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2010 TD Summer Reading Club

Final Report of Program Statistics For Library and Archives Canada

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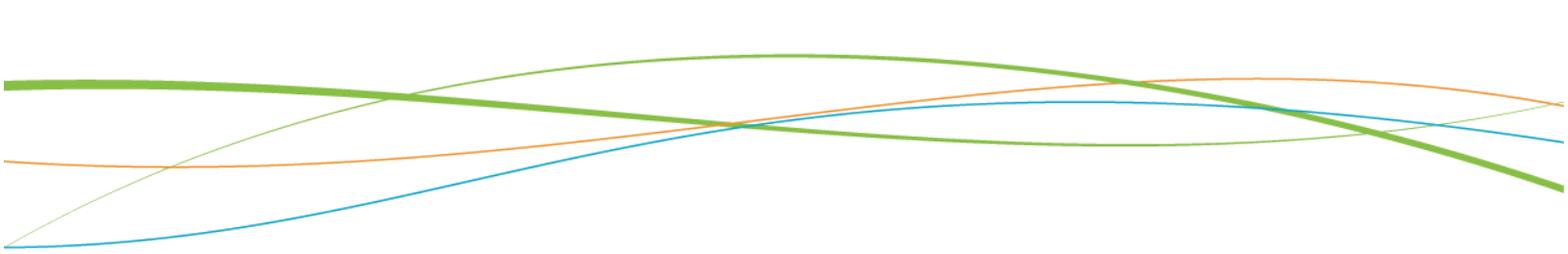


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Acknowledgements

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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).

Executive Summary / Key Findings

Objectives and Methodology

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

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

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

This year, Harris/Decima sent out 610 email invitations in both official languages to public libraries (systems) within the eleven participating provinces and territories, explaining the process of evaluating the program. In total, 529 evaluations were collected between September 15th and October 29th, 2010, yielding a submission rate of 87% and a response rate of 88%

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

Research Results

The research highlights include the following:

Statistics on Participation

Within the eleven participating provinces and territories, there are currently 752 public library systems, for a total of 2,740 localities. Of the 752 library systems, 610 library systems participated in the TDSRC program during the summer of 2010. Within these 610 systems, a total of 1,992 branches (localities) participated in the program.

In total, 266,746 reading kits were distributed across Canada by the participating libraries, as well as 118,813 posters. The number of TDSRC materials handed out to children, teachers, daycare providers, parents and other caregivers totals 385,559.

An estimated 258,878 children registered for the TDSRC 2010 program. Girls comprise 142,027, or 55% of the participants, while the 116,851 boys represent 45% of the participants. The table below shows the age distribution of the girls and boys that participated in this year's program.

Age	Girls (N=142,027)	Boys (N=116,851)
Between 0 and 5 years old	27%	30%
Between 6 and 8 years old	38%	40%
Between 9 and 12 years old	32%	27%
13 years old or more	3%	2%

Program Statistics

A total of 27,620 programs and activities were organized around this year's club theme entitled *Destination Jungle*. Total attendance at these programs and activities amounted to 543,494 children, which translates to an approximate average of 20 children per activity.

Overall, 33% of library systems ran their summer reading club exclusively as a drop-in program, whereas only 14% of the systems ran theirs solely as a reading club. Four in ten of the systems ran the summer reading club both as a drop-in and as a club. Another 13% did not indicate using either approach.

In total, 70% of the library systems used stickers as incentives for children to read more books. Within these systems, over 127,277 children reached the target of collecting all nine stickers.

Among the library systems that collected these statistics, each child on average reported on 3.4 books and spent 5.1 hours reading.

On average, each child read approximately 9.2 books, which calculates to a total of 2,388,030 books read as part of the summer reading club¹.

Promotion of the Program

67% of the library systems indicate that their library staff made visits to schools and daycares to promote the summer reading club. In total, 9,606 visits were made to schools and daycares, and 491,317 children were reached by these means.

Roughly 85,500 participants (33%) first heard of the TDSRC program through staff promotion in the branch, while about 57,000 (22%) first heard via a presentation at a school or daycare. Another 52,000 (20%) were participants from last year.

Overall Satisfaction

Satisfaction was exceptionally high across the libraries, even compared to 2009. 95% of libraries are “very satisfied” or “satisfied” with the theme and another 94% with the quality of the logbook. 92% were satisfied with the relevance of the content in the logbook and the visual representation of the theme in the materials. Almost as many (87%) were satisfied with the program poster and each of these represents an increased level of satisfaction than in 2009. Greater than 4 in 5 libraries (83%) were satisfied with the website overall again in 2010.

Comments and Suggestions

The most common indicator of reading successes from the reading club is the children reporting that they had fun during the program (20%). Other major indicators were increased membership and visits to the library, and an increase in the excitement of reading and sharing books (18%). Many libraries mentioned the prizes and incentives to read (16%), discussions about books and increased reading habits among the children (14%).

The most common testimonials from parents, caregivers and/or teachers mentioned the improved reading skills of the children who participated (29%). More than a quarter of libraries reported parental enthusiasm and appreciation (26%) and roughly the same number stated that children were reading more often (25%). Another 21% of libraries reported parents saying that their children enjoyed the program.

A number of different themes were proposed for future programs, the most popular ones involved road trip or travel themes (14%), fantasy/adventure (12%), space, ocean or sea-life and animals/pets (10%).

When asked for suggestions, a number of systems commented on the excellent program and high quality of the materials provided (30% and 6%). The most common suggestion for the TDSRC program in 2010 is to send the materials to be used earlier in the year (16%) and to improve the materials used (15%) although the number of people commenting on the materials is much lower than in 2009 (26% to 15%).

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

Finally, regarding suggestions for improving the gathering of statistics, three quarters of libraries either stated that they could not think of a way to improve the system or that there was nothing wrong with the system as it is now. Among those who had a suggestion, the most common was that the forms/reports should be provided earlier in the year (5%).

The following tables summarize some of the key statistics collected.

Measure	Total
Reading kits distributed	266,746
Children who registered for TDSRC	258,878
TDSRC materials handed out (kits and individual posters)	385,559
Programs or activities organized around club theme	27,620
Attendance at programs and activities	543,494
Books read	2,388,030
Average number of hours read per child	5.1
Average number of books reported on per child	3.4
Visits made to schools/daycares	9,606
Children reached by school visits	491,317
Drop-Ins versus Clubs	Total
Drop-in	33%
Club	14%
Drop-in and club	40%
Neither/don't know	13%
Stickers	Total
Used stickers as incentives	70%
Total number of children who collected all 9 stickers	127,277

Background and Objectives



The 2010 TD Summer Reading Club (TDSRC) was offered in eleven provinces and territories across the country through the support of TD Bank Financial Group³. Beginning in Toronto in 1994, the program expanded across Ontario in 2001 and was widely available across Canada under the auspices of Library and Archives Canada as of summer 2004. The TDSRC focuses on young Canadians, promoting the fun of reading and encouraging them to visit their local library over the summer months. The program gives children a structured reading environment and rewards personal achievements.

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

³ 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, 1,762 public library localities, supplied their statistics from the 2010 TD Summer Reading Club program⁴. As a provision for receiving the free program kits, each library was asked to collect and evaluative statistical information related to the program. So that libraries would know what information to collect over the summer, a version of the evaluation form was included on the reading club website and in the TDSRC staff manual.

As in previous years in which the program was run, LAC assumed responsibility for analyzing these statistics, and teamed with Harris/Decima to collect the requisite information. Since libraries are organized differently in each province and territory, LAC had to identify a common denominator to respond to the evaluation. The library systems were identified as the online evaluation respondents⁵.

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

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

During the data collection period, Harris/Decima provided LAC with updates on which systems had not yet accessed the online form. LAC relayed this information to provincial/territorial coordinators, who then followed up with these systems to encourage participation. This year, a total of 1,762 of the 1,992 participating libraries reported data, and their evaluations were collected between September 15th and October 29th, 2010, yielding an 88% response rate.

The numbers presented in this report are based on a weighting system that represents the estimated 1,992 participating branches and not just the 1,762 that provided statistics for their respective systems. The weighting scheme takes into account all of the individual libraries within a given province or territory and weighting the available data to represent the missing libraries.

⁴ 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.

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

The final weights used in each region are presented below:

Figure 2.0 Overall Weighting Scheme Used

REGION	# Reporting	# Participating	% Reported	Weight
Alberta	195	245	79.6%	1.256
BPQ	93	114	81.6%	1.226
Manitoba	82	86	95.3%	1.049
Newfoundland	91	91	100.0%	1.000
NOLS	73	102	71.6%	1.397
NWT	2	3	66.7%	1.500
Nova Scotia	101	101	100.0%	1.000
Nunavut	2	2	100.0%	1.000
PEI	25	25	100.0%	1.000
RBQ	189	243	77.8%	1.286
Saskatchewan	229	241	95.0%	1.052
SOLS	580	638	90.9%	1.100
TPL	96	96	100.0%	1.000
Yukon	4	5	80.0%	1.250
	1762	1992	88.5%	

In each province, a total of individual participating libraries is compared to the total number of those who reported their statistics to Harris/Decima. For each province or territory, a weight is 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 86 libraries participate in the Summer Reading Club in 2010, but statistics were available for only 82 of them (95.3%). This means that the responses from those 82 libraries are multiplied by 1.049 in order to represent the 4 missing systems.

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

National Program Statistics

Submission Rate & Response Rate

The 610 participating library systems (including some participants at the branch level) were asked to tally the results of participants in the summer reading club for their own library as well as any subsidiary branches. The submission rate refers to how many of the libraries systems that were sent an email actually responded and entered data for the system they were responsible for. Of the 610 participating library systems, 529 submitted their results, representing an overall submission rate of 87%. The figure below depicts the submission rate by region.

Figure 2.1 Submission Rate by Region

Regions	(A) Total Invitations for Evaluation	(B) Total Responded to Evaluation	(C) Evaluation Submission Rate
Atlantic	125	125	100%
Newfoundland & Labrador	91	91	100%
Nova Scotia	9	9	100%
PEI	25	25	100%
Québec	62	37	60%
BPQ	45	24	53%
Réseau BIBLIO	17	13	76%
Ontario	343	294	86%
SOLS	174	148	85%
OLS-North	73	50	68%
Toronto	96	96	100%
West	70	65	93%
Manitoba	45	41	91%
Saskatchewan	10	10	100%
Alberta	15	14	93%
Territories	10	8	80%
Yukon	5	4	80%
Northwest Territories	3	2	67%
Nunavut	2	2	100%
Totals	610	529	87%

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

The response rate refers to the total number of libraries whose data are represented in the responses received. When working out the overall response rate, the only consideration is the total number of libraries that are reporting, without considering systems. The result is a more accurate overall picture of how many of the libraries that participated in the TD Summer Reading Club are actually represented in the data. The figure below depicts the response rate by region. With a total of 1,762 of the total 1,992 libraries being represented, the overall response rate is 88%.

