.

Figure A7-8. Suggestions for Improving Materials

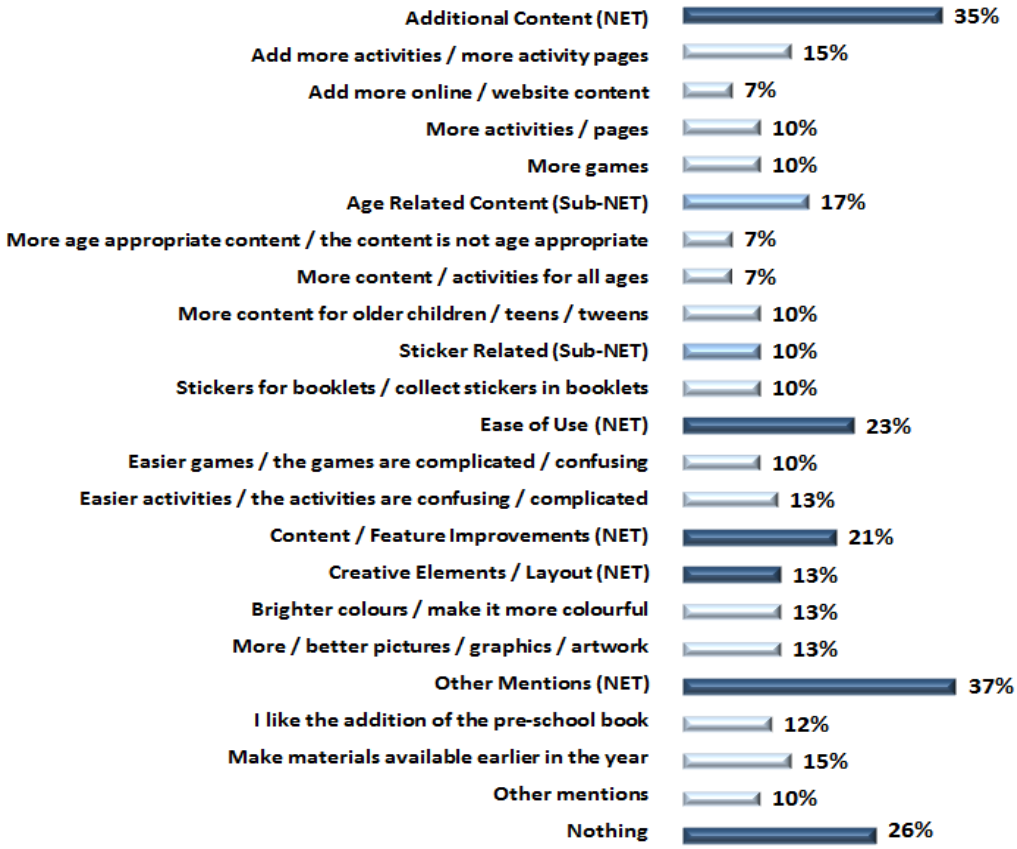


Base: 2012: All localities that submitted results (n= 259). Data is weighted to reflect all localities that participated in the TDSRC program (n=272).
Note: Only mentions 5% or higher are included.
Source: [Satisfaction_Materials_2] Do you have any suggestions on how to improve the material for future programs? (Max. 20 words)

Improvements to the Content of the Materials

Suggestions to improve the content of the materials included having additional content (35%) such as more age-related content (17%). The ease of use was the next frequently mentioned category for improvement, with nearly one-quarter of librarians (23%) suggesting this. A fifth of respondents (21%) proposed improvements to content/features.

Figure A7-9. Suggestions for Improving Content Materials

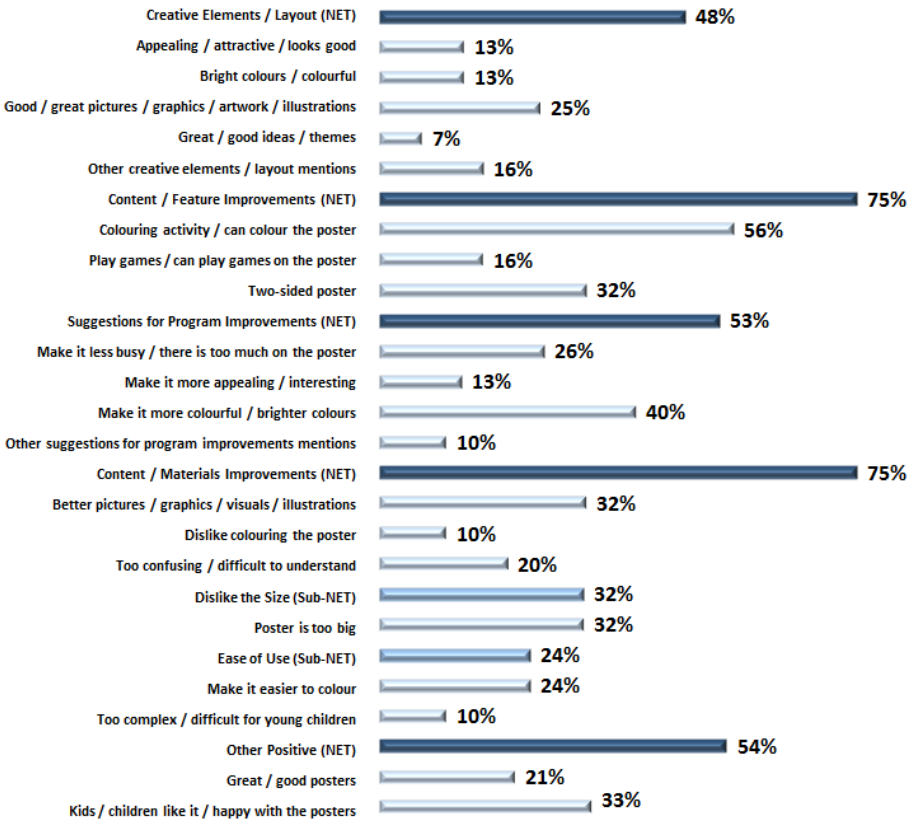


Base: 2012: All localities that submitted results (n= 259). Data is weighted to reflect all localities that participated in the TDSRC program (n=272).
Note: Only mentions 5% or higher are included.
Source: [Satisfaction_Content_2] Do you have any suggestions on how to improve the content of the material for future programs? (Max. 20 words)

Comments on the Poster

Libraries were asked to comment on the poster. Nearly half of respondents (48%) commented on the creative elements of the poster. A quarter of libraries liked the poster illustrations; 13% commented that it was appealing, and another 13% liked the bright colors. A third (33%) commented that the children liked it. Three-in-four (75%) commented on improvements for the content/features such as colouring activities (56%) or a two-sided poster (32%). As these were features in the poster for 2012, one could say that these comments were made more in appreciation than as suggested improvements. More than half (53%) suggested program improvements, including making the poster more colourful (40%) and less busy (26%).

Figure A7-10. Comments on the Poster

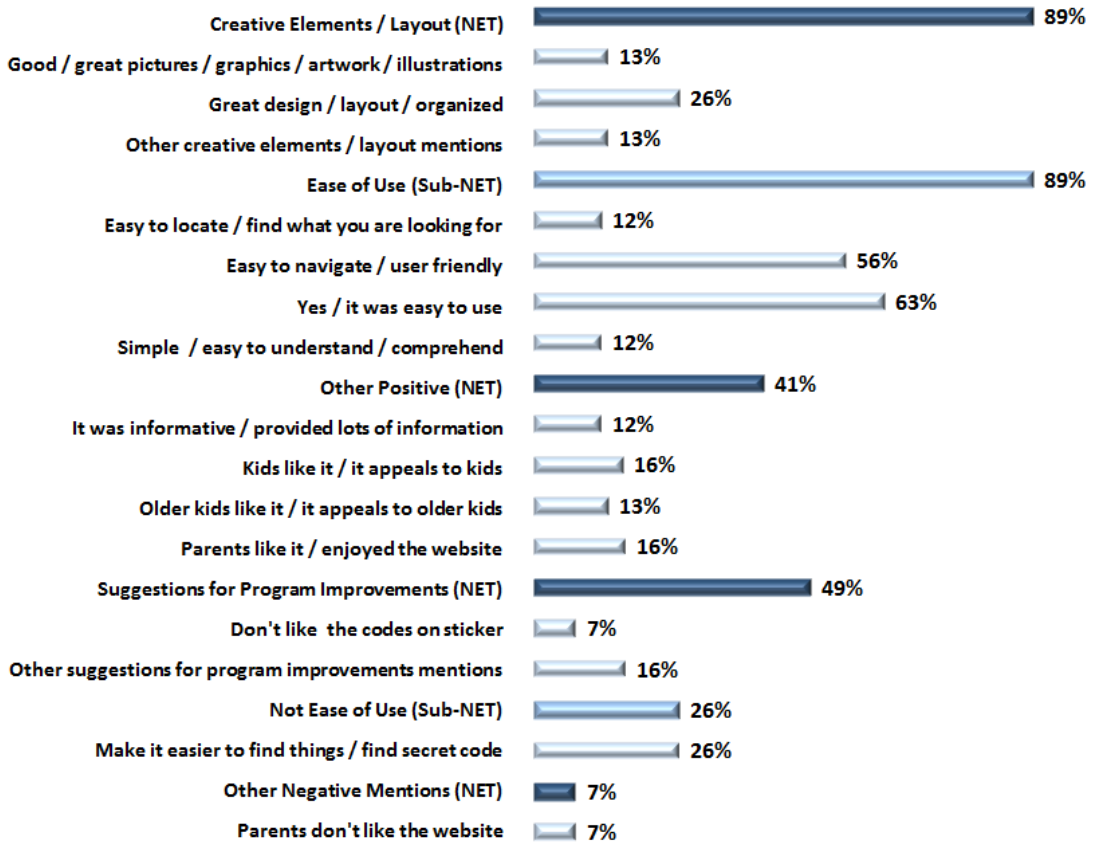


Base: 2012: All localities that submitted results (n= 259). Data is weighted to reflect all localities that participated in the TDSRC program (n=272).
Note: Only mentions 5% or higher are included. Multiple mentions allowed
Source: [Satisfaction_Poster_2] Do you have any comments on the poster? (Max. 20 words)

Kids' Website Ease of Use

Librarians were asked to provide comments on the children's website. They responded positively to the website's creative elements (89%), with 26% commenting that it had a great design/layout. 89% liked its ease of use (89%) with more than half (56%) saying that it was easy to navigate. But one-in-four found that it was not easy to use (26%) especially when finding the secret code.

Figure A7-11. Comments on the Ease of Use of the Children's Website

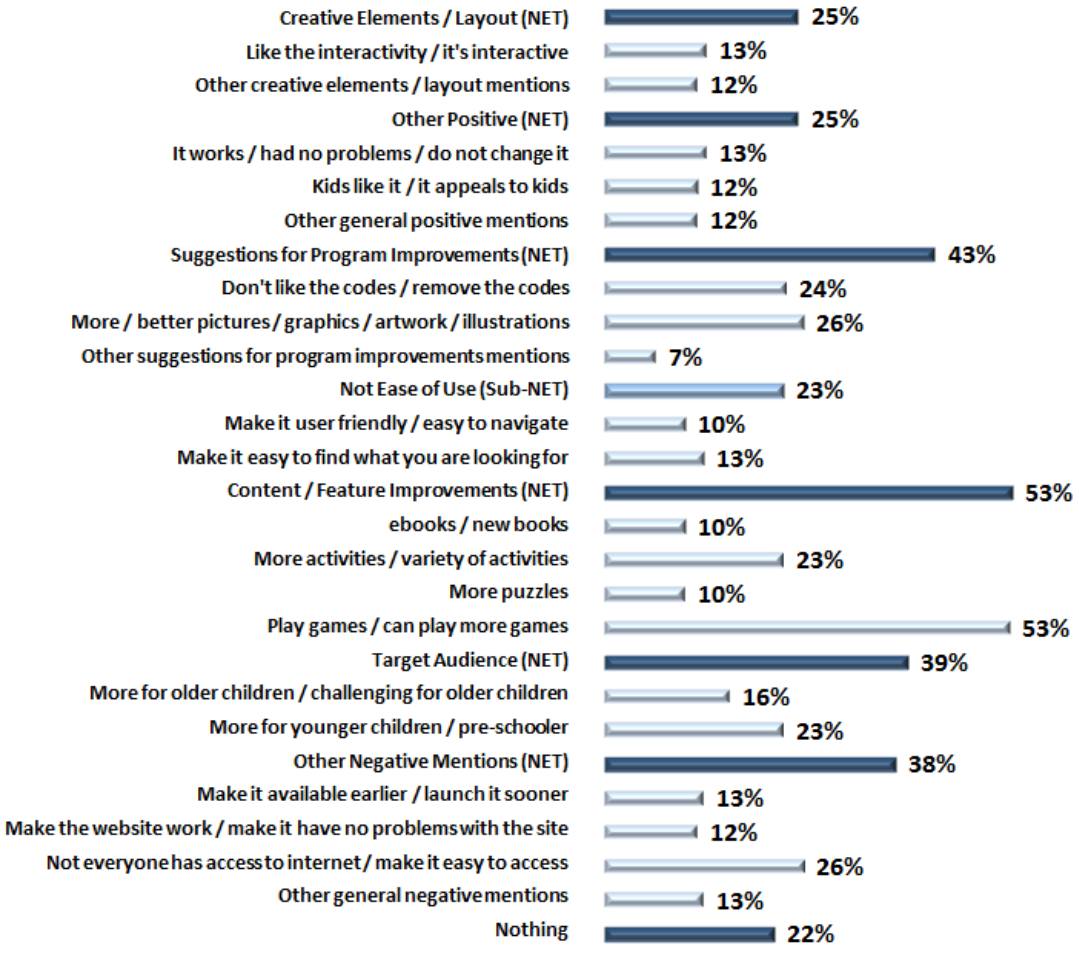


Base: 2012: All localities that submitted results (n= 259). Data is weighted to reflect all localities that participated in the TDSRC program (n=272).
Note: Only mentions 5% or higher are included.
Source: [Satisfaction_Web_Kids_2] Did you find that the website www.tdsummerreadingclub.ca was easy to use? (Max. 20 words)

Suggestions to Improve Kids' Website

Librarians were also asked for suggestions on how to improve the children's website. 25% responded to the creative elements, including the interactivity (13% thumbs up). Most suggestions for improvement centred on the content and features (53%) such as including more activities, more eBooks, and puzzles and games. A significant proportion (39%) of librarians offered suggestions related to the target audience of the website, but were split on the focus: 23% said the website is geared to younger children and 16% said it is geared to older children.

Figure A7-12. Suggestions to Improve the Web Content of the Children's Website

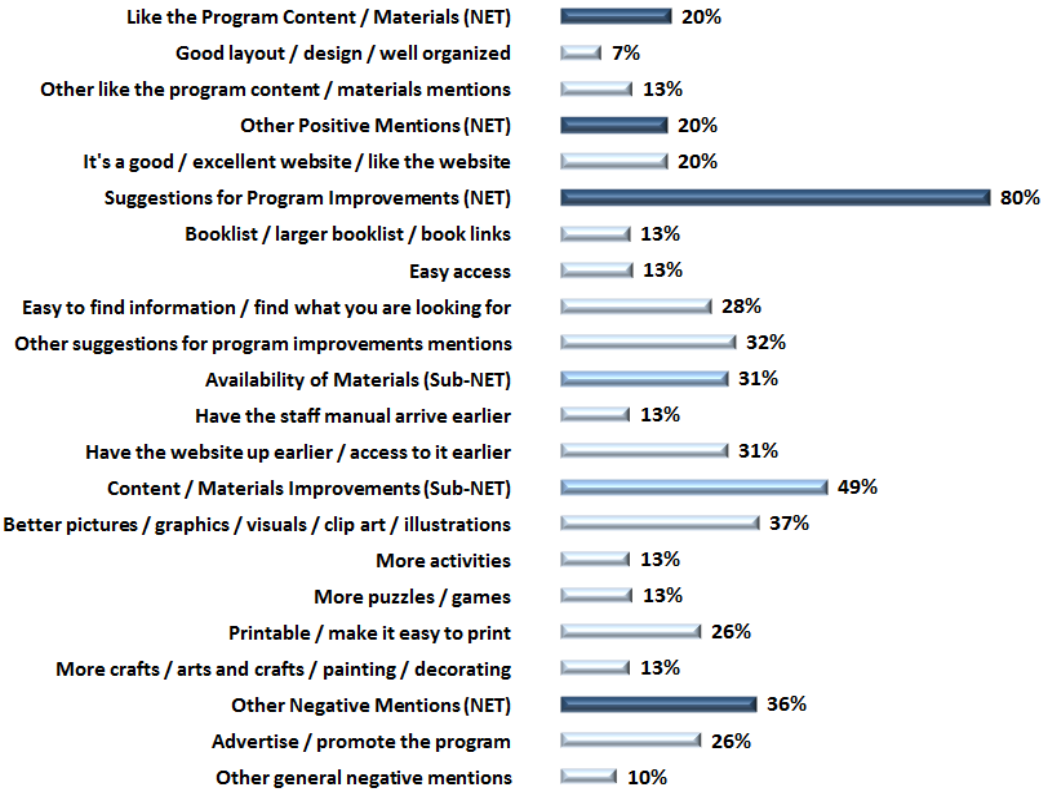


Base: 2012: All localities that submitted results (n= 259). Data is weighted to reflect all localities that participated in the TDSRC program (n=272).
Note: Only mentions 5% or higher are included.
Source: [Satisfaction_Web_Kids_3] Do you have suggestions on how to improve the web content for children? (Max. 20 words)

Web Content Improvement

Libraries were asked to provide suggestions on how to improve the web content. While 20% liked the program content, four-in-five (80%) suggested program improvements on areas such as the availability of materials (31%). This group proposed that the manual should arrive earlier (13%) or the website should be up earlier (31%) and suggested improvements to the content/materials (49%) such as better graphics (37%) and having printable materials (26%). Just over a quarter (26%) of respondents suggested increased promotion of the program.

Figure A7-13. Suggestions to Improve Web Content for Librarians

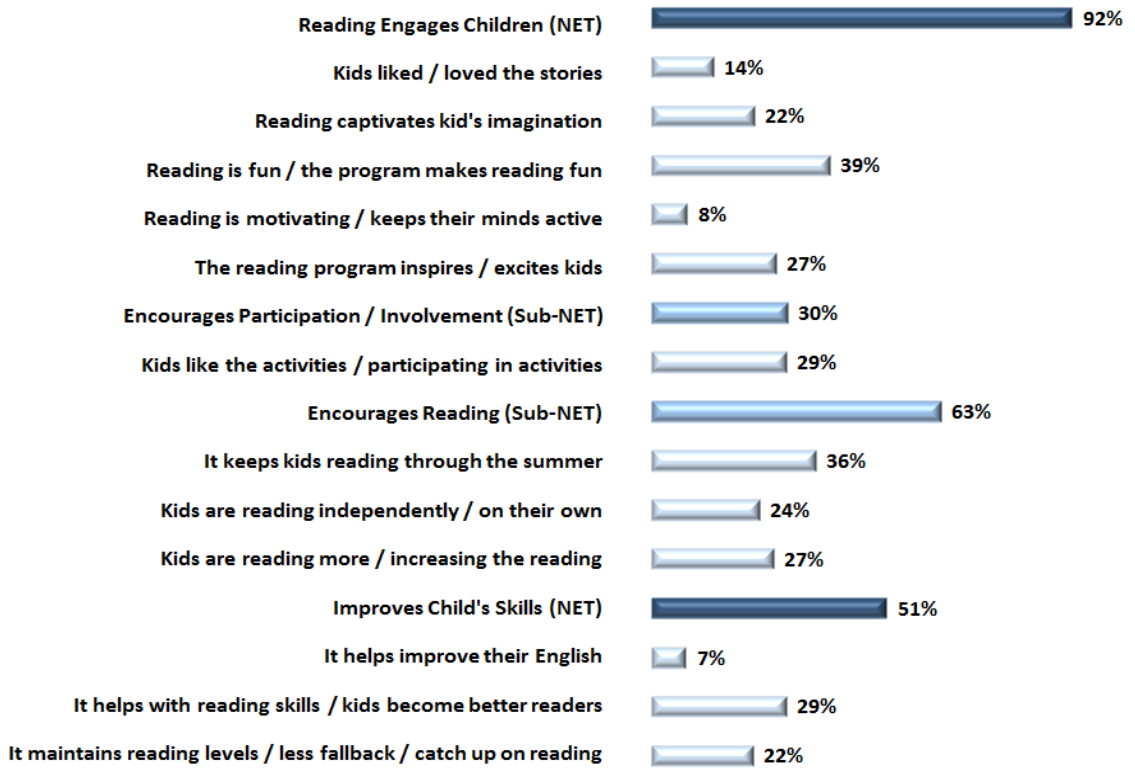


Base: 2012: All localities that submitted results (n=259). Data is weighted to reflect all localities that participated in the TDSRC program (n=272).
Note: Only mentions 5% or higher are included.
Source: [Satisfaction_Web_Librarians2] Do you have suggestions on how to improve the web content for librarians?

