2013 TD Summer Reading Club

Final Report of Program Statistics

Prepared For: TD Bank Group

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Acknowledgements

Harris/Decima would like to extend its thanks to the many people who assisted with the TD Summer Reading Club (TDSRC) Statistics and Evaluation project. In particular, we would like to thank Lianne Fortin, Program Manager at Library and Archives Canada, for her guidance and commentary throughout the project. Marietta Mikova, Project Assistant for the TD Summer Reading Club took the lead in contacting libraries and helping to collect information which was vital to the data collection and analysis. Harris/Decima would like to thank her for her hard work at every step of this process.

We would also like to thank the provincial and regional coordinators for their assistance in communicating with their library systems, as well as the library systems that took the time to compile the statistics from their branches and affiliates. Finally, we cannot overlook the contribution of the individual libraries that devoted their time to providing their program statistics.

The TDSRC is made possible thanks to the joint initiative between TD Bank Group (TDBG), 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 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. An example of the latter 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 Form on the TD Summer Reading Club, using Harris/Decima's online evaluation tool.

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 programmed. 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. If they provided answers which actually categorized them as the other type, they were shifted over to the correct version.

In response to requests from libraries in previous years, the online form was opened in August in 2013, much earlier than in previous years, and also included a function that allowed for automatic generation of a *.pdf* version of their results.

This year, Harris/Decima sent out 601 email invitations in both official languages to public libraries or systems within the eleven participating provinces and territories, explaining the process of evaluating the program. In total, 557 evaluations were collected between August 16th and September 29th, 2013. This yielded a total response rate of 90%.

Wherever appropriate throughout the report, the results from the 2013 TDSRC program is compared with data obtained annually, beginning in 2005.

Research Results

This section details the highlights of the research results.

Statistics on Registration and Participation

Within the eleven participating provinces and territories, 601 library systems participated in the TDSRC program during the summer of 2013. Within these 601 systems, a total of 1,986 branches (localities) participated in the program.

An estimated 289,512 children registered for the TDSRC 2013 program. As was seen last year, girls comprised 155,288, or 54%, of the participants, while the 134,224 boys represented 46% of the participants. The table below shows the age distribution of the girls and boys who participated in this year's program.

Age	Girls (N=155,288)	Boys (N=134,224)
Between 0 and 5 years old	29%	31%
Between 6 and 8 years old	38%	40%
Between 9 and 12 years old	30%	27%
13 years old or older	3%	2%

Registration has increased each year that the program evaluation and statistics have been collected, beginning with an estimated total of 216,312 in 2005. However registration did not increase substantially from 2012 to 2013.

A total of 32,970 programs and activities were organized around the 2013 club theme entitled *Go!* Total attendance at these programs and activities amounted to 605,089 children, which translates to an approximate average of 18 children per activity. The majority of all (87%) program-related activities were conducted in libraries, while 13% were conducted in the community.

Theme-Related Activities	Total Attendance	Avg. Attendance per Activity	% of Activities In Library	% of Activities In Community
32,970	605,089	18	87%	13%

In 2013, the materials which libraries distributed were not necessarily part of a complete registration package. Four different types of materials were distributed. In total, 297,822 passports, 260,346 sticker sheets, 226,689 magazines and 121,338 pre-reading booklets were distributed to children, teachers, daycare providers, parents and other caregivers.

	Materials Distributed			
	Passports	Sticker sheets	Magazines	Pre-Reading Booklets
Overall Totals	297,822	260,346	226,689	121,338

Libraries had the option to run the program as a drop-in program or as a club with distinct meeting times. Just over a quarter (26%) of the libraries reported that they ran the Summer Reading Club as a club, another quarter reported that the program was run as a drop-in program and two in five (41%) ran it as both. The remaining eight percent either did not use either format or did not provide data.

	How Program Was Structured (%)			
	Drop-In Only	Club Only	Both Drop-In and Club	Neither Format
Overall	25%	26%	41%	8%

Promotion of the Program and Awareness

Librarians were asked how they promoted the program, the number of visits made in their promotional efforts and how many children they reached as a result of these efforts. Three quarters (75%) of the libraries indicated that their library staff made visits to schools in their community in order to promote the program to children. Around a third (32%) made visits to day camps and 43% visited child care centres. More than a quarter (28%) also made visits to other locations to promote their program.

In total, 7,114 visits were made to schools, day camps, child care centres and other locations. Approximately 590,440 children were reached by these visits – roughly 83 children per visit.

	Visits Made To:			
	Schools	Day Camps	Child Care Centres	Other
% That Made Visits	75%	32%	43%	28%
# Of Visits Made	5,073	654	851	536
Number of Children Reached	531,643	20,461	18,421	19,915

Roughly 108,500 participants (37%) told librarians that they were aware of the program because they participated in the program in previous years, making it the most common response given to this question. The next most common responses were that children heard about the program at the public library itself (87,700 or 30%), or at their school (48,900 children or 17%). The remaining 15% heard about the program through a friend or family member, at a day camp, through the media, or in some other way (44,400 children in total).

How Did Children Hear About The Program?						
Joined in previous years	At school	At the public library	Summer camp/ child care centre	Friend of family member	In the media	Other
108,497	48,874	87,709	11,312	17,780	10,572	4,769
37%	17%	30%	4%	6%	4%	2%

Overall Satisfaction

The satisfaction section of the questionnaire was greatly expanded in 2013 to encompass a wider range of specific program elements. It was also subdivided into sections which asked first for an overall level of satisfaction with each element before asking about smaller aspects. In addition, satisfaction was measured on a much broader scale from 0 to 10 (where 0 meant *not at all satisfied*, and 10 meant *completely satisfied*) to allow for greater precision.

Overall satisfaction with the program was high with two thirds of libraries (66%) giving a score between 8 and 10, including almost a quarter (23%) giving the highest possible score of 10. The mean score for this question was 8.1.

T3 Box Summary	
Overall how satisfied were you with the 2013 TD Summer Reading Club	66%
Overall satisfaction with the program materials	64%
Overall satisfaction with the promotional materials	53%
Overall satisfaction with the website and web content for children	60%
Overall satisfaction with the website and web content for librarians	57%
Overall satisfaction with program evaluation process	55%

Libraries were most satisfied with the *Passport* (75% *top 3 box* score), and were least satisfied with the *Promotional Poster* and the *Aesthetic/Artistic appeal of the promotional materials* (49% *top 3 box* score each).

Moving to a 10-point scale and asking a single overall satisfaction question allowed for a correlation analysis that singles out the most important elements. This analysis reveals that the following elements are the most closely correlated to the overall satisfaction that librarians have with the TD Summer Reading Club:

Satisfaction Elements Most Highly Correlated With Overall Satisfaction (*Pearson correlation score*)	
Satisfaction with the 2013 'GO!' program theme	.728
Overall satisfaction with the program materials	**.719**
Relevance of the content of the magazine	.691
Overall satisfaction with visual representation of the theme	**.671**
Satisfaction with visual appeal of the magazine	.671

Comments and Suggestions

The most common themes suggested for future programs were: animal/insect themes (22%), science/technology/space themes (21%) and nature/environment/ outdoors themes (20%). Arts and sports themes were also popular along with fairy tales/mythology and cultural themes.

When discussing ways to improve the program materials, the most common comment was that the passports were a good idea and children liked them. The most common improvement was to provide more colourful or eye-catching materials (17%). Regarding the promotional material, 21% suggested that posters should contain a blank space for library specific information, and a further 18% requested more colourful, visually appealing, or eye-catching promotional materials.

A plurality of respondents (45%) said they did not or were not able to integrate the children's website into their programming. Among those who did, various methods were used, the most popular of which was that the librarian mentioned the website in reference to the sticker codes (15%). Librarians were also asked if the children's website enhanced the print materials. More than half (55%) answered in the positive, that it enhanced them, while only 17% said it did not. Regarding suggestions on how to improve the web content for children, 42% said they had none, 10% suggested a larger variety of games, and 9% suggested increasing the level of interactivity on the website.

Librarians were also asked for suggestions on how to improve the librarian's website for future programs. A quarter of respondents said that they were satisfied or had nothing to suggest (26%) and those who did provide a suggestion were most likely to say that the clipart needs to be more visually appealing and have a bigger variety available (16%).

Regarding how the program evaluation and statistical collection process could be improved, the most popular request was to make the forms available sooner (36%). A quarter of all respondents did not have a suggestion to offer in this regard.

Finally, when asked if they could suggest any improvements for the TDSRC, four in ten did not have a suggestion at all or were satisfied with the program (39%). One in ten volunteered that the passports were a good idea and 8% asked that the materials be made available earlier in the year.

The following table summarize some of the key statistics collected in 2013.

Measure	Total
Children who registered for TDSRC	289,512
Programs or activities organized around club theme	32,970
Attendance at programs and activities	605,089
Pre-reading booklets distributed	121,338
Magazines distributed	226,689
Passports distributed	297,822
Sticker sheets distributed	260,346
Visits made to schools	5,073
Visits made to day camps	654
Visits made to child care centres	851
Other visits made	536
Children reached by all visits	590,440
Drop-Ins versus Clubs	**Total**
Drop-in	25%
Club	26%
Drop-in and club	41%
Neither/don't know	8%
How Became Aware	**Total**
% who attended in previous years	37%

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 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. À titre d'exemple, la Bibliothèque publique de Toronto, qui compte plus de 90 succursales, constitue un réseau régional. 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 de Harris/Décima.

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 programmés. Ainsi, les bibliothèques autonomes étaient dirigées vers un sondage leur permettant d'entrer les renseignements 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. Si une bibliothèque fournissait des réponses qui la classait effectivement dans l'autre type de bibliothèque, elle était redirigée vers la version appropriée du sondage.

Pour donner suite aux demandes formulées par les bibliothèques lors des années précédentes, le formulaire a été mis en ligne au mois d'août en 2013, beaucoup plus tôt que lors des années antérieures, et comprenait une fonction permettait aux bibliothèques de générer automatiquement un document PDF de leurs résultats.

Cette année, Harris/Décima a envoyé des invitations à 601 bibliothèques publiques (réseaux) dans les onze provinces et territoires participants. Le courriel d'invitation, rédigé en français et en anglais, expliquait le processus d'évaluation

du programme. En tout, 557 évaluations ont été recueillies pendant la période du 16 août au 29 septembre 2013. L'exercice a généré un taux de réponse global de 90 %.

Partout où c'est possible de le faire dans le rapport, les résultats du programme CLÉ TD 2013 sont comparés aux données obtenues chaque année depuis 2005.

Résultats de la recherche

La présente section fournit un compte-rendu détaillé des points saillants de la recherche.

Statistiques relatives à l'inscription et à la participation

Dans les onze provinces et territoires participants, 601 réseaux de bibliothèques ont participé au Club de lecture d'été TD (CLÉ TD) pendant l'été 2013. Parmi ces 601 réseaux, 1 986 succursales (localités) ont participé au programme.

Environ 289 512 enfants se sont inscrits au programme CLÉ TD 2013. Tout comme l'année dernière, le programme comptait 54 % de filles, soit 155 288 participantes, et 46 % de garçons, soit 134 224 participants. Le tableau ci-dessous détaille la distribution par groupe d'âge des filles et des garçons qui ont participé au programme cette année.

Âge	Filles (N=155 288)	Garçons (N=134 224)
0 à 5 ans	29 %	31 %
6 à 8 ans	38 %	40 %
9 à 12 ans	30 %	27 %
13 ans et plus	3 %	2 %

Les inscriptions sont en hausse chaque année où il y a évaluation du programme et collecte de statistiques. Lors de la première étude, en 2005, environ 216 312 jeunes s'étaient inscrits. Les inscriptions n'ont toutefois pas beaucoup augmenté de 2012 à 2013.

Un total de 32 970 programmes et activités ont été organisés autour du thème de 2013 : *Bon Voyage!* 605 089 enfants ont participé à ces activités et programmes, soit une moyenne de 18 enfants par activité. La majorité (87 %) des activités organisées dans le cadre du programme ont eu lieu dans les bibliothèques, alors que 13 % d'entre elles ont eu lieu dans la collectivité.

Activités organisées autour du thème	Participation totale	Moyenne de participants par activité	% d'activités en bibliothèque	% d'activités dans la collectivité
32 970	605 089	18	87 %	13 %

En 2013, les bibliothèques n'ont pas nécessairement distribué des trousses d'inscription complètes, mais elles ont distribué quatre types d'articles différents. Au total, elles ont distribué 297 822 passeports, 260 346 feuilles d'autocollants, 226 689 magazines et 121 338 carnets pour la petite enfance à des enfants, des enseignants, des éducateurs en garderie, des parents et d'autres accompagnateurs.

	Matériel distribué			
	Passeports	Feuilles d'autocollants	Magazines	Carnets pour la petite enfance
Totaux généraux	297,822	260,346	226,689	121,338

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. À peine plus du quart (26 %) des bibliothèques ont utilisé exclusivement la méthode du club de lecture, un autre quart a fonctionné selon le principe de la porte ouverte et deux bibliothèques sur cinq (41 %) ont administré le programme à la fois selon le principe de la porte ouverte et du club de lecture. Les autres bibliothèques (8 %) n'ont utilisé aucune de ces méthodes ou n'ont pas fourni de données.

	Quelle était la structure du programme? (%)			
	Porte ouverte seulement	Club seulement	Les deux	Ni l'un ni l'autre
Globalement	25 %	26 %	41 %	8 %

Promotion du programme et notoriété

Les bibliothécaires devaient indiquer de quelle façon ils avaient fait la promotion du programme, le nombre de visites promotionnelles qu'ils avaient effectuées et le nombre d'enfants qu'ils avaient joints par ces efforts. Les trois quarts (75 %) des bibliothèques ont indiqué que les employés de leur bibliothèque s'étaient rendus dans les écoles de leur collectivité pour faire la promotion du programme auprès des enfants. Environ le tiers (32 %) des bibliothèques ont indiqué que des employés de la bibliothèque avaient effectué des visites dans des camps de jour, et 43 % des bibliothèques disent que leurs employés ont visité des garderies. Plus du quart (28 %) des bibliothèques indiquent que leurs employés se sont également rendus à d'autres endroits pour promouvoir leur programme.

En tout, les employés des bibliothèques ont effectué 7 114 visites dans des écoles, des camps de jour, des garderies et ailleurs. Environ 590 440 enfants ont été joints de cette façon – approximativement 83 enfants par visite.

	Visites effectuées dans des...			
	Écoles	**Camps de jour**	**Garderies**	**Autre**
% de bibliothèques dont les employés ont effectué des visites	75 %	32 %	43 %	28 %
Nombre de visites effectuées	5 073	654	851	536
Nombre d'enfants joints	531 643	20 461	18 421	19 915

Environ 108 500 participants (37 %) ont dit aux bibliothécaires qu'ils connaissaient l'existence du programme parce qu'ils y avaient participé lors d'années antérieures, et il s'agit en fait de la réponse la plus souvent donnée à cette question. Les autres réponses qu'ils donnent le plus souvent sont que les enfants avaient entendu parler du programme à la bibliothèque même (87 700 ou 30 %) ou à l'école (48 900 enfants ou 17 %). Les autres (15 % ou 44 400 enfants en tout) indiquent qu'ils avaient entendu parler du programme par un ami ou un membre de la famille, dans un camp de jour, dans les médias ou d'une autre façon.

Comment les enfants ont-ils entendu parler du programme?						
Avaient participé lors d'années antérieures	**À l'école**	**À la bibliothèque**	**Camp d'été/Garderie**	**Ami ou membre de la famille**	**Dans les médias**	**Autre**
108 497	48 874	87 709	11 312	17 780	10 572	4 769
37 %	17 %	30 %	4 %	6 %	4 %	2 %

Satisfaction globale

La section du questionnaire consacrée à la satisfaction est beaucoup plus élaborée en 2013 afin d'aborder un plus grand nombre d'aspects bien précis du programme. La section a aussi été divisée en sous-sections où les répondants doivent d'abord évaluer leur satisfaction globale à l'égard de chaque grand aspect avant de se pencher sur des aspects plus pointus. En outre, l'évaluation de la satisfaction s'est faite sur une échelle plus graduée, de 0 à 10 (où 0 signifiait *pas du tout satisfait(e)* et 10, *entièrement satisfait(e)*), pour plus de précision.

La satisfaction a l'égard du programme est élevée : les deux tiers (66 %) des bibliothèques donnent une note de 8 à 10, et près du quart (23 %) de ces bibliothèques ont accordé un 10, soit la plus haute note. La note moyenne à cette question est de 8,1.

3 notes les plus élevées - résumé	
Globalement, dans quelle mesure êtes-vous satisfait(e) du Club de lecture d'été TD 2013?	66 %
Satisfaction globale à l'égard du matériel du programme	64 %
Satisfaction globale à l'égard du matériel promotionnel	53 %
Satisfaction globale à l'égard du site Web et du contenu Web pour les enfants	60 %
Satisfaction globale à l'égard du site Web et du contenu Web pour les bibliothécaires	57 %
Satisfaction globale à l'égard du processus d'évaluation du programme	55 %

Le passeport est l'élément dont les bibliothèques sont le plus satisfaites (75 %, 3 notes les plus élevées), tandis l'affiche promotionnelle et l'attrait du matériel promotionnel sur le plan esthétique/artistique sont les éléments dont elles sont le moins satisfaites (49 % chacun, 3 notes les plus élevées).

L'adoption d'une échelle de 10 points et le fait de poser une seule question sur la satisfaction globale a permis de procéder à une analyse de corrélation afin de faire ressortir les aspects les plus importants. Cette analyse révèle que les aspects suivants sont les plus étroitement liés à la satisfaction globale des bibliothécaires à l'égard du Club de lecture d'été TD :

Aspects de la satisfaction les plus étroitement liés à la satisfaction globale (*Coefficient de corrélation de Pearson*)	
Satisfaction à l'égard du thème du programme en 2013 : « Bon Voyage! »	0,728
Satisfaction globale à l'égard du matériel du programme	**0,719**
Pertinence du contenu du magazine	0,691
Satisfaction globale à l'égard de la représentation graphique du thème	**0,671**
Satisfaction à l'égard de l'attrait visuel du magazine	0,671

Commentaires et suggestions

Les suggestions de thèmes les plus fréquentes pour les années à venir touchent les sujets suivants : animaux/insectes (22 %), science/technologies/espace (21 %) ainsi que nature/environnement/plein air (20 %). Les thèmes qui touchent les arts et les sports étaient eux aussi populaires, tout comme ceux qui touchent les contes de fées/la mythologie ainsi que les thématiques culturelles.