Figure 2.2 Response Rate by Region

Regions	(A) Total Invitations for Evaluation	(B) Total Responded to Evaluation	(C) Evaluation Response Rate
Atlantic	217	217	100%
Newfoundland & Labrador	91	91	100%
Nova Scotia	101	101	100%
PEI	25	25	100%
Québec	357	282	79%
BPQ	114	93	82%
Réseau BIBLIO	243	189	78%
Ontario	836	749	90%
SOLS	638	580	91%
OLS-North	102	73	72%
Toronto	96	96	100%
West	572	506	88%
Manitoba	86	82	95%
Saskatchewan	241	229	95%
Alberta	245	195	80%
Territories	10	8	80%
Yukon	5	4	80%
Northwest Territories	3	2	67%
Nunavut	2	2	100%
Totals	1,992	1,762	88%

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

Statistics on Registration

Number of Children

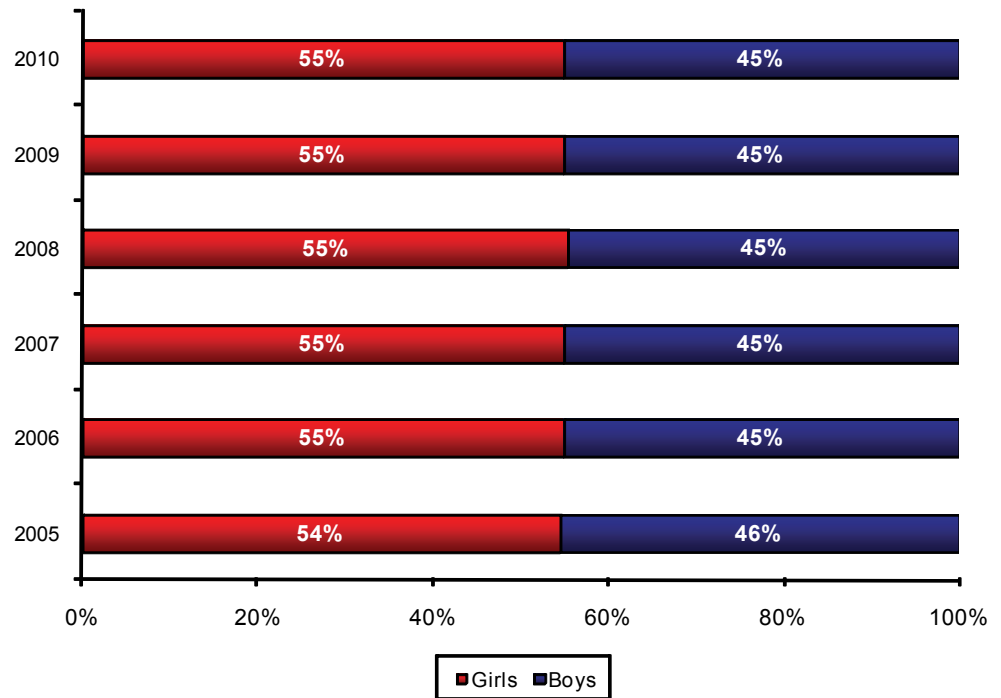
The first section of the Statistics and Evaluation Form asked librarians to indicate the total number of children registered for the TDSRC 2010 program. This reflects only the number of children who registered on the sign-up sheet, with the intent to read books as part of the TD Summer Reading Club.

Across Canada, an estimated 258,878 children registered for the TDSRC 2010 program⁶. This is a fairly steep drop compared to 2009, but this is almost exclusively due to more clear and specific definitions of what this question is asking than in previous years. In past years there was some obscurity regarding exactly what this question was asking for, and was often confused with the participation numbers which are reported below.

Girls comprise 142,027, or 55%, of the participants, while the 116,851 boys represent 45% of the participants, very similar to the proportions in previous years.

⁶ Based on the 529 systems and/or branches that submitted their information, extrapolations have been made to represent all 1,992 participating branches.

Figure 3. Percentage of Participating Children by Gender



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

Source: Q3-Q10. Total number of children who registered for the TDSRC 2010 program.

The distribution by age group also remains consistent from year to year. Age distributions are also similar for boys and girls. In 2010, 27% of girls fall in the 0-5 age group, 38% are aged 6-8, 32% are aged 9-12, and 3% are 13 years or older. The boys follow a similar distribution by age, with 30% aged 0-5, 40% aged 6-8, 27% aged 9-12, and 2% aged 13 and older. Compared to 2009 these numbers reflect a slight trend toward younger children and away from 9-12 year olds among both boys and girls.

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

Figure 3.1. Percentage of Registered Children by Age & Gender

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

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

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

Source: Q3-Q10. Total number of children who registered for the TDSRC 2010 program.

The table below summarizes the number of children that participated in the 2010 program by province, and by network for Quebec and Ontario. The table features detailed numbers by both gender and age for each province.

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

Region	BOYS				GIRLS				Province Totals
	0-5	6-8	9-12	13+	0-5	6-8	9-12	13+	
Atlantic	1,881	2,881	2,245	254	2,039	3,545	3,386	531	16,762
Nfld. & Lab.	535	539	347	28	555	677	640	67	3,388
Nova Scotia	1,150	2,097	1,772	223	1,251	2,510	2,553	447	12,003
PEI	196	245	126	3	233	358	193	17	1,371
Quebec	2,713	4,677	4,193	326	2,697	5,543	5,929	989	27,068
BPQ	1,778	2,802	2,575	137	1,853	3,462	3,650	249	16,507
Reseau Biblio	935	1,875	1,619	189	843	2,082	2,278	741	10,561
Ontario	22,176	28,119	17,807	1,454	24,160	32,001	24,958	2,329	153,003
SOLS	16,475	21,159	12,995	1,126	18,238	24,245	18,820	1,803	114,861
OLS-North	787	989	607	56	809	1,136	890	102	5,377
Toronto	4,915	5,970	4,204	272	5,113	6,620	5,247	424	32,765
West	8,179	11,367	7,690	572	8,738	12,946	10,822	970	61,285
Manitoba	1,296	1,757	1,178	74	1,390	1,968	1,726	162	9,550
Saskatchewan	1,837	2,896	1,871	112	2,044	3,353	2,793	192	15,098
Alberta	5,046	6,714	4,641	386	5,305	7,626	6,302	617	36,637
Territories	111	145	55	6	120	192	115	18	761
Yukon	50	64	36	3	63	88	59	8	371
NWT	23	24	0	0	17	32	9	5	108
Nunavut	38	57	19	3	40	73	47	5	282
Age Totals:	35,060	47,188	31,991	2,612	37,753	54,228	45,209	4,837	258,878

Base: 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: Q3-Q10. Total number of children who registered for the TDSRC 2010.

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

Similar to previous years, 2010 reach was highest among 6 to 8 year old children in every province and territory, but particularly in the Saskatchewan (17.07%), and Nova Scotia (15.90%). Conversely, reach continues to be lowest for teenagers between 13 and 15 years old with a national average reach of 0.7%.

Although registration was down in both provinces, Nova Scotia (7.55%) and Saskatchewan (7.44%) had the greatest percentage of children register for the Summer Reading Club in the country. Traditionally, Quebec and the territories have lower registration and again are near the bottom in 2010.

Figure 5. Number of Participating Children

Province / Territory	2006 CENSUS			2010 TD SRC REGISTRANTS			% PARTICIP. CHILDREN	% PARTICIP. CHILDREN	% PARTICIP. CHILDREN
	(A) Total Children	(B) Total Boys	(C) Total Girls	(D) Total Children	(E) Total Boys	(F) Total Girls	2010 Total Children	2009 Total Children	2008 Total Children
Newfoundland	85,025	43,525	41,475	3,388	1,449	1,939	3.98%	3.42%	3.34%
0-5	27,745	14,150	13,580	1,090	535	555	3.93%	3.03%	2.98%
6-8	15,595	7,970	7,620	1,216	539	677	7.80%	7.46%	7.59%
9-12	22,515	11,545	10,965	987	347	640	4.38%	3.75%	3.47%
13-15	19,170	9,860	9,310	95	28	67	0.50%	0.33%	0.25%
Nova Scotia	158,935	80,935	78,005	12,003	5,242	6,761	7.55%	8.30%	5.27%
0-5	51,060	25,920	25,140	2,401	1,150	1,251	4.70%	4.95%	3.10%
6-8	28,975	14,755	14,220	4,607	2,097	2,510	15.90%	17.41%	12.00%
9-12	42,920	21,845	21,080	4,325	1,772	2,553	10.08%	11.49%	7.10%
13-15	35,980	18,415	17,565	670	223	447	1.86%	1.93%	0.75%
PEI	26,010	13,280	12,720	1,371	570	801	5.27%	4.84%	4.44%
0-5	8,160	4,145	4,000	429	196	233	5.26%	4.62%	3.47%
6-8	4,735	2,400	2,340	603	245	358	12.73%	11.51%	11.05%
9-12	7,135	3,675	3,455	319	126	193	4.47%	4.44%	4.54%
13-15	5,980	3,060	2,925	20	3	17	0.33%	0.35%	0.43%
Québec	1,355,505	691,610	663,885	27,068	11,909	15,158	2.00%	2.20%	1.79%
0-5	450,900	230,350	220,555	5,410	2,713	2,697	1.20%	1.15%	0.98%
6-8	236,895	120,800	116,085	10,220	4,677	5,543	4.31%	4.95%	4.10%
9-12	365,365	186,330	179,035	10,122	4,193	5,929	2.77%	3.30%	2.60%
13-15	302,345	154,130	148,210	1,316	326	989	0.44%	0.27%	0.20%
Ontario	2,382,035	1,221,915	1,160,135	153,003	69,556	83,447	6.42%	6.77%	6.76%
0-5	807,900	413,910	394,000	46,336	22,176	24,160	5.74%	5.66%	5.59%
6-8	432,715	221,465	211,250	60,120	28,119	32,001	13.89%	14.30%	14.36%
9-12	635,940	327,180	308,760	42,764	17,807	24,958	6.72%	7.73%	7.70%
13-15	505,480	259,360	246,125	3,783	1,454	2,329	0.75%	0.89%	0.95%
Manitoba	242,615	124,420	118,180	9,550	4,305	5,245	3.94%	4.01%	3.26%
0-5	82,295	42,155	40,130	2,686	1,296	1,390	3.26%	3.15%	2.46%
6-8	44,375	22,960	21,420	3,724	1,757	1,968	8.39%	8.39%	7.22%
9-12	64,850	33,315	31,530	2,904	1,178	1,726	4.48%	4.72%	3.86%
13-15	51,095	25,990	25,100	236	74	162	0.46%	0.68%	0.34%
Saskatchewan	202,880	103,820	99,070	15,098	6,716	8,381	7.44%	8.65%	8.12%
0-5	69,195	35,355	33,845	3,881	1,837	2,044	5.61%	6.36%	5.31%
6-8	36,610	18,650	17,965	6,248	2,896	3,353	17.07%	18.20%	18.32%
9-12	53,200	27,240	25,955	4,665	1,871	2,793	8.77%	11.08%	10.52%
13-15	43,875	22,575	21,305	304	112	192	0.69%	1.35%	1.13%
Alberta	678,900	348,065	330,845	36,637	16,787	19,850	5.40%	5.42%	6.85%
0-5	242,230	124,065	118,160	10,350	5,046	5,305	4.27%	3.69%	5.18%
6-8	122,760	62,695	60,060	14,341	6,714	7,626	11.68%	11.46%	14.08%
9-12	174,545	89,915	84,645	10,943	4,641	6,302	6.27%	6.77%	8.73%
13-15	139,365	71,390	67,980	1,003	386	617	0.72%	1.41%	1.01%
Yukon	6,210	3,205	3,010	371	153	219	5.98%	9.94%	5.96%
0-5	2,115	1,090	1,020	113	50	63	5.36%	7.66%	4.93%
6-8	1,080	535	550	151	64	88	14.03%	21.94%	14.08%
9-12	1,605	805	800	96	36	59	5.96%	12.34%	6.55%
13-15	1,410	775	640	11	3	8	0.75%	1.42%	0.61%
NWT/Nunavut	21,365	10,835	10,550	390	164	227	1.83%	0.59%	0.87%
0-5	8,000	4,025	3,980	117	61	57	1.46%	0.25%	0.51%
6-8	3,765	1,915	1,860	186	81	105	4.93%	1.22%	2.42%
9-12	5,410	2,745	2,670	75	19	56	1.39%	0.83%	0.96%
13-15	4,190	2,150	2,040	13	3	10	0.30%	0.38%	0.05%

Base: 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).