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 nine-in-ten (92%) said that reading engages children. This engagement has encouraged children to read or that they want to read (63%) or that have been encouraged to participate or become more involved (30%). Approximatley half (51%) reported that children's skills have also improved.

Figure A7-14. Testimonials



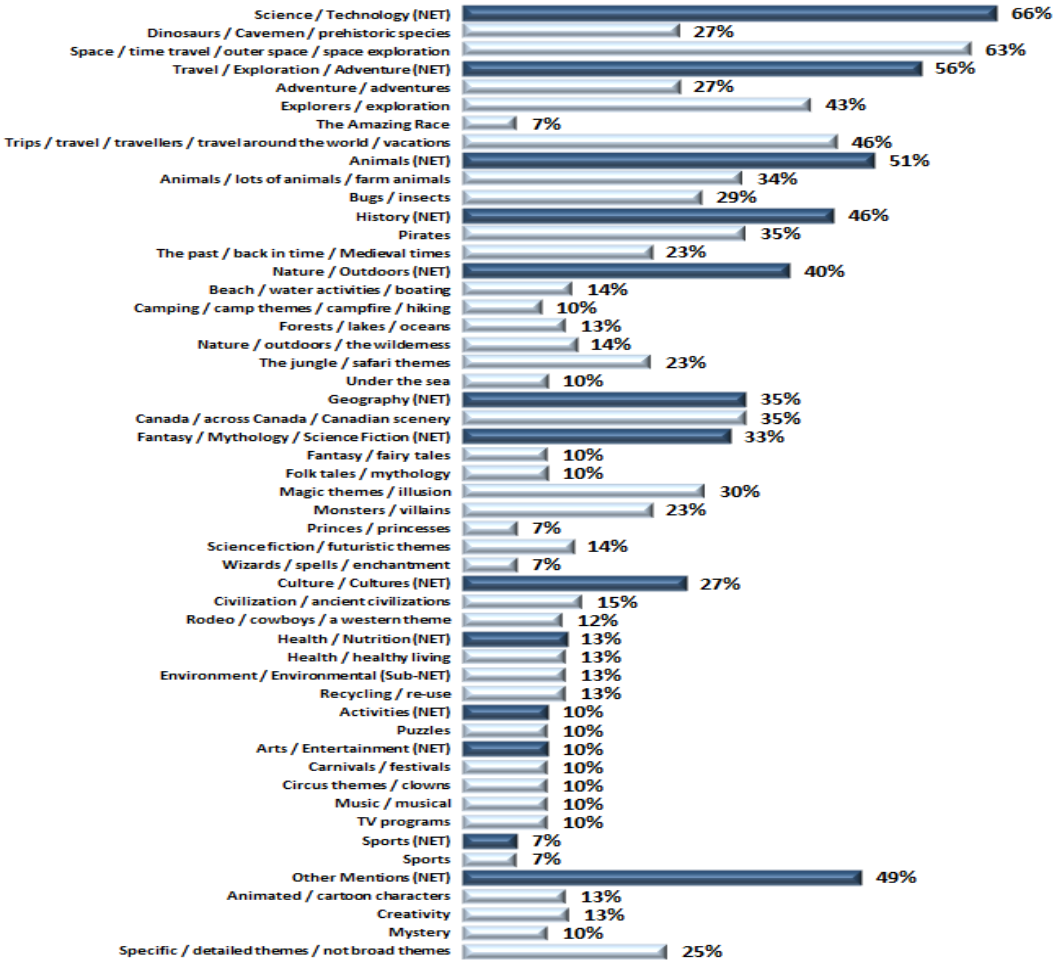
Base: All localities that submitted results (n=259). Data is weighted to reflect all localities that participated in the TDSRC program (n=272).
Note: Only mentions 5% or higher are included.
Source: [Program_Reading_Outcome] Do you have any testimonials from parents, caregivers or teachers that may indicate an improvement in reading level? (max. 70 words)

Suggestions

Future Themes

Libraries were asked to provide suggestions for future program themes. Science/Technology was the top mentioned theme (66%), specifically space/time travel/outer space/space exploration (63%). The next most frequently mentioned category was travel/exploration/adventure (56%), followed by followed by animals (51%).

Figure A7-15. Suggestions for Future Themes



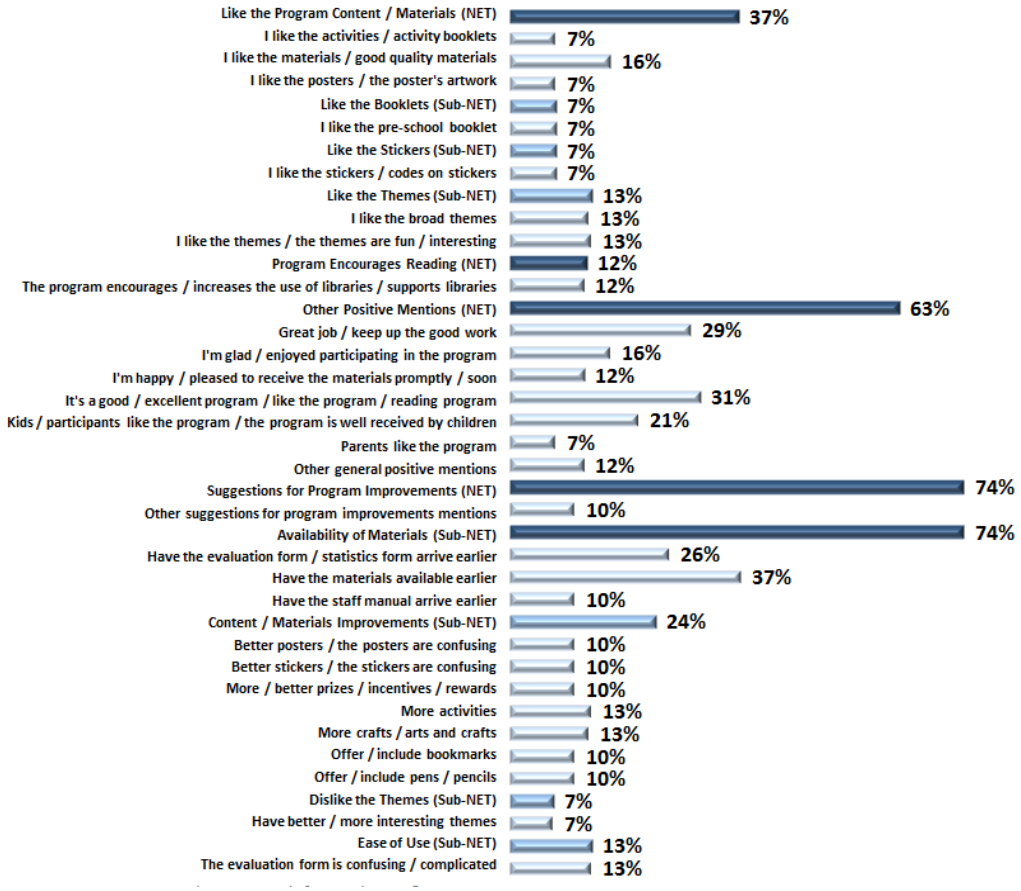
Base: 2012: All localities that submitted results (n=259). Data is weighted to reflect all localities that participated in the TDSRC program (n=272).
Note: Only mentions 5% or higher are included.
Source: [Satisfaction_Theme_2] Do you have any suggestions for the program's future themes? (Max. 20 words)

TDSRC Overall

Libraries were asked to provide suggestions on the TDSRC overall. The suggestions reveal that librarians are quite happy with the TDRSC and the vast majority of the responses are positive. Nearly two-in-five (37%) reported that they like the program content/materials and that the program encourages reading (12%).

In terms of program improvements, 74% of the libraries suggested program improvements, with 37% commenting that they would like to have the materials available earlier or have the forms earlier (26%).

Figure A7-16. Suggestions for TDSRC Overall



Base: 2012: All localities that submitted results (n=259). Data is weighted to reflect all localities that participated in the TDSRC program (n=272).
Note: Only mentions 5% or higher are included.
Source: [Satisfaction_Theme_2] Do you have any suggestions for the program's future themes? (Max. 20 words)

Appendix 8 – Prince Edward Island

Prince Edward Island Program Statistics[27]

Response Rate

The participating libraries in Prince Edward Island were asked to tally the results of participants in the summer reading club for either their own branch or on behalf of all of their subsidiary branches. In total, all 25 of the participating libraries submitted their results, representing an overall response rate of 100%.

Figure A8-1. Response Rate

	Prince Edward Island
(A) Total Participating Libraries	25
(B) Total Responded to Survey	25
(C) Survey Response Rate	100%

Source: Row (A) provided by Library and Archives Canada. Rows (B) and (C) represent data collected by Angus Reid Public Opinion

[27] Note: Small sample size (n<30) – Use with caution.

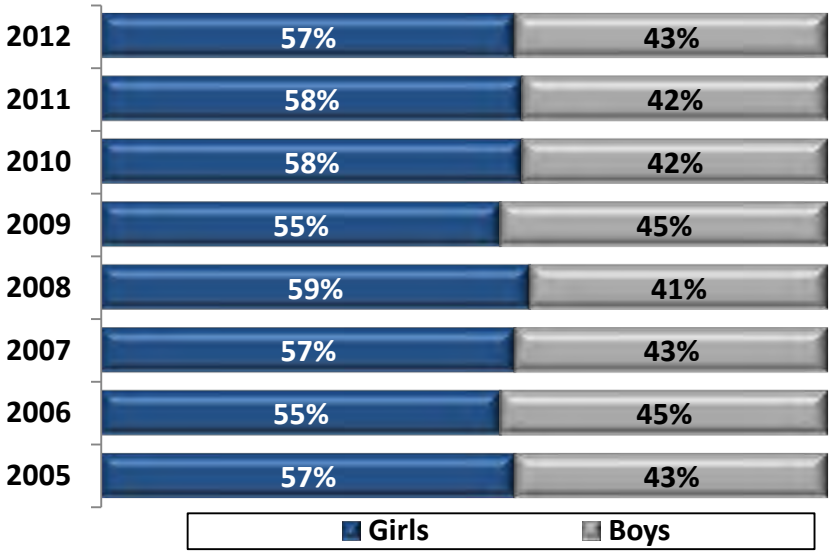
Statistics on Registration

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 2012. 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 Prince Edward Island, an estimated 1,447 children registered for the TDSRC 2012 program, a slight increase over 2011. Girls totaled 818 or 57% of the participants, while the 629 boys represent 43% of the participants, a similar ratio to 2011 and 2010.

Figure A8-2. Percentage of Participating Children by Gender



Base: All localities that submitted results (n=25). Data is weighted to reflect all localities that participated in the TDSRC program (n=25).
Source: *[Registration_1] Please provide in the totals for the number of children who registered to participate in the TDSRC 2012 with the intent to read books.*

Figure A8-3 below shows the age breakdown of participating children. For the summer of 2012, the breakdown of the participants by age and gender are almost identical to the 2011 results. Of the girls, 30% fall in the 0-5 age group, 39% are aged 6-8 (an increase of 2 points from 2011), 24% are aged 9-12 (a decline of 5 points), and 6% are 13 years or older. Among the boys, 38% are aged 0-5 (an increase of 3 points), 42% are aged 6-8 (an increase of 2 points), 18% are aged 9-12, and 2% are aged 13 and older.

Figure A8-3. Percentage of Participating Children by Gender and Age

GIRLS	2012	2011	2010	2009	2008	2007	2006	2005
0-5	30%	31%	29%	29%	24%	25%	23%	22%
6-8	39%	37%	45%	44%	45%	45%	41%	42%
9-12	24%	29%	24%	25%	28%	26%	34%	32%
13+	6%	3%	2%	2%	3%	4%	2%	4%

BOYS	2012	2011	2010	2009	2008	2007	2006	2005
0-5	38%	35%	34%	31%	25%	27%	27%	22%
6-8	42%	40%	43%	42%	46%	44%	36%	48%
9-12	18%	24%	22%	25%	28%	29%	34%	29%
13+	2%	1%	1%	1%	2%	1%	2%	1%

Base: All localities that submitted results (n=25). Data is weighted to reflect all localities that participated in the TDSRC program (n=25).
Source: *[Registration_1] Please provide in the totals for the number of children who registered to participate in the TDSRC 2012 with the intent to read books.*

Figure A8-4 below summarizes the participation rate[28] for Prince Edward Island by age and gender based on 2011 census data. Participation rates were similar to 2011 levels (a slight increase overall of 0.07%) with higher participation in the 6-8 and 13+ age categories.

Figure A8-4. Number of Participating Children

	2011 Census			2012 TD SRC Registrants			% Participating Children		
	(A)	(B)	(C)	(D)	(E)	(F)	2012	2011	2010
Province/ Territory	Total Children	Total Boys	Total Girls	Total Children	Total Boys	Total Girls	Total Children	Total Children	Total Children
PEI	28,795	14,645	14,130	1,447	629	818	5.03%	5.43%	5.27%
0-5	8,665	4,385	4,275	486	238	248	5.61%	5.63%	5.26%
6-8	4,525	2,260	2,260	585	266	319	12.93%	11.51%	12.73%
9-12	6,380	3,250	3,120	311	113	198	4.87%	5.33%	4.47%
13+	9,225	4,750	4,475	65	12	53	0.70%	0.48%	0.33%

Base: All localities that submitted results (n=25). Data is weighted to reflect all localities that participated in the TDSRC program (n=25).
Source: *[Registration_1] Please provide in the totals for the number of children who registered to participate in the TDSRC 2012 with the intent to read books.*
Columns (A) through (C) provided by Statistics Canada Census 2011. Column (D) through (F) represents data collected by Angus Reid Public Opinion

[28] Participation figures prior to 2012 were based on the 2006 Statistics Canada Census.

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, 39 reading kits and 1,648 posters were distributed across Prince Edward Island.

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[29], 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 511 organized programs and activities were scheduled in libraries across Prince Edward Island over the months of July and August 2011. Total attendance amounted to 9,624 children. This translates to an approximate average of 18.8 children per activity.

[29] In instances wehre attendance numbers were not specified, registration numbers for that specific library were used.

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 or both[30]. Of the libraries who reported their own data, almost half (48%) of the localities in Prince Edward Island ran the summer reading club, while slightly more than half (52%) ran the program as both as a drop-in and as a club.

Program Successes

Depending on how libraries implemented the program, they tracked the impact of the 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 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 Prince Edward Island, all of the libraries used stickers as incentives for children to read more books. In total, 439 children reached the target of collecting all nine stickers.

Books Read and Hours Spent Reading

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

- Read 14.2 books;
- Spent an average of 7.9 hours reading.

[30] From the librarian survey, we are able to ascertain which format was chosen for each individual library as these libraries reported for their own operations. For those who completed the coordinator study and therefore reporting for multiple individual libraries, this analysis was not possible as results were rerpoed in the aggregate.

The average number of books read per child translates to a total of 14,488 books read within Prince Edward Island as part of the program.

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, day camps and daycares in order to promote the program.

In total, 33 visits to schools resulted in 320 children joining the program; 7 visits to day camps resulted in 120 children joining; and 9 visits to child care centres resulted in 122 children joining.

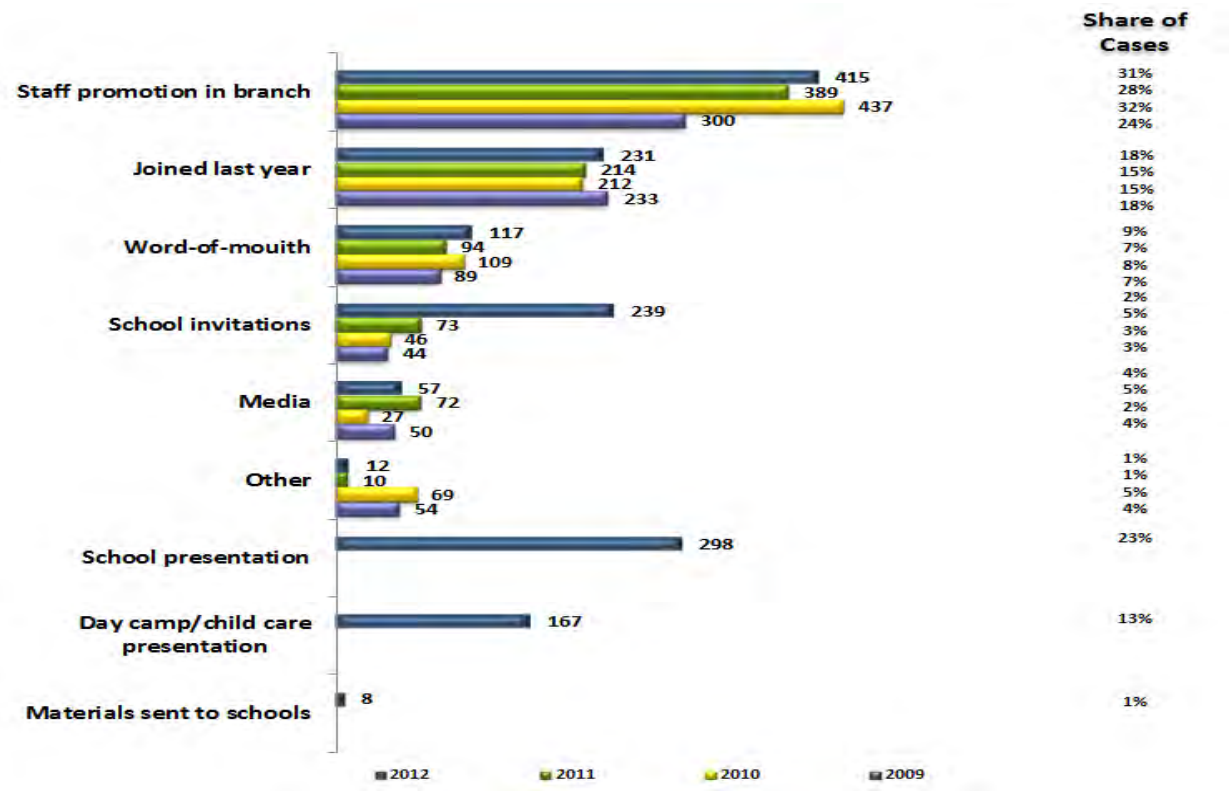
Method of Promotion

Promotional aspects were further investigated by asking librarians to tally, from the registration forms, about how the participants first heard about the program (Figure A8-5).

About two of every three participants first heard about the TDSRC program by one of three methods:

- Almost one third (31% or 415) first heard about the TDSRC program through staff promotion in the branch;
- Almost one in four (23% or 298) saw a presentation at school; and
- Almost one in five (18% or 231) joined last year.