Lorsqu'il est question des moyens d'améliorer le matériel du programme, le commentaire qui revient le plus souvent est que le passeport était une bonne idée et qu'il a plu aux enfants. L'amélioration qu'ils proposent le plus fréquemment est de fournir du matériel plus coloré, qui attire plus l'œil (17 %). En ce qui concerne le matériel promotionnel, 21 % des répondants suggèrent d'inclure un espace vide dans les affiches afin que les bibliothèques puissent y ajouter des renseignements qui leur sont propres, et 18 % des répondants souhaiteraient que le matériel promotionnel soit plus coloré, qu'il soit plus attrayant sur le plan visuel ou qu'il attire plus l'œil.

Une pluralité de répondants (45 %) indiquent qu'ils n'ont pas intégré le site Web pour les enfants à leur programmation ou qu'ils n'ont pas réussi à le faire. Ceux qui l'ont fait ont eu recours à plusieurs méthodes, la plus populaire étant de mentionner le site Web comme référence pour les codes des autocollants (15 %). Les bibliothécaires devaient aussi indiquer si le site Web pour les enfants mettait en valeur le matériel papier. Plus de la moitié (55 %) d'entre eux répondent par l'affirmative, c'est-à-dire que le site le mettait en valeur, alors qu'à peine 17 % d'entre eux disent que non. En ce qui concerne les suggestions pour améliorer le contenu Web pour les enfants, 42 % des répondants disent qu'ils n'en ont aucune, 10 % suggèrent des jeux plus variés et 9 % proposent d'augmenter l'interactivité sur le site Web.

Les bibliothécaires devaient également faire part de leurs suggestions afin d'améliorer le contenu Web pour les bibliothécaires pour les prochaines années du programme. Le quart des répondants (26 %) disent qu'ils sont satisfaits et n'ont rien à suggérer, et ceux qui ont des suggestions disent le plus souvent que les illustrations devraient être plus attrayantes sur le plan visuel et que le contenu devrait être plus varié (16 %).

Quant aux moyens d'améliorer l'évaluation du programme et le processus de collecte de statistiques, la demande que les bibliothécaires formulent le plus souvent est de leur donner accès aux formulaires plus tôt (36 %). Le quart de tous les répondants n'avaient aucune suggestion à formuler à cet égard.

Enfin, lorsqu'ils doivent indiquer s'ils ont des améliorations à suggérer pour le programme CLÉ TD, quatre répondants sur dix (39 %) n'ont aucune suggestion à formuler ou sont satisfaits du programme. Un répondant sur dix dit spontanément que le passeport était une bonne idée et 8 % des répondants demandent que le matériel soit disponible plus tôt dans l'année.

Le tableau qui suit résume les principales statistiques recueillies en 2013.

Facteurs évalués	Total
Enfants inscrits au CLÉ TD	289 512
Programmes ou activités organisés autour du thème du club	32 970
Participation aux programmes et aux activités	605 089
Carnets pour la petite enfance distribués	121 338
Magazines distribués	226 689
Passeports distribués	297 822
Feuilles d'autocollants distribuées	260 346
Visites faites dans les écoles	5 073
Visites faites dans les camps de jour	654
Visites faites dans les garderies	851
Visites faites ailleurs	536
Enfants rejoints par toutes les visites	590,440
Porte ouverte et clubs de lecture	**Total**
Porte ouverte	25 %
Club	26 %
Porte ouverte et club	41 %
Ni l'un ni l'autre/Ne sait pas	8 %
Façon dont ils ont entendu parler du programme	**Total**
% qui y ont participé lors des années antérieures	37 %

Background and Objectives
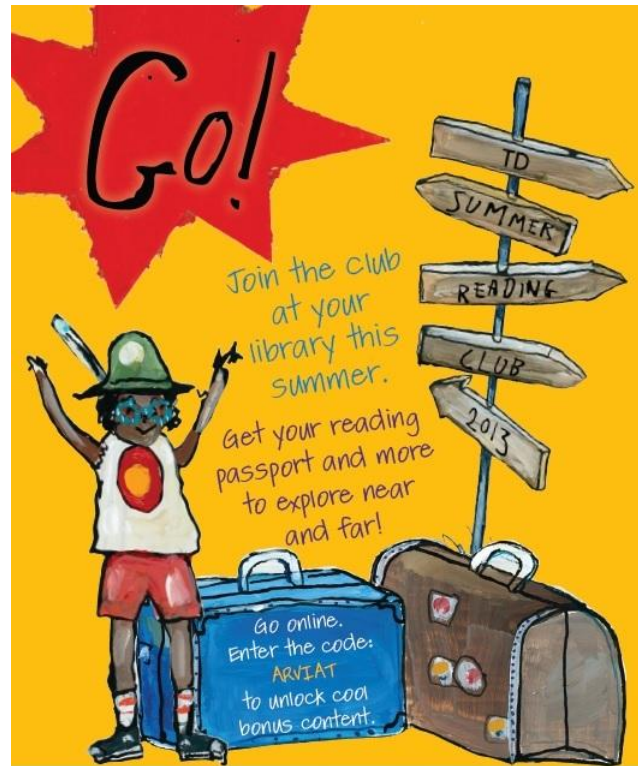
The TDSRC focuses on young Canadians, promoting the fun of reading and encouraging them to visit their local library over the summer months. The program gives children a structured reading environment and rewards personal achievements. The 2013 TD Summer Reading Club (TDSRC) was offered in eleven provinces and territories across the country through the support of TD Bank Group[1] in addition to a series of independent libraries and systems. 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.

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.

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[1] The provinces of New Brunswick and British Columbia did not participate in the program and are not included in this report.

New in 2013 was a 'passport' which was given to every child who registered for the TD Summer Reading Club. The passports allowed children to keep track of the books that they had read throughout the summer. Pre-reading booklets and magazines were also distributed to participating children by libraries over the course of the summer. The program posters were not given out to individual participants as they had been in previous years, and instead were only used by libraries.

Methodology

According to the data collected and the information provided by the provincial library services and associations coordinating the program regionally, 1,788 public library localities, supplied their statistics from the 2013 TD Summer Reading Club program[2]. As a provision for receiving the free program materials, each library was asked to collect and evaluate statistical information related to the program. So that libraries would know what information to collect over the summer, a version of the evaluation form was included on the reading club website and in the TDSRC staff manual.

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

Harris/Decima developed a new online evaluation form in 2013 using the form from previous years as a starting point. This online form was made available in August, several weeks earlier than in previous years. A new approach was also taken with respect to how libraries provided their program statistics. In the past, each individual library had an online version of the form which they filled out and submitted. The new approach moved from an 'electronic form' approach to an 'online library file' format. This change made it possible to:

- Open the file up earlier in the year (August 15th)
- Fill it out in individual sections which could be completed as the numbers become available in any order that suits the library
- Save notes which were seen only by the library themselves
- Add a process to automatically generate and print or email a copy of their completed form
- Access their form as many times as required between the time it opened and the closing date of the project without the file ever being closed off entirely - they were free to re-enter the file and update any numbers as they became available or changed.

LAC provided Harris/Decima with a database containing the most recent contact information available for the participating systems. This database had been compiled based on the most recent contact information provided to LAC by each provincial/territorial coordinator.

Once all of the individual files were set up, each contact in the database was sent an email invitation by Harris/Decima (on behalf of LAC) that contained the unique password-encrypted hyperlink to their online evaluation file. A unique URL was generated for each library/system to ensure that only one file existed per library/system (i.e. no duplicate entries would be possible) and as a means of

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[2] 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.

tracking which libraries/systems had submitted results. The systems compiled the data from their library branches and subsequently entered their totals into the online file created for their system.

During the data collection period, Harris/Decima provided LAC with updates on which systems had not yet accessed their online file. LAC relayed this information to provincial/territorial coordinators, who then followed up with these systems to encourage participation. This year, a total of 1,788 of the 1,986 participating libraries reported data, yielding a 90% response rate. Evaluations were collected between August 16th and September 29th, 2013.

The numbers presented in this report are based on a weighting system that represents the estimated 1,986 participating branches and not just the 1,788 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.

In each province, a total of individual participating libraries was compared to the total number of those who reported their statistics to Harris/Decima. For each province or territory, a weight was calculated and applied to the whole territory so that the libraries which have participated, but did not report their statistics, are included in the totals. For example, in Alberta a total of 265 libraries participated in the Summer Reading Club in 2013, but statistics were available for only 239 of them (90%). This means that the responses from those 239 libraries are multiplied by 1.11 in order to represent the 26 missing libraries.

The final weights used in each region are presented below:

Figure 1. Overall Weighting Scheme Used

Regions	(A) # of Libraries Reporting	(B) # of Libraries Participating	(C) % of Libraries Reporting	(D) Weight Used
Alberta	239	265	90%	1.11
BPQ	108	122	89%	1.13
Manitoba	78	81	96%	1.04
Newfoundland & Labrador	89	94	95%	1.06
OLS-North	71	91	78%	1.28
Northwest Territories	2	3	67%	1.50
Nova Scotia	85	85	100%	1.00
Nunavut	1	2	50%	2.00
PEI	25	25	100%	1.00
Réseau BIBLIO	143	208	69%	1.45
Saskatchewan	241	254	95%	1.05
SOLS	588	638	92%	1.09
Toronto	99	99	100%	1.00
Yukon	7	7	100%	1.00
Independent LAC	12	12	100%	1.00
Total	**1,788**	**1,986**	**90%**	**1.11**

To help the reader reference the appropriate question in the questionnaire, the question number(s) have been added at the bottom of each graph.

National Program Statistics

Response Rate

All of the participating libraries or systems were asked to tally the results from their own library as well as any subsidiary branches (if they were a system). Of the 601 participating library systems for which an online file was created, 557 submitted their results. 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 unit of measure under consideration is libraries. Systems are recorded by including the number of participating and reporting libraries within each system in the total. 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 1,788 of the total 1,986 libraries being represented, the overall response rate was 90%.

Figure 2. Response Rate by Region

Regions	(A) Total Service Points Participated	(B) Total Service Points Responded	(C) Evaluation Response Rate
Atlantic	**204**	**199**	**98%**
Newfoundland & Labrador	94	89	95%
Nova Scotia	85	85	100%
PEI	25	25	100%
Québec	**330**	**251**	**76%**
BPQ	122	108	89%
Réseau BIBLIO	208	143	69%
Ontario	**828**	**758**	**92%**
SOLS	638	588	92%
OLS-North	91	71	78%
Toronto	99	99	100%
West	**600**	**558**	**93%**
Manitoba	81	78	96%
Saskatchewan	254	241	95%
Alberta	265	239	90%
Territories	**12**	**10**	**83%**
Yukon	7	7	100%
Northwest Territories	3	2	67%
Nunavut	2	1	50%
Independent LAC	**12**	**12**	**100%**
Totals	**1,986**	**1,788**	**90%**

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 2013 program. This reflects the total number of children who were registered with a library and were given program materials.

Across Canada, an estimated 289,512 children registered for the TDSRC 2013 program[3]. This is the highest number reported so far for the TD Summer Reading Club, but is only slightly higher than the number given for 2012 (289,097).

Girls comprise 155,288, or 54%, of the participants, while the 134,224 boys represent 46% of the participants, very similar to the proportions recoded in previous years.

Figure 3. Percentage of Participating Children by Gender
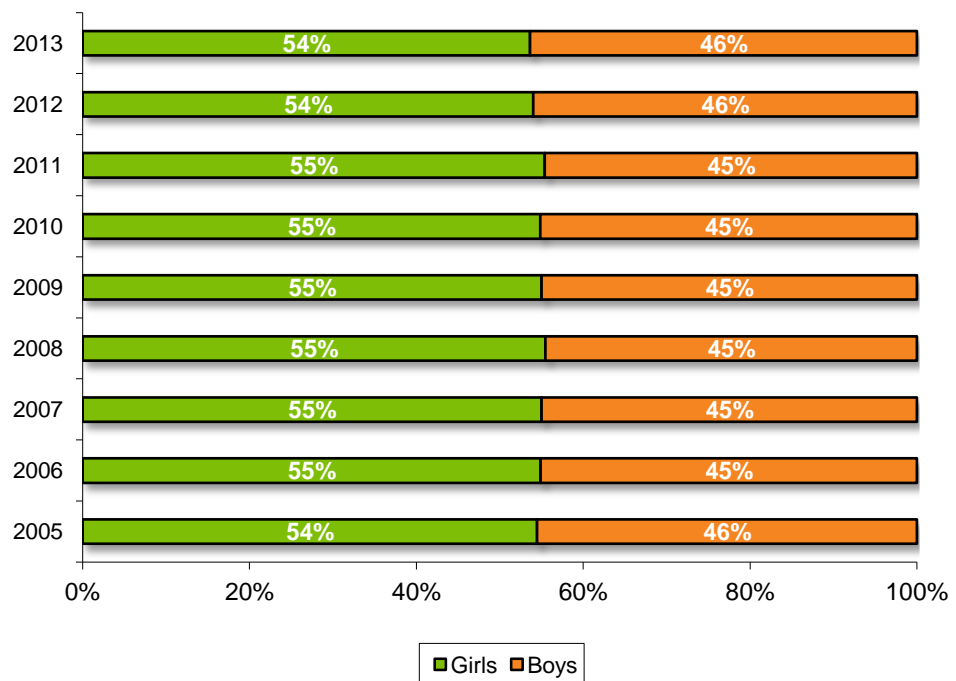
Source: *Q1. Total number of children who registered for the TDSRC 2013 program.*

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[3] Based on the 1,778 libraries that submitted their information, extrapolations have been made to represent all 1,986 participating branches.

The distribution by age group also remains consistent from year to year. Age distributions are similar among both boys and girls. In 2013, 29% of girls fell in the 0-5 age group, 38% were aged 6-8, 30% were aged 9-12, and 3% were 13 years or older. The boys followed a similar distribution by age, with 31% aged 0-5, 40% aged 6-8, 27% aged 9-12, and 2% aged 13 and older. These proportions have not changed substantially since 2010.

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

Figure 4. Percentage of Registered Children by Age & Gender

GIRLS	2013	2012	2011	2010	2009	2008	2007	2006	2005
0-5	29%	28%	27%	27%	24%	25%	23%	22%	22%
6-8	38%	38%	38%	38%	38%	38%	37%	38%	38%
9-12	30%	31%	32%	32%	34%	34%	36%	35%	36%
13+	3%	3%	3%	3%	4%	3%	4%	4%	4%

BOYS	2013	2012	2011	2010	2009	2008	2007	2006	2005
0-5	31%	31%	30%	30%	28%	28%	26%	26%	25%
6-8	40%	40%	40%	40%	40%	40%	40%	41%	40%
9-12	27%	27%	28%	27%	30%	30%	31%	31%	32%
13+	2%	2%	2%	2%	2%	2%	3%	3%	3%

Source: *Q1. Total number of children who registered for the TDSRC 2013 program.*

The table below summarizes the number of children who participated in the 2013 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 Age & Gender
By Region**

Region	Total Registration								Province
	BOYS				GIRLS				
	0-5	6-8	9-12	13+	0-5	6-8	9-12	13+	Totals
Atlantic	**2,209**	**3,168**	**2,229**	**313**	**2,478**	**3,525**	**3,350**	**575**	**17,847**
Nfld. & Lab.	481	401	222	18	584	514	368	20	2,608
Nova Scotia	1,510	2,521	1,903	286	1,633	2,694	2,795	506	13,848
PEI	218	246	104	9	261	317	187	49	1,391
Quebec	**3,014**	**5,328**	**4,757**	**233**	**3,410**	**5,942**	**5,417**	**415**	**28,517**
BPQ	2,582	4,355	3,602	171	2,930	4,809	4,282	291	23,023
Reseau Biblio	432	973	1,155	63	480	1,133	1,135	124	5,494
Ontario	**23,629**	**28,641**	**16,991**	**1,283**	**25,464**	**32,758**	**23,329**	**2,059**	**154,153**
SOLS	17,937	22,499	13,166	1,055	19,393	25,722	18,195	1,721	119,687
OLS-North	581	725	426	32	659	866	673	63	4,025
Toronto	5,112	5,416	3,400	196	5,412	6,170	4,461	275	30,442
West	**12,554**	**16,063**	**11,682**	**827**	**13,291**	**17,004**	**13,761**	**1,017**	**86,198**
Manitoba	1,485	2,043	1,392	92	1,647	2,284	1,789	150	10,881
Saskatchewan	2,912	3,945	2,852	233	3,230	4,343	3,629	316	21,460
Alberta	8,157	10,076	7,439	501	8,413	10,377	8,343	551	53,857
Territories	**241**	**254**	**145**	**10**	**263**	**247**	**218**	**36**	**1,412**
Yukon	69	87	65	6	79	93	81	6	486
NWT	24	69	32	0	38	66	65	20	312
Nunavut	148	98	48	4	146	88	72	10	614
Independent LAC	**290**	**171**	**161**	**31**	**314**	**190**	**175**	**53**	**1,385**
Age Totals:	**41,938**	**53,625**	**35,965**	**2,696**	**45,219**	**59,667**	**46,248**	**4,154**	**289,512**

Source: *Q1 Total number of children who registered for the TDSRC 2013.*

The table on the following page summarizes the registration rate by age and region compared to the 2011 census data. Similar to previous years, program reach in 2013 was highest among 6 to 8 year old children in every province and territory, but particularly in Saskatchewan (21.8%), and Nova Scotia (19.7%). Conversely, reach continues to be lowest for teenagers between 13 and 17 years old with a national average reach of 0.4%.

Saskatchewan (8.9%) and Nova Scotia (8.1%) also had the greatest percentage of children register overall for the Summer Reading Club in the country, a trend which is similar to that of previous years. As has traditionally been the case, Quebec had the lowest registration in 2013 at (1.8%) but Newfoundland and Labrador was the second lowest at 2.8%. The national average was 4.9%.