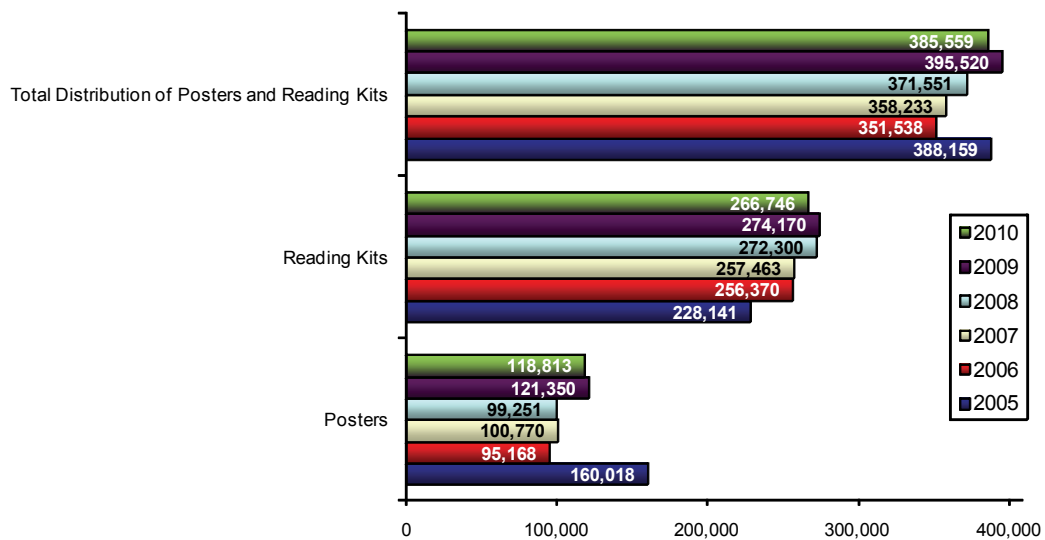
Source: Columns (A) through (C) provided by Statistics Canada Census 2006. Column (D) through (F) represents data collected by Harris/Decima.

Reading Kits and Posters

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

In total, 266,746 reading kits were distributed across Canada in 2010 among the participating libraries, a modest drop from last year’s 274,000. However, 118,813 posters were given out, which is still much higher than in 2007-8. The number of TDSRC materials handed out to children, teachers, daycare providers, parents and other caregivers totaled 385,559, an decrease from 2009 but still higher than in any year since 2005.

Figure 6. Total Distribution of Reading Kits and Posters



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

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

Program Statistics

Programs and Activities Organized Around the Club Theme

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

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

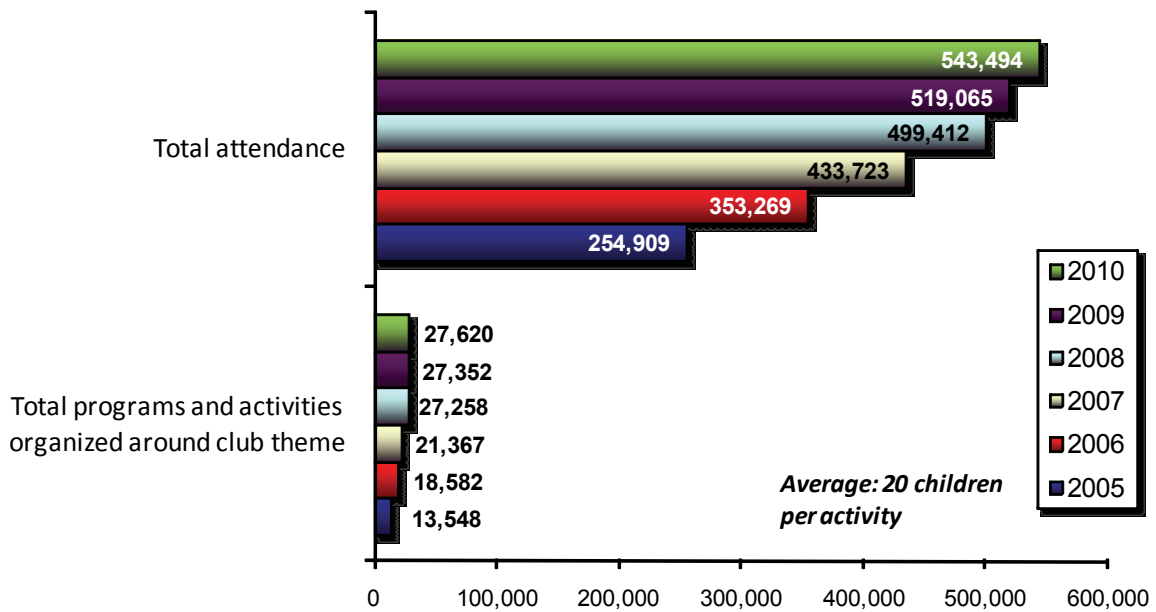
- Every child who registered for the reading club with the library is considered to have attended an activity.
- It is possible that a child did not register for the TDSRC, but attended one or more of the activities;
- Attendance was calculated on a per activity basis. It is possible that a child attended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

A total of 27,620 organized programs and activities were scheduled in libraries across Canada over the months of July and August 2010⁷, from which a full 91% were organized inside libraries. Total attendance increased to 543,494 children, another increase over 2009. Approximately 20 children attended each activity.

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

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

Figure 10. Organized Programs and Activities and Attendance



Base: 2010: All localities that submitted results (n=1,762). Data is weighted to reflect all localities that participated in the TDSRC program (n=1,992). 2009: All localities that submitted results (n=1,718). Data is weighted to reflect all localities that participated in the TDSRC program (n=1,962). 2008: All library systems that submitted results: Q15A&Q15B (n=536); Q16A&Q16B (n=592). 2007: All library systems that submitted results: Q15A&Q16A (n=434); Q15B&Q16B (n=419). 2006: All localities that submitted results: Q18 (n=1,449); Q19 (1,407). 2005: All library systems that submitted results: Q18 (n=343); Q19 (n=324).
Source: Q15A/Q16A. If recorded, total number of club programs/activities; Q15B/Q16B. If recorded, total attendance at programs/activities.

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

Figure 11. Organized Programs and Activities and Attendance by Region

Region	Theme-Related Activities	Total Attendance	Avg. Attendance per Activity	2010				2009		
				Total Attendance - Boys Activities	Total Attendance - Girls Activities	% of Activities Indoor	% of Activities Outdoor	Theme-Related Activities	Total Attendance	Avg. Attendance per Activity
Atlantic	2,754	38,529	14	16,204	22,325	95%	5%	2,193	31,951	15
Nfld. & Lab.	905	7,827	9	3,270	4,557	98%	2%	692	8,460	12
Nova Scotia	1,379	24,901	18	10,503	14,398	93%	7%	1,044	18,707	18
PEI	470	5,801	12	2,450	3,351	94%	6%	458	4,784	10
Quebec	2,390	38,359	16	15,486	22,873	95%	5%	2,692	45,507	17
BPQ	1,003	23,349	23	9,267	14,082	96%	4%	1,633	29,058	18
Reseau Biblio	1,386	15,009	11	6,213	8,797	94%	6%	1,059	16,449	16
Ontario	14,331	329,102	23	150,501	178,601	95%	5%	14,645	328,959	22
SOLS	12,127	262,034	22	118,333	143,701	95%	5%	11,923	259,675	22
OLS-North	881	11,389	13	5,520	5,869	94%	6%	1,174	20,450	17
Toronto	1,323	55,679	42	26,274	29,405	92%	8%	1,548	48,835	32
West	8,006	136,427	17	59,916	76,511	82%	18%	7,756	111,634	14
Manitoba	737	11,589	16	5,180	6,409	94%	6%	843	12,561	15
Saskatchewan	1,993	33,522	17	15,220	18,302	93%	7%	2,165	38,992	18
Alberta	5,276	91,316	17	39,773	51,543	76%	24%	4,748	60,082	13
Territories	139	1,076	8	489	587	87%	13%	66	1,014	15
Yukon	63	380	6	145	235	96%	4%	39	749	19
NWT	20	180	9	92	88	92%	8%	5	85	19
Nunavut	57	516	9	232	284	75%	25%	22	180	8
Overall	27,620	543,494	20	239,301	304,193	91%	9%	27,352	519,065	19

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

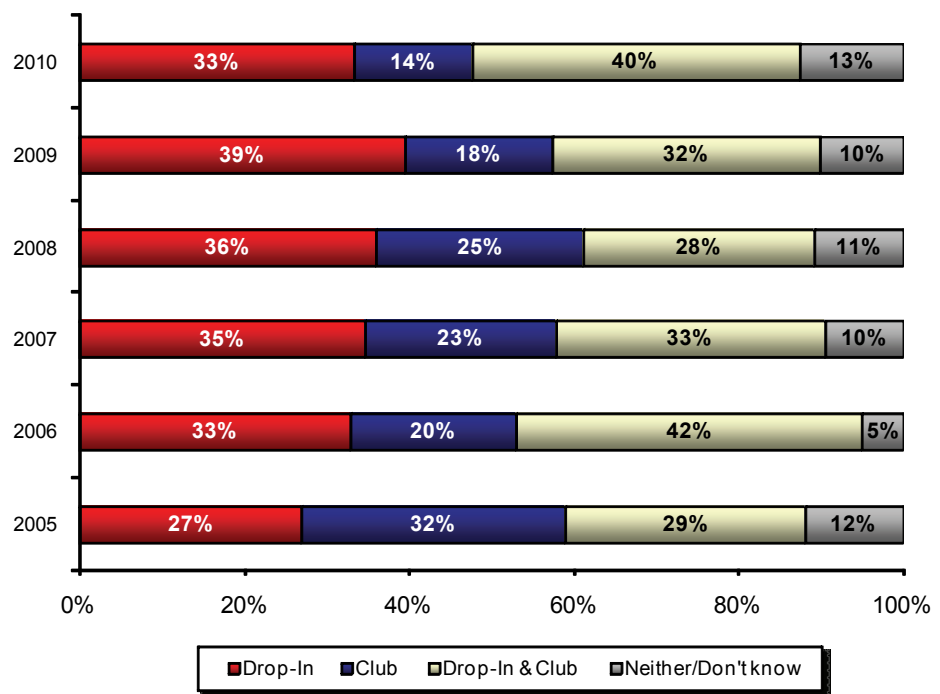
Source: Q15A/Q16A. If recorded, total number of club programs/activities; Q15B/Q16B. If recorded, total attendance at programs/activities. Q15C/Q16C. If recorded, total attendance at programs/activities for boys; Q15D/Q16D. If recorded, total attendance at programs/activities for girls.