Figure A8-5. How Participants First Heard About the Program



Base: All localities that submitted results (n=25). Data is weighted to reflect all localities that participated in the TDSRC program (n=25).
Source: [Program_Promotion_1] Please transcribe the totals from your registration form to the appropriate promotion methods listed below: How many participants first heard about the TDSRC by the following methods?

Satisfaction

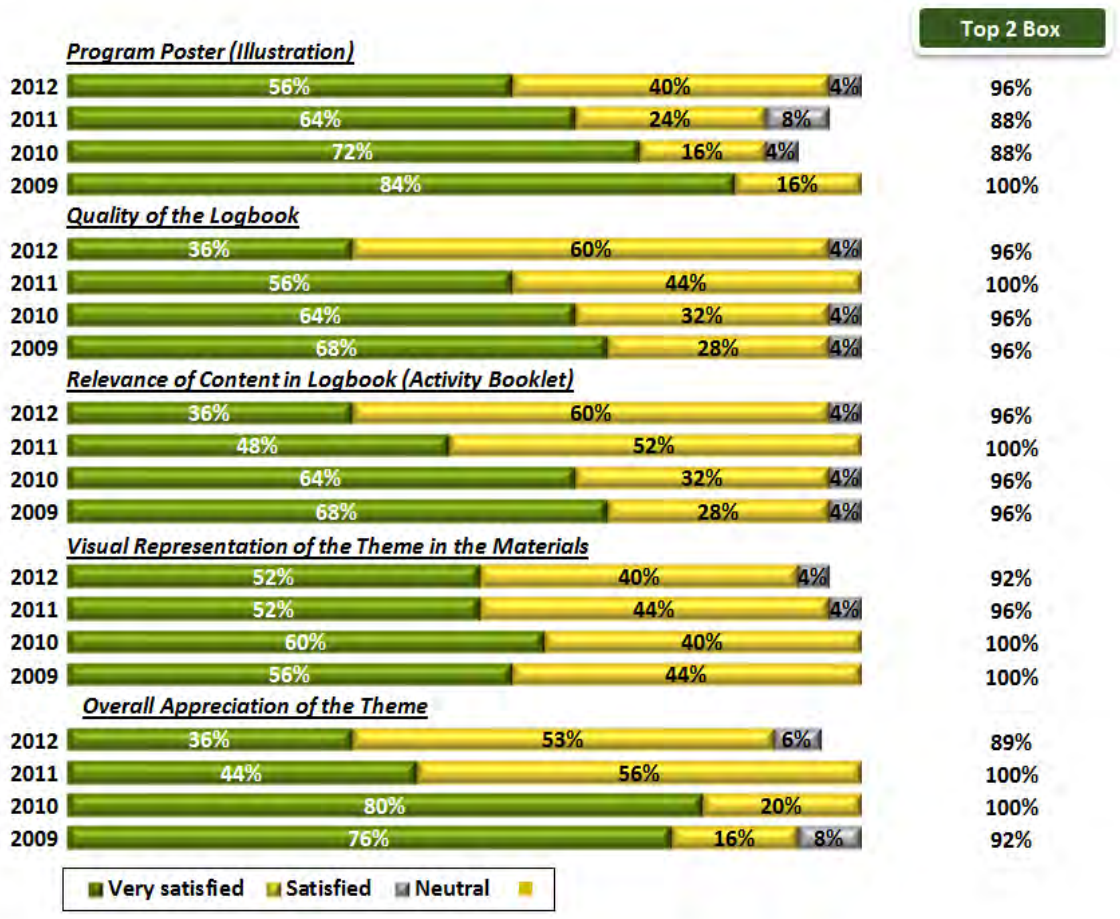
Satisfaction with Program Elements

The 2012 Statistics and Evaluation Form included questions that 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.

Despite the drop in satisfaction levels this year over last year, satisfaction remains very high for the province of Prince Edward Island. Top two box scores (the sum of “very satisfied” and “satisfied” responses) reveal that the vast majority of localities (96%) in Prince Edward Island were satisfied with

the program poster, the quality and the relevance of the content in the logbook. There was a sizeable drop in satisfaction levels regarding the overall appreciation of the theme (89% from 100%) (Figure A8-6). Conversely, there was an 8% increase in satisfaction with the poster (96%) in comparison with 2011.

Figure A8-6. Satisfaction with Program Elements

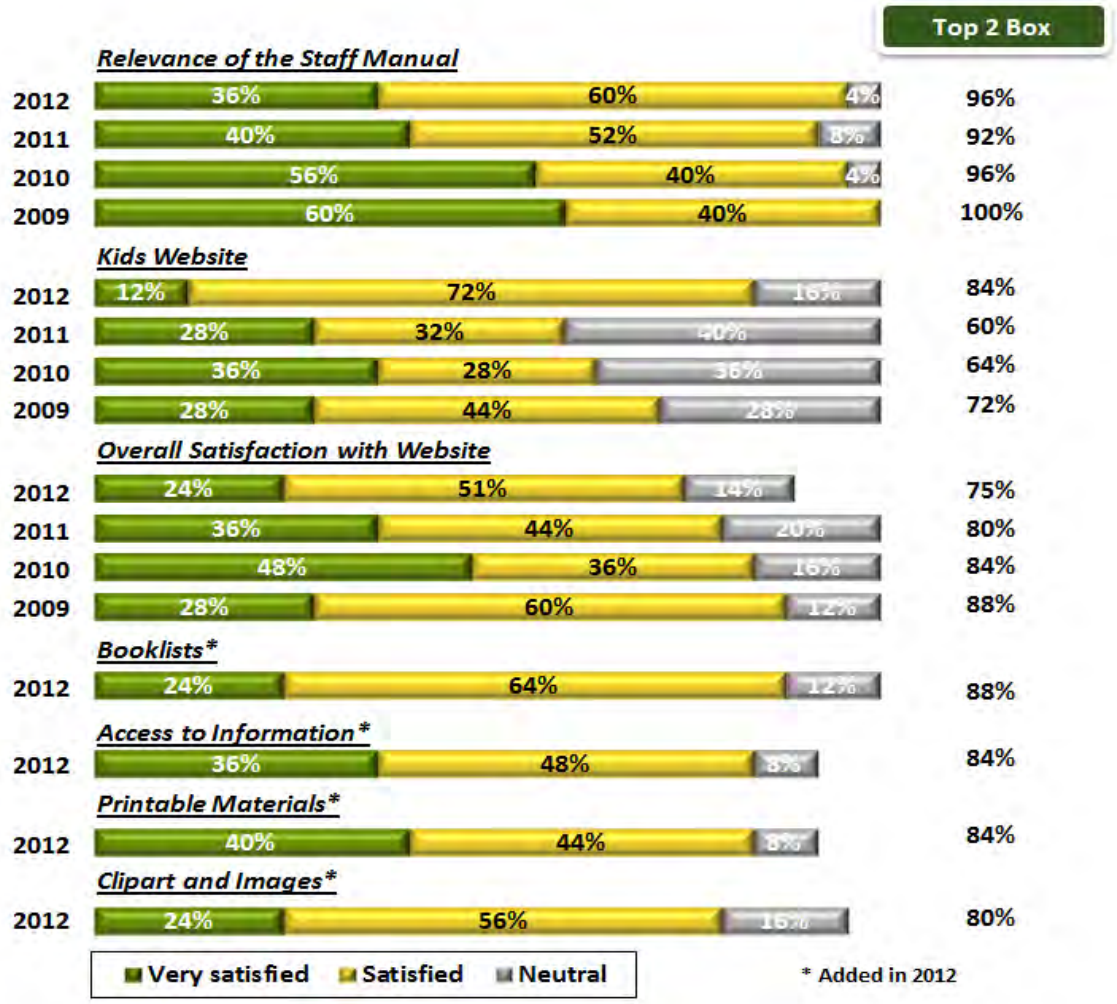


Base: All localities that submitted results (n=25). Data is weighted to reflect all localities that participated in the TDSRC program (n=25).
Source: [Satisfaction_Theme_1] Please rate your level of satisfaction with the program elements listed below. [Satisfaction_Materials_1]Please rate your level of satisfaction with the program elements listed below in regards to the material and printing. [Satisfaction_Content_1] Please rate your level of satisfaction with the program elements listed below in regards to the content of the materials. [Satisfaction_Poster_1] Please rate your level of satisfaction with the program elements listed below in regards to the poster.

Libraries also rated their level of satisfaction with other program materials, such as various aspects of the website, promotional materials and the Staff Manual (Figure A8-7). Top two box scores reveal that 96% of libraries in Prince Edward Island were satisfied with the relevance of the Staff Manual, a slight

increase from last year's 92%. Satisfaction with the Kids' Website experienced a dramatic increase of 24% to 84% while the overall satisfaction with the website dropped 5% to 75% from 80%.

Figure A8-7. Satisfaction with Web Content and Support Material



Base: All localities that submitted results (n=25). Data is weighted to reflect all localities that participated in the TDSRC program (n=25).
Source: [Satisfaction_Web_Librarians_1] Please rate your level of satisfaction with the program elements listed below in regards to the web content for librarians – Overall Satisfaction. [Satisfaction_Web_Librarians_2] Please rate your level of satisfaction with the program elements listed below in regards to the web content for librarians – Clip Art and Images. [Satisfaction_Web_Librarians_3] Please rate your level of satisfaction with the program elements listed below in regards to the web content for librarians – Staff Manual. [Satisfaction_Web_Librarians_4] Please rate your level of satisfaction with the program elements listed below in regards to the web content for librarians – Booklists. [Satisfaction_Web_Librarians_4] Please rate your level of satisfaction with the program elements listed below in regards to the web content for librarians – Access to Information. [Satisfaction_Web_Librarians_5] Please rate your level of satisfaction with the program elements listed below in regards to the web content for librarians – Printable Documents. [Satisfaction_Web_Kids_1] Please rate your level of satisfaction with the program elements listed below in regards to the web content for children.

Comments

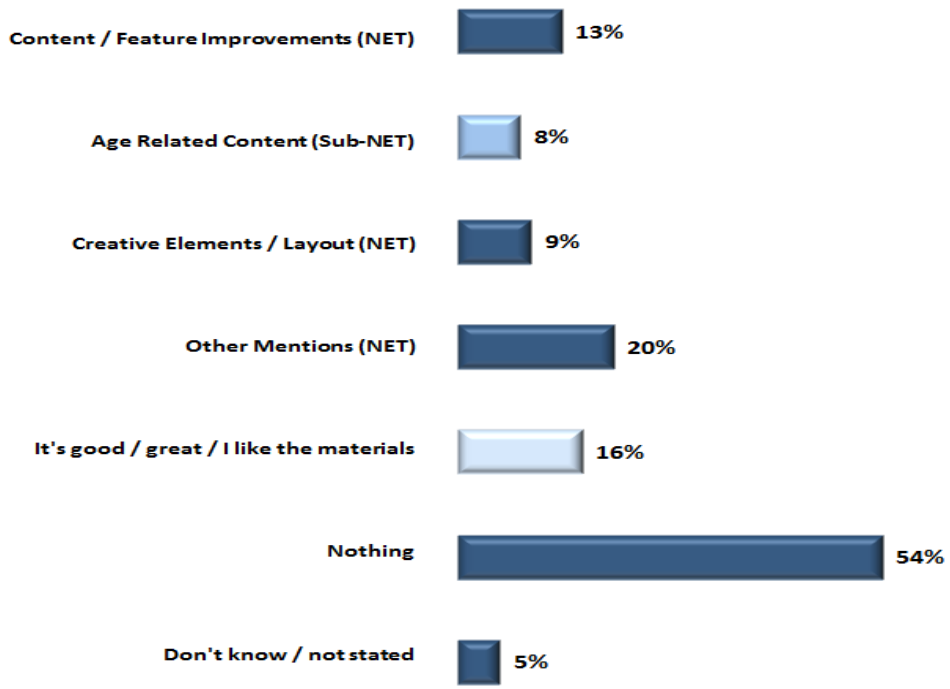
Program Outcomes

Libraries were asked how to improve various aspects of the program. Below is the analysis of their comments.

Improvements to Materials

When asked about improvements for the material for future programs, more than half of the libraries did not state any improvements (54%). But of those who made suggestions, improvements to the content/features was mentioned by more than one-in-ten libraries (13%) especially with regards to age-related material (8%).

Figure A8-8.Improvements for Support Materials

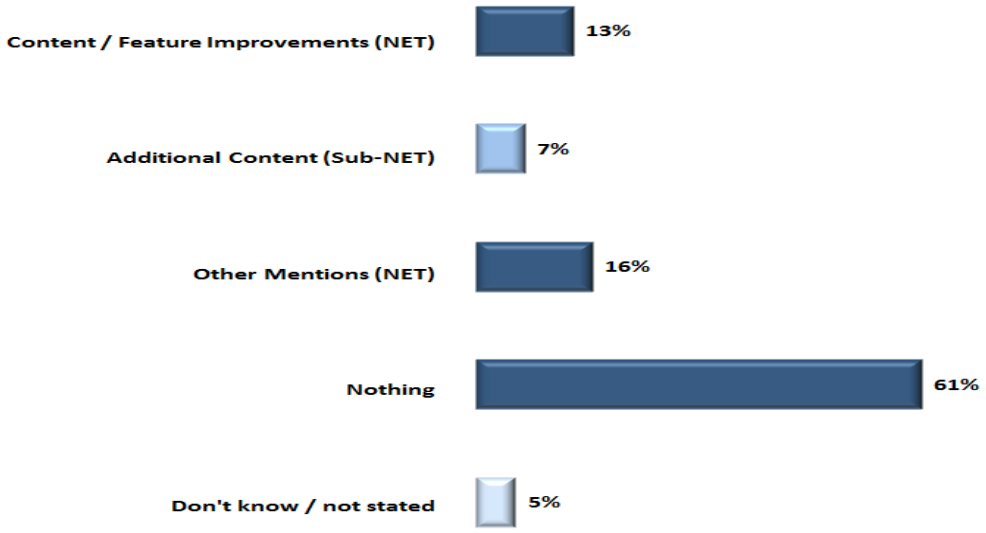


Base: 2012: All localities that submitted results (n=25). Data is weighted to reflect all localities that participated in the TDSRC program (n=25).
Note: Only mentions 5% or higher are included.
Source: [Satisfaction_Materials_2] Do you have any suggestions on how to improve the material for future programs? (Max. 20 words)

Improvements to the Content of the Materials

Suggestions to improve the content of the materials include having additional content (30%), addressing creative elements (11%) and the ease of use (9%).

Figure A8-9: Suggestions for Improving Content Materials



Base: 2012: All localities that submitted results (n=25). Data is weighted to reflect all localities that participated in the TDSRC program (n=25).
Note: Only mentions 5% or higher are included. **Source:** [Satisfaction_Content_2] Do you have any suggestions on how to improve the content of the material for future programs? (Max. 20 words)

Comments on the Poster

Libraries were asked to provide their comments concerning the poster. No comments were provided.

Kids' Website Ease of Use

Libraries were asked to provide suggestions on improvements to the ease of use of the kids' website. No comments were provided.

Suggestions to Improve Kids' Website

Libraries were asked to provide suggestions on improvements to the content of the kids' website. No comments were provided.

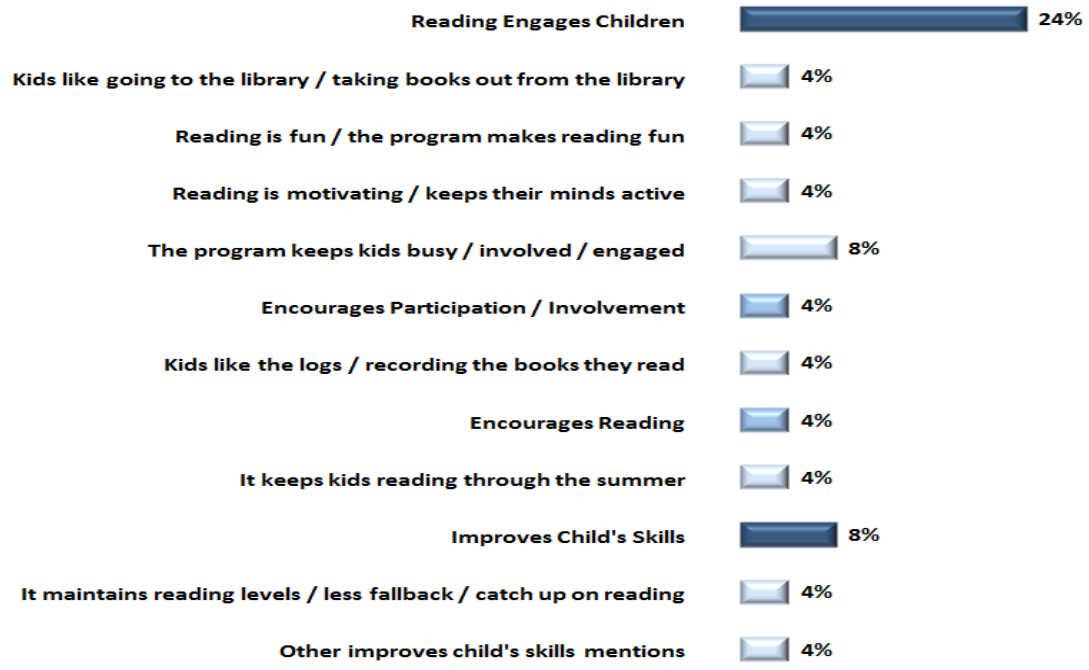
Web Content Improvement

Libraries were asked to provide suggestions on improvements to the web content overall. No comments were provided.

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, almost one in four (24%) said that children are engaged with reading. This engagement has encouraged children to participate or become involved in reading (8%). Librarians' also noted that children's skills have also improved (8%).

Figure A8-10. Testimonials



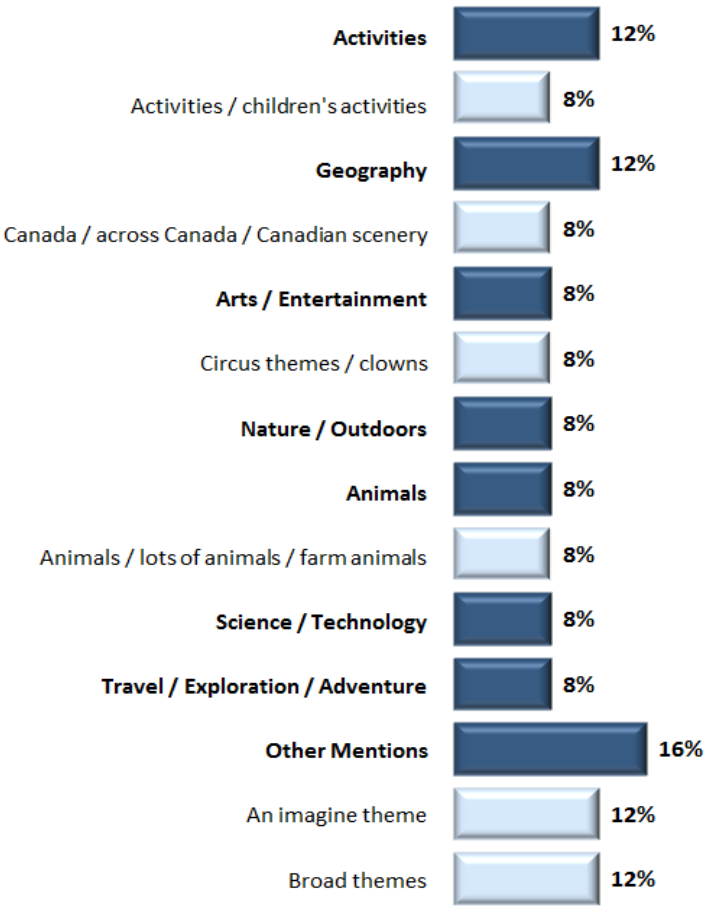
Base: All localities that submitted results (n=25). Data is weighted to reflect all localities that participated in the TDSRC program (n=25).
Note: Only mentions 4% or higher are included.
Source: [Program_Reading_Outcome] Do you have any testimonials from parents, caregivers or teachers that may indicate an improvement in reading level? (max. 70 words)

Suggestions

Future Themes

Libraries were asked to provide suggestions for future program themes. More than one in ten (12%) suggested an Activities or Geography Theme while other suggested a general "an imagine" theme or broader themes.