Figure 6. Number of Registered Children

Province / Territory	2011 CENSUS			2013 TD SRC REGISTRANTS			% PARTICIP. CHILDREN	% PARTICIP. CHILDREN	% PARTICIP. CHILDREN
	(A)	(B)	(C)	(D)	(E)	(F)	2013	2012	2011
	Total Children	Total Boys	Total Girls	Total Children	Total Boys	Total Girls	Total Children	Total Children	Total Children
Newfoundland	**94,150**	**43,525**	**41,475**	**2,608**	**1,122**	**1,486**	**2.77%**	**4.02%**	**3.34%**
0-5	29,415	14,150	13,580	1,065	481	584	3.62%	5.20%	4.06%
6-8	15,085	7,970	7,620	916	401	514	6.07%	6.79%	7.42%
9-12	21,030	11,545	10,965	589	222	368	2.80%	3.61%	3.63%
13+	19,170	9,860	9,310	38	18	20	0.20%	1.66%	0.38%
Nova Scotia	**171,790**	**87,820**	**83,985**	**13,848**	**6,220**	**7,628**	**8.06%**	**8.81%**	**8.40%**
0-5	52,725	27,070	25,660	3,143	1,510	1,633	5.96%	6.18%	5.41%
6-8	26,460	13,455	13,010	5,215	2,521	2,694	19.71%	22.05%	18.02%
9-12	38,310	19,545	18,765	4,698	1,903	2,795	12.26%	13.44%	10.78%
13+	54,295	27,750	26,550	792	286	506	1.46%	1.64%	2.05%
PEI	**28,795**	**14,645**	**14,130**	**1,391**	**577**	**814**	**4.83%**	**5.03%**	**5.43%**
0-5	8,665	4,385	4,275	479	218	261	5.53%	5.61%	5.63%
6-8	4,525	2,260	2,260	563	246	317	12.44%	12.93%	11.51%
9-12	6,380	3,250	3,120	291	104	187	4.56%	4.87%	5.33%
13+	9,225	4,750	4,475	58	9	49	0.63%	0.70%	0.48%
Québec	**1,546,480**	**789,240**	**757,230**	**28,517**	**13,333**	**15,184**	**1.84%**	**2.09%**	**2.02%**
0-5	523,395	267,610	255,785	6,425	3,014	3,410	1.23%	1.36%	1.13%
6-8	237,390	121,105	116,285	11,270	5,328	5,942	4.75%	5.22%	4.46%
9-12	322,760	164,720	158,030	10,174	4,757	5,417	3.15%	3.52%	2.92%
13+	462,935	235,805	227,130	648	233	415	0.14%	0.32%	0.36%
Ontario	**2,693,835**	**1,381,630**	**1,312,225**	**154,153**	**70,544**	**83,609**	**5.72%**	**5.32%**	**6.46%**
0-5	846,055	433,285	412,785	49,093	23,629	25,464	5.80%	5.40%	5.77%
6-8	427,470	219,230	208,245	61,399	28,641	32,758	14.36%	12.97%	14.01%
9-12	590,615	302,585	288,030	40,320	16,991	23,329	6.83%	6.56%	6.76%
13+	829,695	426,530	403,165	3,341	1,283	2,059	0.40%	0.41%	0.71%
Manitoba	**283,235**	**145,380**	**137,825**	**10,881**	**5,012**	**5,869**	**3.84%**	**3.81%**	**4.53%**
0-5	92,185	46,985	45,200	3,132	1,485	1,647	3.40%	3.48%	3.86%
6-8	44,480	22,865	21,605	4,326	2,043	2,284	9.73%	9.98%	9.97%
9-12	62,225	32,090	30,125	3,181	1,392	1,789	5.11%	4.70%	4.85%
13+	84,345	43,440	40,895	242	92	150	0.29%	0.26%	0.48%
Saskatchewan	**240,645**	**122,955**	**117,660**	**21,460**	**9,942**	**11,519**	**8.92%**	**10.98%**	**10.12%**
0-5	81,605	41,645	39,955	6,142	2,912	3,230	7.53%	8.94%	8.42%
6-8	37,925	19,375	18,540	8,288	3,945	4,343	21.85%	28.40%	22.44%
9-12	51,470	26,325	25,140	6,481	2,852	3,629	12.59%	15.49%	11.53%
13+	69,645	35,610	34,025	549	233	316	0.79%	0.57%	0.80%
Alberta	**826,285**	**423,780**	**402,515**	**53,857**	**26,173**	**27,684**	**6.52%**	**6.64%**	**7.32%**
0-5	290,125	148,815	141,315	16,571	8,157	8,413	5.71%	5.48%	5.67%
6-8	131,415	67,170	64,250	20,453	10,076	10,377	15.56%	15.85%	15.65%
9-12	173,625	88,935	84,695	15,781	7,439	8,343	9.09%	9.68%	8.72%
13+	231,120	118,860	112,255	1,052	501	551	0.46%	0.58%	1.07%
Territories	**30,490**	**15,560**	**14,915**	**1,412**	**650**	**763**	**4.63%**	**2.00%**	**4.10%**
0-5	10,845	5,530	5,310	504	241	263	4.64%	1.73%	3.37%
6-8	4,930	2,520	2,395	501	254	247	10.16%	4.52%	10.86%
9-12	6,310	3,150	3,155	362	145	218	5.74%	2.03%	5.59%
13+	8,405	4,360	4,055	46	10	36	0.54%	0.83%	0.73%
Canada (Participating regions)	**5,915,705**	**3,024,535**	**2,881,960**	**289,512**	**134,224**	**154,556**	**4.89%**	**4.88%**	**4.76%**
0-5	1,935,015	989,475	943,865	87,157	41,938	45,219	4.50%	4.38%	4.09%
6-8	929,680	475,950	454,210	113,291	53,625	59,667	12.19%	12.00%	11.88%
9-12	1,272,725	652,145	622,025	82,214	35,965	46,248	6.46%	6.61%	6.63%
13+	1,768,835	906,965	861,860	6,850	2,696	4,154	0.39%	0.46%	0.43%

Source: *Q1 Total number of children who registered for the TDSRC 2013. Columns (A) through (C) provided by Statistics Canada Census 2011. Column (D) through (F) represents data collected by Harris/Decima.*

Statistics on Attendance

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 the total attendance of children at these activities (not including parents or care givers).

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

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

A total of 32,970 organized programs and activities were scheduled in libraries across Canada in the summer of 2013, from which a full 87% were organized inside libraries. Total attendance at all activities was 605,089[4] children. This resulted in an average of approximately 18 children attending each activity.

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

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[4] Some libraries did not collect or report this data. Where it was provided, the average attendance per activity was used to extrapolate total attendance. In cases where only one piece of information was provided, the number of activities or attendance was estimated using a ratio derived from the libraries/systems that did report both pieces of information. If libraries entered a total attendance number lower than their total participation number, the attendance was increased to match the registration total.

Figure 7. Organized Programs and Activities and Attendance
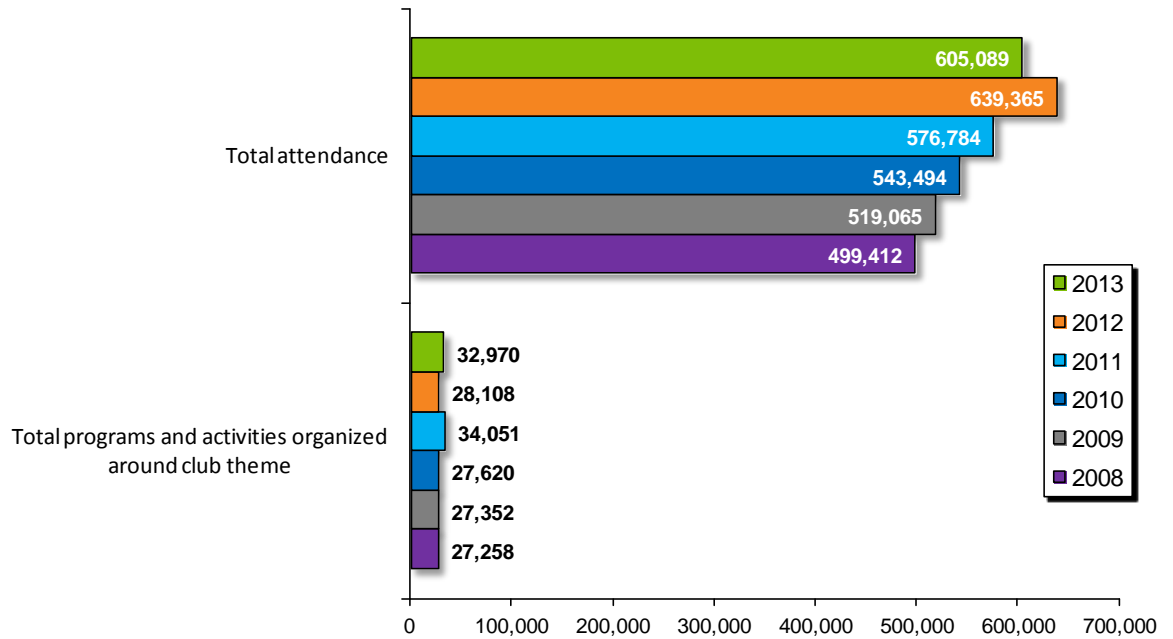
The table below summarizes the total number of theme-related programs and activities, along with the total theme-related activity attendance. The average attendance to each activity is also shown by province and region.

Figure 8. Organized Programs and Activities and Attendance by Region

Region	2013					2012			2011		
	Theme-Related Activities	Total Attendance	Avg. Attendance per Activity	% of Activities In Library	% of Activities In Community	Theme-Related Activities	Total Attendance	Avg. Attendance per Activity	Theme-Related Activities	Total Attendance	Avg. Attendance per Activity
Atlantic	**2,722**	**43,345**	**16**	**89%**	**11%**	**2,742**	**42,043**	**15**	**2,622**	**39,166**	**15**
Nfld. & Lab.	799	9,567	12	86%	14%	931	9,531	10	798	8,172	10
Nova Scotia	1,340	28,372	21	91%	9%	300	25,766	86	1,216	25,544	21
PEI	583	5,406	9	89%	11%	511	5,745	11	608	5,450	9
Quebec	**2,977**	**61,215**	**21**	**82%**	**18%**	**2,544**	**58,217**	**23**	**2,384**	**37,430**	**16**
BPQ	2,128	44,585	21	78%	22%	1,447	39,320	27	1,343	24,627	18
Reseau Biblio	849	16,630	20	92%	8%	1,097	18,897	17	1,041	12,803	12
Ontario	**16,933**	**333,154**	**20**	**90%**	**10%**	**13,394**	**345,819**	**26**	**18,558**	**311,730**	**17**
SOLS	14,263	263,788	18	90%	10%	11,050	260,117	24	15,731	235,587	15
OLS-North	1,143	17,737	16	92%	8%	1,260	17,084	14	1,323	18,223	14
Toronto	1,527	51,628	34	92%	8%	1,103	68,618	62	1,504	57,920	39
West	**9,762**	**160,684**	**16**	**83%**	**17%**	**9,376**	**191,224**	**20**	**10,194**	**185,904**	**18**
Manitoba	965	17,299	18	93%	7%	681	12,502	18	1,071	21,656	20
Saskatchewan	2,642	46,923	18	92%	8%	3,251	39,009	12	2,334	35,902	15
Alberta	6,155	96,463	16	78%	22%	5,444	139,712	26	6,789	128,346	19
Territories	**379**	**4,025**	**11**	**74%**	**26%**	**53**	**2,062**	**39**	**294**	**2,554**	**9**
Yukon	127	977	8	65%	35%	26	786	30	139	864	6
NWT	126	1,058	8	100%	0%	27	1,276	47	96	769	8
Nunavut	126	1,990	16	56%	44%	-	-	-	59	921	16
Independent LAC	**197**	**2,666**	**14**	**60%**	**40%**	**-**	**-**	**-**	**-**	**-**	**-**
Overall	**32,970**	**605,089**	**18**	**87%**	**13%**	**28,109**	**639,365**	**23**	**34,052**	**576,784**	**17**

Source: *Q2. Total number of activities in your libraries and in your community. Attendance at activities in your libraries and in your community.*

Materials Distributed

The libraries were also asked to indicate the total number of pre-reading booklets, magazines, passports and sticker sheets that were distributed to children coming into the library, including any materials provided to summer day camps, child-care centres, community/public housing projects, faith-based programs, *etc*. Registration for the TDSRC was not necessary and staff could choose how to distribute the material. The materials which were distributed in 2013 differed slightly from in previous years when only reading kits and posters were distributed. As a result, there is no comparison made here to previous years.

In total, 297,822 passports, 260,346 sticker sheets, 226,689 magazines and 121,338 pre-reading booklets were distributed across Canada in 2013 among the participating libraries.

Figure 9. Total Distribution of Program Materials
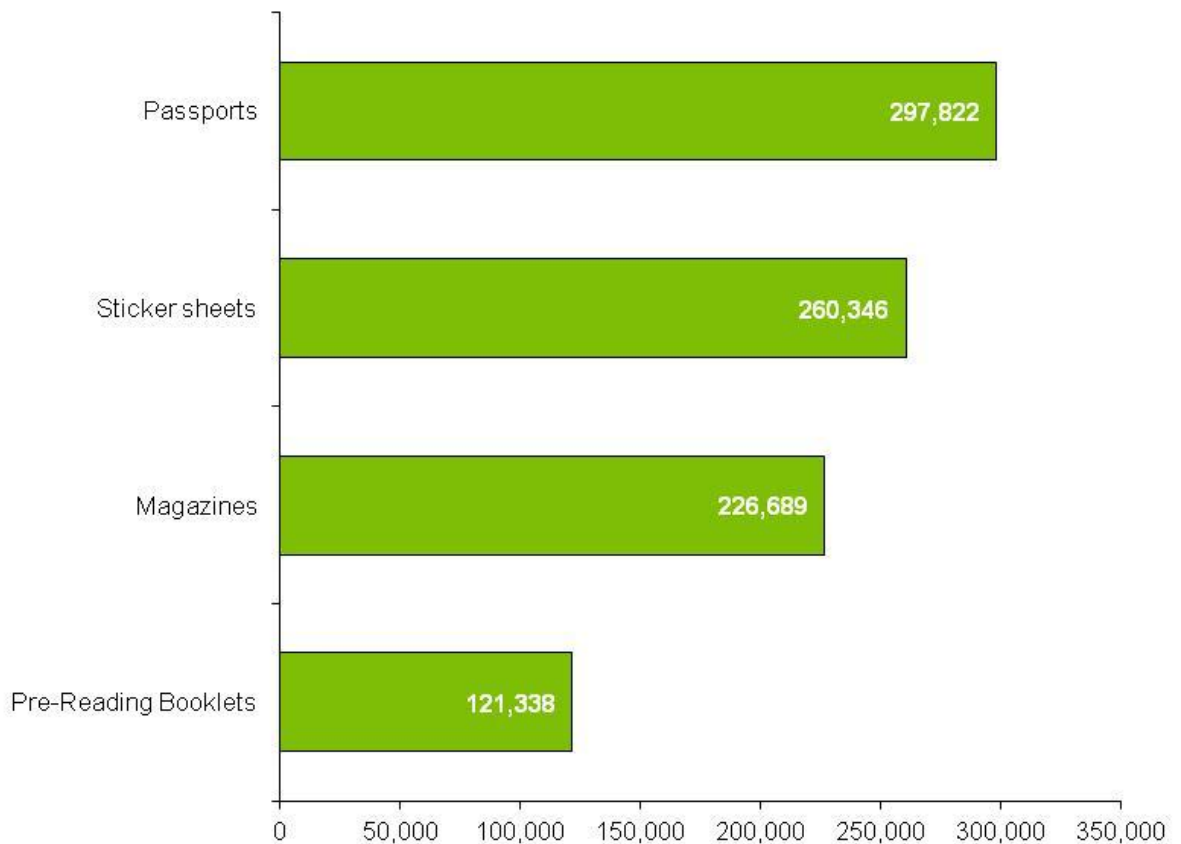
Source: *Q3. Materials distributed by your library / libraries in your system.*

Distribution was fairly consistent across the country, with every region except the Territories giving out fewer pre-reading booklets than passports, stickers and magazines. In practically all systems, more passports were distributed than sticker sheets, with only a handful of counter-examples. Magazines were also less popular than passports in almost all systems.

Figure 10. Distribution of Program Materials

	Materials Distributed			
	Passports	Sticker sheets	Magazines	Pre-Reading Booklets
Atlantic	**17,511**	**13,694**	**14,896**	**5,862**
Nfld. & Lab.	3,577	3,646	3,178	2,669
Nova Scotia	12,621	9,311	10,797	2,635
PEI	1,313	737	921	558
Quebec	**27,770**	**26,674**	**23,366**	**8,681**
BPQ	22,721	21,279	18,974	6,601
Reseau Biblio	5,049	5,395	4,391	2,080
Ontario	**160,761**	**135,791**	**112,380**	**55,141**
SOLS	124,041	110,078	86,504	42,415
OLS-North	5,796	5,477	5,341	1,314
Toronto	30,924	20,236	20,535	11,413
West	**89,534**	**81,205**	**73,579**	**49,449**
Manitoba	10,736	11,667	8,402	3,720
Saskatchewan	24,643	24,845	17,066	11,800
Alberta	54,155	44,693	48,110	33,929
Territories	**802**	**1,670**	**1,328**	**1,158**
Yukon	467	480	468	459
NWT	335	390	540	405
Nunavut	0	800	320	294
Independent LAC	**1,444**	**1,313**	**1,141**	**1,047**
Overall	**297,822**	**260,346**	**226,689**	**121,338**

Source: *Q3. Materials distributed by your library / libraries in 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. Overall, 25% of library systems ran their summer reading club exclusively as a drop-in program and 26% of the systems ran theirs solely as a reading club. In 2013, 41% of libraries ran their Summer Reading Club both as a drop-in program and as a club while 8% did not indicate using either approach.

The proportions for 2013 differ substantially from those reported for 2012 in part because only the responses from individual libraries were reported due to the way the question was asked. This issue was rectified in 2013, however, so the results from 2013 are more comprehensive.

Figure 11. Percentage of Drop-ins and Clubs

Year	Drop-In Only	Club Only	Drop-In & Club	Neither/Don't know
2013	25%	26%	41%	8%
2012	33%	41%	22%	5%
2011	39%	13%	37%	11%
2010	33%	14%	40%	13%
2009	39%	18%	32%	10%
2008	36%	25%	28%	11%
2007	35%	23%	33%	10%
2006	33%	20%	42%	5%
2005	27%	32%	29%	12%
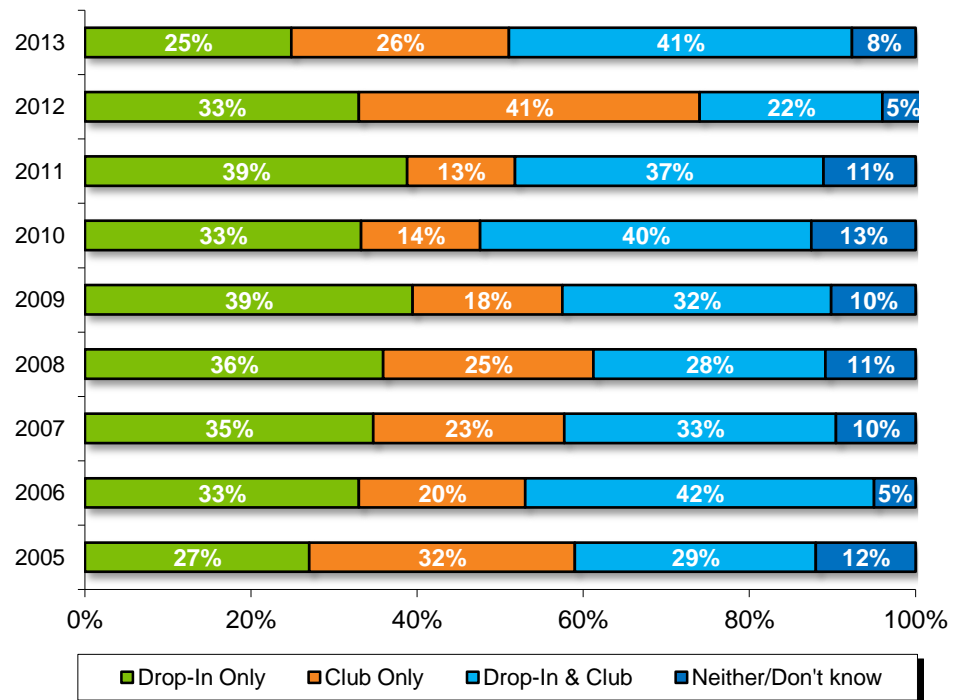
Source: Q4. *How was your program structured?*

The table below 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 (42%) while the West was the most likely of the regions to run their program as a club only. Outside of the Territories, those in Ontario were the most likely to run their program as both a drop-in and a club (51%).