Drop-Ins versus Clubs

Libraries had the option to run the program as a drop-in program or as a club with distinct meeting times. Overall, 33% of library systems ran their summer reading club exclusively as a drop-in program, whereas 14% of the systems ran theirs solely as a reading club. In 2010 one in four libraries ran the summer reading club both as a drop-in and as a club, a sizeable increase over 2009. 13% did not indicate using either approach.

The proportion of libraries running the program as both a drop-in and a club rose again in 2010 while the number running it solely as a drop-in or as a club both fell compared to 2009.

Figure 12. Percentage of Drop-ins and Clubs



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

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

Figure 13 summarizes the total percentage of libraries that ran the summer reading club as a drop-in only, a club only, or as both a drop-in and a club, by province and region. As in previous years, systems in Atlantic Canada were the most likely to run their program as a drop-in only (44%), whereas those in the West were the most likely to run their program as both a drop-in and a club (50%). Although the number of libraries reporting was small compared to other regions, the Territories were the most likely to run the program as only a club.

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

Region	Both Drop-			
	Drop-In Only	Club Only	In and Club	Neither Format
Atlantic	44%	18%	35%	3%
Nfld. & Lab.	40%	38%	20%	2%
Nova Scotia	57%	0%	39%	4%
PEI	16%	12%	72%	0%
Quebec	30%	15%	28%	27%
BPQ	71%	0%	14%	15%
Reseau Biblio	9%	23%	36%	32%
Ontario	34%	18%	39%	8%
SOLS	30%	18%	42%	10%
OLS-North	41%	29%	26%	4%
Toronto	54%	9%	33%	3%
West	30%	6%	50%	14%
Manitoba	68%	17%	13%	1%
Saskatchewan	34%	0%	49%	17%
Alberta	12%	8%	64%	16%
Territories	10%	48%	43%	0%
Yukon	0%	75%	25%	0%
NWT	0%	0%	100%	0%
Nunavut	50%	50%	0%	0%
Overall	33%	14%	40%	13%

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

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

Program Successes

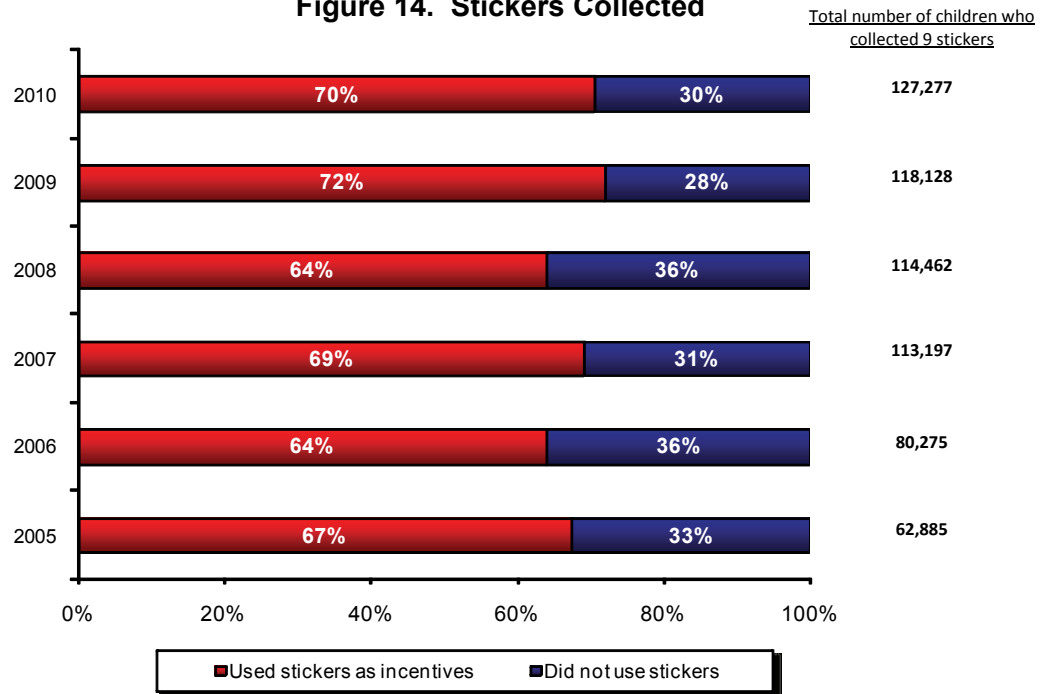
Depending on how libraries implemented the program, they tracked the impact of their program on reading habits and learning using a variety of metrics. These included:

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

Stickers Collected

Stickers were used by some of the libraries as incentives for children to read more books. The ultimate goal was to collect all nine stickers. In total, 70% of the library systems used stickers as incentives for children, a slight decrease from 2009, but still very similar. Among these systems, approximately 127,277 children reached the target of collecting all nine stickers.

Figure 14. Stickers Collected



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

Figure 15 shows the percentages of library systems that used stickers as incentives for children to read more books, by province. Also shown are the proportion and number of children within these systems who collected all nine stickers. The 65% of children who collected all 9 stickers represents a new high in this category.

Figure 15. Stickers Collected by Province and Region

Region	% of Libraries Used Stickers as Incentives	Total Children Within these systems	Total Children who Collected all 9 Stickers	2010 % of Children who Collected all 9 Stickers	2009 % of Children who Collected all 9 Stickers	2008 % of Children who Collected all 9 Stickers	2007 % of Children who Collected all 9 Stickers
Atlantic	77%	14,068	7,180	51%	50%	49%	49%
Nfld. & Lab.	75%	1,753	1,344	77%	75%	72%	57%
Nova Scotia	89%	11,139	5,312	48%	47%	42%	47%
PEI	80%	1,176	524	45%	48%	81%	53%
Quebec	68%	21,215	18,415	87%	45%	67%	43%
BPQ	67%	14,870	14,755	99%	44%	65%	54%
Reseau Biblio	69%	6,345	3,660	58%	49%	74%	22%
Ontario	71%	124,971	82,371	66%	64%	66%	61%
SOLS	67%	95,852	72,232	75%	70%	77%	73%
OLS-North	60%	1,557	784	50%	83%	82%	57%
Toronto	84%	27,563	9,356	34%	33%	36%	26%
West	62%	33,486	18,940	57%	39%	32%	46%
Manitoba	56%	8,215	7,907	96%	88%	73%	47%
Saskatchewan	70%	8,000	3,978	50%	68%	54%	51%
Alberta	71%	17,271	7,055	41%	22%	25%	44%
Territories	60%	606	371	61%	32%	32%	21%
Yukon	50%	308	128	41%	32%	34%	-
NWT	50%	17	17	100%	12%	23%	23%
Nunavut	100%	282	227	80%	88%	-	15%
Overall	70%	194,347	127,277	65%	54%	56%	55%

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

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

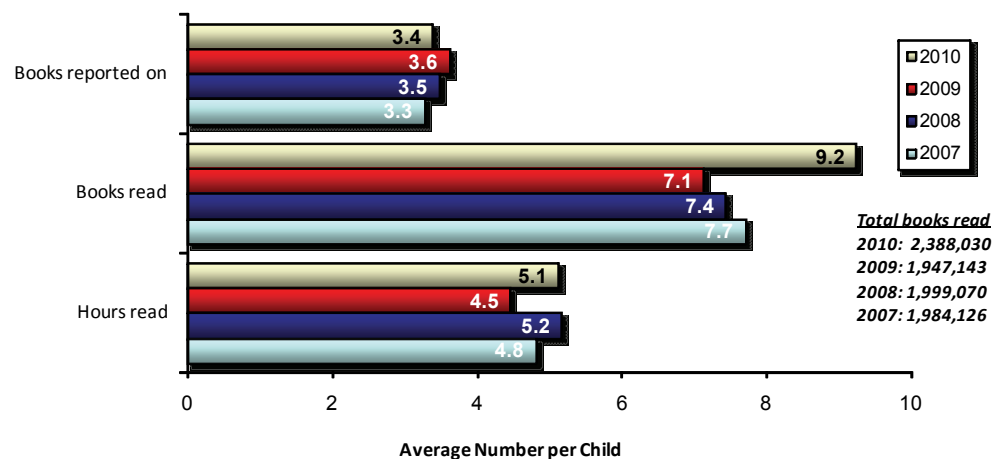
Books Read and Reported on

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

- Reported on 3.4 books;
- Read 9.2 books;
- Spent 5.1 hours reading.

The average number of books read per child translates to a total of 2,388,030 books read as part of the summer reading club⁸. This represents a marked increase in the number of books read, due largely to the average number of books read per child compared to last year (7.1 to 9.2) since there were actually slightly fewer children registered in 2010.

Figure 16. Average Program Participation Levels of Children



Base: 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). 2007: All library systems that submitted results; Q20 (n=203); Q21 (n=259); Q22 (n=77). The total number of books read is weighted to reflect all localities that participated in the TDSRC program (n=1,951).

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

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

The figure below depicts average number per child for the number of books reported on, the number of books read, and the number of hours read, by region. It also shows the total books read per region based on the national average of 9.2 books read per child.

Figure 17. Average Program Participation Levels of Children by Region

Region	Avg. Books Reported On per Child	Avg. Books Read per Child	Avg. Hours Read per Child	Total Books Read
Atlantic	1.4	12.1	4.4	205,458
Nfld. & Lab.	2.0	8.2	3.4	29,570
Nova Scotia	0.9	11.9	4.2	151,533
PEI	4.4	16.8	9.9	24,355
Quebec	2.0	11.1	5.9	307,738
BPQ	2.2	13.9	6.6	242,798
Reseau Biblio	1.3	5.8	4.6	64,940
Ontario	4.5	9.6	7.3	1,475,047
SOLS	5.1	10.8	8.1	1,312,651
OLS-North	2.4	5.0	1.7	28,224
Toronto	2.8	3.9	2.5	134,172
West	1.9	5.8	4.7	398,155
Manitoba	3.3	11.5	6.7	116,110
Saskatchewan	4.1	7.0	5.1	111,509
Alberta	0.8	4.4	4.3	170,536
Territories	2.2	2.1	5.1	1,633
Yukon	0.3	0.3	-	-
NWT	-	2.1	6.9	244
Nunavut	4.6	4.6	3.4	1,389
Overall	3.4	9.2	5.1	2,388,030

Base: 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).

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

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

Figure 18. Total Books Read Each Year

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

Base: 2010: All library systems that submitted results; Q21 (n=305). 2009: All library systems that submitted results; Q21 (n=262). 2008: All library systems that submitted results; Q21 (n=272). 2007: All library systems that submitted results; Q21 (n=256). 2006: All localities that submitted results; Q26 (n=768). 2005: All library systems that submitted results; Q26 (n=175).
Source: Q21. If recorded, total number of books read. **Note:** PEI, Yukon and Nunavut did not submit any results for this question.