Figure A8-11. Suggestions for Future Themes



Base: 2012: All localities that submitted results (n=25). Data is weighted to reflect all localities that participated in the TDSRC program (n=25).
Note: Only mentions 5% or higher are included.
Source: [Satisfaction_Theme_2] Do you have any s

Appendix 9 – Nova Scotia

Nova Scotia Program Statistics

Response Rate

Within Nova Scotia, 88 of the 97 participating individual libraries submitted their results, representing an overall response rate of 91%.

Figure A9-1. Response Rate

	Nova Scotia
(A) Total Participating Libraries	97
(B) Total Responded to Survey	88
(C) Survey Response Rate	91%

Source: Row (A) provided by Library and Archives Canada. Rows (B) and (C) represent data collected by Angus Reid Public Opinion

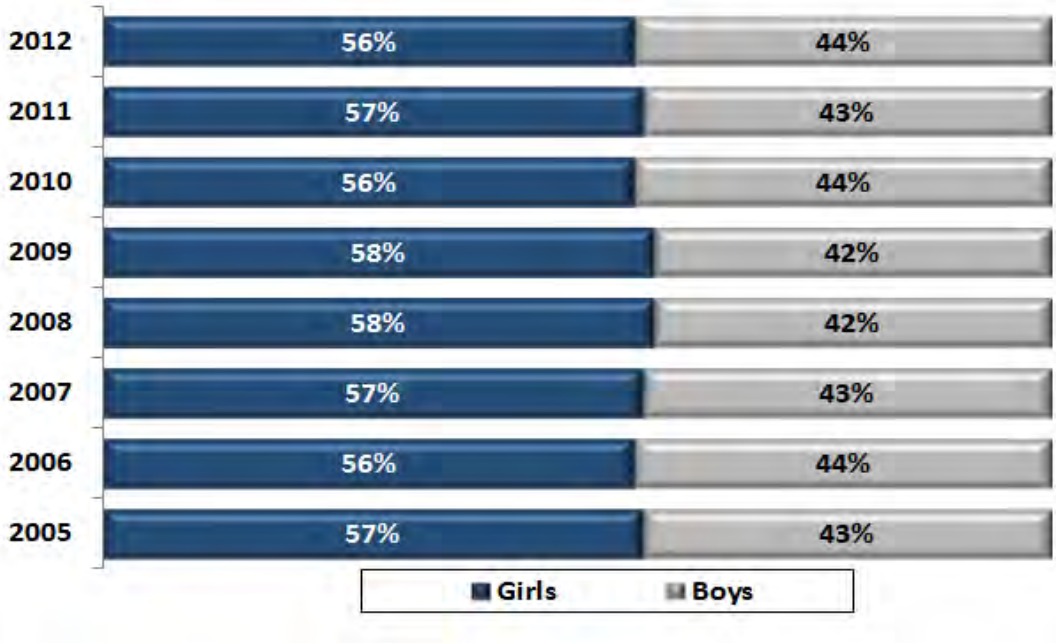
Statistics on Registration

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 2012. 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 15,131 children registered for the TDSRC 2012 program, an increase from 2011 (13,348). Girls comprise 8,503 or 56% of the participants, while the 6,628 boys represent 44% of the participants, comparable to previous years.

Figure A9-2. Percentage of Participating Children by Gender



Base: All localities that submitted results (n=88). Data is weighted to reflect all localities that participated in the TDSRC program (n=97).
Source: *[Registration_1] Please provide in the totals for the number of children who registered to participate in the TDSRC 2012 with the intent to read books.*

Figure A9-4 shows the age breakdown of participating children. In 2012, the breakdown of the participants by age and gender are comparable to 2011. Of the girls, one-fifth (20%) fall in the 0-5 age group, 37% are aged 6-8, 36% are aged 9-12, and 7% are 13 years or older. Among the boys, 23% are aged 0-5, 40% are aged 6-8, 32% are aged 9-12, and 5% are aged 13 and older.

Figure A9-3. Percentage of Participating Children by Gender and Age

GIRLS	2012	2011	2010	2009	2008	2007	2006	2005
0-5	20%	19%	19%	18%	18%	17%	14%	11%
6-8	37%	37%	37%	37%	40%	37%	41%	43%
9-12	36%	37%	38%	39%	38%	39%	40%	40%
13+	7%	6%	7%	6%	4%	7%	4%	6%

BOYS	2012	2011	2010	2009	2008	2007	2006	2005
0-5	23%	23%	22%	21%	20%	20%	16%	10%
6-8	40%	41%	40%	40%	44%	42%	46%	47%
9-12	32%	31%	34%	35%	34%	34%	35%	39%
13+	5%	4%	4%	4%	2%	5%	4%	4%

Base: All localities that submitted results (n=88). Data is weighted to reflect all localities that participated in the TDSRC program (n=97).
Source: *[Registration_1] Please provide in the totals for the number of children who registered to participate in the TDSRC 2012 with the intent to read books.*

Figure A9-5 summarizes the participation rate for Nova Scotia by age and gender based on 2011 census data. Participation rates[31] were comparable to 2011 with higher participation in all age categories except 13+.

Figure A9-4. Number of Participating Children

	2011 Census			2012 TD SRC Registrants			% Participating Children		
	(A)	(B)	(C)	(D)	(E)	(F)	2012	2011	2010
Province/Territory	Total Children	Total Boys	Total Girls	Total Children	Total Boys	Total Girls	Total Children	Total Children	Total Children
Nova Scotia	171,790	87,820	83,985	15,131	6,628	8,503	8.81%	8.40%	7.55%
0-5	52,725	27,070	25,660	3,256	1,551	1,705	6.18%	5.41%	4.70%
6-8	26,460	13,455	13,010	5,833	2,668	3,166	22.04%	18.02%	15.90%
9-12	38,310	19,545	18,765	5,149	2,092	3,057	13.44%	10.78%	10.08%
13+	54,295	27,750	26,550	893	317	575	1.63%	2.05%	1.86%

Base: All localities that submitted results (n=88). Data is weighted to reflect all localities that participated in the TDSRC program (n=97).
Source: *[Registration_1] Please provide in the totals for the number of children who registered to participate in the TDSRC 2012 with the intent to read books.*
Columns (A) through (C) provided by Statistics Canada Census 2011. Column (D) through (F) represents data collected by Angus Reid Public Opinion

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, 9,786 reading kits as well as 6,273 posters were distributed across Nova Scotia.

[31] Participation rates prior to 2012 were based on the 2006 Statstics Canada Census.

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[32], 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 1,300 organized programs and activities were scheduled in libraries across Nova Scotia over the months of July and August 2011. Total attendance amounted to 26,766 children. This translates to an approximate average of 20.6 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 or both[33]. This information is not available for Nova Scotia.

[32] In instances were attendance numbers were not specified, registration numbers for that specifc library were ysed.
[33] From the librarian survey, we are able to ascertain which format was chosen for each individual library as these libraries reported for their own operations. For those who completed the coordinator study and therefore reporting for multiple individual libraries, this is analysis is not possible as results were reported in the aggregate.

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 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 Nova Scotia, 91% of the libraries used stickers as incentives for children to read more books. Among these systems, 15,131 children reached the target of collecting all nine stickers.

Books Read and Hours Spent Reading

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

- Read 12.4 books;
- Spent an average of 6.1 hours reading.

The average number of books read per child translates to a total of 202,419 books read within Nova Scotia as part of the Summer Reading Club.

Method of Promotion

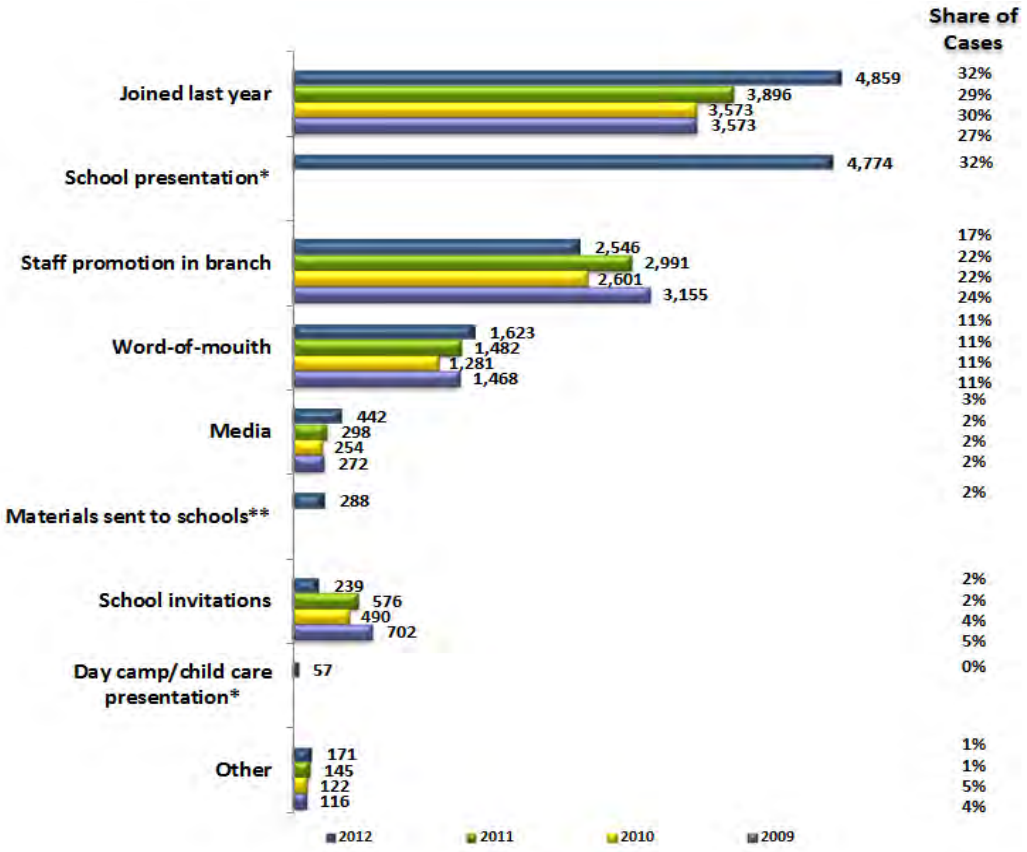
Promotional aspects were further investigated by asking librarians to tally, from the registration forms, about how the participants first heard about the program (Figure A9-5).

Participants first heard about the TDSRC program by one of three methods:

- About one-third either joined last year (32% or 4,859) or heard about from a school presentation participants (32% or 4774):
- Less than one in five (17% or 2,546) participants said it was from staff promotions.

All other methods garnered less than 10% of the mentions.

Figure A9-5. How Participants First Heard About the Program



* School presentation and Day camps/children presentation were separated in 2012.
** Materials sent to school were added in 2012.
Base: All localities that submitted results (n=88). Data is weighted to reflect all localities that participated in the TDSRC program (n=97).
Source: [Program_Promotion_1] Please transcribe the totals from your registration form to the appropriate promotion methods listed below: How many participants first heard about the TDSRC by the following methods?

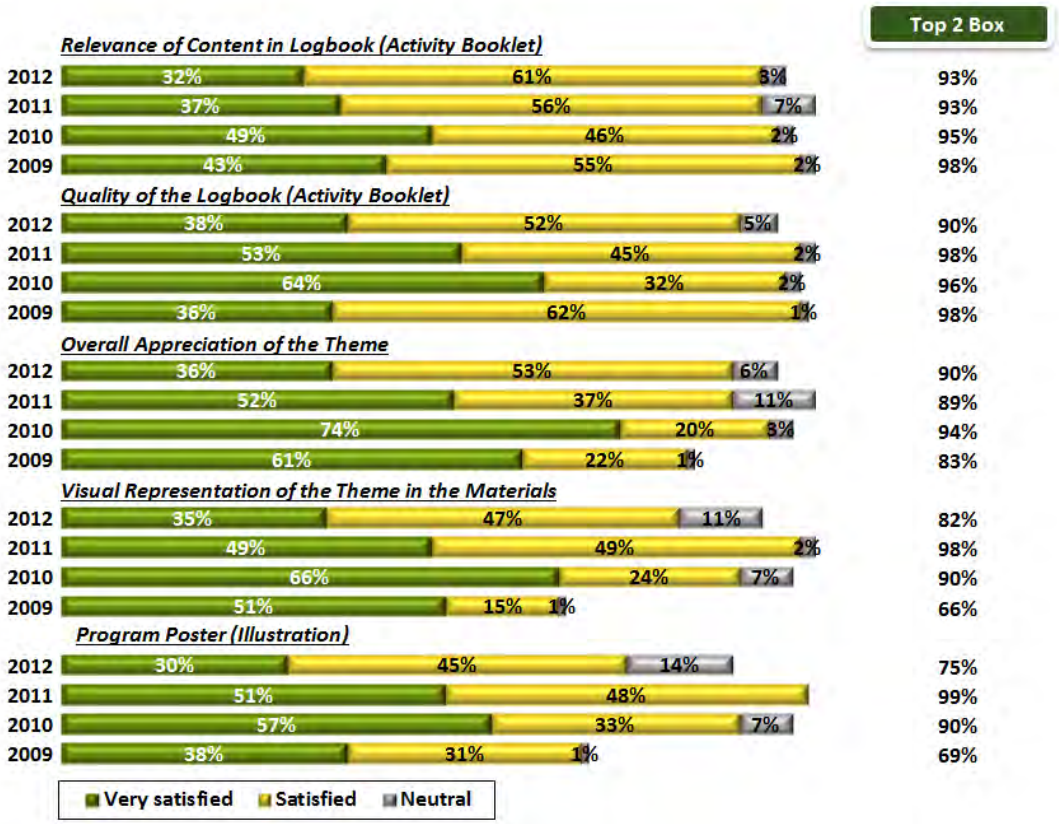
Satisfaction

Satisfaction with Program Elements

The 2012 Statistics and Evaluation Form included questions that 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 reveals that satisfaction with the relevance of the Content in the Logbook remains the highest at 93%, no change from last year.

Figure A9-6. Satisfaction with Program Elements

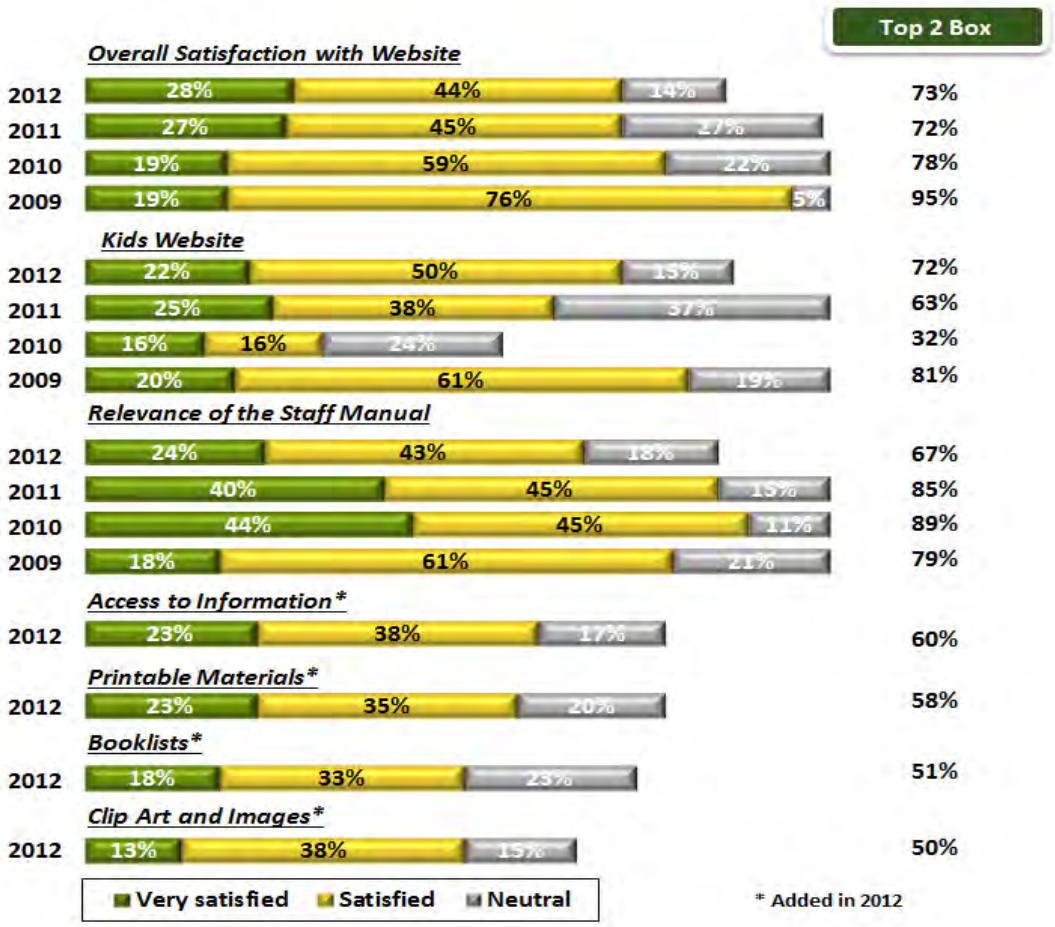


Base: All localities that submitted results (n=88). Data is weighted to reflect all localities that participated in the TDSRC program (n=97).
Source: [Satisfaction_Theme_1] Please rate your level of satisfaction with the program elements listed below. [Satisfaction_Materials _1]Please rate your level of satisfaction with the program elements listed below in regards to the material and printing. [Satisfaction_Content_1] Please rate your level of satisfaction with the program elements listed below in regards to the content of the materials. [Satisfaction_Poster_1] Please rate your level of satisfaction with the program elements listed below in regards to the poster.

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

Top two box scores reveal that 83% of libraries in Nova Scotia were satisfied overall with the website for librarians, no change from last year. Satisfaction with the Kids' website was 72% this year, an increase of 9% from 2011.

Figure A9-7. Satisfaction with Program Materials



Base: All localities that submitted results (n=88). Data is weighted to reflect all localities that participated in the TDSRC program (n=97).
Source: [Satisfaction_Web_Librarians_1] Please rate your level of satisfaction with the program elements listed below in regards to the web content for librarians – Overall Satisfaction. [Satisfaction_Web_Librarians_2] Please rate your level of satisfaction with the program elements listed below in regards to the web content for librarians – Clip Art and Images. [Satisfaction_Web_Librarians_3] Please rate your level of satisfaction with the program elements listed below in regards to the web content for librarians – Staff Manual. [Satisfaction_Web_Librarians_4] Please rate your level of satisfaction with the program elements listed below in regards to the web content for librarians – Booklists. [Satisfaction_Web_Librarians_4] Please rate your level of satisfaction with the program elements listed below in regards to the web content for librarians – Access to Information. [Satisfaction_Web_Librarians_5] Please rate your level of satisfaction with the program elements listed below in regards to the web content for librarians – Printable Documents. [Satisfaction_Web_Kids_1] Please rate your level of satisfaction with the program elements listed below in regards to the web content for children.