Figure 12. Percentage of Drop-ins and Clubs by Region

	How Program Was Structured (%)			
	Drop-In Only	Club Only	Both Drop-In and Club	Neither Format
Atlantic	**42%**	**21%**	**34%**	**3%**
Nfld. & Lab.	23%	33%	38%	7%
Nova Scotia	74%	11%	15%	0%
PEI	4%	12%	84%	0%
Quebec	**32%**	**24%**	**28%**	**16%**
BPQ	23%	18%	47%	12%
Reseau Biblio	38%	29%	14%	19%
Ontario	**18%**	**23%**	**51%**	**8%**
SOLS	19%	20%	53%	8%
OLS-North	10%	50%	37%	3%
Toronto	23%	15%	52%	10%
West	**25%**	**35%**	**35%**	**5%**
Manitoba	19%	29%	45%	6%
Saskatchewan	30%	39%	25%	6%
Alberta	21%	33%	41%	4%
Territories	**25%**	**8%**	**67%**	**0%**
Yukon	43%	14%	43%	0%
NWT	0%	0%	100%	0%
Nunavut	0%	0%	100%	0%
Independent LAC	**27%**	**0%**	**64%**	**9%**
Overall	**25%**	**26%**	**41%**	**8%**

Source: Q4. *How was your program structured?*

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, child care centres, day camps, or to any other locations in order to promote the program.

Three quarters of the libraries indicated that their library staff had made visits to schools to promote the TD Summer Reading Club while another 43% made visits to child care centres. A third of them (32%) also made visits to day camps and 28% promoted their program at other locations.

Figure 13. School and Daycare Visits by Staff
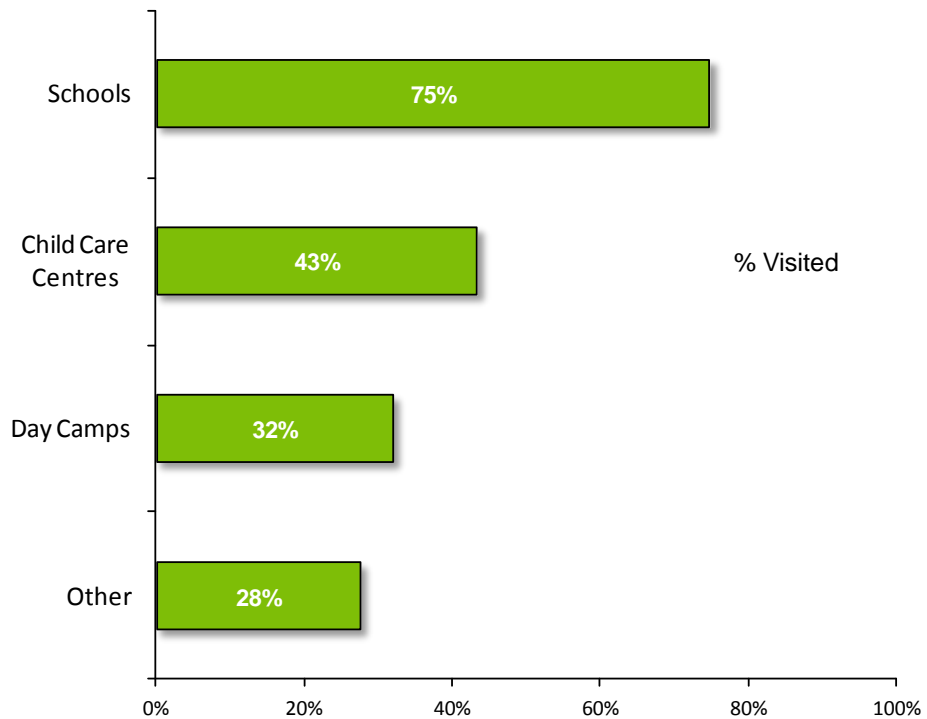
The proportion of libraries who indicated their staff had made visits to schools was high in every region of the country. In Nova Scotia, Saskatchewan, Alberta, NWT and Nunavut, every single library reported having made such a visit. The rate was the lowest in Newfoundland & Labrador (52%) and the Yukon (29%).

Figure 14. Promotional Visits by Staff By Region

	Made Visits (%)			
	Schools	**Day Camps**	**Child Care Centres**	**Other**
Atlantic	**62%**	**21%**	**27%**	**23%**
Nfld. & Lab.	52%	16%	20%	21%
Nova Scotia	100%	44%	44%	44%
PEI	88%	32%	48%	20%
Quebec	**72%**	**57%**	**39%**	**35%**
BPQ	68%	42%	19%	23%
Reseau Biblio	82%	91%	82%	64%
Ontario	**81%**	**30%**	**47%**	**25%**
SOLS	83%	30%	48%	27%
OLS-North	62%	28%	34%	23%
Toronto	92%	30%	56%	23%
West	**77%**	**42%**	**57%**	**45%**
Manitoba	61%	17%	42%	25%
Saskatchewan	100%	90%	90%	80%
Alberta	100%	71%	71%	71%
Territories	**58%**	**46%**	**67%**	**25%**
Yukon	29%	29%	43%	0%
NWT	100%	50%	100%	100%
Nunavut	100%	100%	100%	0%
Independent LAC	**33%**	**33%**	**22%**	**22%**
Overall	**75%**	**32%**	**43%**	**28%**

Source: *Q5 Did any library staff promote the program at schools, day camps, child-care centres, or other locations?*

This table summarizes the percentage of library systems whose staff made promotional visits in 2013 but also includes the total number of visits and the total children reached by those visits. More promotional visits were made to schools than to all other locations combined. They are also responsible for the vast majority of the children reached by promotional visits.

Figure 15. Promotional Visits by Staff by Location

	Schools			Day Camps			Child Care Centres			Other Locations		
	School Visits (% Yes)	Total Visits	Children Attended	Day Camp Visits (%)	Total Visits	Children Attended	Childcare Visits (%)	Total Visits	Children Attended	Other Visits (%)	Total Visits	Children Attended
Atlantic	**62%**	**236**	**45,113**	**21%**	**66**	**1,313**	**27%**	**88**	**1,767**	**23%**	**64**	**1,220**
Nfld. & Lab.	52%	120	6476	16%	48	953	20%	68	1190	21%	49	527
Nova Scotia	100%	53	32983	44%	10	240	44%	8	282	44%	4	611
PEI	88%	63	5654	32%	8	120	48%	12	295	20%	11	82
Quebec	**72%**	**339**	**45,937**	**57%**	**178**	**6,827**	**39%**	**143**	**2,790**	**35%**	**81**	**2,662**
BPQ	68%	249	41267	42%	124	5285	19%	105	2328	23%	49	2254
Reseau Biblio	82%	90	4671	91%	54	1542	82%	38	463	64%	32	409
Ontario	**81%**	**3,526**	**252,029**	**30%**	**313**	**9,328**	**47%**	**446**	**10,195**	**25%**	**199**	**8,792**
SOLS	83%	2357	202323	30%	201	6332	48%	252	5725	27%	99	4790
OLS-North	62%	116	8367	28%	42	594	34%	31	463	23%	46	1759
Toronto	92%	1054	41339	30%	69	2402	56%	163	4008	23%	54	2243
West	**77%**	**871**	**185,044**	**42%**	**69**	**2,673**	**57%**	**133**	**2,900**	**45%**	**181**	**5,485**
Manitoba	61%	386	16628	17%	10	104	42%	38	539	25%	74	565
Saskatchewan	100%	248	14828	90%	25	590	90%	45	672	80%	54	2743
Alberta	100%	237	153588	71%	33	1979	71%	49	1689	71%	53	2177
Territories	**58%**	**95**	**2,017**	**46%**	**22**	**264**	**67%**	**26**	**489**	**25%**	**11**	**1,554**
Yukon	29%	41	449	29%	8	19	43%	10	139	0%	0	0
NWT	100%	26	728	50%	2	5	100%	6	50	100%	11	1554
Nunavut	100%	28	840	100%	12	240	100%	10	300	0%	0	0
Independent LAC	**33%**	**6**	**1,504**	**33%**	**6**	**57**	**22%**	**16**	**280**	**22%**	**2**	**202**
Overall	**75%**	**5,073**	**531,643**	**32%**	**654**	**20,461**	**43%**	**851**	**18,421**	**28%**	**536**	**19,915**

Source: *Q5 Did any library staff promote the program at schools, day camps, child-care centres, or other locations?*

In both 2011 and 2012, 64% of libraries reported making visits to schools to promote the program, meaning that the proportion of libraries making trips to promote the program at school increased in 2013. Libraries were more likely to have visited day camps and child care centres than in 2012, but actually made fewer visits.

Figure 16. Promotional Visits by Staff by Region (Tracking)

	Schools				Day Camps				Child Care Centres			
	2013		2012		2013		2012		2013		2012	
	School Visits (% Yes)	Total Visits	School Visits (% Yes)	Total Visits	Day Camp Visits (% Yes)	Total Visits	Day Camp Visits (% Yes)	Total Visits	Childcare Visits (% Yes)	Total Visits	Childcare Visits (% Yes)	Total Visits
Atlantic	**62%**	**236**	**62%**	**478**	**21%**	**66**	**9%**	**92**	**27%**	**88**	**20%**	**34**
Nfld. & Lab.	52%	120	64%	178	16%	48	13%	85	20%	68	38%	25
Nova Scotia	100%	53	60%	268	44%	10	-	-	44%	8	-	-
PEI	88%	63	56%	33	32%	8	28%	7	48%	12	32%	9
Quebec	**72%**	**339**	**40%**	**490**	**57%**	**178**	**19%**	**161**	**39%**	**143**	**14%**	**108**
BPQ	68%	249	54%	235	42%	124	15%	89	19%	105	17%	87
Reseau Biblio	82%	90	32%	255	91%	54	22%	72	82%	38	13%	21
Ontario	**81%**	**3,526**	**72%**	**3,006**	**30%**	**313**	**28%**	**461**	**47%**	**446**	**41%**	**553**
SOLS	83%	2,357	68%	2,316	30%	201	26%	299	48%	252	36%	362
OLS-North	62%	116	75%	123	28%	42	23%	86	34%	31	52%	59
Toronto	92%	1,054	96%	568	30%	69	42%	76	56%	163	67%	131
West	**77%**	**871**	**67%**	**2,170**	**42%**	**69**	**24%**	**6,012**	**57%**	**133**	**29%**	**783**
Manitoba	61%	386	61%	118	17%	10	39%	87	42%	38	47%	125
Saskatchewan	100%	248	57%	344	90%	25	10%	58	90%	45	16%	58
Alberta	100%	237	78%	1,709	71%	33	32%	5,867	71%	49	37%	600
Territories	**58%**	**95**	**37%**	**11**	**46%**	**22**	**15%**	**2**	**67%**	**26**	**37%**	**1**
Yukon	29%	41	40%	3	29%	8	-	1	43%	10	40%	1
NWT	100%	26	33%	8	50%	2	33%	1	100%	6	33%	-
Nunavut	100%	28	-	-	100%	12	-	-	100%	10	-	-
Independent LAC	**33%**	**6**	**-**	**-**	**33%**	**6**	**-**	**-**	**22%**	**16**	**-**	**-**
Overall	**75%**	**5,073**	**64%**	**6,156**	**32%**	**654**	**23%**	**6,727**	**43%**	**851**	**30%**	**1,479**

Source: *Q5 Did any library staff promote the program at schools, day camps, child-care centres, or other locations?*

Method of Promotion

For the first time in 2013, the library registration sheets required libraries to ask whether children had participated in the program in previous years. Only those children who had not participated previously were then asked how they heard of the program. This change was made because the previous method underestimated the number of returning children, which LAC and participating library systems knew was higher. Asking the questions in this manner did, in fact, result in a higher number, with the proportion of children saying they participated in a previous year totaling 37% of all registered children. There was a fair amount of regional variation, however, with this number being higher in the Territories and the West, and lower in Ontario and the Independent Libraries.

Figure 17. Previous Participation By Region
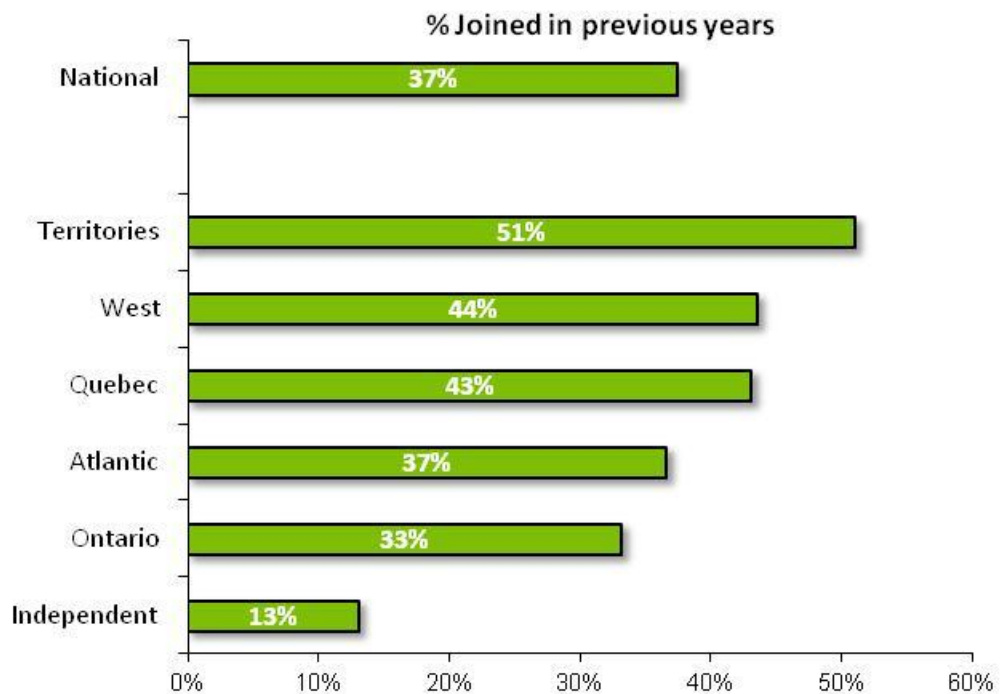
Source: *Q6. How many of the children registered in your library had participated in the TD Summer Reading Club in previous years and how many were new to the program? If they were new to the program, how did they hear about the program?*

The following tables provide the number and proportions of children who learned about the program in the ways suggested by the registration sheets used by the libraries when registering children. In previous years, staff promotion in the branch was the most popular way for people to hear about the program. For those who did not have a previous experience, this was the most common method in 2013 (30%). Learning about the program in school was the next most common method (17%). Word-of-mouth (6%), summer camp/child care and the media were also mentioned (4% each).

**Figure 18. How Participants Heard About the Program
Summary by Region (Totals)**

Region	Joined in previous years	At school	At the public library	Summer camp/child care	Friend of family member	In the media	Other
Atlantic	**6,540**	**4,458**	**3,853**	**395**	**1,773**	**711**	**116**
Nfld. & Lab.	825	173	1,034	268	181	90	37
Nova Scotia	5,108	3,958	2,571	55	1,505	579	72
PEI	607	327	248	72	88	42	7
Quebec	**12,303**	**4,517**	**6,786**	**1,889**	**1,400**	**1,091**	**531**
BPQ	9,164	3,763	6,037	1,249	1,347	957	507
Reseau Biblio	3,139	754	749	640	54	134	24
Ontario	**51,191**	**24,527**	**54,892**	**6,350**	**9,133**	**5,790**	**2,270**
SOLS	41,276	18,543	42,361	3,763	6,844	5,096	1,805
OLS-North	1,355	234	1,685	179	249	232	89
Toronto	8,560	5,750	10,846	2,408	2,040	462	375
West	**37,562**	**15,167**	**21,282**	**2,088**	**5,442**	**2,895**	**1,763**
Manitoba	4,104	1,742	3,798	147	588	281	222
Saskatchewan	8,164	3,431	6,961	949	1,186	419	351
Alberta	25,293	9,994	10,524	992	3,669	2,196	1,190
Territories	**721**	**184**	**260**	**156**	**13**	**75**	**3**
Yukon	183	90	175	18	0	19	0
NWT	68	24	51	116	12	38	3
Nunavut	470	70	34	22	0	18	0
Independent LAC	**181**	**21**	**636**	**434**	**18**	**9**	**86**
Overall	**108,497**	**48,874**	**87,709**	**11,312**	**17,780**	**10,572**	**4,769**

Source: *Q6. How many of the children registered in your library had participated in the TD Summer Reading Club in previous years and how many were new to the program? If they were new to the program, how did they hear about the program?*

Figure 19. How Participants Heard About the Program
Summary by Region (Percentages)

Region	Joined in previous years	At school	At the public library	Summer camp/child care	Friend of family member	In the media	Other
Atlantic	**37%**	**25%**	**22%**	**2%**	**10%**	**4%**	**1%**
Nfld. & Lab.	32%	7%	40%	10%	7%	3%	1%
Nova Scotia	37%	29%	19%	0%	11%	4%	1%
PEI	44%	24%	18%	5%	6%	3%	1%
Quebec	**43%**	**16%**	**24%**	**7%**	**5%**	**4%**	**2%**
BPQ	40%	16%	26%	5%	6%	4%	2%
Reseau Biblio	57%	14%	14%	12%	1%	2%	0%
Ontario	**33%**	**16%**	**36%**	**4%**	**6%**	**4%**	**1%**
SOLS	34%	15%	35%	3%	6%	4%	2%
OLS-North	34%	6%	42%	4%	6%	6%	2%
Toronto	28%	19%	36%	8%	7%	2%	1%
West	**44%**	**18%**	**25%**	**2%**	**6%**	**3%**	**2%**
Manitoba	38%	16%	35%	1%	5%	3%	2%
Saskatchewan	38%	16%	32%	4%	6%	2%	2%
Alberta	47%	19%	20%	2%	7%	4%	2%
Territories	**51%**	**13%**	**18%**	**11%**	**1%**	**5%**	**0%**
Yukon	38%	19%	36%	4%	0%	4%	0%
NWT	22%	8%	16%	37%	4%	12%	1%
Nunavut	77%	11%	6%	4%	0%	3%	0%
Independent LAC	**13%**	**2%**	**46%**	**31%**	**1%**	**1%**	**6%**
Overall	**37%**	**17%**	**30%**	**4%**	**6%**	**4%**	**2%**

Source: *Q6. How many of the children registered in your library had participated in the TD Summer Reading Club in previous years and how many were new to the program? If they were new to the program, how did they hear about the program?*

Impact of School and Daycare Visits

Thousands of visits were made to schools (5,073) and to day camps/child care centres (1,505 combined). The number of children who state that they heard about the program from school and camp/care centres is also known, so the average number of children who joined because of a visit made by library staff to promote the program can be calculated. The table below gives the total number of visits made, along with the total number of children who heard about the program that way, and reports an average 'success' rate for having children join the program per visit. The national average for school visits was 9.6, but was lower at 6.5 for visits to camps/care centres.