Promotion of Program

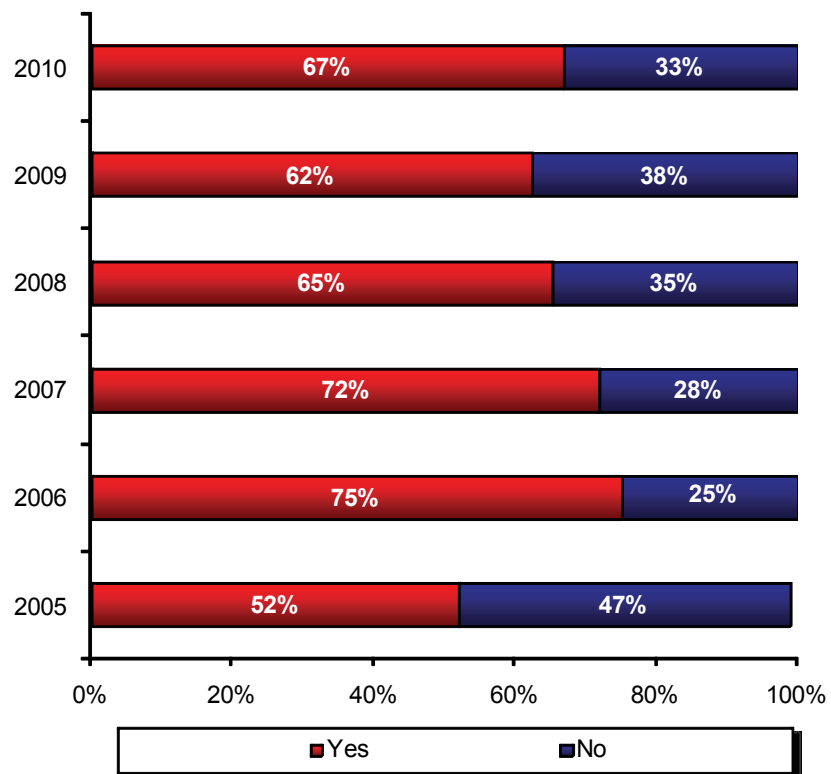
School and Daycare Visits by Library Staff

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

More than two thirds (67%) of the library systems indicate that their library staff had made visits to schools and daycares to promote the summer reading club, up from 62% in 2009, but still not at the high of 75% in 2006. Despite a greater percentage of libraries making visits overall, the total of 9,606 visits were made to schools and daycares. This means that even though more libraries made at least one visit, they made fractionally fewer visits overall than in 2009.

Although there were fewer visits made, the visit that were made were slightly more effective than in most other years, and as a result, the number of children reached with these visits was virtually the same as in 2009 with 491,317 children.

Figure 19. School and Daycare Visits by Staff



Base: 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

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

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

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

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

Region	2010		2009		2008		2007	
	School Visits % Yes	Total Visits	School Visits % Yes	Total Visits	School Visits % Yes	Total Visits	School Visits % Yes	Total Visits
Atlantic	73%	479	60%	402	49%	382	50%	294
Nfld. & Lab.	63%	201	49%	89	36%	62	38%	31
Nova Scotia	82%	227	65%	222	88%	268	56%	210
PEI	84%	51	84%	91	80%	52	88%	53
Quebec	54%	977	43%	2,475	52%	748	54%	444
BPQ	56%	281	53%	2,227	46%	530	43%	207
Reseau Biblio	53%	696	38%	248	53%	218	100%	237
Ontario	71%	5,276	74%	5,657	74%	4,600	81%	4,439
SOLS	69%	3,767	74%	3,853	78%	3,374	84%	3,015
NOLS	69%	583	63%	775	59%	153	71%	357
Toronto	84%	926	84%	1,029	80%	1,073	86%	1,067
West	65%	2,836	55%	1,776	83%	2,840	85%	4,490
Manitoba	80%	367	69%	399	83%	230	79%	210
Saskatchewan	57%	325	50%	399	82%	668	90%	359
Alberta	67%	2,144	55%	978	84%	1,942	92%	3,921
Territories	88%	38	71%	13	90%	37	100%	5
Yukon	75%	15	0%	-	100%	11	-	-
NWT	100%	12	50%	1	67%	22	100%	4
Nunavut	100%	11	100%	12	100%	4	100%	1
Overall	67%	9,606	62%	10,322	65%	8,607	72%	9,672

Region	2010		2009		2008		2007	
	Children Reached by Visits	Avg. Reach per Visit	Children Reached by Visits	Avg. Reach per Visit	Total Children Reached	Avg. Reach per Visit	Total Children Reached	Avg. Reach per Visit
Atlantic	45,094	94	42,536	106	41,958	110	39,288	134
Nfld. & Lab.	8,887	44	4,409	49	3,708	60	1,921	62
Nova Scotia	30,424	134	32,193	145	31,618	118	31,268	149
PEI	5,783	113	5,934	65	6,632	127	6,099	115
Quebec	44,701	46	54,371	22	45,498	61	20,804	47
BPQ	16,781	60	44,483	20	34,862	66	14,990	73
Reseau Biblio	27,920	40	9,888	40	10,636	49	5,813	24
Ontario	238,445	45	261,235	46	256,948	56	173,357	39
SOLS	176,352	47	179,212	47	203,187	60	126,961	42
NOLS	27,479	47	35,926	46	10,500	69	5,321	15
Toronto	34,614	37	46,097	45	43,261	40	41,075	38
West	162,134	57	132,946	75	165,680	58	146,376	33
Manitoba	22,408	61	19,107	48	16,365	71	9,637	46
Saskatchewan	25,409	78	39,397	99	36,054	54	49,093	137
Alberta	114,316	53	74,442	76	113,261	58	87,645	22
Territories	944	25	506	39	1,342	36	241	48
Yukon	30	-	-	-	794	72	-	-
NWT	456	38	4	4	89	4	221	55
Nunavut	458	42	502	42	459	115	20	20
Overall	491,317	51	491,594	48	511,426	59	380,065	39

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

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

Impact of School and Daycare Visits

In 2010, more than two thirds of all libraries made school and daycare visits, reaching a total of 491,317 children. Among the systems that made visits, a total of 193,005 children participated in the TDSRC, representing about four participants for every ten children reached (39%).

Among these same library systems, 46,044 children indicated that they first heard of the TDSRC via school visits (35,509) or daycare / summer day camp visits (10,535), representing 24% of the total participants.

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

Figure 22. Impact of School and Daycare Visits

Region	Total Children Reached by Visits	Total TDSRC participation within Visited Schools/Daycares	Ratio of Participation to Reach	First Heard via Staff Visit	Ratio of Reported Visit to Participation
Atlantic	45,094	12,245	27%	4,125	34%
Nfld. & Lab.	8,887	2,571	29%	381	15%
Nova Scotia	30,424	8,388	28%	3,281	39%
PEI	5,783	1,286	22%	464	36%
Quebec	44,701	12,966	29%	3,152	24%
BPQ	16,781	8,755	52%	2,050	23%
Reseau Biblio	27,920	4,211	15%	1,103	26%
Ontario	238,445	121,318	51%	27,990	23%
SOLS	176,352	87,304	50%	19,272	22%
OLS-North	27,479	4,654	17%	334	7%
Toronto	34,614	29,360	85%	8,385	29%
West	162,134	46,008	28%	10,620	23%
Manitoba	22,408	7,340	33%	1,360	19%
Saskatchewan	25,409	7,150	28%	1,149	16%
Alberta	114,316	31,518	28%	8,111	26%
Territories	944	469	50%	156	33%
Yukon	30	79	-	54	69%
NWT	456	108	24%	44	40%
Nunavut	458	282	62%	58	21%
Overall	491,317	193,005	39%	46,044	24%

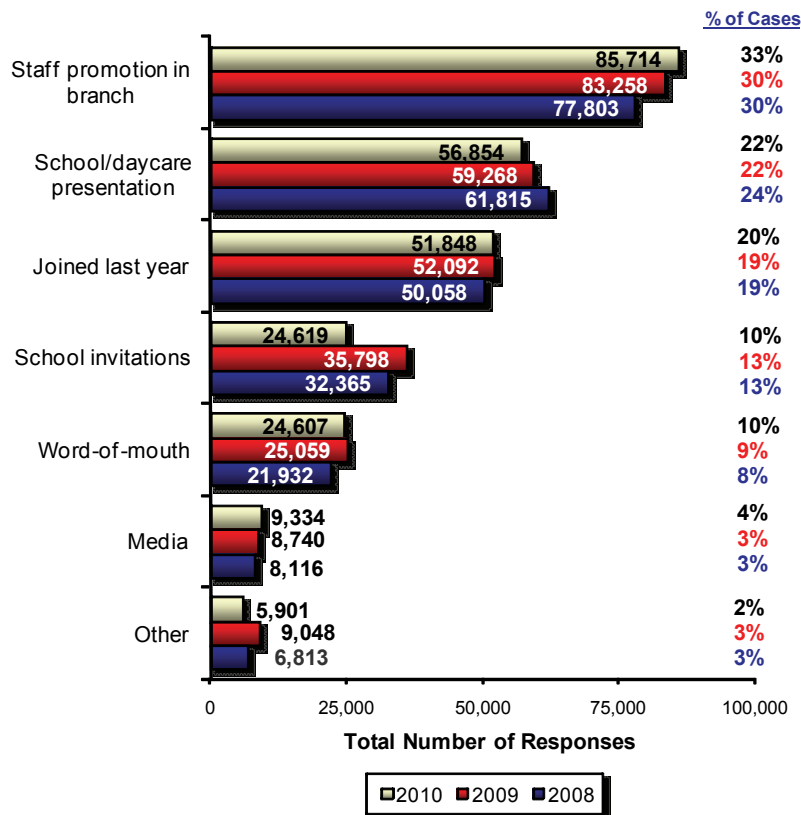
Base: 2010: All localities that submitted results (n=1,762). Data is weighted to reflect all localities that participated in the TDSRC program (n=1,992). 2009: All localities that submitted results (n=1,718). Data is weighted to reflect all localities that participated in the TDSRC program (n=1,962). 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: Q26. If yes, total number of children reached. Q23A/B. Number of participants that first heard about the TDSRC by a school/ summer day camps/ daycare/ community or public presentations by library staff.

Method of Promotion

Promotional aspects were further investigated by asking librarians to tally, from the registration forms, how the participants first heard about the program. For the second straight year, more than 83,000 participants first heard of the TDSRC through staff promotion in the library, while roughly 56,800 first heard via a presentation at a school or daycare,⁹ roughly the same percentage as 2009. Another 51,800 or so said that they joined last year. School invitations slipped as a factor in hearing about the program, with only 24,600 children hearing about the program this way. A smaller number heard about the program through media sources (9,300).