Comments

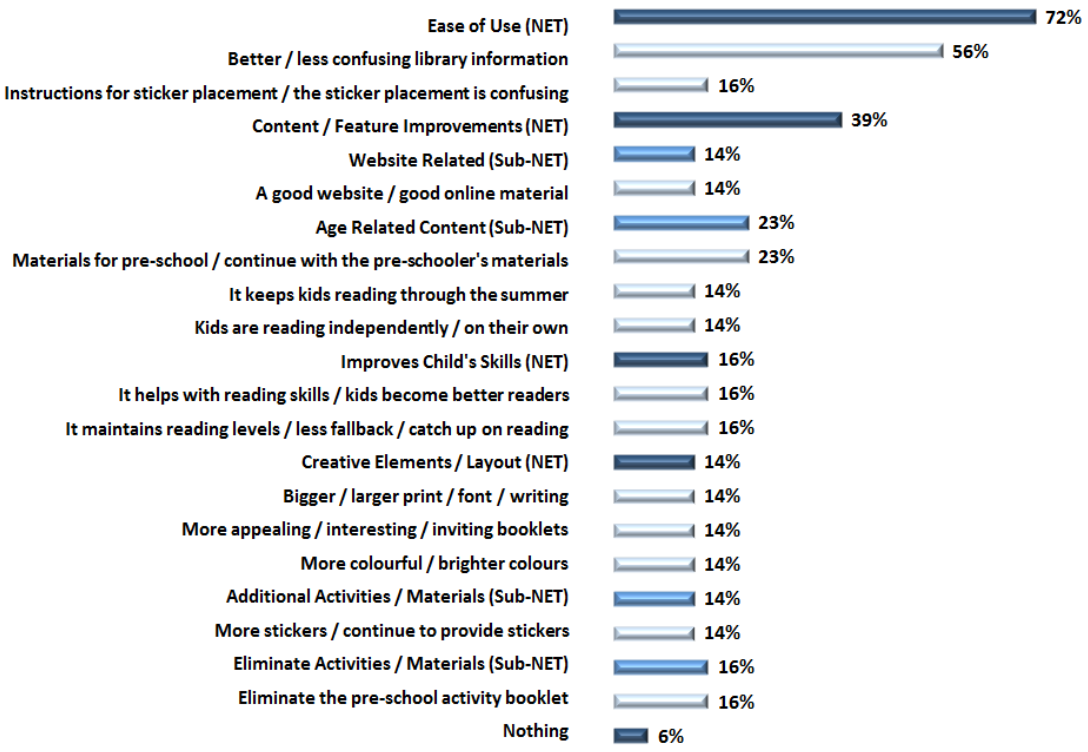
Program Outcomes

Libraries were asked how to improve various aspects of the program. Below is the analysis of their comments.

Improvements to Materials

When asked about improvements for the material for future programs 72% mentioned improving Ease of use, specifically regarding the issue of better/less confusing library information (56%). The second most mentioned improvement concerned improvements to the content/feature (39%) such as issues related to the website (14%) and age-related content (23%).

Figure A9-8.Improvements for Support Materials

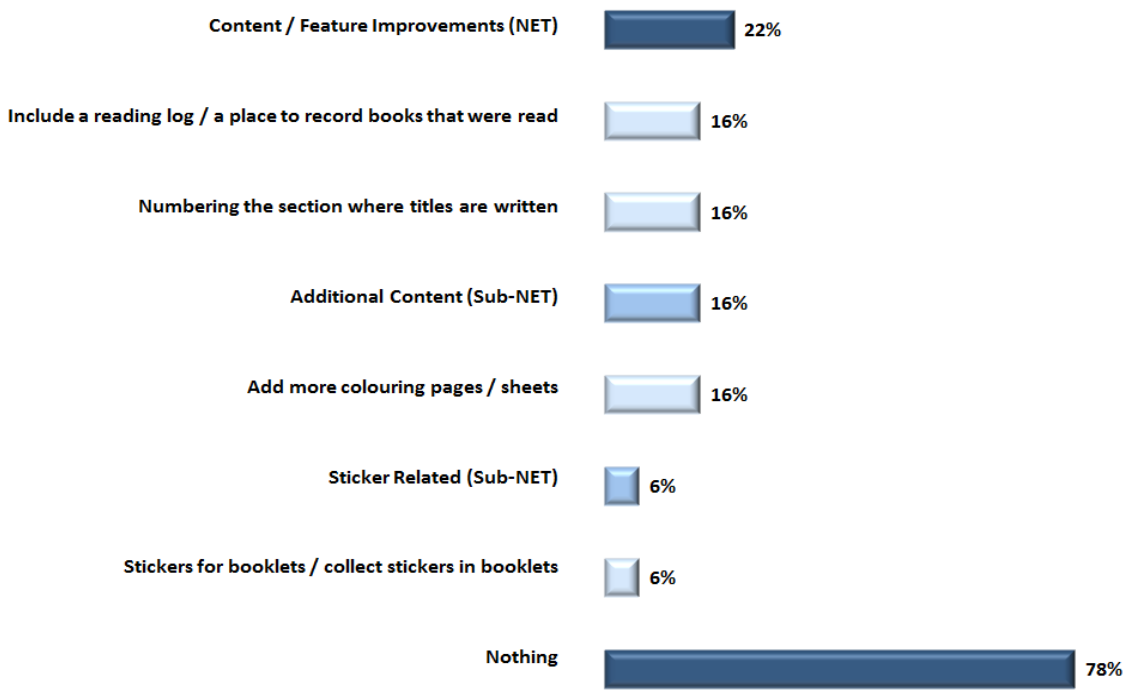


Base: 2012: All localities that submitted results (n=88). Data is weighted to reflect all localities that participated in the TDSRC program (n=97).
Note: Only mentions 5% or higher are included.
Source: [Satisfaction_Materials_2] Do you have any suggestions on how to improve the material for future programs? (Max. 20 words)

Improvements to the Content of the Materials

More than three-quarters of the libraries did not make any suggestions to the improvement of content materials (78%). But of the group that did, many felt the need to include a reading log (16%) or additional content (16%) such as more colouring pages.

Figure A9-9: Suggestions for Improving Content Materials

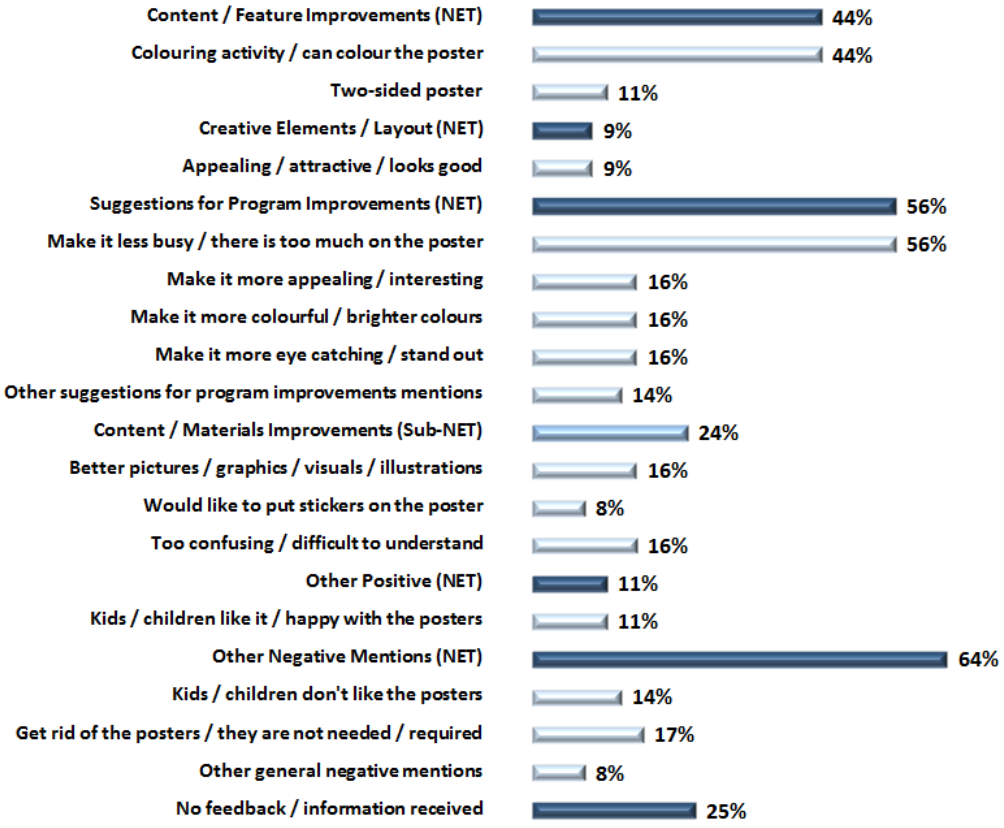


Base: 2012: All localities that submitted results (n=88). Data is weighted to reflect all localities that participated in the TDSRC program (n=97).
Note: Only mentions 5% or higher are included.
Source: [Satisfaction_Content_2] Do you have any suggestions on how to improve the content of the material for future programs? (Max. 20 words)

Comments on the Poster

Libraries were asked to provide their comments concerning the poster. One in four made no comments regarding the poster (25%) but more than half (56%) commented on making it less busy and another 24% commented on improvements to the content/materias such as make it more appealing (16%), colourful (16%), and eye-catching. About one-in-ten either liked/were happy with the poster (11%) but 14% did not like the poster.

Figure A9-10: Comments on the Poster

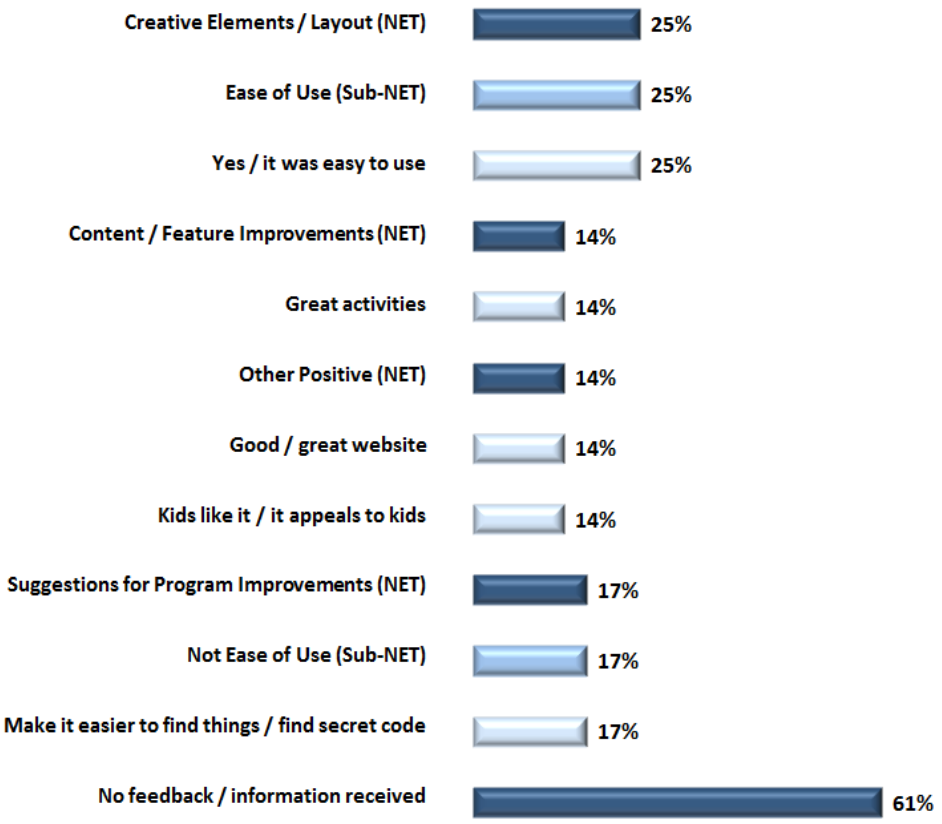


Base: 2012: All localities that submitted results (n=88). Data is weighted to reflect all localities that participated in the TDSRC program (n=97).
Note: Only mentions 5% or higher are included.
Source: [Satisfaction_Poster_2] Do you have any comments on the poster? (Max. 20 words)

Kids' Website Ease of Use

Libraries were asked to provide suggestions on improvements to the ease of use of the kids' website. More than three-in-five (61%) did not provide any feedback. Almost one-in-five (17%) mentioned that the website was not easy to use, and proposed making it easier to find things such as the secret code.

Figure A9-11 Comments on the Ease of Use of the Children's Website

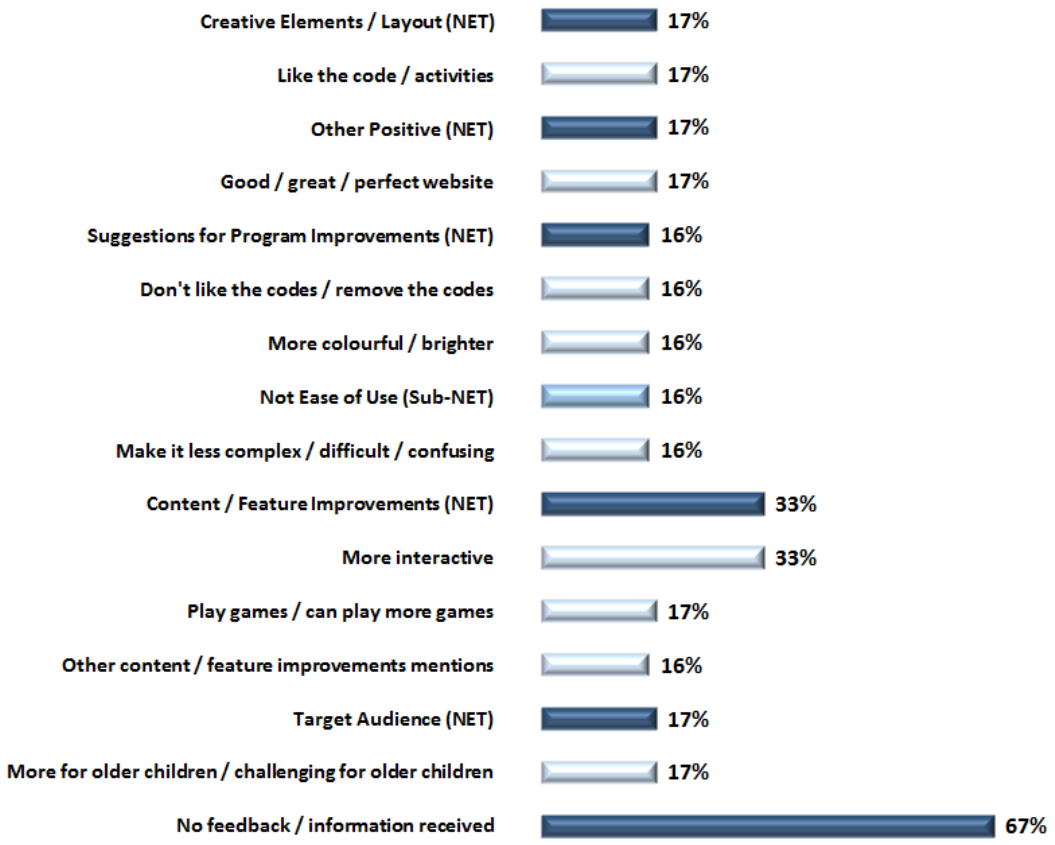


Base: 2012: All localities that submitted results (n=88). Data is weighted to reflect all localities that participated in the TDSRC program (n=97).
Note: Only mentions 5% or higher are included.
Source: [Satisfaction_Web_Kids_2] Did you find that the website www.tdsummerreadingclub.ca was easy to use ? (Max. 20 words)

Suggestions to Improve Kids' Website

Libraries were asked to provide suggestions on improvements to the content of the kids' website. Almost seven-in-ten (67%) provided no feedback. Comments to improve the content/features were mentioned by one-third of the libraries (35%) who thought that the website should be more interactive (33%) or have games (33%). Many libraries had positive comments about the site (17%) but 16% thought the website was not easy to use and work needed to be done to make it less complex/difficult (16%).

Figure A9-12: Suggestions to Improve the Web Content of the Children's Website

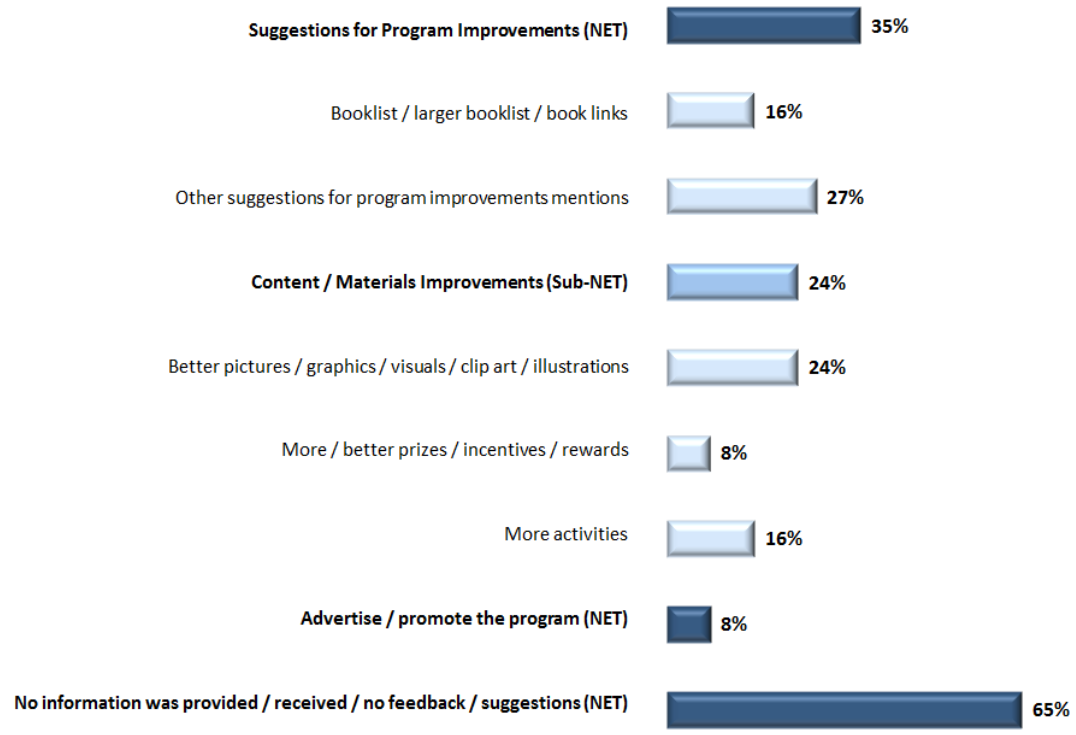


Base: 2012: All localities that submitted results (n=88). Data is weighted to reflect all localities that participated in the TDSRC program (n=97).
Note: Only mentions 5% or higher are included.
Source: [Satisfaction_Web_Kids_2] Do you have suggestions on how to improve the web content for children? (Max. 20 words)

Web Content Improvement

Libraries were asked to provide suggestions on how to improve the web content. Among those who did give a response to this question, the top suggestion involved the availability of material (24%) and providing better pictures/graphics/visuals/clip art/illustrations. Another 16% mentioned improvements to the booklist and proposed offering more activities.