Figure 20. Impact of School and Daycare Visits

Regions	School Visits			Day Camp / Child Care Centre Visits		
	Total Visits	Children Who Heard About TDSRC From School Visit	Average Joined Per Visit	Total Visits	Children Who Heard About TDSRC From Camp/Centre Visit	Average Joined Per Visit
Atlantic	**236**	**4,449**	**18.8**	**154**	**359**	**2.3**
Nfld. & Lab.	120	170	1.4	116	260	2.2
Nova Scotia	53	3,958	74.7	18	46	2.6
PEI	63	321	5.1	20	53	2.7
Quebec	**339**	**4,366**	**12.9**	**321**	**1,819**	**5.7**
BPQ	249	3,612	14.5	229	1,178	5.1
Reseau Biblio	90	754	8.4	92	640	7.0
Ontario	**3,526**	**24,280**	**6.9**	**759**	**5,022**	**6.6**
SOLS	2,357	18,351	7.8	454	3,094	6.8
NOLS	116	211	1.8	74	104	1.4
Toronto	1,054	5,718	5.4	232	1,825	7.9
West	**871**	**15,149**	**17.4**	**202**	**1,924**	**9.5**
Manitoba	386	1,724	4.5	49	62	1.3
Saskatchewan	248	3,431	13.9	71	949	13.4
Alberta	237	9,994	42.2	82	912	11.1
Territories	**95**	**181**	**1.9**	**48**	**156**	**3.3**
Yukon	41	87	2.1	18	18	1.0
NWT	26	24	0.9	8	116	15.4
Nunavut	28	70	2.5	22	22	1.0
Independent LAC	**6**	**20**	**3.2**	**22**	**433**	**19.7**
Overall	**5,073**	**48,445**	**9.6**	**1,505**	**9,712**	**6.5**

Source: *Q5 Did any library staff promote the program at schools, day camps, child-care centres, or other locations? Q6. How many of the children registered in your library had participated in the TD Summer Reading Club in previous years and how many were new to the program? If they were new to the program, how did they hear about the program?*

Satisfaction & Suggestions

In 2013, the Statistics and Evaluation Form was expanded and reconfigured in order to gather a much wider scope of opinions from librarians than it ever has in previous years. This was done in order to better understand what drives satisfaction with the TD Summer Reading Club among those who are actually tasked with administering and coordinating it, the librarians.

The scale was updated from a five-point scale to a ten-point scale in order to measure satisfaction with more precision. Using a five-point scale tended to give results with very little differentiation as the great majority of libraries responded to each question with either 'very satisfied' or 'satisfied' and a lot of more nuanced differences were missed. A ten-point scale is also much more conducive to performing correlation and regression analysis[5]. Due to this change, along with the large number of new questions, comparisons cannot be made directly to results from previous years.

The following section will provide satisfaction scores for every question asked by giving the proportion of libraries who responded with each score from 10 down to 6, along with those who gave a score of 0-5. The overall satisfaction question for each section is reported first, followed by the individual element scores, ranked by the proportion giving a score of 10. Libraries were also asked for their suggestions and comments in each section, and the results are included here in the order that they appeared in the online file.

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[5] Libraries who did not provide information for any given question are not considered in the percentages reported here so that each graph will sum to 100%

Overall Program Satisfaction Section

For the first time, individual overall satisfaction was asked as a stand-alone question. Nationally, satisfaction was high with the TDSRC again in 2013. Almost a quarter of libraries (23%) gave the highest possible score, while two thirds gave a score of 8 or higher. Satisfaction was equally high with the 2013 '*GO!*' theme with 28% giving the highest possible score. Satisfaction with the visual representation of the theme was slightly lower, although a full half of those responding rated it as 8 or higher.

Figure 21. Satisfaction With The Summer Reading Program Overall
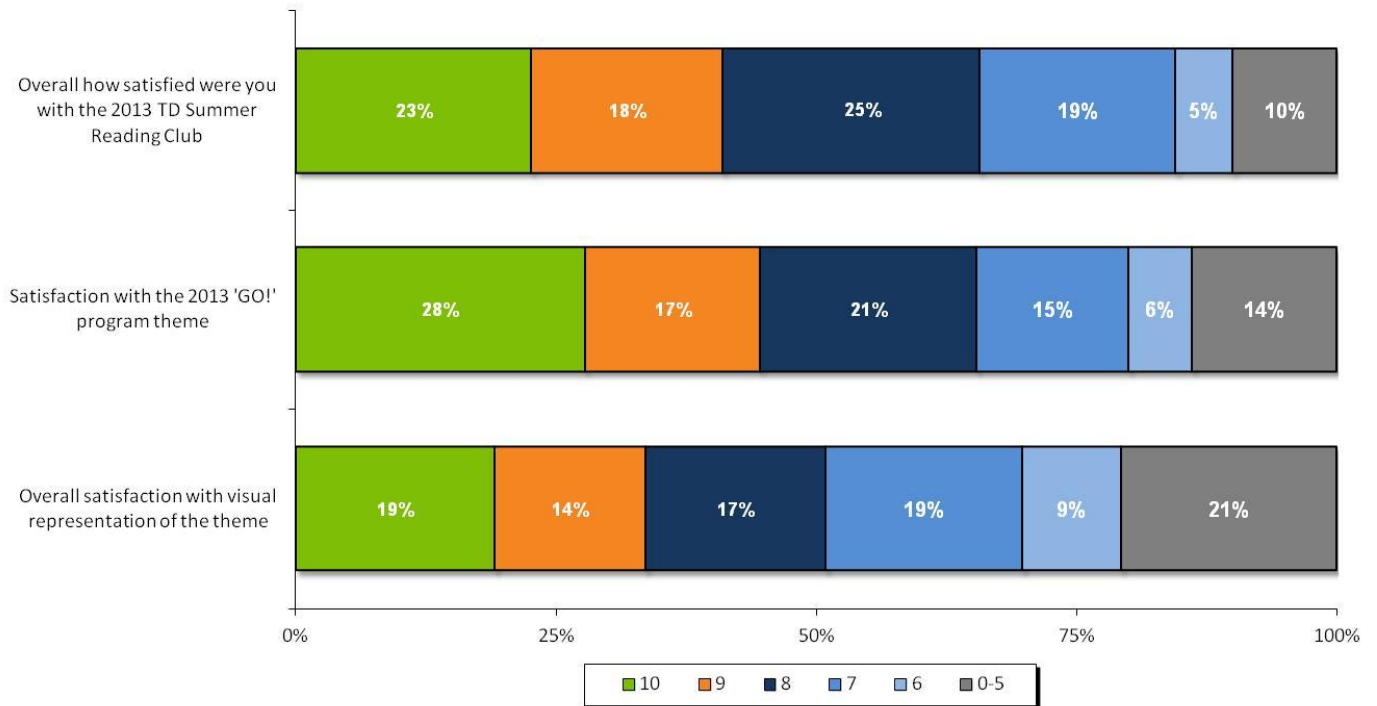
Source: *Q7. Overall satisfaction questions.*

Satisfaction levels are compared across the regions in the table below by reporting the % of libraries in each region who gave a rating of 8 or higher (a *top three box score*). Overall satisfaction scores were high in most regions, with the highest level of satisfaction coming from the Independent libraries, PEI and RBQ (100%, 88% and 87% respectively) and the lowest in Nova Scotia and Nunavut (although Nunavut had only one responding library).

Specific details by province and region are provided in the table below.

Figure 22. Satisfaction With The Program Overall By Region (Top 3 Box Scores)

Region	2013 Satisfaction (Top 3 Box and Mean Scores)					
	Overall satisfaction with the 2013 TD Summer Reading Club		Satisfaction with the 2013 'GO!' program theme		Overall satisfaction with visual representation of the theme	
	Top 3 Box	*Mean Score*	*Top 3 Box*	*Mean Score*	*Top 3 Box*	*Mean Score*
Atlantic	**55%**	**7.87**	**47%**	**7.43**	**37%**	**6.99**
Nfld. & Lab.	68%	8.24	61%	7.90	54%	7.66
Nova Scotia	29%	7.20	23%	6.64	6%	5.96
PEI	88%	8.92	76%	8.52	72%	8.24
Quebec	**81%**	**8.48**	**85%**	**8.79**	**69%**	**8.00**
BPQ	72%	8.39	83%	8.94	54%	7.45
Réseau Biblio	87%	8.55	86%	8.69	79%	8.40
Ontario	**68%**	**7.95**	**64%**	**7.73**	**47%**	**6.97**
SOLS	68%	7.93	63%	7.68	47%	6.99
OLS-North	79%	8.47	79%	8.28	60%	7.33
Toronto	57%	7.75	61%	7.68	36%	6.69
West	**57%**	**7.69**	**63%**	**7.70**	**50%**	**7.24**
Manitoba	64%	7.94	65%	7.73	44%	7.18
Saskatchewan	49%	7.41	65%	7.78	58%	7.45
Alberta	63%	7.86	60%	7.60	44%	7.05
Territories	**50%**	**7.44**	**58%**	**7.90**	**58%**	**7.00**
Yukon	67%	7.33	57%	7.71	57%	6.71
NWT	50%	8.00	100%	9.00	100%	8.00
Nunavut	0%	7.00	0%	7.00	0%	7.00
Independent LAC	**100%**	**9.25**	**92%**	**9.17**	**92%**	**9.00**
Total	**66%**	**7.94**	**65%**	**7.85**	**51%**	**7.22**

Source: *Q7. Overall satisfaction questions.*

Suggestions For Future Themes

Librarians were asked to provide suggestions for future themes. The most popular responses were for animal/insect themes (22%), science/technology/space themes (21%) and nature/environment/outdoors themes (20%). Arts and sports themes were also popular along with fairy tales/mythology and cultural themes.

The figure below presents the suggestions made by at least 3% of systems in 2013.

Figure 23. Suggestions For Future Themes
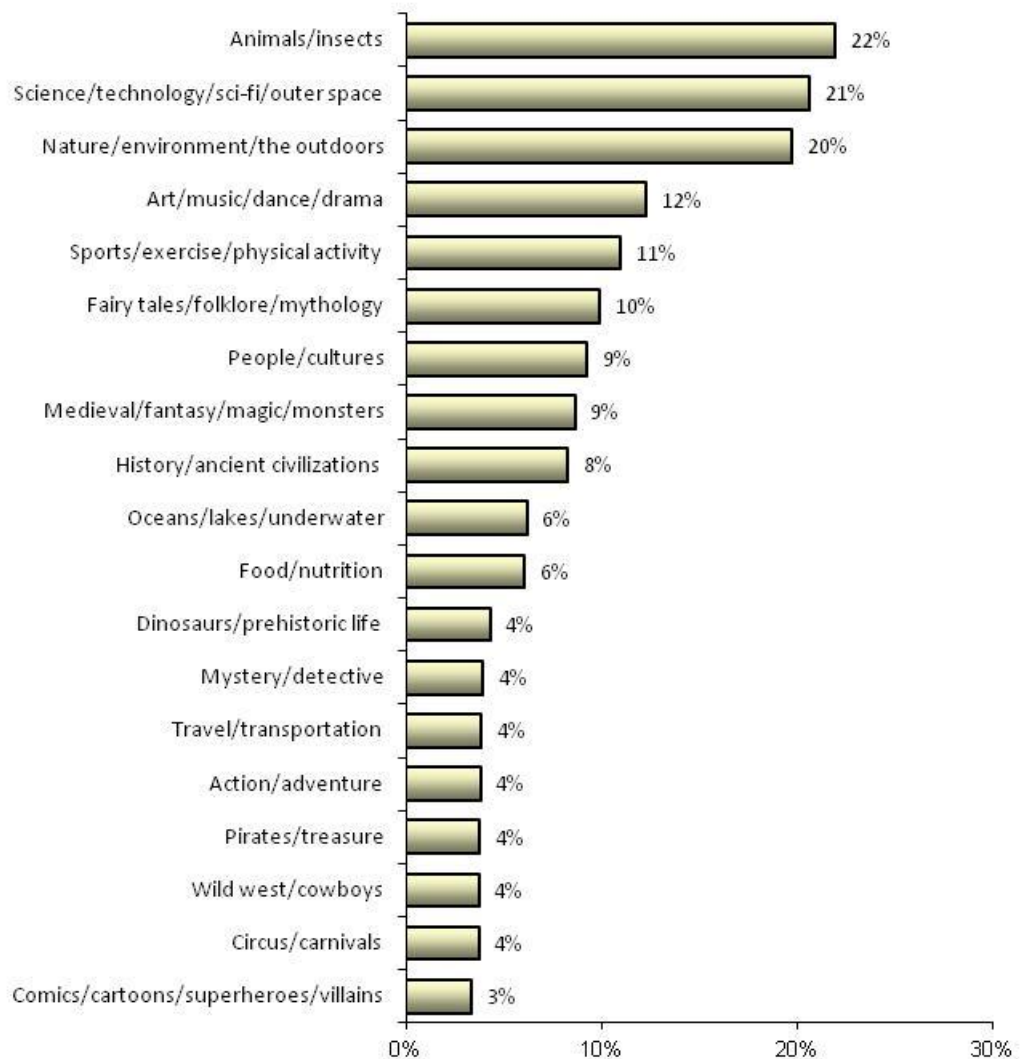
Source: *Q7B . Do you have any suggestions for the program's future themes?*

Program Materials Satisfaction Section

Libraries also rated their level of satisfaction with the program materials, such as the passport, the stickers, the magazine, and the pre-reading booklet.

64% of libraries gave a satisfaction score in the top 3 for the program materials overall. The element with the highest satisfaction was the passport, with 40% of libraries giving it the highest possible score. Satisfaction was generally high for each of the elements tested with each one receiving a score of 8 or higher from 60% of libraries.

Figure 24. Satisfaction with Program Materials
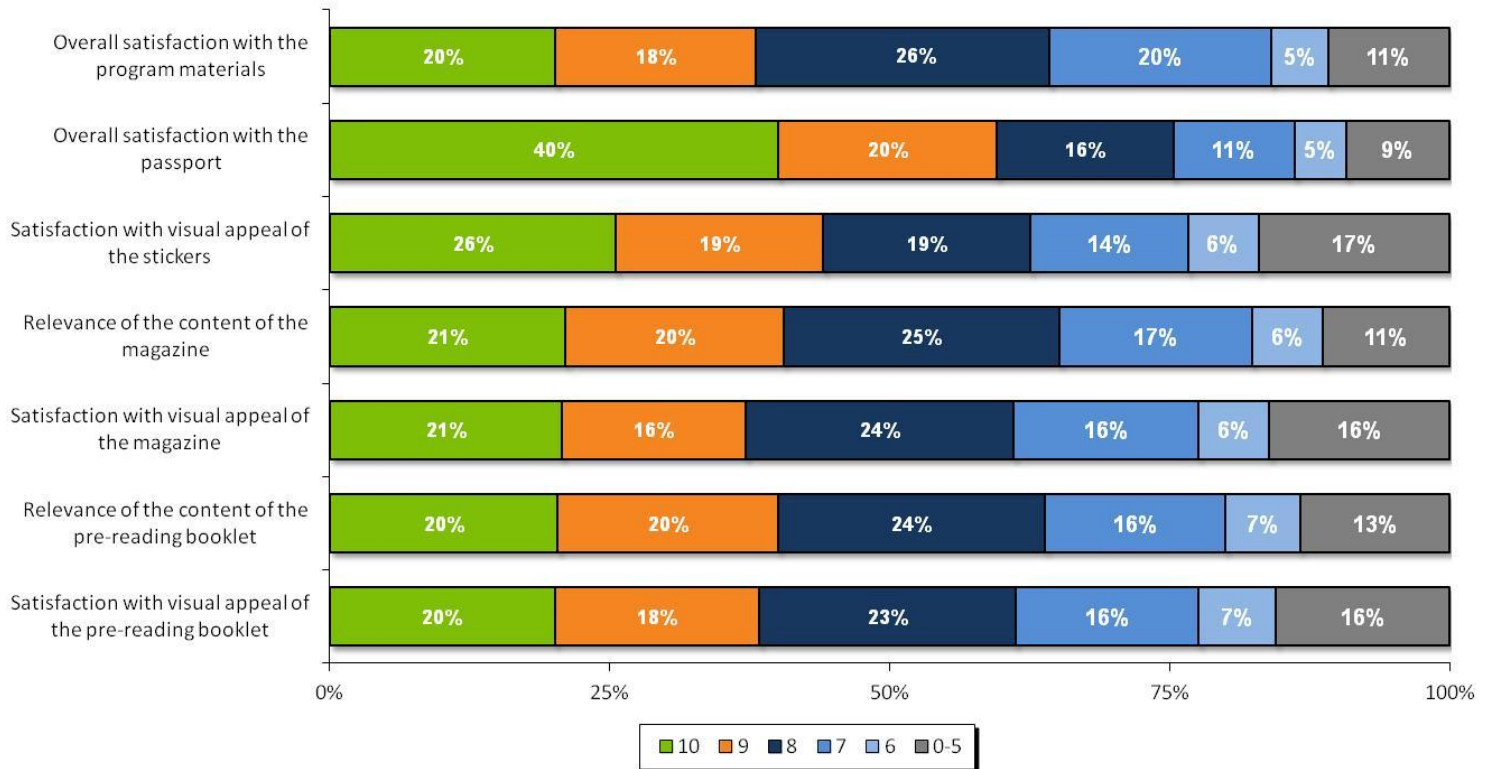
Source: *Q8. Program Materials Satisfaction Questions.*

Altogether, Quebec was the region most satisfied with the program materials and Atlantic Canada was the least satisfied. Ontario and the West gave similar satisfaction scores for most elements of the program materials. Every region rated the passport much higher than all of the other elements except Quebec, where the passport scored similarly to the rest of the elements. This could be due to differences in the materials created in the Francophone program or could just be due to the higher scores given overall by Quebec libraries.