Figure 23. How Participants First Heard About the Program

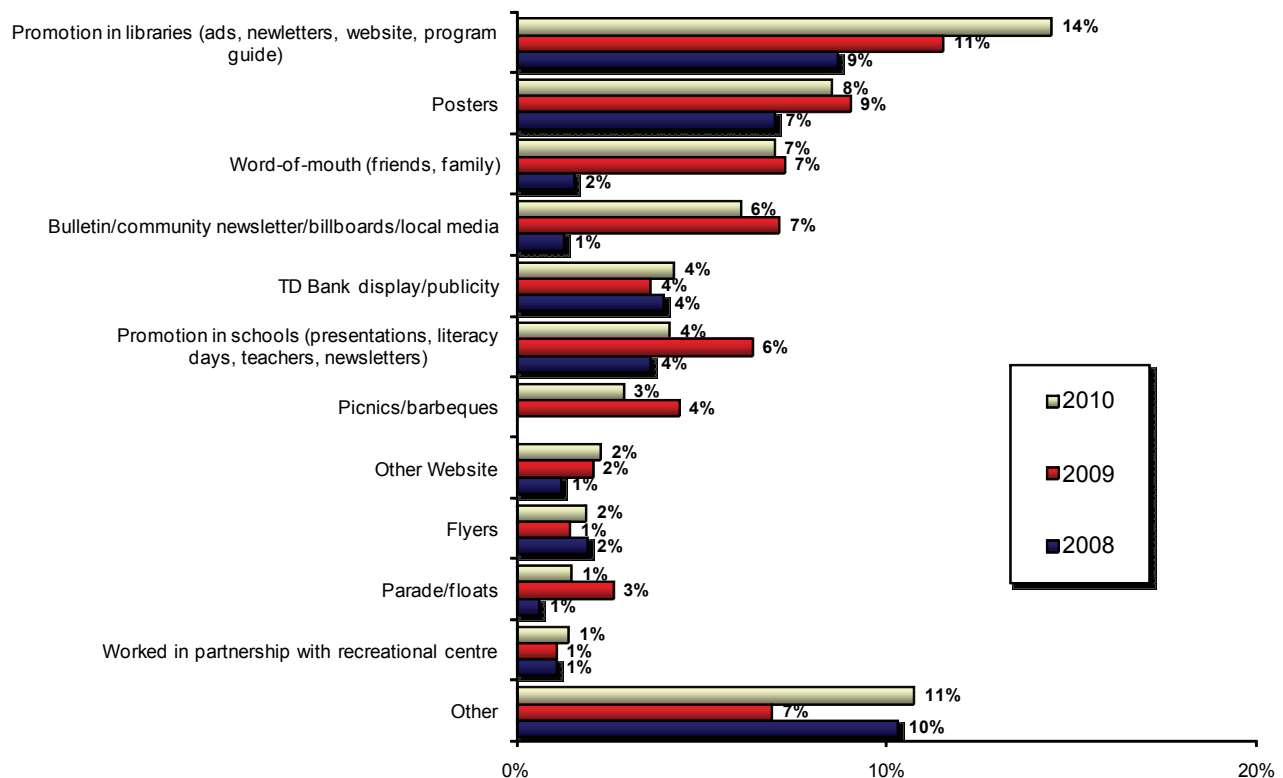


Base: 2010: All localities that submitted results (n=1,762). Data is weighted to reflect all localities that participated in the TDSRC program (n=1,992). 2009: All localities that submitted results (n=1,718). Data is weighted to reflect all localities that participated in the TDSRC program (n=1,962). 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). Source: *Number of participants that first heard about the TDSRC by the following methods: Q23A. Schools; Q23B Summer day camps, daycare centres community/public housing projects, faith-based program presentation by library staff; Q23C. Staff promotion in branch; Q23D. Word-of-mouth; Q23E. School invitations; Q23F. Joined last year; Q23G. Media (radio, newspaper, website, library program guide, Transit ads); Q23H. Other.*

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

Library systems indicating that their participants heard about the TDSRC through ‘other’ means were given the opportunity to specify these methods. Some type of promotion in the library was referred to by 14% of the 216 libraries, followed by posters (8%), and some type of word-of-mouth (7%). Community newsletters and local media were also important in 2010 in a similar proportion to 2009 (6%). Other promotion in schools was mentioned by 4% and picnics/barbeques came up in 3% of cases. Some other common references are detailed in Figure 25.

Figure 25. How Participants Heard About the Program – Other Mentions



Base: 2010: First heard about TDSRC by “other” methods (n=216). 2009: First heard about TDSRC by “other” methods (n=198). 2008: First heard about TDSRC by “other” methods (n=302). 2007: First heard about TDSRC by “other” methods (n=110). 2006: First heard about TDSRC by “other” methods (n=283). Data is not weighted to reflect all participating localities.

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

Figure 26 depicts total numbers by province for the number of people who first heard of the program through the various channels.

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

Region	School presentation	Day camp/ day care presentation	Staff promotion in branch	Word-of-mouth	School invitations	Joined last year	Media	Other
Atlantic	4,202	366	4,596	1,817	902	4,195	411	273
Nfld. & Lab.	266	150	1,559	427	365	410	129	82
Nova Scotia	3,594	86	2,601	1,281	490	3,573	254	122
PEI	341	130	437	109	46	212	27	69
Quebec	4,001	1,041	6,776	3,217	4,663	5,060	1,228	1,083
BPQ	2,356	315	4,588	2,028	2,686	3,289	1,048	197
Reseau Biblio	1,645	725	2,188	1,189	1,977	1,771	180	886
Ontario	25,238	8,417	55,221	12,868	8,973	33,007	5,445	3,832
SOLS	19,824	4,748	38,503	9,294	6,833	27,326	4,808	3,524
OLS-North	198	181	2,339	766	646	1,057	145	45
Toronto	5,216	3,488	14,379	2,808	1,495	4,623	492	263
West	11,389	2,045	19,020	6,437	10,046	9,569	2,066	712
Manitoba	1,510	102	3,506	760	1,553	1,839	208	71
Saskatchewan	2,041	272	6,132	1,429	1,404	3,108	428	283
Alberta	7,838	1,671	9,382	4,248	7,089	4,621	1,430	358
Territories	0	156	101	268	35	18	185	0
Yukon	0	54	38	185	0	0	94	0
NWT	0	44	20	6	11	11	18	0
Nunavut	0	58	43	77	24	7	73	0
Overall	44,830	12,024	85,714	24,607	24,619	51,848	9,334	5,901

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

Figure 27 provides the same information as displayed in Figure 26 in percentages, to show the prevalence of certain promotional techniques within each region. Staff promotion in the branch is the most popular way for people to hear about the program everywhere except the Territories, where word-of-mouth was more important. Certain techniques were relatively more successful in specific regions as well. For example, joining last year played and school presentations played a bigger role in Atlantic Canada than elsewhere while school invitations were more effective in Quebec and the West.

Figure 27. How Participants Heard About the Program Summary by Region (Percentages)

Region	School presentation	Day camp/ day care presentation	Staff promotion in branch	Word-of-mouth	School invitations	Joined last year	Media	Other
Atlantic	25%	2%	27%	11%	5%	25%	2%	2%
Nfld. & Lab.	8%	4%	46%	13%	11%	12%	4%	2%
Nova Scotia	30%	1%	22%	11%	4%	30%	2%	1%
PEI	25%	9%	32%	8%	3%	15%	2%	5%
Quebec	15%	4%	25%	12%	17%	19%	5%	4%
BPQ	14%	2%	28%	12%	16%	20%	6%	1%
Reseau Biblio	16%	7%	21%	11%	19%	17%	2%	8%
Ontario	16%	6%	36%	8%	6%	22%	4%	3%
SOLS	17%	4%	34%	8%	6%	24%	4%	3%
OLS-North	4%	3%	43%	14%	12%	20%	3%	1%
Toronto	16%	11%	44%	9%	5%	14%	2%	1%
West	19%	3%	31%	11%	16%	16%	3%	1%
Manitoba	16%	1%	37%	8%	16%	19%	2%	1%
Saskatchewan	14%	2%	41%	9%	9%	21%	3%	2%
Alberta	21%	5%	26%	12%	19%	13%	4%	1%
Territories	0%	20%	13%	35%	5%	2%	24%	0%
Yukon	0%	15%	10%	50%	0%	0%	25%	0%
NWT	0%	40%	18%	6%	10%	10%	17%	0%
Nunavut	0%	21%	15%	27%	9%	2%	26%	0%
Overall	17%	5%	33%	10%	10%	20%	4%	2%

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

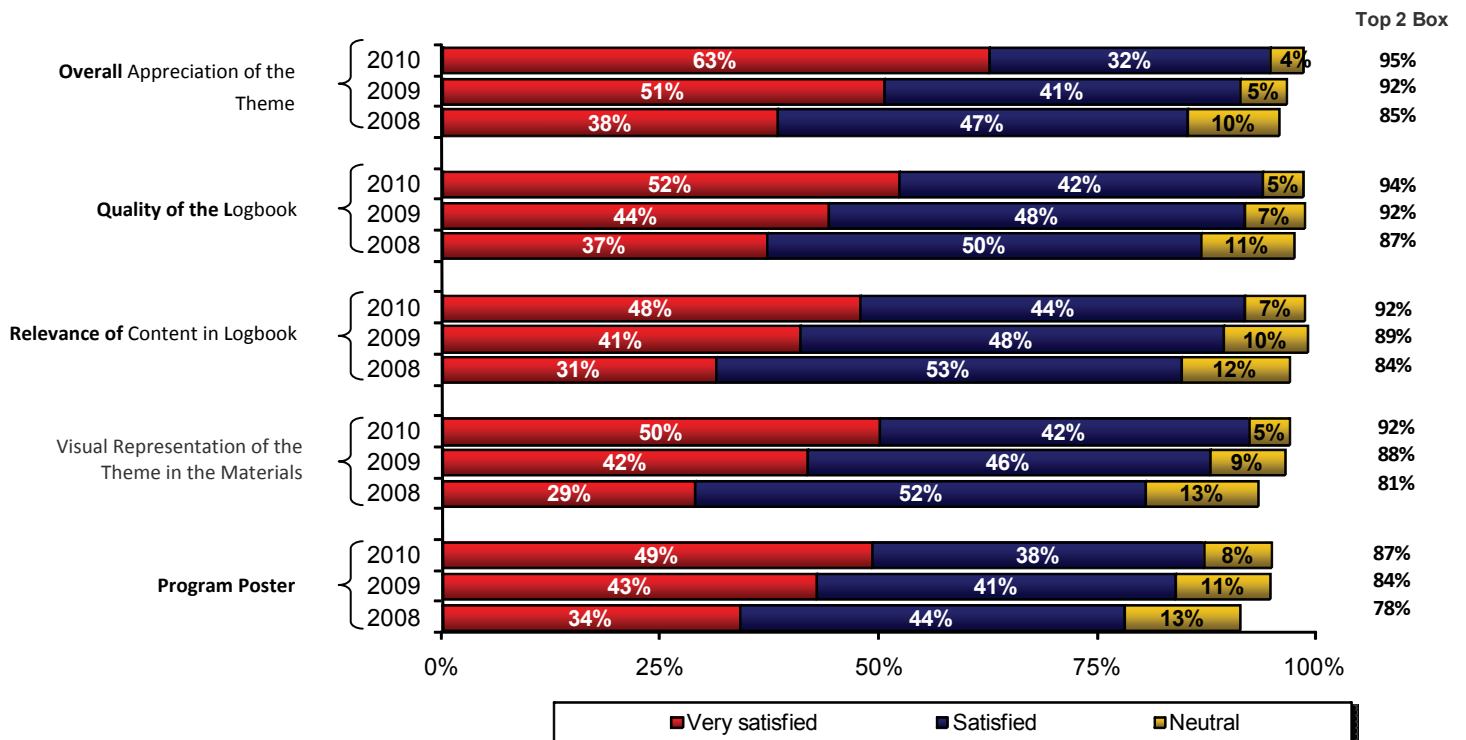
Overall Satisfaction

The 2010 Statistics and Evaluation Form asked respondents to rate their level of satisfaction with specific elements of the program. The first set of questions looked at the program materials.

In 2009, an option was made available which allowed large systems to enter the number of libraries that had entered their responses individually in this section instead of simply entering one response. This resulted in a shift toward higher satisfaction, and this option was available again in 2010. Scores were even higher, even while using the same methodology.

Satisfaction levels remain very high overall. Top two box scores (the sum of “very satisfied” and “satisfied” responses) reveal that 95% of all libraries were satisfied with the theme in 2010, a sizeable increase over 2009 (91%). 94% were satisfied with the quality of the logbook, 92% were satisfied with the relevance of the content in the logbook and the visual representation of the theme. There were increases in each of the categories including the program poster (87%).