Figure A9-13: Suggestions for Web Content Improvement

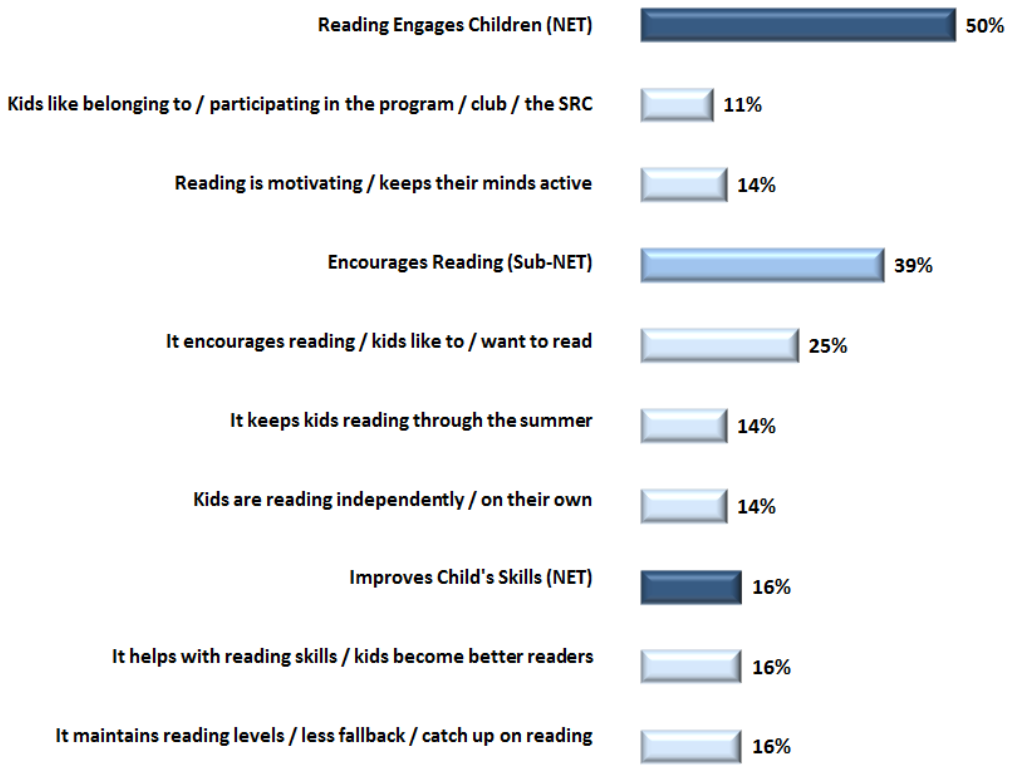


Base: 2012: All localities that submitted results (n=88). Data is weighted to reflect all localities that participated in the TDSRC program (n=97).
Note: Only mentions 5% or higher are included.
Source: [Satisfaction_Web_Librarians2] Do you have suggestions on how to improve the web content for librarians?

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, half of the testimonials said that reading engaged the children – especially it encourages reading (39%). Almost one-in-five (16%) feel that the program has improved the children's reading skills.

Figure A9-14. Testimonials



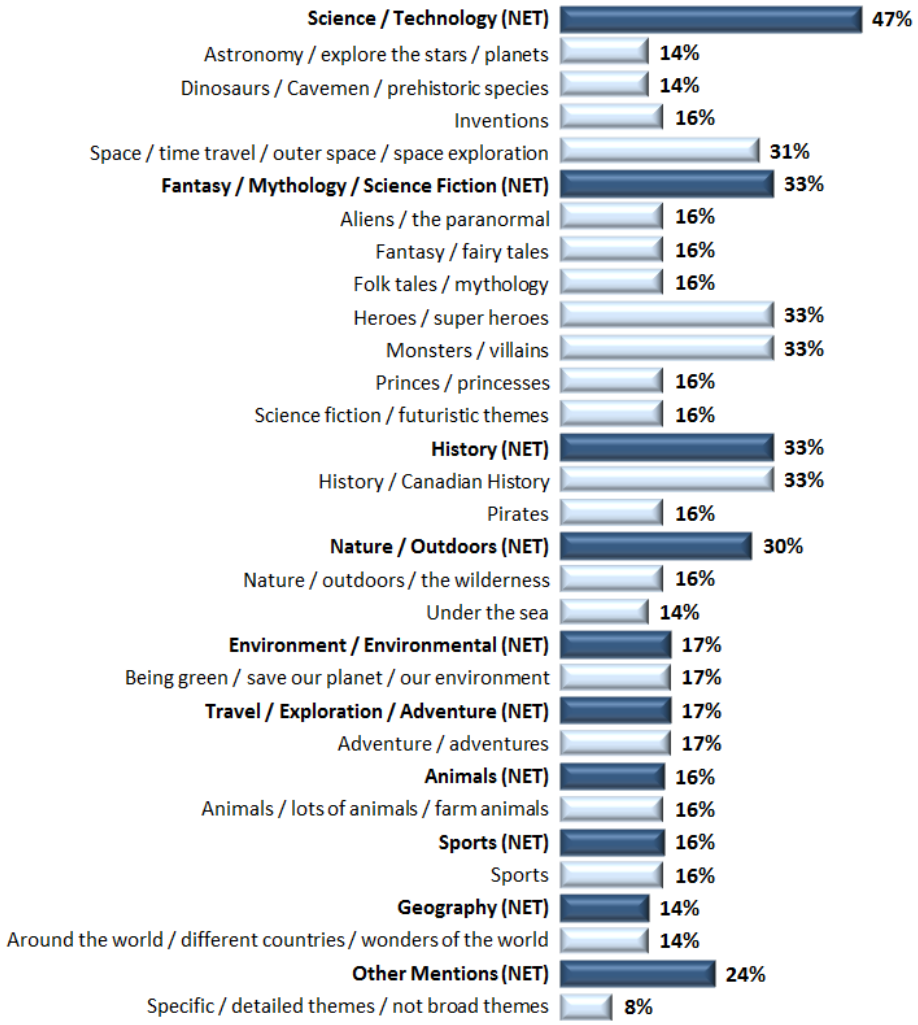
Base: All localities that submitted results (n=88). Data is weighted to reflect all localities that participated in the TDSRC program (n=97). Note: Only mentions 5% or highler are included.
Source: [Program_Reading_Outcome]Do you have any testimonials from parents, caregivers or teachers that may indicate an improvement in reading level? (max. 70 words)

Suggestions

Future Themes

Libraries were asked to provide suggestions for future program themes. The top two suggested themes for the future are Science/Technology (47%) especially space/time travel/outer space/space exploration, followed by Fantasy/Mythology/Science Fiction (33%) and History (33%).

Figure A9-15. Suggestions for Future Themes

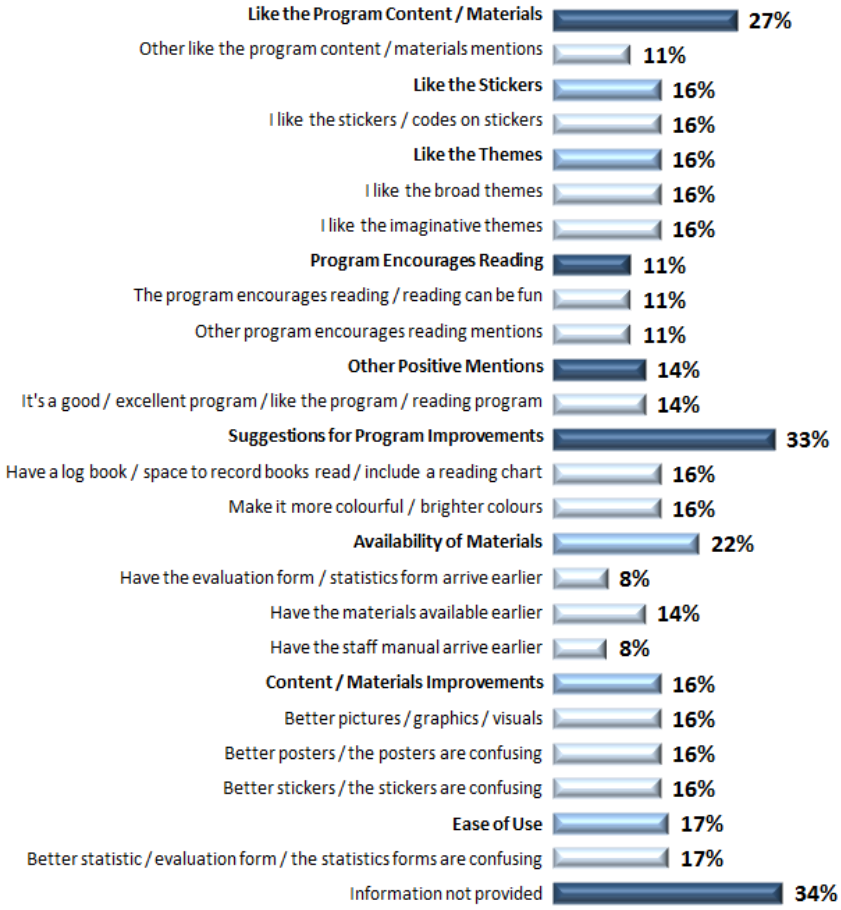


Base: 2012: All localities that submitted results (n=88). Data is weighted to reflect all localities that participated in the TDSRC program (n=97).
Note: Only mentions 5% or higher are included.
Source: [Satisfaction_Theme_2] Do you have any suggestions for the program's future themes? (Max. 20 words)

TDSRC Overall

Libraries were asked to provide suggestions on the TDSRC overall. 27% liked the program content and materials, including the stickers and the themes; 34% provided no comments; 33% proposed improvements. The top suggestions for improvement relate to the availability of materials (22%) such as have the materials and staff manual arrive earlier (14% and 8% respectively). Ease of Use was mentioned by 17% of the libraries, as many find the forms confusing.

Figure A9-16 Suggestions for TDSRC Overall



Base: 2012: All localities that submitted results (n=88). Data is weighted to reflect all localities that participated in the TDSRC program (n=97).
Note: Only mentions 5% or highler are included.
Source: [Satisfaction_Theme_2] Do you have any suggestions for the program's future themes? (Max. 20 words)

TDSRC Overall

Libraries were asked to provide suggestions on the TDSRC overall. Results were too small to report.

Appendix 10 – Newfoundland and Labrador

Newfoundland and Labrador Program Statistics

Response Rate

Within all systems, 76 of the 95 participating individual libraries submitted their results, representing an overall response rate of 80%.

Figure A10-1. Response Rate

	Newfoundland And Labrador
(A) Total Participating Libraries	95
(B) Total Responded to Survey	76
(C) Survey Response Rate	80%

Source: Row (A) provided by Library and Archives Canada. Rows (B) and (C) represent data collected by Angus Reid Public Opinion

Statistics on Registration

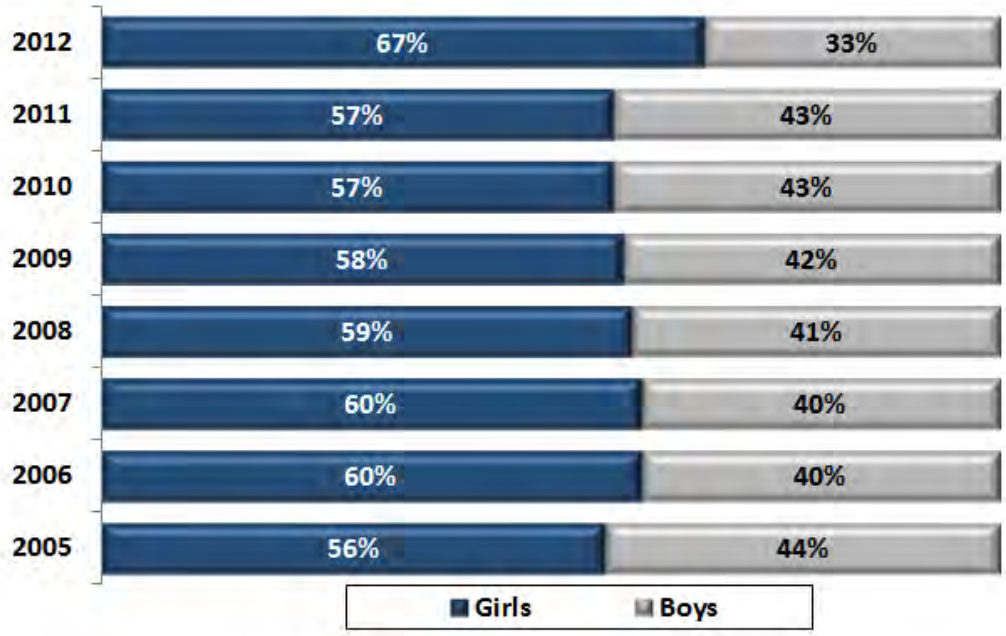
Number of Children

The first section of the Statistics and Evaluation Form asked librarians to indicate the total number of children registered for the TDSRC 2012. 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 3,788 children registered for the TDSRC 2012 program, an increase from 2011 (3,148).

In 2012, girls comprised 67% of the participants (2,520), while boys represented 33% of the participants (1,268) – much lower than previous years.

Figure A10-2. Percentage of Participating Children by Gender



Base: All localities that submitted results (n=76). Data is weighted to reflect all localities that participated in the TDSRC program (n=95).
Source: *[Registration_1] Please provide in the totals for the number of children who registered to participate in the TDSRC 2012 with the intent to read books*.

Figure A10-3 shows the age breakdown of participating children. For the summer of 2012, the breakdown of the participants varies by age and gender from 2011. Among the girls in the program, rates for those who were in the 0-5 and the 13+ age groups were much higher than 2011 while those

between 6-8 and 9-12 were lower. Among the boys, the rate for those in the 0-5 age group was lower, the rates for those over the age of 9 were slightly higher, and no change for boys 6-8.

Figure A10-3. Percentage of Participating Children by Gender and Age

GIRLS	2012	2011	2010	2009	2008	2007	2006	2005
0-5	42%	35%	29%	25%	28%	27%	22%	24%
6-8	23%	35%	35%	40%	41%	41%	39%	41%
9-12	19%	27%	33%	32%	29%	31%	35%	31%
13+	17%	2%	3%	3%	2%	1%	4%	4%

BOYS	2012	2011	2010	2009	2008	2007	2006	2005
0-5	38%	42%	37%	34%	31%	31%	28%	24%
6-8	36%	36%	37%	40%	43%	44%	44%	42%
9-12	22%	20%	24%	25%	25%	24%	25%	30%
13+	3%	2%	2%	1%	2%	2%	3%	3%

Base: All localities that submitted results (n=76). Data is weighted to reflect all localities that participated in the TDSRC program (n=95).
Source: *[Registration_1] Please provide in the totals for the number of children who registered to participate in the TDSRC 2012 with the intent to read books.*

Figure A10-4 summarizes the participation rate[34] for Newfoundland and Labrador by age and gender based on 2011 census data. Participation rates were slightly higher for all age groups except for those between 6 and 8 years of age.

Figure A10-4. Number of Participating Children

	2011 Census			2012 TD SRC Registrants			% Participating Children		
	(A)	(B)	(C)	(D)	(E)	(F)	2012	2011	2010
Province/Territory	Total Children	Total Boys	Total Girls	Total Children	Total Boys	Total Girls	Total Children	Total Children	Total Children
Newfoundland & Labrador	94,150	48,295	45,875	3,788	1,268	2,520	4.02%	3.70%	3.98%
0-5	29,415	15,160	14,260	1,529	483	1,046	5.20%	4.30%	3.93%
6-8	15,085	7,690	7,395	1,025	456	569	6.79%	7.18%	7.80%
9-12	21,030	10,770	10,265	759	285	474	3.61%	3.39%	4.38%
13+	28,620	14,675	13,955	475	44	431	1.66%	0.38%	0.55%

Base: All localities that submitted results (n=76). Data is weighted to reflect all localities that participated in the TDSRC program (n=95).
Source: *[Registration_1] Please provide in the totals for the number of children who registered to participate in the TDSRC 2012 with the intent to read books.*
Columns (A) through (C) provided by Statistics Canada Census 2011. Column (D) through (F) represents data collected by Angus Reid Public Opinion

Reading Kits and Posters

[34] Participation figures prior to 2012 were based on the 2006 Statistics Canada Census.

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, 1,913 reading kits as well as 3,948 posters were distributed across Newfoundland and Labrador.

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[35], 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 931 organized programs and activities were scheduled in libraries across Newfoundland and Labrador over the months of July and August 2012. Total attendance amounted to 9,531 children. This translates to an approximate average of 10.2 children per activity.

[35] In instances where attendance numbers were not specified, registration numbers for that specific library were used.

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[36]. Around two-in-five of the libraries reported that they either ran the Summer Reading Club (44%) or as a drop in program (39%). More than one-in-ten (13%) was reported as both a reading club and as a drop-in program.

Program Successes

Depending on how the program was implemented, the libraries were able to track the impact of their program on reading habits and learning using a variety of metrics. These metrics included:

- Total number of children who collected all nine stickers;
- 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, 78% of the libraries used stickers as incentives for children to read more books. Among these systems, 1,446 children reached the target of collecting all nine stickers.

[36] From the librarian survey, we are able to ascertain which format was chosen for each individual library as these libraries reported for their own operations. For those who completed the coordinator study and therefore reporting for multiple individual libraries, this analysis is not possible as results were reported in the aggregate.

Books Read and Hours Spent Reading

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

- Read 7.9 books;
- Spent an average of 9.1 hours reading.

The average number of books read per child translates to a total of 27,905 books read within Newfoundland and Labrador library systems as part of the summer reading club.

Promotion of Program

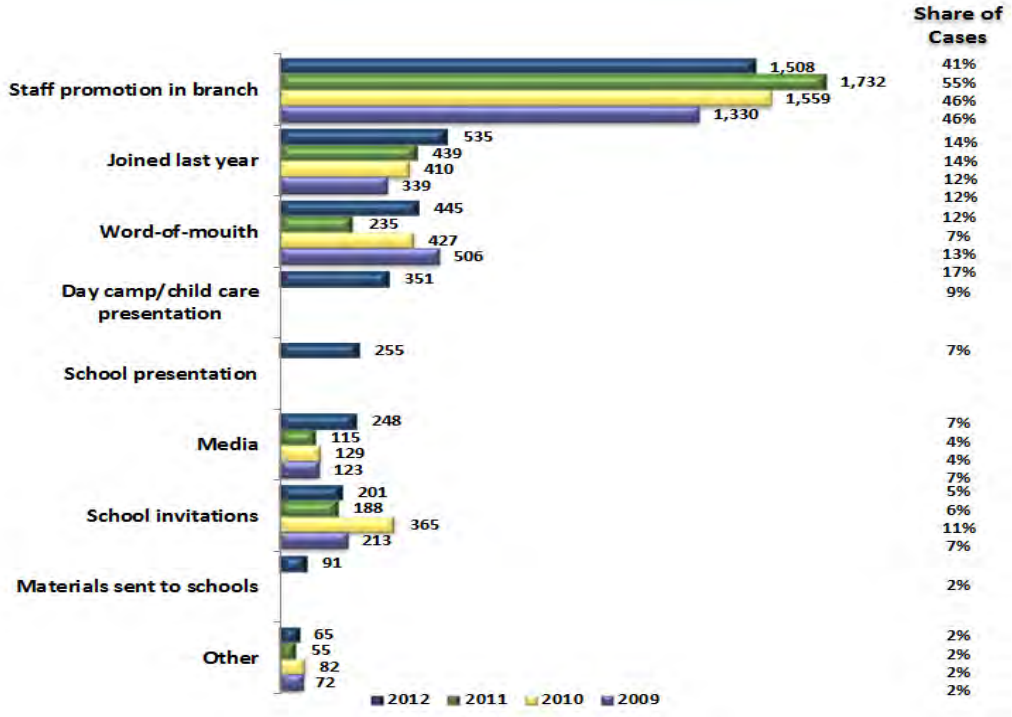
Librarians were asked to indicate if anyone from their library branch made any visits to the local schools, day camps, and child care centres, in order to promote the program.

In total, 178 visits to schools resulted in 1,056 children joining the program; 85 visits to Day Camps resulted in 349 children joining; and 25 visits to Child Care Centres resulted in 318 children joining.

Method of Promotion

Promotional aspects were further investigated by asking librarians to tally, from the registration forms, about how the participants first heard about the program (Figure A10-5). About two-in-five of the participants heard about the program through a staff promotion in the branch (41%). More than one-in-ten either joined last year (14%) or heard about the summer reading program by word of mouth (12%). All other methods individually garnered about 10% of the responses each.