Specific details by province and region are provided in the table below.

Figure 25. Satisfaction with Program Materials by Region
Top 3 Box Scores

Region	2013 Satisfaction (Top 3 Box and Mean Scores)													
	Overall satisfaction with the program materials		Relevance of the content of the magazine		Satisfaction with visual appeal of the magazine		Relevance of the content of the pre-reading booklet		Satisfaction with visual appeal of the pre-reading booklet		Overall satisfaction with the passport		Satisfaction with visual appeal of the stickers	
	Top 3 Box	Mean Score	Top 3 Box	Mean Score	Top 3 Box	Mean Score	Top 3 Box	Mean Score	Top 3 Box	Mean Score	Top 3 Box	Mean Score	Top 3 Box	Mean Score
Atlantic	**47%**	**7.54**	**46%**	**7.53**	**47%**	**7.47**	**48%**	**7.51**	**51%**	**7.44**	**61%**	**7.95**	**52%**	**7.62**
Nfld. & Lab.	63%	7.90	55%	7.65	59%	7.66	57%	7.78	59%	7.66	74%	8.53	64%	8.00
Nova Scotia	17%	6.98	25%	7.19	25%	6.99	24%	6.92	27%	6.84	34%	6.92	28%	6.85
PEI	80%	8.20	76%	8.32	72%	8.44	76%	8.24	80%	8.36	92%	9.44	80%	8.88
Quebec	**80%**	**8.30**	**81%**	**8.42**	**75%**	**8.11**	**78%**	**8.30**	**73%**	**8.12**	**81%**	**8.29**	**75%**	**7.94**
BPQ	69%	7.84	70%	8.07	59%	7.48	62%	7.84	55%	7.54	63%	7.46	52%	7.07
Réseau Biblio	86%	8.64	88%	8.68	84%	8.57	87%	8.63	84%	8.56	91%	8.90	85%	8.58
Ontario	**63%**	**7.73**	**65%**	**7.85**	**58%**	**7.41**	**62%**	**7.64**	**57%**	**7.41**	**77%**	**8.46**	**59%**	**7.48**
SOLS	62%	7.69	66%	7.87	58%	7.39	62%	7.62	56%	7.40	75%	8.36	60%	7.47
OLS-North	68%	8.14	66%	7.88	63%	7.81	69%	8.12	71%	8.02	82%	8.98	66%	8.02
Toronto	64%	7.74	61%	7.67	55%	7.29	57%	7.53	51%	7.17	81%	8.70	54%	7.28
West	**62%**	**7.79**	**63%**	**7.74**	**62%**	**7.70**	**64%**	**7.73**	**63%**	**7.73**	**75%**	**8.35**	**64%**	**7.78**
Manitoba	52%	7.60	62%	7.42	55%	7.48	67%	7.74	66%	7.73	73%	7.95	69%	8.01
Saskatchewan	75%	8.05	69%	7.98	70%	7.91	69%	7.95	68%	7.89	84%	8.85	64%	7.92
Alberta	54%	7.63	58%	7.59	57%	7.55	57%	7.50	57%	7.57	68%	8.04	62%	7.61
Territories	**73%**	**8.00**	**58%**	**7.40**	**58%**	**7.20**	**58%**	**7.40**	**58%**	**7.10**	**83%**	**8.50**	**58%**	**7.20**
Yukon	83%	7.67	57%	7.14	57%	7.00	57%	7.14	57%	6.86	71%	7.86	29%	6.43
NWT	100%	9.50	100%	8.50	100%	8.00	100%	8.50	100%	8.00	100%	10.00	100%	9.50
Nunavut	0%	7.00	0%	7.00	0%	7.00	0%	7.00	0%	7.00	100%	10.00	100%	8.00
Independent LAC	**100%**	**9.08**	**92%**	**9.17**	**92%**	**9.00**	**91%**	**9.00**	**100%**	**9.45**	**100%**	**9.33**	**92%**	**9.33**
Total	**64%**	**7.82**	**65%**	**7.86**	**61%**	**7.61**	**64%**	**7.76**	**61%**	**7.63**	**75%**	**8.35**	**63%**	**7.66**

Source: Q8. Program Materials Satisfaction Questions.

As part of the program materials satisfaction section, librarians were asked to provide suggestions for improving the content of the materials for future years.

The passports proved to be very popular again as a full third of librarians gave positive feedback for the passports in 2013 suggesting that they be made available again in future years. The most common improvement offered was more colourful or eye-catching materials (17%), providing more space in the passports (13%), more pre-reading activities, an improved magazine, and more age-appropriate program materials (11% each).

The table below details all of the responses given by at least 2% of respondents.

Improvements for the content of the material for future programs	2013
Passports were a good idea/children liked them	33%
More colourful art/visually appealing/eye-catching	17%
Include more space in passport	13%
More pre-reading activities/booklet specific	11%
Improve magazines/de-clutter/too wordy	11%
More age appropriate/simplify for younger children	11%
Dislike the art style	10%
Satisfied/no suggestions	*9%*
Improve/provide more stickers/more variety/better formatting	8%
Improve posters/different sizes	6%
Passports should be simpler/more user friendly/less confusing	5%
More activities/games	5%
Improve bilingualism/have separate English/French editions	4%
Improve computer/online aspect	3%
Improve demonstration of context/tie in the theme better	3%
Improve craft ideas	2%
Improve staff manual/visual aids	2%
Change the point system for books read	2%
Other	8%

Source: *Q8B. Do you have any suggestions on how to improve the content of the material for future programs?*

Promotional Materials Satisfaction Section

Libraries also rated their level of satisfaction with the promotional materials that they received from LAC. Overall, satisfaction with the promotional materials was lower than with the programming materials, with only 18% giving the highest possible score, and 53% giving a score of 8 or higher (against 64% for the program materials).

Among the specific elements, by far the most popular was the quantity of promotional posters provided, with 30% giving the highest possible score of 10 out of 10 and 63% giving a score of 8 or higher. Satisfaction with the other individual elements was fairly consistent with each element receiving a satisfaction score of 8 or higher from between 49% and 52% of librarians, including the overall score for the promotional poster.

Figure 26. Satisfaction with Promotional Material
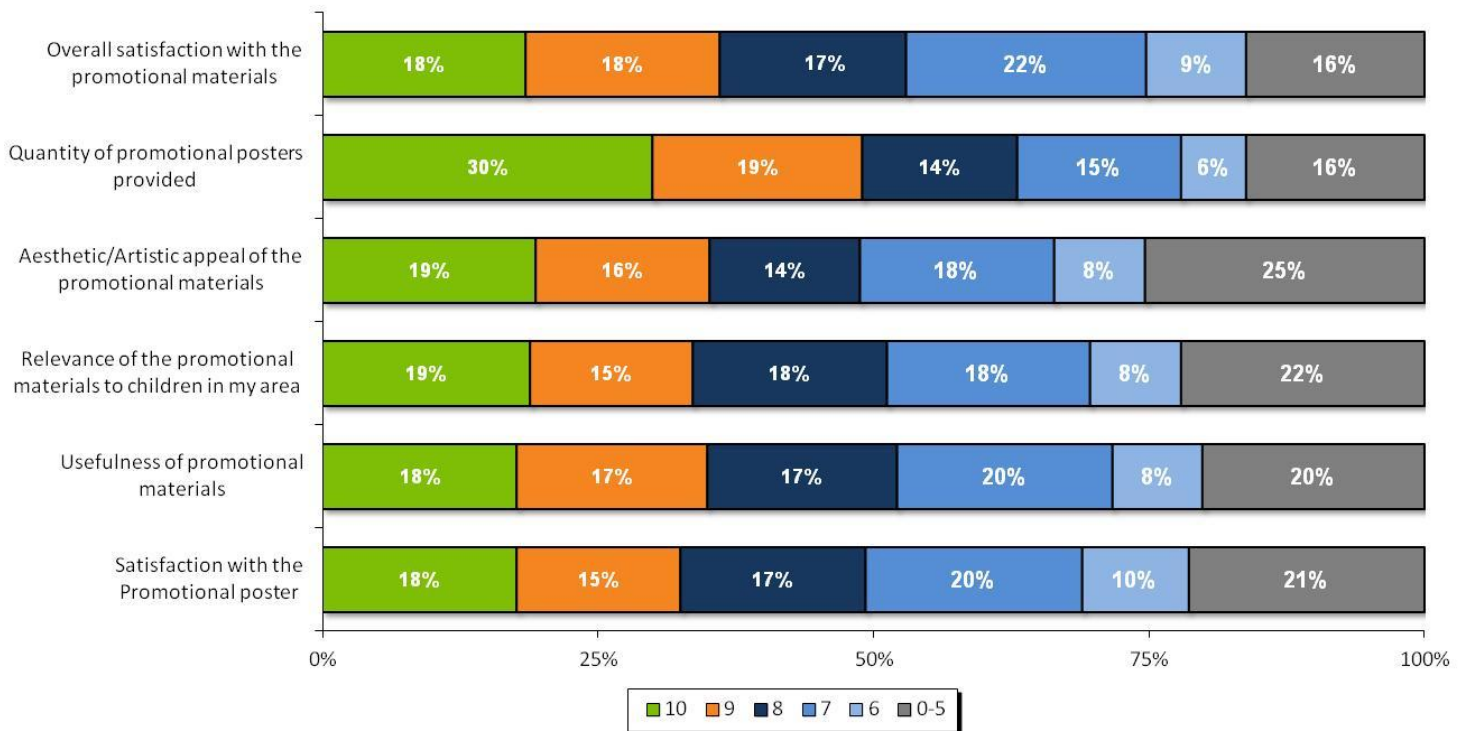
Source: *Q9. Promotional Materials Satisfaction Questions.*

The regional satisfaction scores for the promotional materials mirrors that of the program materials with Quebec giving the highest scores and the Atlantic region giving the lowest scores (especially with respect to the scores from Nova Scotia). Ontario satisfaction scores were not a great deal higher than those in Atlantic Canada, however, and were actually considerably lower than the scores given in Western Canada for promotional materials. The satisfaction scores from the Territories do not follow a clear pattern and tend to give extreme results due to small sample sizes for the libraries in this region.

Specific details by province and region are provided in the table below.

Figure 27. Satisfaction with Promotional Materials by Region
Top 3 Box Scores

| Region | 2013 Satisfaction (Top 3 Box and Mean Scores) | | | | | | | | | | | |
| | Overall satisfaction with the promotional materials | | Satisfaction with the Promotional poster | | Usefulness of promotional materials | | Quantity of promotional posters provided | | Aesthetic/ Artistic appeal of the promotional materials | | Relevance of the promotional materials to children in my area | |
	Top 3 Box	Mean Score	Top 3 Box	Mean Score	Top 3 Box	Mean Score	Top 3 Box	Mean Score	Top 3 Box	Mean Score	Top 3 Box	Mean Score
Atlantic	**41%**	**7.22**	**43%**	**7.14**	**42%**	**7.03**	**46%**	**7.28**	**44%**	**6.89**	**43%**	**6.88**
Nfld. & Lab.	60%	7.91	54%	7.60	59%	7.69	67%	8.25	57%	7.63	60%	7.57
Nova Scotia	3%	6.13	8%	6.22	5%	5.88	7%	6.08	7%	5.53	5%	5.58
PEI	72%	8.12	88%	8.32	68%	8.20	64%	7.52	88%	8.40	79%	8.46
Quebec	**73%**	**8.14**	**66%**	**7.83**	**74%**	**8.15**	**78%**	**8.24**	**66%**	**7.72**	**67%**	**7.85**
BPQ	60%	7.72	42%	7.09	64%	7.71	72%	8.04	41%	6.72	48%	7.21
Réseau Biblio	80%	8.46	78%	8.37	79%	8.47	81%	8.38	79%	8.46	77%	8.32
Ontario	**46%**	**7.16**	**42%**	**6.82**	**46%**	**6.94**	**60%**	**7.49**	**41%**	**6.60**	**45%**	**6.89**
SOLS	43%	7.08	41%	6.80	44%	6.90	58%	7.40	38%	6.50	42%	6.80
OLS-North	72%	8.26	61%	7.81	77%	8.02	84%	8.53	67%	7.95	61%	7.72
Toronto	43%	6.97	33%	6.32	37%	6.55	55%	7.39	35%	6.41	45%	6.94
West	**56%**	**7.51**	**52%**	**7.24**	**51%**	**7.51**	**64%**	**7.99**	**51%**	**7.25**	**54%**	**7.38**
Manitoba	53%	7.55	55%	6.55	46%	7.44	75%	8.29	47%	6.91	68%	7.95
Saskatchewan	60%	7.50	63%	7.73	61%	7.86	66%	8.15	56%	7.48	57%	7.46
Alberta	54%	7.50	43%	7.06	46%	7.28	60%	7.82	48%	7.17	49%	7.20
Territories	**55%**	**7.56**	**25%**	**7.00**	**38%**	**7.40**	**58%**	**8.30**	**67%**	**7.60**	**29%**	**6.50**
Yukon	50%	7.50	43%	7.14	43%	7.29	57%	8.29	43%	7.29	29%	6.29
NWT	100%	8.00	0%	6.50	50%	8.00	100%	9.00	100%	8.50	50%	8.00
Nunavut	0%	7.00	0%	7.00	0%	7.00	0%	7.00	100%	8.00	0%	5.00
Independent LAC	**73%**	**8.64**	**100%**	**8.82**	**91%**	**9.00**	**91%**	**9.09**	**100%**	**8.91**	**100%**	**9.09**
Total	**53%**	**7.43**	**49%**	**7.14**	**52%**	**7.31**	**63%**	**7.73**	**49%**	**7.01**	**51%**	**7.18**

Source: *Q9. Promotional Materials Satisfaction Questions.*

Librarians were invited to provide comments on the promotional materials (including the poster and invitation). More than one library in five (21%) suggested that posters leave a blank space for library specific information on the promotional poster that LAC provides. A further 18% requested more colourful, visually appealing, or eye-catching materials, and 14% mentioned not receiving enough promotional material for their library/system. One in ten libraries said that they did not like the art style of the 2013 promotional poster, and the same proportion said that the poster or flyer needs to be bigger in the future.

The table below details all of the responses given by at least 2% of respondents.

Comments On 2013 Promotional Materials	2013
Include blank space for library specific information on posters	21%
More colourful art/visually appealing/eye-catching	18%
Did not receive enough promotional material	14%
Satisfied/no suggestions	*12%*
Dislike the art style	10%
Bigger flyer/poster	10%
Poster was bright/eye catching/colourful	8%
Promotional material was helpful/effective	7%
Include activities on the posters	6%
Did not receive promotional material in a timely fashion	6%
Lack of relevance/relation to theme/reading programs	5%
Materials were not useful/not necessary/no significant impact	5%
Prefer smaller size/flyers/bookmarks rather than posters	5%
Lack of information	4%
Received too much material/did not have room for all material	4%
Theme/materials weren't sufficiently upbeat/inspirational/engaging	3%
Too generic/broad	3%
Too busy	2%
Keep it simple/child-friendly	2%
Good size	2%
Use larger font	2%
Children miss the old poster	2%
Other	9%

Source: *Q9B. Do you have any comments on the 2013 promotional materials (program poster/invitation)?*

Web Content For Children Satisfaction Section

Libraries were asked to rate their level of satisfaction with the web content available to children in 2013. Overall satisfaction with the content was also high, with 60% giving a top 3 box score. Four out of every five libraries gave a satisfaction score above 5 on every element of the web content for children.

The scores for the elements were remarkably consistent. Every individual aspect of the children's web content that librarians were asked about received a satisfaction score of 8 or higher from between 58% and 61% of libraries. Dissatisfaction scores (zero to five satisfaction score) were all 15% or lower for the individual elements.

Figure 28. Satisfaction with Web Content For Children
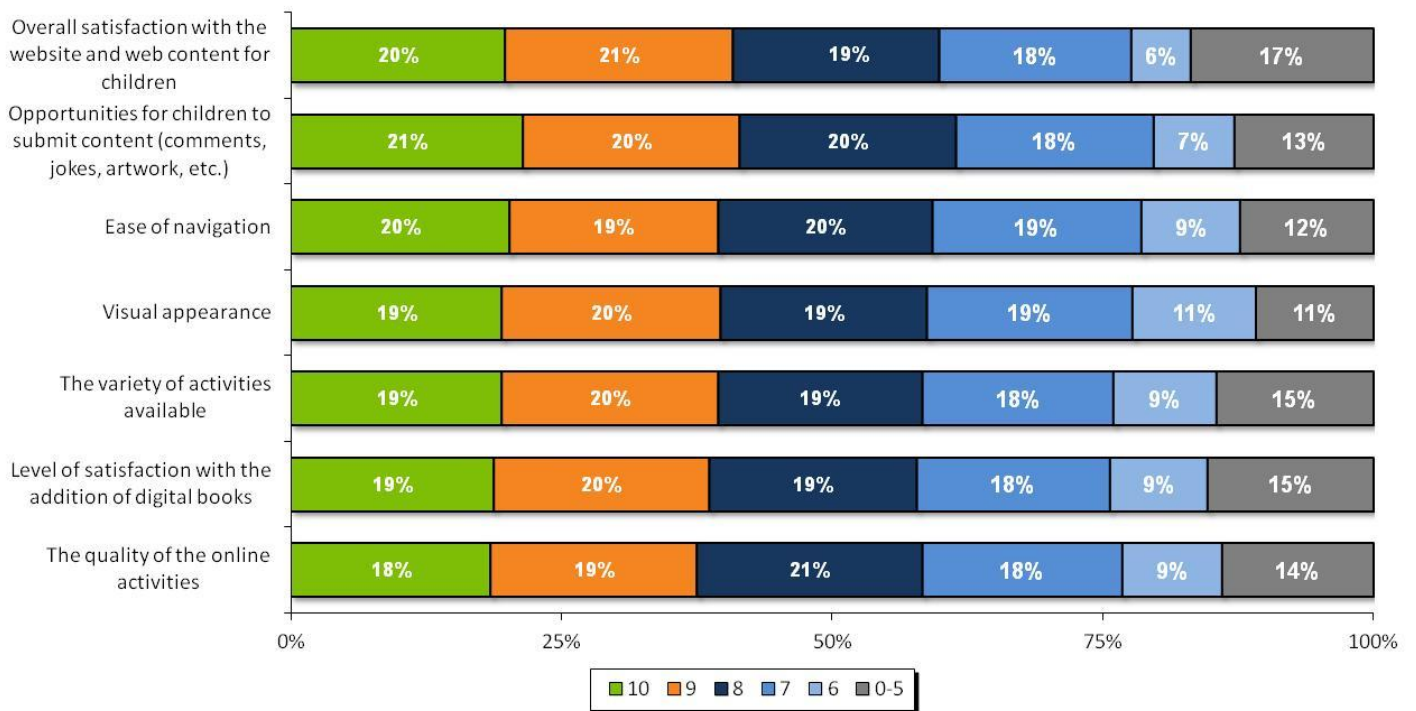
Source: Q10. Web Content For Children Satisfaction Questions.