Figure 28. Satisfaction with Program Elements



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

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

Satisfaction levels across provinces are higher than in 2009 overall. Satisfaction was especially high in Quebec in 2010. Details are provided in the table below.

**Figure 29. Satisfaction with Program Elements by Province & Region
Top 2 Box Scores (% “Very Satisfied” and “Satisfied”)**

Region	2010					2009				
	Appreciation of theme	Visual repres. of theme in materials	Quality of logbook	Relevance of content in logbook	Program poster	Appreciation of theme	Visual repres. of theme in materials	Quality of logbook	Relevance of content in logbook	Program poster
Atlantic	94%	91%	93%	93%	91%	86%	80%	94%	92%	82%
Nfld. & Lab.	92%	89%	90%	90%	93%	87%	88%	91%	84%	93%
Nova Scotia	94%	90%	96%	96%	90%	83%	66%	98%	98%	67%
PEI	100%	100%	96%	92%	88%	92%	100%	96%	100%	100%
Quebec	96%	98%	97%	95%	98%	96%	92%	94%	91%	89%
BPQ	96%	97%	96%	92%	97%	98%	89%	92%	94%	88%
Réseau Biblio	97%	98%	98%	97%	98%	95%	94%	96%	90%	90%
Ontario	94%	90%	93%	91%	80%	93%	90%	96%	92%	86%
SOLS	95%	93%	93%	91%	80%	93%	90%	96%	92%	85%
OLS-North	100%	93%	99%	97%	93%	96%	93%	98%	98%	93%
Toronto	81%	70%	88%	89%	66%	92%	87%	92%	92%	84%
West	96%	93%	94%	91%	90%	89%	85%	84%	83%	80%
Manitoba	92%	92%	94%	91%	88%	96%	89%	90%	85%	80%
Saskatchewan	94%	93%	95%	94%	90%	83%	84%	88%	86%	75%
Alberta	98%	94%	93%	89%	90%	93%	87%	78%	80%	83%
Territories	88%	100%	100%	73%	100%	43%	57%	57%	43%	72%
Yukon	75%	100%	100%	75%	100%	0%	0%	100%	100%	100%
NWT	100%	100%	100%	50%	100%	50%	100%	50%	100%	100%
Nunavut	100%	100%	100%	100%	100%	50%	50%	50%	0%	50%
Overall	95%	92%	94%	92%	87%	91%	88%	92%	89%	84%

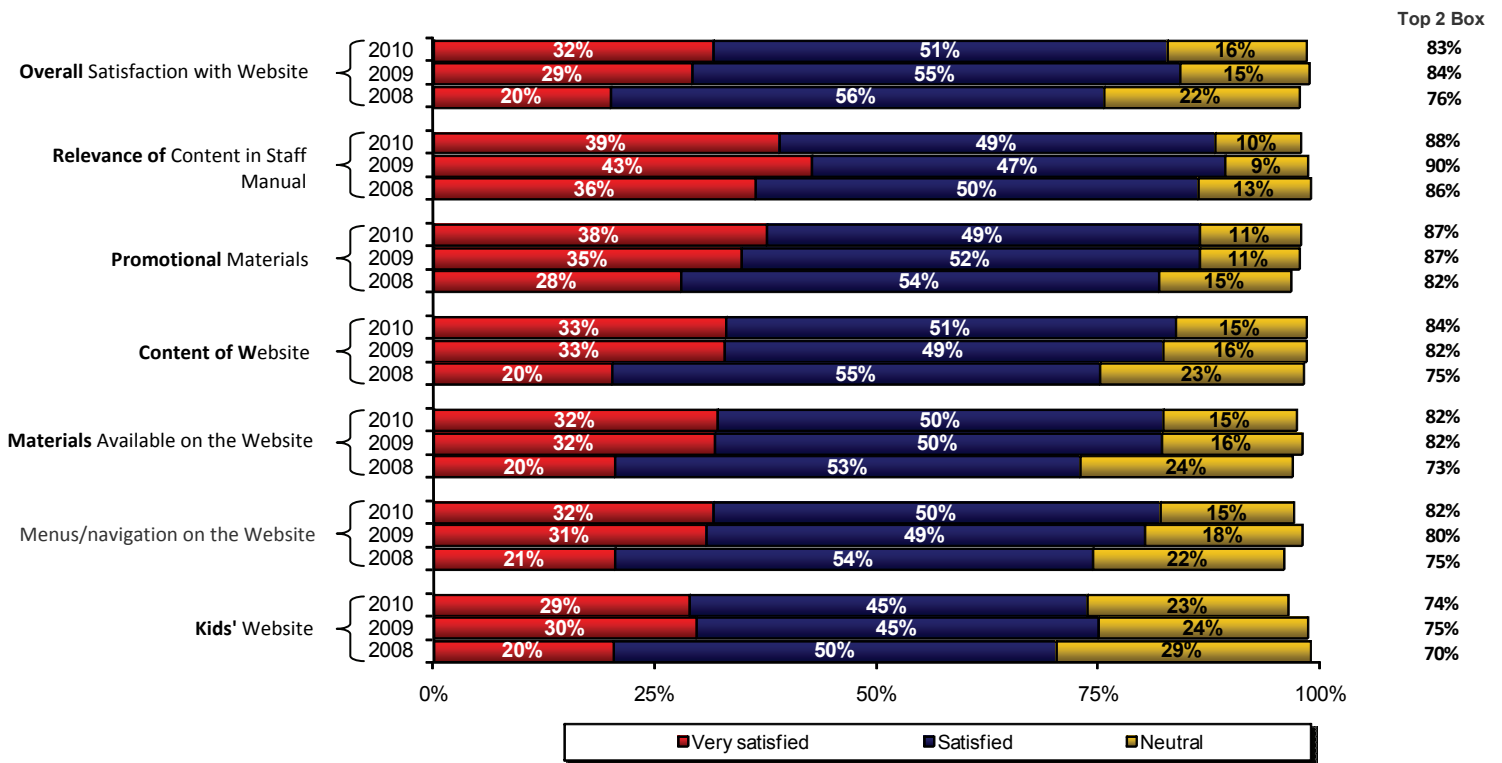
Base: 2010: All localities that submitted results (n=1,762). Data is weighted to reflect all localities that participated in the TDSRC program (n=1,992). 2009: All localities that submitted results (n=1,718). Data is weighted to reflect all localities that participated in the TDSRC program (n=1,962).

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

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

Top two box scores reveal that libraries were most satisfied with the relevance of the content in the staff manual (88%). There were no major shifts 2009 to 2010 with scores being virtually unchanged, although still higher than 2008 in every category.

Figure 30. Satisfaction with Program Support Material



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

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

Altogether, the Atlantic Provinces were the most satisfied with the support material along with Quebec. Ontario, the West and the Territories were less satisfied. Again, there was little change in satisfaction in almost all areas from 2009 to 2010. The category with the lowest overall satisfaction was the kid's website in every region, much like in 2009. Specific details by province and region are provided in the table below.

**Figure 31. Satisfaction with Support Material by Province & Region
Top 2 Box Scores (% “Very Satisfied” and “Satisfied”)**

Region	Overall satisfaction with website	Relevance of content of Staff Manual	2010					2009						
			Promotional materials	Menus/ navigation on the website	Content of website	Materials available on website	Kids' website	Overall satisfaction with website	Relevance of content of Staff Manual	Promotional materials	Menus/ navigation on the website	Content of website	Materials available on website	Kids' website
Atlantic	87%	93%	87%	84%	87%	87%	65%	90%	87%	77%	83%	88%	89%	81%
Nfld. & Lab.	97%	96%	93%	96%	93%	93%	91%	88%	90%	88%	86%	84%	84%	84%
Nova Scotia	78%	88%	78%	72%	79%	80%	32%	95%	79%	59%	83%	96%	96%	81%
PEI	84%	96%	96%	84%	88%	88%	64%	88%	100%	92%	76%	80%	88%	72%
Quebec	89%	94%	94%	87%	91%	87%	83%	86%	94%	94%	86%	84%	86%	83%
BPQ	85%	92%	88%	82%	85%	83%	78%	93%	92%	91%	90%	88%	89%	86%
Réseau Biblio	92%	94%	97%	89%	94%	89%	86%	83%	94%	96%	85%	82%	84%	81%
Ontario	80%	87%	82%	80%	81%	82%	74%	87%	93%	91%	83%	85%	85%	79%
SOLS	83%	86%	84%	79%	84%	81%	76%	88%	93%	92%	83%	86%	85%	80%
OLS-North	76%	97%	74%	93%	76%	96%	67%	90%	98%	94%	88%	88%	91%	80%
Toronto	69%	82%	75%	70%	69%	70%	67%	78%	87%	76%	76%	77%	78%	76%
West	80%	85%	88%	81%	82%	78%	71%	76%	82%	79%	72%	75%	74%	62%
Manitoba	82%	78%	84%	77%	78%	78%	63%	80%	92%	83%	76%	78%	82%	57%
Saskatchewan	87%	86%	88%	86%	86%	87%	76%	74%	78%	77%	68%	70%	68%	57%
Alberta	73%	86%	89%	78%	80%	70%	69%	78%	83%	80%	74%	78%	76%	69%
Territories	78%	78%	90%	73%	63%	88%	48%	58%	71%	29%	57%	58%	57%	28%
Yukon	75%	75%	100%	75%	75%	75%	75%	100%	100%	100%	100%	100%	100%	100%
NWT	100%	100%	100%	50%	50%	100%	0%	50%	100%	50%	50%	50%	50%	50%
Nunavut	50%	50%	50%	100%	50%	100%	50%	50%	50%	0%	50%	50%	50%	0%
Overall	83%	88%	86%	82%	84%	82%	74%	84%	89%	86%	80%	82%	82%	75%

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

Comments

Program Reading Outcomes

Indicators of Success

Libraries were asked to indicate whether they had any indicators of a child's increased enjoyment of reading, reading successes or changes in attitudes toward reading.

In 2010, the most common indicators were that children reported having fun with the program (20%) and increased membership and visits (18%). These are both higher than in recent years with the reported excitement to read and share books (18%) falling to third despite being the most common indicator for the past three years.

Other common responses were that the children enjoyed receiving prizes/stickers as incentives (16%), that they have discussions about books, and increased reading habits (14%). Increased reading comprehension and skills and increased family time were also mentioned often (11%).

In short, in previous years the focus had been more on kids reading more often, but in 2010 that shifted slightly toward children having more fun and being more excited about reading.