Figure A10-5. How Participants First Heard About the Program



Base: All localities that submitted results (n=76). Data is weighted to reflect all localities that participated in the TDSRC program (n=95).
Source: [Program_Promotion_1] Please transcribe the totals from your registration form to the appropriate promotion methods listed below: How many participants first heard about the TDSRC by the following methods?

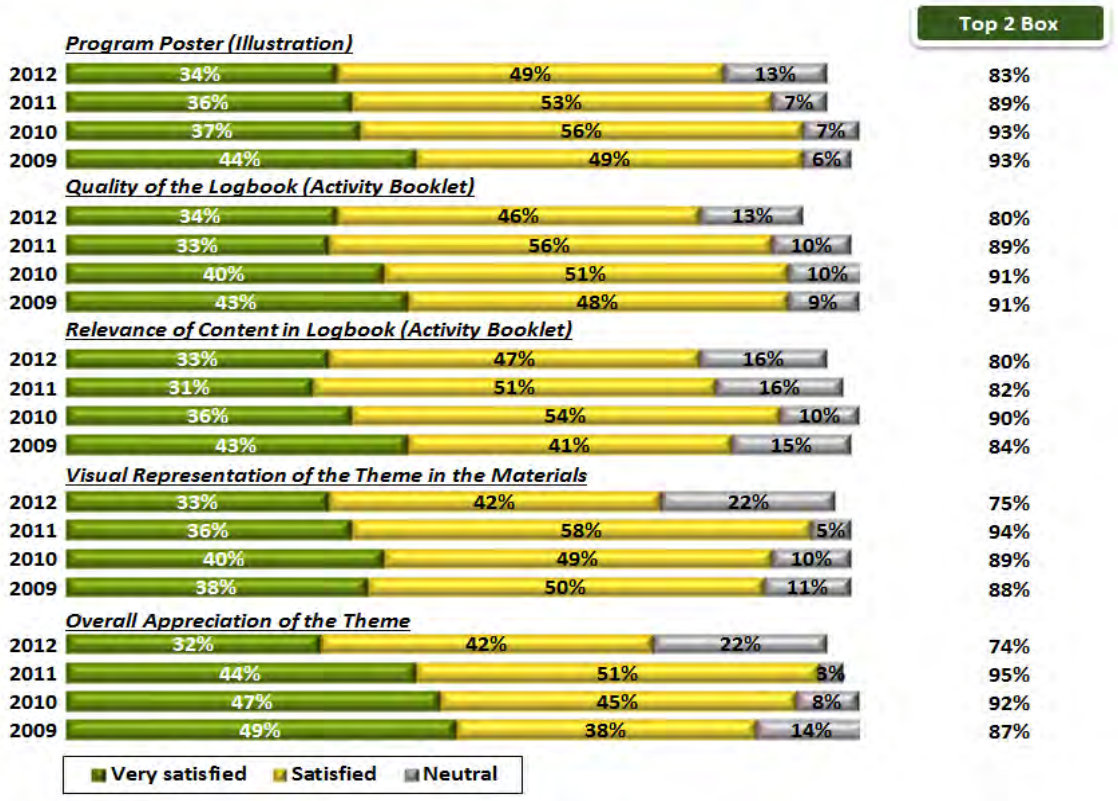
Satisfaction

Satisfaction with Program Elements

The 2012 Statistics and Evaluation Form included questions that 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 a satisfaction score for all the program elements: 83% with the Program Poster, and 80% for both the content relevance of the logbook and quality of the logbook. The greatest change in comparison with 2011 was the decrease in satisfaction levels regarding the visual representation of the theme in the materials (75% from 94%) and with the overall theme (74% from 95%).

Figure A10-6. Satisfaction with Program Elements

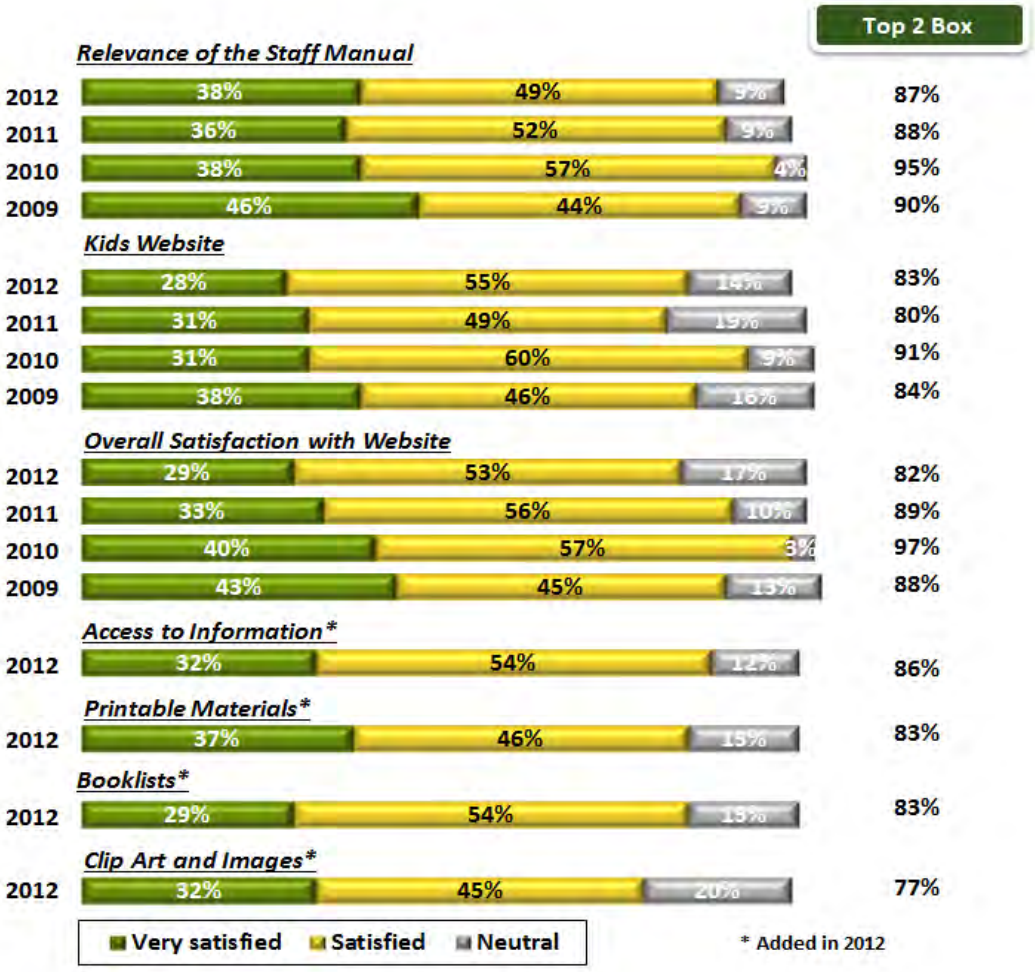


Base: All localities that submitted results (n=76). Data is weighted to reflect all localities that participated in the TDSRC program (n=95).
Source: [Satisfaction_Theme_1] Please rate your level of satisfaction with the program elements listed below. [Satisfaction_Materials _1]Please rate your level of satisfaction with the program elements listed below in regards to the material and printing. [Satisfaction_Content_1] Please rate your level of satisfaction with the program elements listed below in regards to the content of the materials. [Satisfaction_Poster_1] Please rate your level of satisfaction with the program elements listed below in regards to the poster.

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 87% of libraries in Newfoundland and Labrador were satisfied overall with relevance of the staff manual, a slight decrease from last year's 86%. Satisfaction with the overall website decreased 7% since last year (82% versus 89%).

Figure A10-7. Satisfaction with Web Content and Support Material



Base: All localities that submitted results (n=76). Data is weighted to reflect all localities that participated in the TDSRC program (n=95).
Source: [Satisfaction_Web_Librarians_1] Please rate your level of satisfaction with the program elements listed below in regards to the web content for librarians – Overall Satisfaction. [Satisfaction_Web_Librarians_2] Please rate your level of satisfaction with the program elements listed below in regards to the web content for librarians – Clip Art and Images. [Satisfaction_Web_Librarians_3] Please rate your level of satisfaction with the program elements listed below in regards to the web content for librarians – Staff Manual. [Satisfaction_Web_Librarians_4] Please rate your level of satisfaction with the program elements listed below in regards to the web content for librarians – Booklists. [Satisfaction_Web_Librarians_4] Please rate your level of satisfaction with the program elements listed below in regards to the web content for librarians – Access to Information. [Satisfaction_Web_Librarians_5] Please rate your level of satisfaction with the program elements listed below in regards to the web content for librarians – Printable Documents. [Satisfaction_Web_Kids_1] Please rate your level of satisfaction with the program elements listed below in regards to the web content for children.

Comments

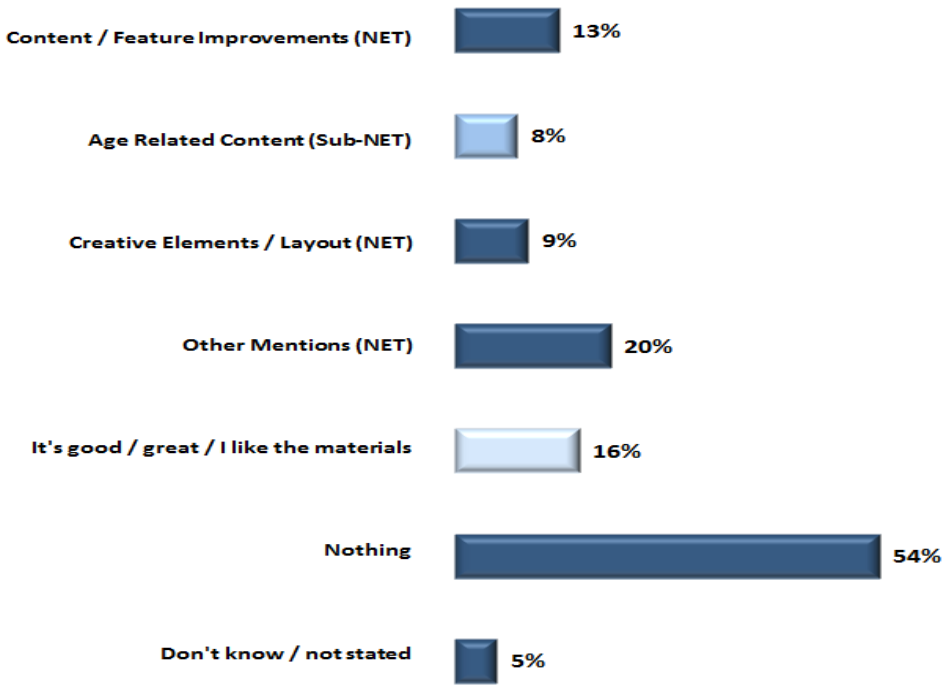
Program Outcomes

Libraries were asked how to improve various aspects of the program. Below is the analysis of their comments.

Improvements to Materials

More than half (54%) of responding libraries felt no improvements were needed, or did not state improvements. But of those who made suggestions, improvements regarding the content/feature was mentioned by more than one-in-ten libraries (13%) especially with regards to age-related material (8%).

Figure A10-8.Improvements for Support Materials

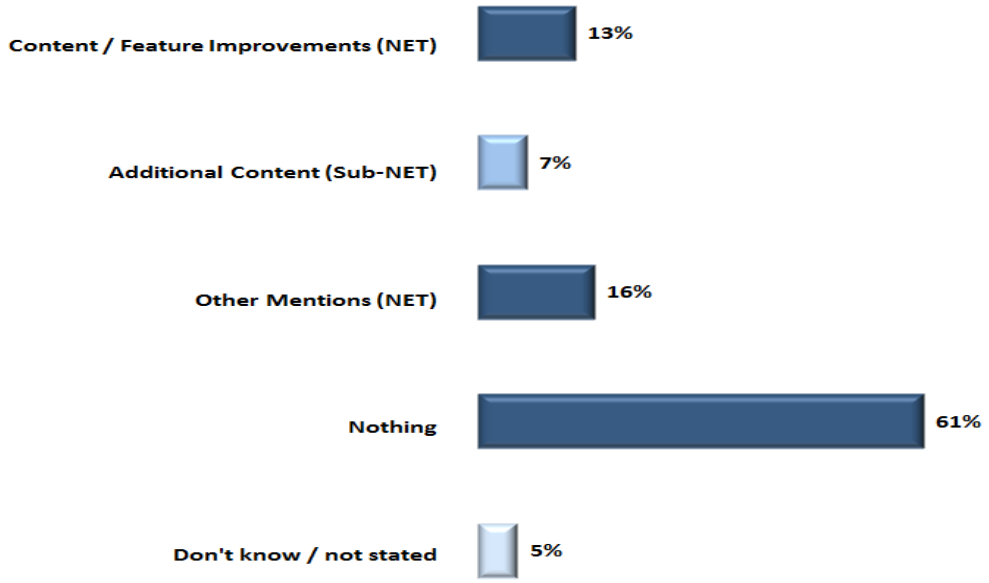


Base: 2012: All localities that submitted results (n= 765). Data is weighted to reflect all localities that participated in the TDSRC program (n=95).
Note: Only mentions 5% or higher are included.
Source: [Satisfaction_Materials_2] Do you have any suggestions on how to improve the material for future programs? (Max. 20 words)

Improvements to the Content of the Materials

Fully 61% of respondents said no improvements were needed to content materials. Suggestions to improve the content of the materials include having additional content (30%), addressing creative elements (11%) and the ease of use (9%).

Figure A10-9: Suggestions for Improving Content Materials



Base: 2012: All localities that submitted results (n= 765). Data is weighted to reflect all localities that participated in the TDSRC program (n=95).
Note: Only mentions 5% or higher are included.
Source: [Satisfaction_Content_2] Do you have any suggestions on how to improve the content of the material for future programs? (Max. 20 words)

Comments on the Poster

Libraries were asked to provide their comments concerning the poster. Results were too small to report.

Kids' Website Ease of Use

Libraries were asked to provide suggestions on improvements to the ease of use of the kids' website. Results were too small to report.

Suggestions to Improve Kids' Website

Libraries were asked to provide suggestions on improvements to the content of the kids' website. Results were too small to report.

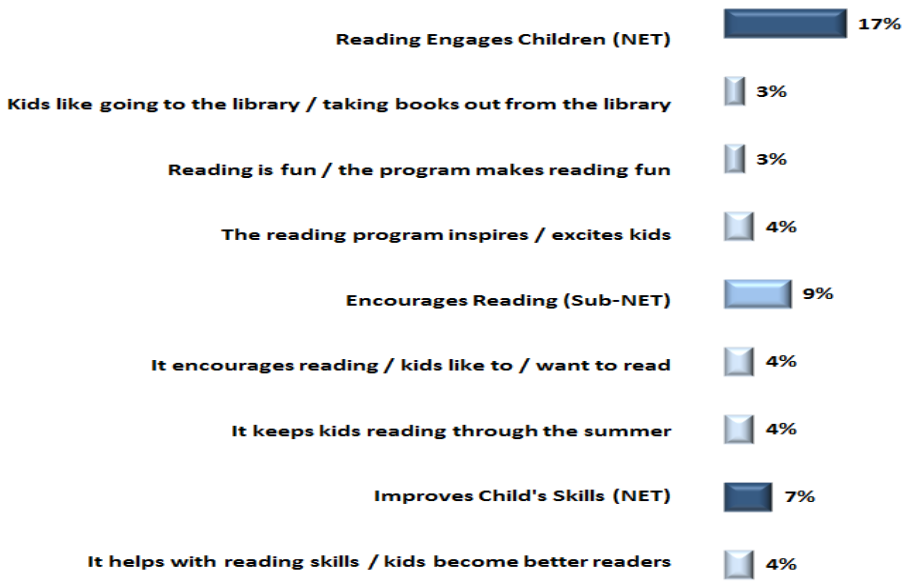
Web Content Improvement

Libraries were asked to provide suggestions on improvements to the web content overall. Results were too small to report

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, almost one in five libraries (17%) said that children are engaged with reading, and that the program has encouraged children to read or that they want to read (9%) or they felt that the children's skills improved (7%).

Figure A10-10. Testimonials



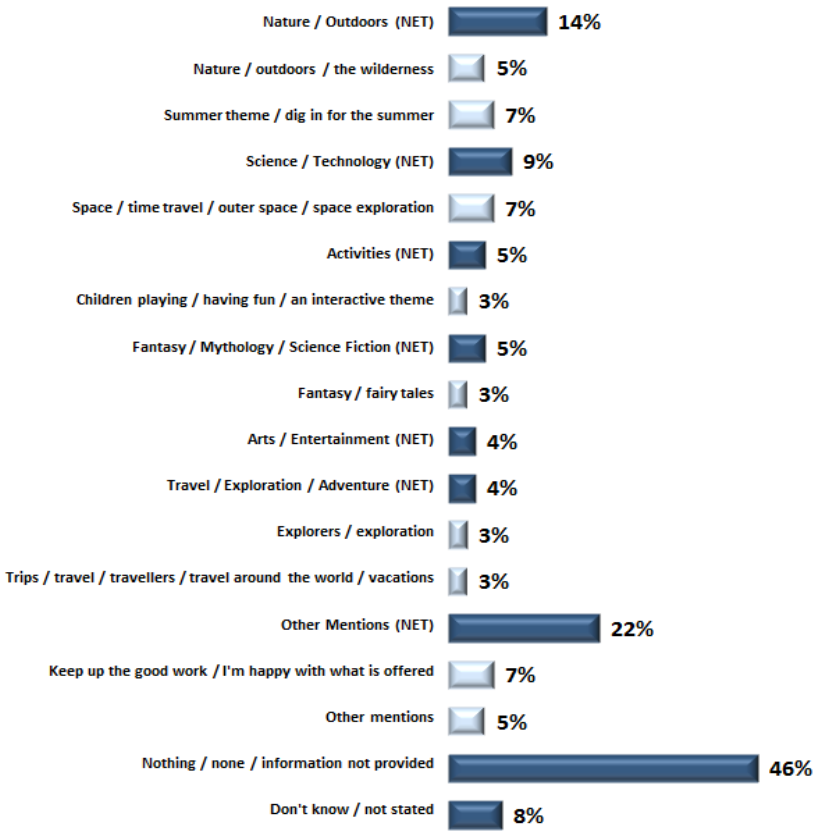
Base: All localities that submitted results (n=76). Data is weighted to reflect all localities that participated in the TDSRC program (n=95).
Note: Only mentions 3% or higher are included.
Source: [Program_Reading_Outcome] Do you have any testimonials from parents, caregivers or teachers that may indicate an improvement in reading level? (max. 70 words)

Suggestions

Future Themes

Libraries were asked to provide suggestions for future program themes. Science/Technology was the top mentioned theme (29%) – specifically Space/time travel/outer space/space exploration, followed by Animals (26%) – specifically animals/lots of animals/farm animals. Rounding out the top three was Fantasy/Mythology/Science Fiction (23%).

Figure A10-11. Suggestions for Future Themes



Base: 2012: All localities that submitted results (n=76). Data is weighted to reflect all localities that participated in the TDSRC program (n=95).
Note: Only net mentions 4% or higher are included.
Source: [Satisfaction_Theme_2] Do you have any suggestions for the program's future themes? (Max. 20 words)

TDSRC Overall

Libraries were asked to provide suggestions on the TDSRC overall. Results were too small to report.

Appendix 11 – Northwest Territories, Yukon and Nunavut

Northwest Territories, Yukon and Nunavut Program Statistics[37]

Response Rate

The library branches were asked to tally the results of participants in the summer reading club. Within the participating Territories, a total of 9 libraries participated, and 8 reported their data. This represents an overall submission and response rate of 89%. A total of four libraries in Nunavut participated in the TDSRC however, they did not provide program statistics. In discussion with the Nunavut coordinator it was confirmed that participation in the 2011 was similar to that of 2012 however the results are not included in this report.