As with the other areas of the satisfaction questions, Atlantic Canada gave the lowest scores for the children's web content and Quebec gave the highest satisfaction scores. However, the satisfaction scores given by the West and Ontario were much closer to the lower scores given by Atlantic Canada libraries than Quebec libraries. Even within each individual region, however, there is a great deal of consistency in the satisfaction scores for the web content for children. This may point to a lack of real differentiating features, or it could mean that the librarians were not overly familiar with these elements and therefore gave them all similar scores.

Specific details by province and region are provided in the table below.

Figure 29. Satisfaction with Web Content For Children by Region Top 3 Box Scores

Region	2013 Satisfaction (Top 3 Box and Mean Scores)													
	Overall satisfaction with the website and web content for children		Ease of navigation		Visual appearance		The variety of activities available		The quality of the online activities		Level of satisfaction with the addition of digital books		Opportunities for children to submit content	
	Top 3 Box	Mean Score	Top 3 Box	Mean Score	Top 3 Box	Mean Score	Top 3 Box	Mean Score	Top 3 Box	Mean Score	Top 3 Box	Mean Score	Top 3 Box	Mean Score
Atlantic	**51%**	**7.60**	**47%**	**7.48**	**50%**	**7.63**	**48%**	**7.47**	**46%**	**7.49**	**49%**	**7.38**	**49%**	**7.57**
Nfld. & Lab.	63%	7.81	62%	7.89	63%	7.88	63%	7.80	61%	7.79	58%	7.65	59%	7.77
Nova Scotia	27%	7.18	24%	6.97	26%	7.13	25%	6.93	25%	7.01	26%	6.81	30%	7.19
PEI	81%	8.43	62%	7.76	76%	8.43	62%	8.14	57%	8.10	85%	8.45	76%	8.35
Quebec	**83%**	**8.22**	**83%**	**8.21**	**80%**	**8.31**	**78%**	**8.41**	**78%**	**8.34**	**77%**	**8.10**	**78%**	**8.33**
BPQ	73%	8.00	71%	7.70	65%	7.86	67%	8.19	66%	7.97	63%	7.88	65%	8.00
Réseau Biblio	89%	8.37	90%	8.58	89%	8.63	85%	8.56	86%	8.60	86%	8.25	88%	8.58
Ontario	**58%**	**7.49**	**56%**	**7.53**	**59%**	**7.55**	**58%**	**7.59**	**58%**	**7.55**	**56%**	**7.49**	**61%**	**7.65**
SOLS	56%	7.39	54%	7.48	59%	7.53	58%	7.55	58%	7.51	54%	7.39	57%	7.53
OLS-North	73%	7.96	62%	7.60	60%	7.76	62%	7.73	62%	7.78	74%	8.10	76%	8.21
Toronto	57%	7.82	60%	7.78	57%	7.60	59%	7.70	58%	7.70	54%	7.76	72%	8.08
West	**54%**	**7.38**	**56%**	**7.53**	**51%**	**7.46**	**51%**	**7.28**	**52%**	**7.25**	**53%**	**7.45**	**57%**	**7.59**
Manitoba	56%	7.73	59%	7.49	63%	7.71	56%	7.51	54%	7.45	38%	6.60	37%	6.90
Saskatchewan	50%	7.18	63%	7.79	45%	7.36	50%	7.27	49%	7.13	60%	7.93	61%	7.89
Alberta	58%	7.48	49%	7.34	53%	7.46	50%	7.21	54%	7.32	50%	7.27	59%	7.46
Territories	**60%**	**8.13**	**41%**	**7.56**	**55%**	**7.78**	**67%**	**8.57**	**60%**	**8.25**	**69%**	**8.80**	**69%**	**9.00**
Yukon	60%	8.00	50%	7.67	50%	7.67	75%	9.00	60%	8.20	100%	9.33	100%	9.33
NWT	100%	9.00	50%	8.00	100%	9.00	100%	9.50	100%	9.50	100%	10.00	100%	10.00
Nunavut	0%	7.00	0%	6.00	0%	6.00	0%	5.00	0%	6.00	0%	6.00	0%	7.00
Independent LAC	**82%**	**8.82**	**64%**	**8.45**	**64%**	**8.64**	**82%**	**8.55**	**91%**	**8.73**	**88%**	**7.88**	**78%**	**8.67**
Total	**60%**	**7.58**	**59%**	**7.64**	**59%**	**7.65**	**58%**	**7.60**	**58%**	**7.57**	**58%**	**7.57**	**61%**	**7.74**

Source: *Q10. Web Content For Children Satisfaction Questions.*

The first open-ended question for this section asked whether the librarian was able to integrate the children's website into the print materials, and if so, how they did it. A plurality (45%) said that they did not, or were not able to integrate the website into in-branch programming. Among those who did, however, the most common responses were that the librarian mentioned the website in reference to the sticker codes (15%). Another 11% simply mentioned it in passing as something that could be done from home. Other responses were that the website was included in the presentations or introductions that the librarians gave (9%), that they used advertising or promotional content from the website or somehow integrated the website with in-branch activities (6% each).

Able to integrate the website into in-branch programming?	2013
Mentioned the website in reference to sticker codes	15%
Mentioned in passing as something to be done from home	11%
Included it in presentations/introductions	9%
Used for advertising/promotion/linked from our website	6%
Integrated with branch activities	6%
Organized specific days/times of online activities	5%
Looked at jokes/silly stories	5%
Used for program planning/inspiration	3%
Used for publishing book reports/incentivized reading more	2%
Other	3%
No/unable to integrate	**45%**

Source: *Q10BA. Were you able to integrate the website into your in-branch programming? If so, how?*

Next, librarians were asked if the children's website enhanced the print materials. More than half (55%) answered in the positive, that it enhance them, while only 17% gave a negative response. Another 9% mentioned that children enjoyed entering the secret codes, and 5% reported that the website increased participation/interest in the program. 2% of libraries suggested there be more 'unlockables' or that the rewards were lackluster.

Did the website enhance the print materials?	2013
Yes, enhanced the material	55%
No, did not enhance material	17%
Children liked stickers/entering secret codes	9%
Increased participation/interest	5%
Not enough unlockables/codes rewards were lackluster	2%
Other	5%

Source: *Q10BB Did the website enhance the print materials?*

Finally, librarians were asked for suggestions on how to improve the web content for children. More than four in ten (42%) simply stated that they had no suggestions on how to improve it, which may suggest that some librarians were not very familiar with the children's website. With regard to suggestions for the web content, 10% suggested a larger variety of games, and 9% suggested increasing the level of interactivity on the website. Other suggestions included 7% of libraries saying there should be a greater diversity in the age related content, 6% requesting better or more engaging art and graphics, and 5% asking for better/easier navigation.

The table below details all of the responses given by at least 1% of respondents.

Suggestions on how to improve the web content for children?	2013
Satisfied/no suggestions	*42%*
More/larger variety of games	10%
Increase interactivity	9%
More diversity in age related content	7%
Better/more engaging art/graphics/sound	6%
Improve navigation/more child-friendly	5%
Website did not scale properly to our screens	4%
More promotion/link-sharing	3%
Problems using/entering codes	3%
Provide more information	3%
Available earlier in the year	2%
More/varied content/expansion	2%
More contests/challenges/prizes available	2%
Monitor/limit what children post/share online	1%
Include more e-books	1%
Improve speed/quicker load times	1%
Other	12%

Source: *Q10BC. Do you have any suggestions on how to improve the web content for children?*

Web Content For Librarians Satisfaction Section

Next, libraries were asked to rate their level of satisfaction with the web content available to them on the librarians website. Overall, libraries were just slightly less satisfied with the librarian's website than they were with the children's website (57% to 60% top 3 box score).

Most librarians gave positive scores for each of the elements on the librarian's website resulting in dissatisfaction scores of no higher than 14%. The element scoring the highest top 3 box score was for the printable documents at 64%.

Among the elements tested, satisfaction was similar to the overall score for everything except the selection of clip art available, which was given a score of 8 or higher by only 49% of respondents. It also had the highest proportion of people who were dissatisfied (giving a score of 0 – 5) at 24%.

Figure 30. Satisfaction with Web Content For Librarians
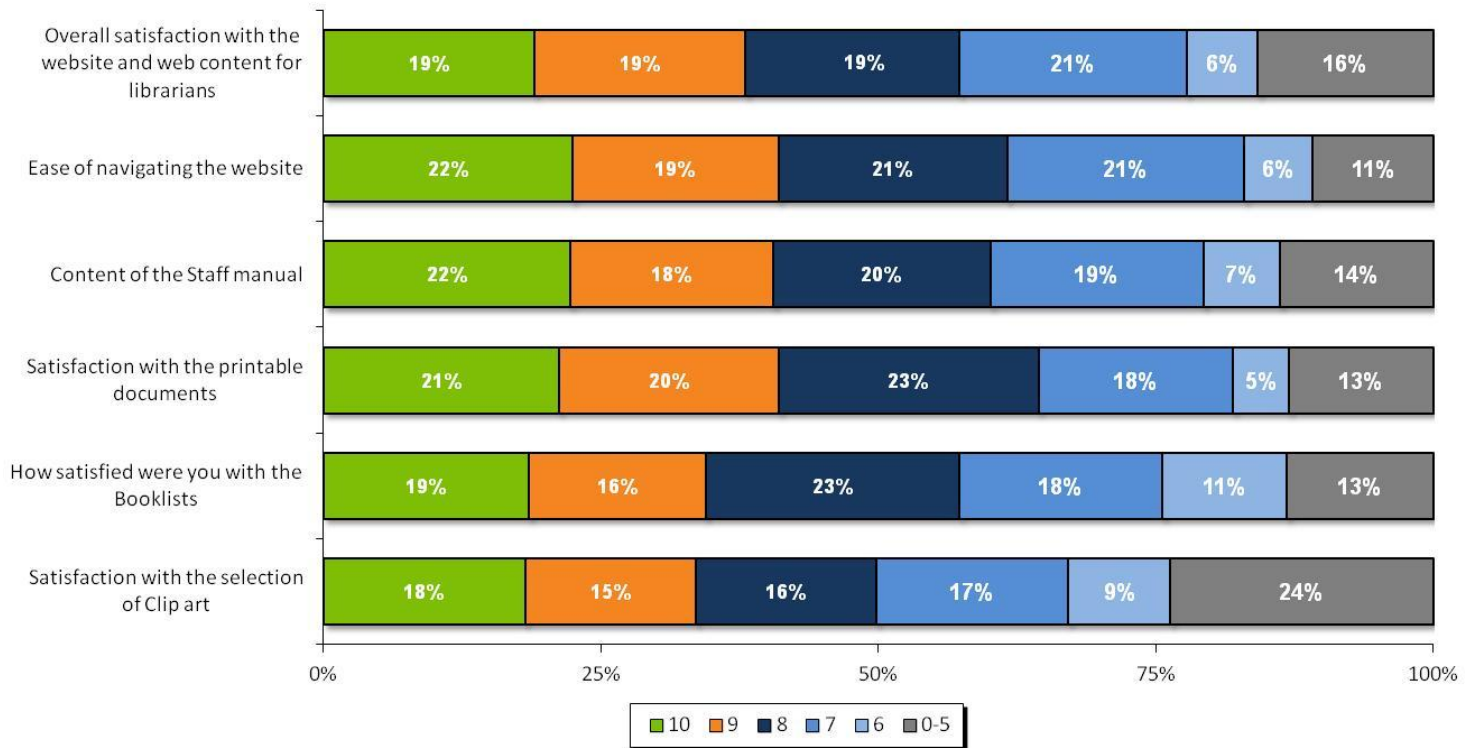
Source: *Q11. Web Content For Librarians Satisfaction Questions.*

Quebec was the most satisfied with the content on the librarian's website, with satisfaction scores being consistently lower for libraries in Ontario, the West, and especially Atlantic Canada. Scores in the Territories were high on this section overall, but small sample sizes can lead to extreme scores, so this should be taken with caution. Satisfaction with the clipart available was consistently the lowest for almost every region.

Specific details by province and region are provided in the table below.

Figure 31. Satisfaction with Web Content For Librarians by Region Top 3 Box Scores

Region	2013 Satisfaction (Top 3 Box and Mean Scores)											
	Overall satisfaction with the website and web content for librarians		Satisfaction with the selection of Clip art		Content of the Staff manual		How satisfied were you with the Booklists		Ease of navigating the website		Satisfaction with the printable documents	
	Top 3 Box	Mean Score	Top 3 Box	Mean Score	Top 3 Box	Mean Score	Top 3 Box	Mean Score	Top 3 Box	Mean Score	Top 3 Box	Mean Score
Atlantic	**48%**	**7.65**	**42%**	**6.95**	**47%**	**7.57**	**49%**	**7.42**	**49%**	**7.54**	**49%**	**7.40**
Nfld. & Lab.	64%	8.00	57%	7.67	64%	8.08	67%	8.01	69%	7.99	70%	8.05
Nova Scotia	23%	7.15	17%	5.95	18%	6.89	19%	6.76	20%	6.91	13%	6.58
PEI	71%	8.17	67%	8.14	76%	8.16	72%	7.76	71%	8.21	79%	8.04
Quebec	**73%**	**8.11**	**66%**	**7.81**	**80%**	**8.46**	**75%**	**8.18**	**76%**	**8.25**	**77%**	**8.38**
BPQ	62%	7.93	51%	7.32	73%	8.30	71%	8.13	69%	8.18	72%	8.18
Réseau Biblio	81%	8.24	75%	8.16	84%	8.58	78%	8.22	81%	8.31	80%	8.52
Ontario	**55%**	**7.57**	**48%**	**6.98**	**58%**	**7.55**	**55%**	**7.42**	**64%**	**7.93**	**63%**	**7.76**
SOLS	53%	7.51	46%	6.90	56%	7.44	52%	7.30	64%	7.93	63%	7.70
OLS-North	71%	7.93	62%	7.72	70%	8.02	67%	7.77	66%	7.73	70%	8.14
Toronto	52%	7.68	46%	7.01	59%	7.88	57%	7.85	63%	8.04	58%	7.85
West	**54%**	**7.43**	**46%**	**6.79**	**57%**	**7.67**	**53%**	**7.48**	**55%**	**7.67**	**65%**	**7.72**
Manitoba	52%	7.26	53%	6.71	64%	7.59	61%	7.61	56%	7.65	51%	7.67
Saskatchewan	51%	7.23	47%	6.45	52%	7.72	51%	7.55	49%	7.74	73%	7.84
Alberta	58%	7.68	42%	7.14	60%	7.65	53%	7.38	61%	7.60	59%	7.61
Territories	**63%**	**8.17**	**79%**	**8.60**	**88%**	**8.67**	**80%**	**7.50**	**60%**	**7.88**	**100%**	**9.00**
Yukon	67%	7.67	100%	9.00	67%	8.33	60%	7.20	60%	7.80	100%	8.75
NWT	100%	9.50	50%	8.00	100%	9.50	100%	8.00	100%	8.50	100%	9.50
Nunavut	0%	7.00	100%	9.00	100%	8.00	100%	8.00	0%	7.00	100%	9.00
Independent LAC	**100%**	**9.33**	**83%**	**8.92**	**91%**	**8.91**	**91%**	**9.18**	**67%**	**8.50**	**90%**	**9.10**
Total	**57%**	**7.63**	**50%**	**7.05**	**60%**	**7.73**	**57%**	**7.56**	**62%**	**7.85**	**64%**	**7.81**

Source: *Q11. Web Content For Librarians Satisfaction Questions*

Librarians were asked for suggestion on how to improve the librarian's website for future programs. A little over a quarter of respondents said that they were satisfied or had nothing to suggest (26%). Those who did provide a suggestion were most likely to say that the clipart needs to be more visually appealing and have a bigger variety available (16%). A further 14% requested that they receive the materials for the TD Summer Reading Club sooner, 11% requested better or more recent book lists, and 10% said that the website should be easier to navigate or be more user-friendly.

The table below details all of the responses given by at least 2% of respondents.

Suggestions on how to improve the web content for librarians?	2013
Satisfied/no suggestions	*26%*
Improve clip art/more visually appealing/more variety	16%
Make material available sooner	14%
Better/more recent/broader booklists	11%
Simpler/more user friendly/better navigation/search/print functions	10%
More useful staff manual/more suggestions	7%
Better craft ideas	6%
Printable certificate/participation award	6%
Age specific content/separate by age/school level	4%
More printable activities	4%
Improve material available in black and white	4%
More theme specific advice/guidance	2%
Program/activities were too geared toward larger libraries	2%
Lack of relevance/relation to theme/reading programs	2%
Other	11%

Source: *Q11B Do you have any suggestions on how to improve the web content for librarians?*

Program Evaluation and Statistics Satisfaction Section

Finally, libraries were asked to rate their level of satisfaction with the program evaluation and statistics process for 2013. Overall, satisfaction was relatively high with 55% of respondents giving scores of 8 or higher. One in five (19%) respondents gave a score which would indicate dissatisfaction with the process.

Among the elements of the program evaluation process, the score for 'ease of using the system' was the highest, with 25% giving the highest possible score. The proportion of people who gave a score of 8 or higher were 64%, 62%, and 58% for 'ease of using the system,' 'asks about relevant concerns,' and the 'date of the opening of the evaluation website' respectively. However, the level of dissatisfaction with the opening of the website is high at 24% implying that although some people were happy to be able to access their site earlier, others found that the ended data entry window was too short after the summer ended.

Scores were lower for the connected elements of 'level of effort needed to record the statistics' and 'the length of time it takes to complete the questionnaire.' This would seem to imply that despite cutting some elements of the questionnaire which were difficult to track may have helped, the burden on librarians is still seen as fairly high.