Figure 32. Indicators of Success

Indicators of Success	2010	2009	2008	2007	2006	2005
Children had fun	20%	13%	10%	20%	26%	17%
Increased visitors and membership	18%	12%	14%	7%	14%	29%
Excitement to read/share books	18%	22%	25%	24%	19%	17%
Prizes/stickers as incentives to read	16%	12%	10%	14%	17%	14%
Discussion/talking about books read	14%	13%	4%	9%	12%	-
Increased reading habits	14%	16%	16%	10%	29%	21%
Improved reading/comprehension/reporting skills	11%	10%	8%	13%	11%	23%
Increased family time/positive parental feedback	11%	13%	4%	11%	15%	22%
Getting hooked on reading	10%	16%	8%	2%	6%	16%
Children enjoyed the theme	10%	11%	6%	2%	-	-
Children were proud of accomplishments	6%	5%	5%	2%	-	-
Participation/looking forward to take part	6%	2%	2%	2%	1%	-
Sparked undiscovered joy in participants	5%	7%	6%	14%	7%	12%
Continued reading/going to library after program	5%	5%	5%	8%	6%	-
Targeting New Audiences (Boys,Teens)	4%	3%	3%	-	-	-
Activities/games/competitions	4%	6%	4%	3%	8%	12%
Interest in new books/authors	4%	8%	4%	7%	8%	6%
Some kids who join are already avid readers	3%	4%	2%	3%	2%	5%
Good results/success	2%	1%	4%	4%	4%	6%
No noticeable increase	1%	2%	5%	3%	3%	7%
Kids reading on their own/taking initiative	0%	3%	2%	-	2%	-
Other	9%	14%	19%	18%	25%	23%

Base: Localities/library systems that provided a response. 2010 (n=279 systems); 2009 (n=287 systems); 2008 (n=426 systems); 2007 (n=273 systems); 2006 (n=1,002 libraries); 2005 (n=258 systems).

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

Testimonials

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

The most common testimonial in 2010 was that the program improved the reading skills of children (29%). More than a quarter (26%) report that parents are enthusiastic and appreciative. They also report that children are reading more frequently (25%), that kids reported enjoying the program (21%).

Figure 33. Testimonials

Testimonials	2010	2009	2008	2007	2006	2005
Improves reading skills of children	29%	23%	22%	23%	28%	33%
Parental enthusiasm and appreciation	26%	31%	15%	24%	28%	23%
Children reading more frequently	25%	29%	24%	31%	19%	18%
Children enjoy the program	21%	17%	12%	16%	13%	31%
Positive comments and feedback	10%	5%	11%	7%	5%	18%
Helps with easier transition for back to school	10%	10%	6%	6%	5%	-
Keeps children reading during the summer	9%	11%	12%	16%	17%	11%
No/didn't receive any	6%	6%	14%	9%	10%	19%
Children reading to win prizes	5%	7%	5%	7%	5%	6%
Improved confidence in children	4%	3%	2%	4%	3%	6%
Children go to library more often	4%	4%	4%	9%	5%	13%
Children enjoyed the theme	3%	3%	2%	4%	2%	4%
Children interested in new/different topics	2%	3%	3%	3%	1%	3%
Child previously encountered reading difficulty	1%	7%	1%	3%	3%	1%
Other	18%	24%	19%	21%	33%	20%

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

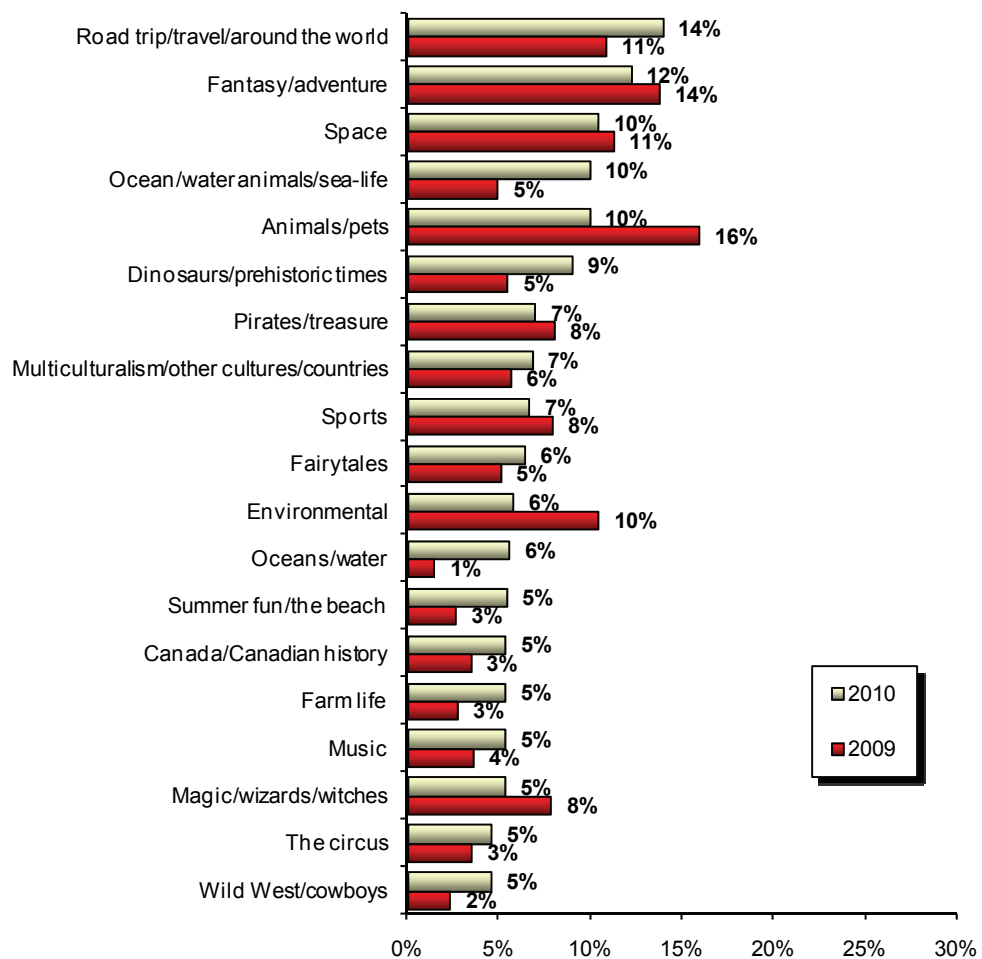
Source: Q34. Do you have any testimonials from parents, caregivers or teachers that may indicate an improvement in reading level?

Suggestions

Future Themes

Libraries also provided suggestions for future program themes. A number of different themes were proposed, the most common being road trip or ‘around the world’ themes (14%), fantasy/adventure themes (12%), space, ocean or sea-life themes, and animal/pet themes (10% each). Dinosaurs were also another popular suggestion (9%). The figure below presents the suggestions made by at least 5% of systems.

Figure 34. Suggestions for Future Themes



Base: Library systems/localities that provided a response. 2010 (n=280 systems);2009 (n=257 systems);

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

Other themes mentioned include:

- Bugs/Insects
- Nature
- Food
- Transportation/Vehicles
- Pirates
- Medieval Times
- Time Travel
- Art
- Sciences
- Pioneers/explorers
- Camping
- Myths/Legends

TDSRC Statistics Collection

Libraries were asked to provide suggestions on how to improve the collection of program statistics. Around 75% of all respondents either could not think of a way of doing this or stated that there was no need for improvement. Among those who had a suggestion, the most common was that the forms/reports should be provided earlier in the year, although this, again, is likely just the result of a later start to data collection in 2010. More standardized forms with more instruction, the ability for individual libraries within systems to report their statistics directly online, that the questions be clarified, improved methods of recoding the number of hours read, and an excel spreadsheet or database were each suggested by 3% of libraries.

Figure 35. Suggestions for Data Collection

Suggestions For Improving Reporting	2010
Fine/easy/straightforward/no need for improvement	5%
Provide survey/forms/reports earlier	5%
Standardize forms/provide suggestions/more instructions	3%
Enable online form/reporting/registration	3%
Clarify/specify survey questions	3%
Improve recording of number of hours read	3%
Enable Excel spreadsheet/database registration	3%
Provide fewer options when asking about program awareness	2%
Difficult/time consuming to keep counts	1%
Do not track/require stats on gender	1%
Provide forms (general)	1%
Allow/require weekly/daily reporting	1%
Keep stats by age/gender	1%
Other	8%

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

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

TDSRC Overall

Libraries were asked to provide suggestions on the TDSRC overall. Systems often use this question as an opportunity to provide feedback, with a number of comments referring to the excellence of the program (30%). The most common suggestions are to send the material to be used earlier (16%) and to improve the materials/posters/stickers used in the program (15%). Others requested more prizes and incentives (7%), more marketing and publicity, commented on the quality of materials, an improved/updated website, and a greater variety of materials (6%) each.

Concerns with the materials vary from year to year, and concerns of this type were fewer than in 2009. The later starting date of the data collection this year is likely another reason for the jump in libraries requesting the materials earlier.

Figure 36. Suggestions for TDSRC Overall

Suggestions	2010	2009	2008	2007	2006	2005
Excellent/successful program	30%	32%	34%	33%	38%	40%
Send the material to be used earlier	16%	8%	8%	7%	6%	15%
Improve the materials/posters/stickers	15%	26%	16%	19%	26%	8%
Kids enjoy the program	8%	3%	4%	4%	6%	14%
More prizes and incentives	7%	5%	4%	5%	6%	3%
More marketing and publicity	6%	2%	1%	5%	4%	11%
High quality materials	6%	8%	2%	11%	11%	28%
Improve/update the website	6%	2%	3%	6%	5%	5%
Provide us with more variety of materials	6%	2%	5%	6%	6%	6%
Improve log book/easier for children	5%	2%	3%	6%	8%	6%
More games and interactive activities	4%	6%	4%	7%	9%	7%
More age-appropriate themes	4%	2%	7%	9%	9%	8%
Improve access to clip art/ crafts	2%	2%	1%	2%	2%	-
Themes for wider audiences	2%	2%	2%	3%	6%	3%
Provide more information/training on the program	1%	3%	2%	2%	6%	8%
Create an online forum/blog for librarians	1%	3%	-	-	-	-
More interesting/exciting/appropriate themes	1%	1%	2%	1%	9%	-
Make it easier to collect statistics/ better forms	0%	2%	1%	2%	6%	6%
Other	14%	30%	19%	20%	14%	12%

Base: Localities/library systems that provided a response. 2010 (n=259); 2009 (n=244); 2008 (n=377); 2007(n=473); 2006 (n=793 libraries); 2005 (n=229 systems).

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

Appendix 1

Evaluation Forms



TD Summer Reading Club STATISTICS AND EVALUATION FORM 2010

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

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

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

PART I – STATISTICS

INFORMATION ON LIBRARY

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

<COORDINATOR NAME AND PHONE NUMBER>

If you need assistance, please email lac@decima.com

How many service points/branches in total participated in the TDSRC 2010 in your system?

How many of the service points/branches that participated in the TDSRC 2010 are you reporting data for?

STATISTICS ON REGISTRATION

REGISTRATION: Please copy in the totals for the number of children who registered to participate in the TDSRC 2010 with the intent to read books. Transcribe the totals from the appropriate category of your registration form. **NOTE: This section refers to the total number of children who were registered with the participating library – i.e. their full names and/or ages were recorded, and they were given a registration package and/or poster. This does not necessarily include children who just participated in one or more activities (see below). These totals must be equal to or less than the number who participated.**

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



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

STATISTICS ON PARTICIPATION

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

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

Programs/activities conducted in the libraries in your system

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

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

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

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

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

Posters only



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Reading kits (includes poster, activity booklet and stickers)

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

Did you run this as a drop-in program?

Yes No No Info Provided

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

Yes No No Info Provided

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

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

PROMOTION OF PROGRAM

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

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

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



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

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

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

Yes No No Info Provided

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If yes, total number of visits.

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If yes, total number of children reached.

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LEVEL OF SATISFACTION

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

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

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



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

PART II - COMMENTS AND SUGGESTIONS

PROGRAM READING OUTCOMES

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

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

SUGGESTIONS ON PROGRAM

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

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



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

LIBRARY AND ARCHIVES CANADA THANKS YOU FOR YOUR PARTICIPATION!