Figure A11-1 Response Rate

	Territories	NWT	Yukon	Nunavut
(A) Total Participating Libraries	13	4	5	4
(B) Total Responded to Survey	8	3	5	0
(C) Survey Response Rate	62%	75%	100%	0%

Source: Row (A) provided by Library and Archives Canada. Rows (B) and (C) represent data collected by Angus Reid Public Opinion

Statistics on Registration

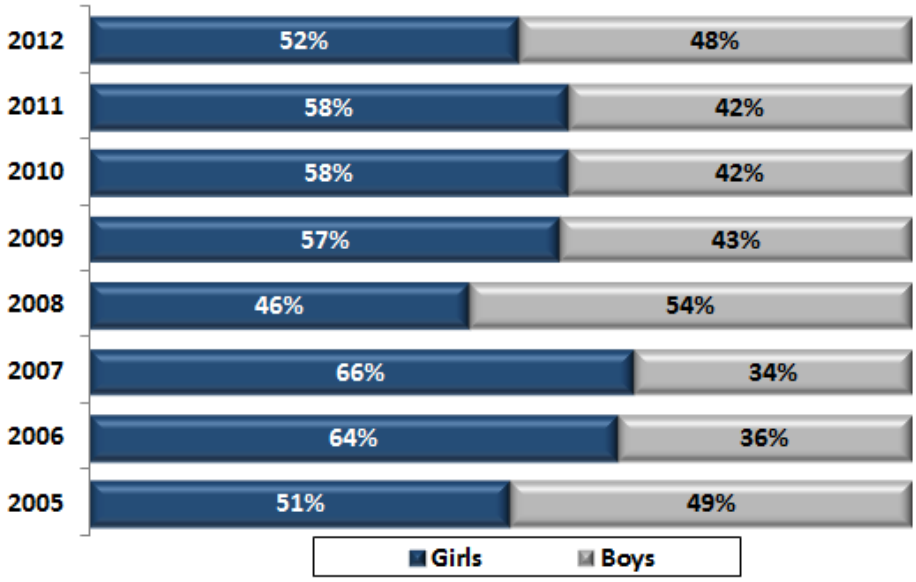
Number of Children

The first section of the Statistics and Evaluation Form asked librarians to indicate the total number of children registered for the TDSRC 2012. 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 609 children registered for the TDSRC 2012 program in the reported 9 libraries[38]. Girls comprise 315, or 52%, of the participants, while the 294 boys represent 48% of the participants (Figure A11-2).

[37] Note: Small sample size (n<30) – Use with caution.
[38] In 2011, 1300 children registered in the reported 11 libraries including two libraries located in Nunavut.

Figure A11-2 Percentage of Participating Children by Gender



Base: All localities that submitted results (n=8). Data is weighted to reflect all localities that participated in the TDSRC program (n=9).
Source: *[Registration_1] Please provide in the totals for the number of children who registered to participate in the TDSRC 2012 with the intent to read books.*

Figure A11-3 shows the breakdown of participating children with 29% aged 0-5, 37% aged 6-8, 23% aged 9-12, and 11% aged 13 and older. Of the boys, 32% fall in the 0-5 age group, 36% are aged 6-8, 19% are aged 9-12, and 12% are 13 years or older.

Figure A11-3 Percentage of Participating Children by Gender and Age

GIRLS	2012	2011	2010	2009	2008	2007	2006	2005
0-5	29%	25%	27%	22%	24%	13%	32%	21%
6-8	37%	39%	43%	38%	44%	39%	36%	43%
9-12	23%	32%	26%	34%	30%	45%	25%	33%
13+	11%	4%	4%	6%	2%	2%	7%	3%

BOYS	2012	2011	2010	2009	2008	2007	2006	2005
0-5	32%	28%	35%	28%	28%	21%	28%	21%
6-8	36%	42%	46%	38%	44%	28%	47%	39%
9-12	19%	28%	17%	31%	27%	48%	22%	34%
13+	12%	2%	2%	3%	2%	5%	3%	6%

Base: All localities that submitted results (n=8). Data is weighted to reflect all localities that participated in the TDSRC program (n=9).
Source: *[Registration_1] Please provide in the totals for the number of children who registered to participate in the TDSRC 2012 with the intent to read books.*

Figure A11-4 below summarizes the participation rate[39] for the Territories by gender and age based on 2011 census data.

Figure A11-4 Number of Participating Children

	2011 Census			2012 TD SRC Registrants			% Participating Children		
	(A)	(B)	(C)	(D)	(E)	(F)	2012	2011	2010
Province/Territory	Total Children	Total Boys	Total Girls	Total Children	Total Boys	Total Girls	Total Children	Total Children	Total Children
Territories	30,490	15,560	14,915	609	294	315	2.00%	4.10%	2.76%
0-5	10,845	5,530	5,310	188	95	93	1.73%	3.37%	2.28%
6-8	4,930	2,520	2,395	223	106	117	4.52%	10.86%	6.96%
9-12	6,310	3,150	3,155	128	57	71	2.03%	5.59%	2.43%
13+	8,405	4,360	4,055	70	36	34	0.83%	0.73%	0.41%

Base: All localities that submitted results (n=8). Data is weighted to reflect all localities that participated in the TDSRC program (n=9).
Source: *[Registration_1] Please provide in the totals for the number of children who registered to participate in the TDSRC 2012 with the intent to read books.* Columns (A) through (C) provided by Statistics Canada Census 2011. Column (D) through (F) represents data collected by Angus Reid Public Opinion

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, 320 reading kits were distributed across the Territories, as well as 417 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[40], if recorded.

[39] Participation figures prior to 2012 were based on the 2006 Statistics Canada Census

[40] In instances where attendance numbers were not specified, registration numbers for that specific library were used.

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 53 organized programs and activities were scheduled in libraries across Yukon and NWT over the months of July and August 2012. Total attendance amounted to 2,062 children. This translates to an approximate average of 38.9 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 or both[41]. More than two-in-five (43%) of the libraries that reported ran the summer reading club as a drop in only, and one-in-five (17%) ran it as a club only. More than one-in-three (38%) 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 read; and
- Total number of hours read.

[41] From the librarian survey, we are able to ascertain which format was chosen for each individual library as these libraries reported for their own operations. For those who completed the coordinator study and therefore reporting for multiple individual libraries, this analysis is not possible as results were reported in the aggregate.

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. Almost three-in-five (67%) of the libraries responding used stickers as incentives for children. Among these libraries, 411 children reached the target of collecting all nine stickers.

Books Read and Hours Spent Reading

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

- Read 5.7 books;
- Spent 1.6 hours reading.

The average number of books read per child translates to a total of 3,490 books read within Yukon and NWT as part of the summer reading club.

Promotion of Program

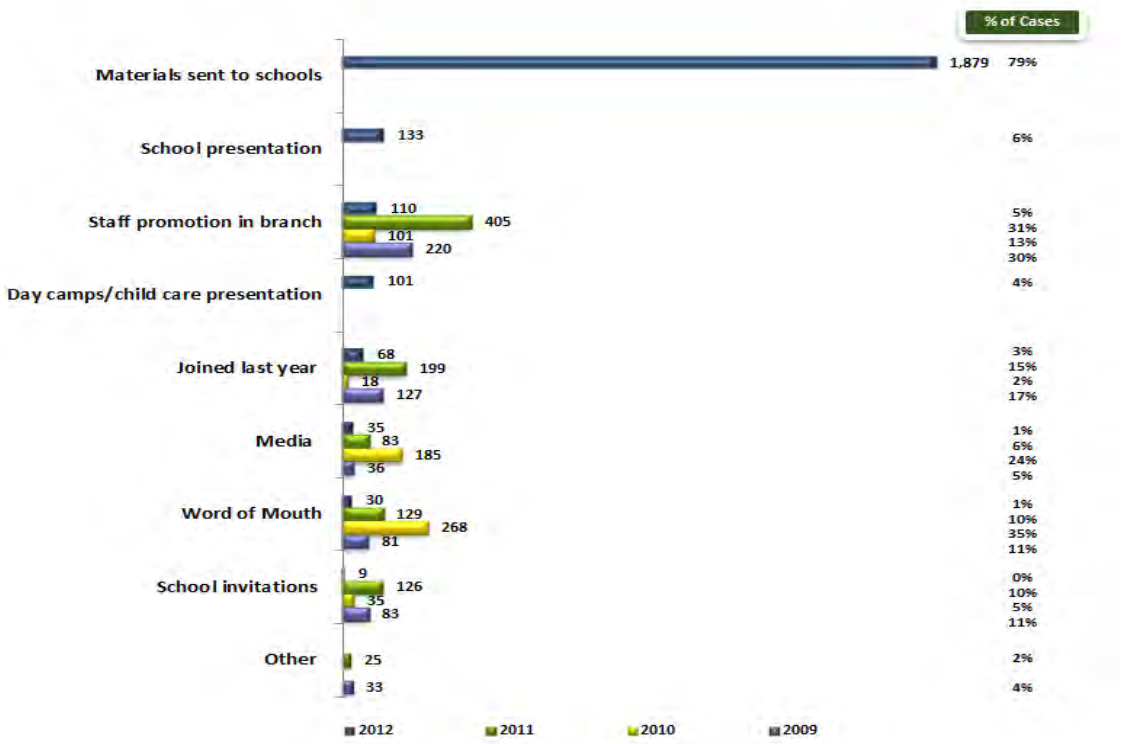
School and Daycare Visits by Library Staff

Librarians were asked to indicate if anyone from their library branch made any visits to the local schools day camps and daycares in order to promote the program. Almost two-in-five (37%) indicated that their library staff had made visits to schools to promote the summer reading club for a total of 11 visits with 138 children joining the program because of these school visits. Visits to day camps and daycares were insufficient for reporting purposes.

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. Almost four-in-five (79%) heard about the program from materials sent to schools. All other mentions individually accounted for less that 10% of the mentions.

Figure A11-5 How Participants First Heard About the Program



Base: All localities that submitted results (n=7). Data is weighted to reflect all localities that participated in the TDSRC program (n=9).
Source: [Program_Promotion_1] Please transcribe the totals from your registration form to the appropriate promotion methods listed below: How many participants first heard about the TDSRC by the following methods?

Figure A11-6 demonstrates the regional breakdown of the promotion methods that were used.

Figure A11-6. How Participants First Heard About the Program by Promotion Method

Regions	School Presentation	Daycamp/ Daycare Presentation	Materials Sent to Schools	Staff Promotion in Branch	Word-of-Mouth	School Invitations	Joined Last Year	Media	Other
Territories	**133**	**101**	**1,503**	**109**	**27**	**9**	**67**	**35**	--
NWT	133	101	--	104	15	7	64	35	--
Yukon	--	--	1503	5	12	2	3	--	--

Base: All localities that submitted results (n=8). Data is weighted to reflect all localities that participated in the TDSRC program (n=9).
Source: [Program_Promotion_1] Please transcribe the totals from your registration form to the appropriate promotion methods listed below: How many participants first heard about the TDSRC by the following methods?

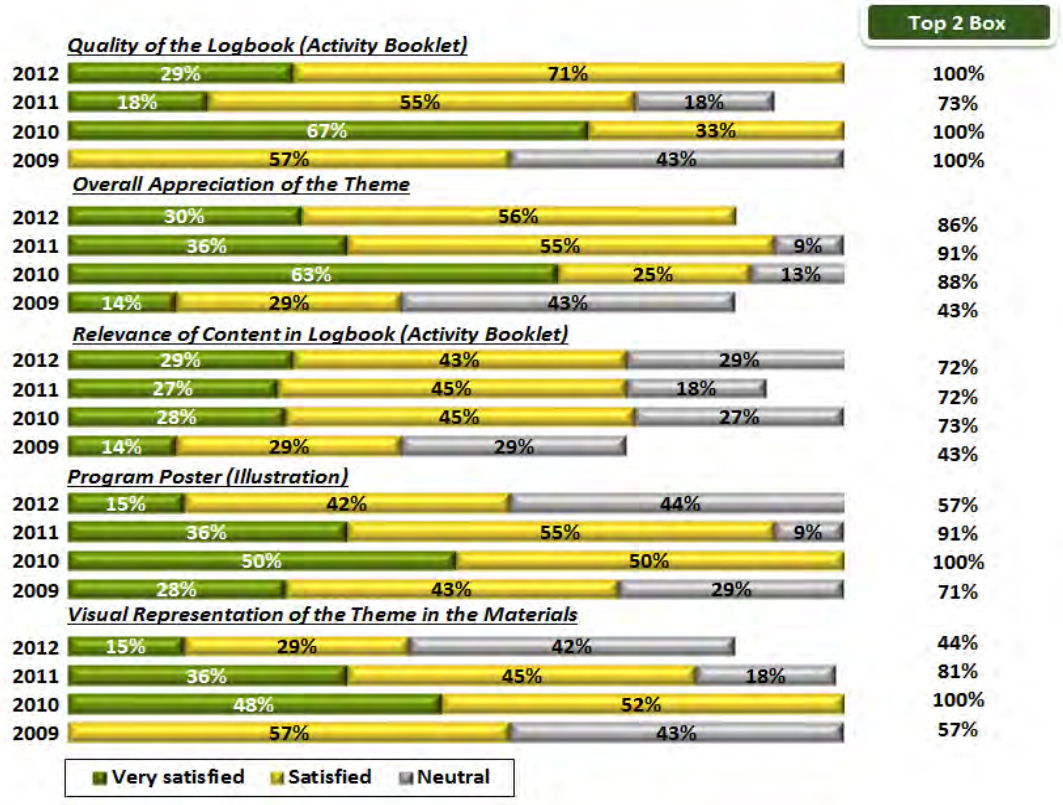
Satisfaction

Satisfaction with Program Elements

The 2012 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) reveals that 86% of all localities were satisfied with the overall theme, second behind the satisfaction with the quality of the logbook (100%). Unlike previous years, the libraries were least satisfied with the visual representation of the theme (44%) and with the poster (57%).

Figure A11-7 Satisfaction with Program Elements

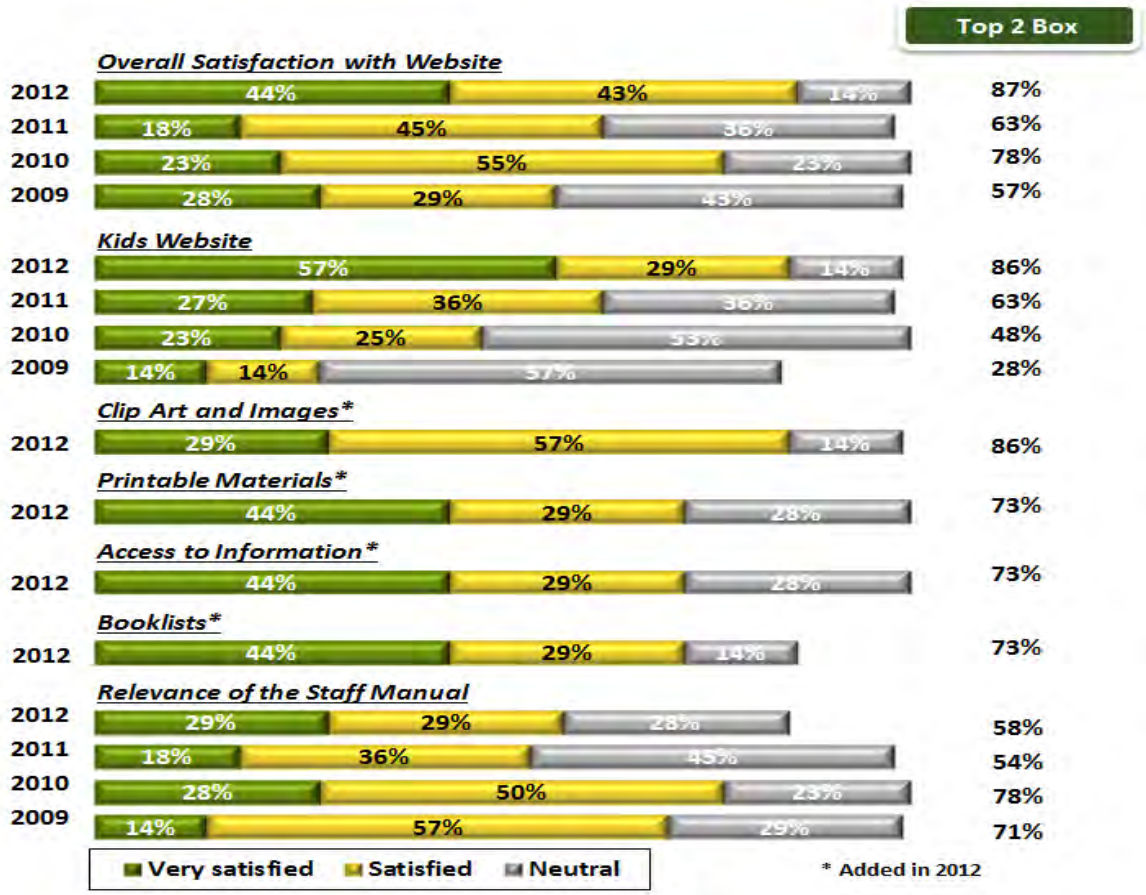


Base: All localities that submitted results (n=8). Data is weighted to reflect all localities that participated in the TDSRC program (n=9).
Source: [Satisfaction_Theme_1] Please rate your level of satisfaction with the program elements listed below. [Satisfaction_Materials _1]Please rate your level of satisfaction with the program elements listed below in regards to the material and printing. [Satisfaction_Content_1] Please rate your level of satisfaction with the program elements listed below in regards to the content of the materials. [Satisfaction_Poster_1] Please rate your level of satisfaction with the program elements listed below in regards to the poster.

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

The level of overall satisfaction with both the website and with the kids' website in 2012 were higher than 2011 (87% and 86%, respectively). This year, new measures were included to expand on other aspects of the website. Close to three quarters of libraries (73%) were satisfied with the printable materials, access to information, and booklists. The satisfaction with clip arts and images was higher than satisfaction with the other elements, at 86%.

Figure A11-8 Satisfaction with Support Material



Base: All localities that submitted results (n=8). Data is weighted to reflect all localities that participated in the TDSRC program (n=9).
Source: [Satisfaction_Web_Librarians_1] Please rate your level of satisfaction with the program elements listed below in regards to the web content for librarians. [Satisfaction_Web_Kids_1] Please rate your level of satisfaction with the program elements listed below in regards to the web content for children.

Comments

Program Outcomes

Libraries were asked how to improve various aspects of the program. Due to the small sample size for the Territories, this analysis will only contain their mentions and their comments and will not report individual results.

Improvements to Materials

Libraries commented on a need to improve the creative elements/layouts of the materials such as better visuals/pictures, the use of colour, and having more space to record information.

Improvements to the Content of the Materials

Suggestions to improve the content of the materials include having better/more pictures, having a reading log, and better age-related content for children who do not know how to read. One library commented on having easier and less confusing activities.

Comments on the Poster

One library commented that the poster needed to be more colourful and eye-catching.

Kids' Website Ease of Use

Only one library commented that the kids' website was easy to use.

Suggestions to Improve Kids' Website

No suggestions were offered on how to improve the kids' website.

Web Content Improvement

No suggestions were offered on how to improve the web content.

Testimonials

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

engaged the children (i.e. children liked belonging to the club, children liked going to the library), the children were encouraged to participate in the program, and that they were encouraged to read. One library commented that the program helped the child's skills by improving their writing and English skills.

Suggestions

Libraries were asked to offer suggestions on how to improve the summer reading program. Due to the small sample size for the Territories, this analysis will only contain their mentions and their comments and will not report individual results.

Future Themes

Libraries suggested having themes related to the following areas: fantasy/mythology/science fiction, wonders of the world, nature and outdoors, and science and technology.

TDSRC Overall

Libraries were asked to provide suggestions on the TDSRC overall. Most comments were positive with libraries commenting on liking the program content, the booklets, and the theme. Some suggestions included having materials for older children and having broader themes.