Figure 32. Satisfaction with Program Evaluation and Statistics Process
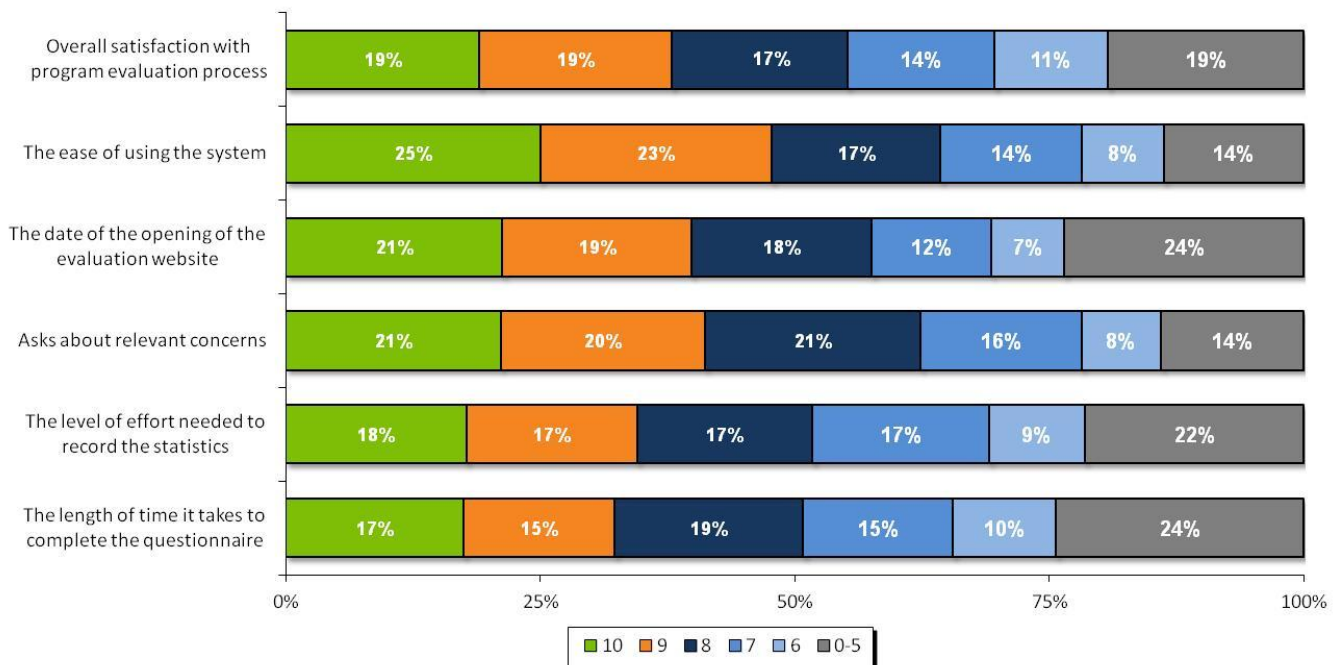
Source: *Q12. Program Evaluation and Statistics Process Questions.*

Atlantic Canada had the highest satisfaction scores of any region when it came to the program evaluation and statistics process. The West had the lowest scores overall, but satisfaction was somewhat inconsistent across the country. The pattern observed on the previous page (relatively low scores for the level of effort required and the length of time it takes to complete the questionnaire) does seem to hold in every individual region in Canada, but is the least pronounced in Atlantic Canada.

Specific details by province and region are provided in the table below.

Figure 33. Satisfaction with Program Evaluation and Statistics Process by Region - Top 3 Box Scores

Region	2013 Satisfaction (Top 3 Box and Mean Scores)											
	Overall satisfaction with program evaluation process		The date of the opening of the evaluation website		The ease of using the system		Asks about relevant concerns		The level of effort needed to record the statistics		The length of time it takes to complete the questionnaire	
	Top 3 Box	Mean Score	Top 3 Box	Mean Score	Top 3 Box	Mean Score	Top 3 Box	Mean Score	Top 3 Box	Mean Score	Top 3 Box	Mean Score
Atlantic	**68%**	**8.02**	**72%**	**8.01**	**74%**	**8.19**	**70%**	**8.08**	**67%**	**7.90**	**62%**	**7.33**
Nfld. & Lab.	66%	7.96	73%	8.13	72%	8.19	67%	7.99	72%	8.16	63%	7.20
Nova Scotia	-	-	-	-	-	-	-	-	0%	3.00	-	-
PEI	75%	8.21	71%	7.52	83%	8.17	83%	8.43	71%	8.38	60%	7.80
Quebec	**65%**	**7.85**	**65%**	**7.57**	**71%**	**7.79**	**70%**	**7.76**	**63%**	**7.50**	**63%**	**7.49**
BPQ	51%	7.54	46%	7.16	58%	7.33	59%	7.65	52%	7.37	53%	7.35
Réseau Biblio	73%	8.06	76%	7.87	79%	8.12	77%	7.84	69%	7.60	69%	7.58
Ontario	**57%**	**7.45**	**61%**	**7.49**	**65%**	**7.77**	**63%**	**7.80**	**47%**	**7.09**	**49%**	**6.95**
SOLS	55%	7.37	56%	7.25	62%	7.64	62%	7.74	48%	7.07	51%	6.95
OLS-North	68%	7.95	82%	8.55	75%	8.28	77%	8.13	56%	7.67	51%	7.30
Toronto	59%	7.60	75%	8.32	73%	8.24	61%	7.97	39%	6.84	40%	6.78
West	**44%**	**6.41**	**46%**	**6.48**	**56%**	**7.58**	**55%**	**7.45**	**47%**	**6.73**	**43%**	**6.56**
Manitoba	62%	7.62	83%	8.59	79%	8.38	70%	7.98	64%	7.91	49%	7.14
Saskatchewan	31%	4.97	33%	5.09	51%	7.12	50%	7.15	37%	5.68	35%	5.68
Alberta	54%	7.52	48%	7.32	53%	7.69	54%	7.53	52%	7.33	50%	7.16
Territories	**59%**	**6.78**	**68%**	**7.00**	**82%**	**7.89**	**59%**	**6.67**	**68%**	**6.44**	**45%**	**5.67**
Yukon	50%	6.17	50%	6.33	67%	7.00	50%	5.83	67%	6.50	50%	5.67
NWT	50%	7.50	100%	9.00	100%	9.50	50%	7.50	50%	5.00	0%	4.00
Nunavut	100%	9.00	100%	9.00	100%	10.00	100%	10.00	100%	9.00	100%	9.00
Independent LAC	**58%**	**7.42**	**73%**	**8.27**	**73%**	**8.82**	**70%**	**8.90**	**64%**	**8.45**	**67%**	**7.92**
Total	**55%**	**7.20**	**58%**	**7.21**	**64%**	**7.76**	**62%**	**7.71**	**52%**	**7.10**	**51%**	**6.94**

Source: *Q12. Program Evaluation and Statistics Process Questions.*

Librarians were asked for their suggestions on how the program evaluation and statistical collection process could be improved. The most popular request was to make the forms available sooner (36% of librarians). A quarter of all respondents did not have a suggestion to offer in this regard. 11% requested standardized forms or an Excel format to make statistical collection easier. 9% simply requested fewer questions or a reduced survey length, and another 6% feel that the information requested needs to be better defined or clarified.

The table below details all of the responses given by at least 2% of respondents.

Suggestions on how to improve the statistical collection and program evaluation process?	2013
Make questions/forms available sooner/let us know what to track	36%
Satisfied/no suggestions	*25%*
Standardized forms/Excel format to accommodate formulas	11%
Fewer questions/reduce survey length	9%
Clarify/better define information requested	6%
Later deadline/allow longer time frame for completion	5%
Improve navigation of online survey	5%
Problems recording male/female stats	3%
Offer a printable version	3%
Questions don't apply/we can't collect certain statistics	3%
Include stats on number of books read	3%
Simplify 'Heard About the Summer Reading Program' section	2%
Other	12%

Source: *Q12BA. Do you have any suggestions for how to improve the statistical collection and program evaluation process?*

More broadly, librarians were asked if they could suggest any improvements for the TD Summer Reading Club that they had not already mentioned. Almost four in ten did not have a suggestion at all or were satisfied with the program (39%). One in ten volunteered that the passports were a good idea, and that the children liked them. 8% asked that the materials be made available earlier in the year and that the questionnaire forms be made available earlier (8% each). Another 5% requested that the online aspect of the program be improved.

The table below details all of the responses given by at least 2% of respondents.

Suggestions to improve the TD SRC?	2013
Satisfied/no suggestions	39%
Passports were a good idea/children liked them	10%
Available earlier in the year	8%
Make questions/forms available sooner/let us know what to track	8%
Improve computer/online aspect	5%
Improve staff manual/visual aids	4%
More age appropriate/simplify for younger children	4%
More activities/games	4%
Wider range of activities/programs for all ages	3%
More colourful art/visually appealing/eye-catching	3%
More specific themes/less generic	3%
Programs/themes should be more fun/interesting/exciting	3%
Solicit feedback/children's involvement	2%
More prereading activities/booklet specific	2%
Improve posters/different sizes	2%
More interactive content	2%
Change the point system for books read	2%
Group involvement/chat rooms	2%
Improve craft ideas	2%
Dislike the art style	2%
Other	11%

Source: *Q12BB. Do you have any suggestions about how to improve the TD Summer Reading Club in the future which have not been mentioned already?*

Libraries were asked to indicate whether they had any indicators of children's increased enjoyment of reading, reading successes or changes in attitudes toward reading. The most common indicators were that the program keeps children excited about reading, and, therefore, keeps them reading over the summer (21%). 18% of librarians confirmed that they had indeed heard testimonials from parents or caregivers about the program but did not elaborate on them fully. Librarians reported they were told that the challenges/incentives were a motivating factor and that children loved adding the stickers to their passport (13% each). Another 11% confirmed that the program brings more children into the library during the summer.

The table below details all of the responses given by at least 2% of respondents.

| Testimonials indicating increased love of reading?	2013
Makes them excited/keeps them reading over the summer	21%
Yes, heard testimonials	*18%*
Challenges/incentives were a motivating factor	13%
Children love adding stickers to their passports	13%
Brings more children to the library/they enjoy coming	11%
Children/parents enjoyed the activities/crafts/website	7%
Children more willing to read at home/share with family	6%
Noticeable improvement in reading level	6%
Children exploring more/new genres/topics	5%
Children checking out more books from library	5%
Children enjoy coming back each year	4%
Increased interest/abilities in school	3%
Improved confidence/communication skills	3%
Children exceeding goals of club/reading extra	3%
Children learned new words/information	2%
Higher program registration numbers	2%
Families continue book reporting/reward system afterwards	2%
Other	7%

Source: *Q12BC. Do you have any testimonials from parents, caregivers or teachers that may indicate an increased love of reading?*

Multivariate Analysis

The 2013 version of the questionnaire contained a section asking librarians to rate their satisfaction in much more detail than in previous years. In addition to gathering opinions about a wider range of program elements, these additions were created in order to better understand the relationships that exist between these elements, and their relative importance with regard to determining overall satisfaction.

Correlation Analysis

The table on the next page shows the results of a correlation analysis using *Pearson's r* (a type of correlation technique). Correlation is a measure of how closely related the results of two different variables are to each other. We can see correlation by plotting the responses for each case for one variable along with their responses to another variable. In the example graph below, each case is represented in the graph by plotting their response to one variable along the x-axis, and the other variable along the y-axis. In the example below, 17 cases are plotted in this way. The relationship between these two variables is clear – as the scores in one variable goes up, the other also goes up in a linear fashion. Given the strength of the relationship, a 'line of best fit' graphically demonstrates the relationship, and allows us to predict what the most likely y-axis value would be for a theoretical 18th case if we knew their x-axis score.
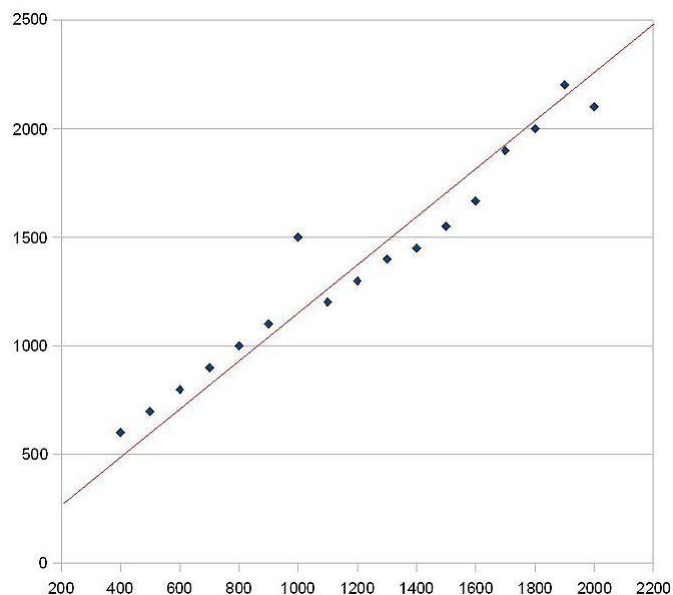
The example graph above shows a strong and positive relationship between two variables. The statistical measure of the relationship between two variables is called the *correlation coefficient*. This score is expressed using a value between +1 and −1 (inclusive) where 0 is no correlation (a change in one variable has no effect on the other), and 1 or -1 means that as variable x increases, variable y increases (or decreases in the case of a negative relationship, -1) by the same amount. If we calculated the correlation coefficient for the relationship in the graph above, it

would be positive and close to 1.0. If we randomly plotted the dots on the graph, there would be no relationship, and the score we got would be zero (or very close to it).

For the purposes of this analysis, we are interested in seeing how all of the different aspects of satisfaction we asked about are related to the level of overall satisfaction that librarians gave for the TD Summer Reading Club. The results will show us which of the variables that we asked about are most closely related to satisfaction. For variables that have high correlation coefficients, this means that the libraries who gave high scores on overall satisfaction also gave high scores for these variables. The coefficient describes the strength of the relationship only and says nothing about how satisfied people actually were with the variables, so libraries who gave low scores for overall satisfaction were the libraries who gave low scores for these variables too.

For variables with low correlation coefficients, this means that there is not a strong relationship between the scores given and overall satisfaction scores. In other words, people who gave high scores for these variables may or may not have given high scores for overall satisfaction – their scores for overall satisfaction will vary a lot more.

Every single variable measured here positively correlates with overall satisfaction, meaning that, generally speaking, people who gave higher scores to each of the sub-elements were more likely to give higher overall satisfaction scores. This is not surprising as satisfaction with any particular element, will be positively related to overall satisfaction (people who are generally happier about the poster, for example, are much more likely to be happy with the program overall). By comparing the relative scores for each variable, we can see which variables are the most closely related to overall satisfaction.

The table on the next page provides the correlation coefficients for each of the individual variables and overall satisfaction. It is ranked with the strongest relationship at the top so that they can all be compared relative to each other.

Satisfaction Element	Pearson's *r*
Satisfaction with the 2013 'GO!' program theme	.728
Overall satisfaction with the program materials	**.719**
Relevance of the content of the magazine	.691
Overall satisfaction with visual representation of the theme	**.671**
Satisfaction with visual appeal of the magazine	.671
Satisfaction with visual appeal of the pre-reading booklet	.656
Overall satisfaction with the promotional materials	**.654**
Relevance of the content of the pre-reading booklet	.643
Overall satisfaction with the website and web content for librarians	**.641**
Satisfaction with the printable documents	.628
Usefulness of promotional materials	.627
Relevance of the promotional materials to children in my area	.620
Content of the Staff manual	.615
Visual appearance	.614
Overall satisfaction with the website and web content for children	**.611**
Satisfaction with the selection of Clip art	.602
The variety of activities available	.600
Aesthetic/Artistic appeal of the promotional materials	.600
Satisfaction with visual appeal of the stickers	.598
Ease of navigating the website	.596
The quality of the online activities	.595
Level of satisfaction with the addition of digital books	.593
How satisfied were you with the Booklists	.592
Opportunities for children to submit content (comments, jokes, artwork, etc.)	.563
Overall satisfaction with program evaluation process	**.551**
Satisfaction with the Promotional poster	.550
Ease of navigation	.519
The ease of using the system	.498
Asks about relevant concerns	.494
Overall satisfaction with the passport	**.487**
The date of the opening of the evaluation website	.455
The level of effort needed to record the statistics	.450
Quantity of promotional posters provided	.386
The length of time it takes to complete the questionnaire	.374

The strength of the correlation coefficients ranges from .374 to .728, but as mentioned above, there is a significant positive correlation between every element and overall satisfaction. Program elements which most closely correlate with satisfaction all appear to be concerned with the theme and its visual representation in the materials. The top six variables are: satisfaction with the

theme, overall satisfaction with the materials, the relevance of the magazine, overall satisfaction with the visual representation of the theme, the visual appeal of the magazine and the visual appeal of the pre-reading booklet. It is clear that the program elements which are most closely related to librarian satisfaction are thematic and visual elements.

Regression Analysis

A *regression analysis* allows researchers to identify how a set of variables influences a single dependent variable – for this analysis, overall librarian satisfaction with the TD Summer Reading Club. To perform a regression, you need both a dependent variable (overall satisfaction) and independent variables in order to see how the relationship between them works. The elements of satisfaction that were asked to every librarian are the independent variables.

The regression analysis aims to show which variables are the most important in determining what actually drives overall librarian satisfaction by building a mathematical formula to predict what a librarian would say was their overall satisfaction if we knew their other responses. If the formula we come up with could predict it perfectly, the *regression score* (r^2) would be 1.0 (or 100%). If the various elements were not able to help us predict librarian satisfaction at all, the score would be 0.0 (or 0%).

The correlation analysis we performed above showed us how close the relationship was between each variable and overall satisfaction (although every element did actually correlate with overall satisfaction). The correlation analysis does not really help us to build a model to predict overall librarian satisfaction, however, because the individual elements are all closely related to each other as well. The advantage of the regression analysis is that it allows us to take those other relationships into account to zero in on the most important variables for predicting overall librarian satisfaction.

This type of analysis is often called a 'key driver' analysis because it shows which of a small number of elements of satisfaction are the most important in the formula (since many of the variables are closely related to each other and therefore don't add much). Therefore, we aim to include the smallest number of elements possible which have the greatest explanatory power by eliminating as many closely related variables as possible.

The regression analysis of the 2013 data set revealed that after this process, there are four key drivers of overall librarian satisfaction with the TD Summer Reading Club. Taken together, these four variables explain around 65% of the variance in overall librarian satisfaction, a relatively strong model. 35% of the variation remains unexplained, but knowing how four key variables can be used to account for 65% of the variation in overall satisfaction allows us to begin to see how to most effectively affect changes in overall satisfaction scores.

Satisfaction with the program theme	24%
Overall satisfaction with the visual representation of the theme	9%
Overall satisfaction with the program materials	22%
Overall satisfaction with program evaluation process	10%

$r^2 = .65$

Overall Librarian Satisfaction
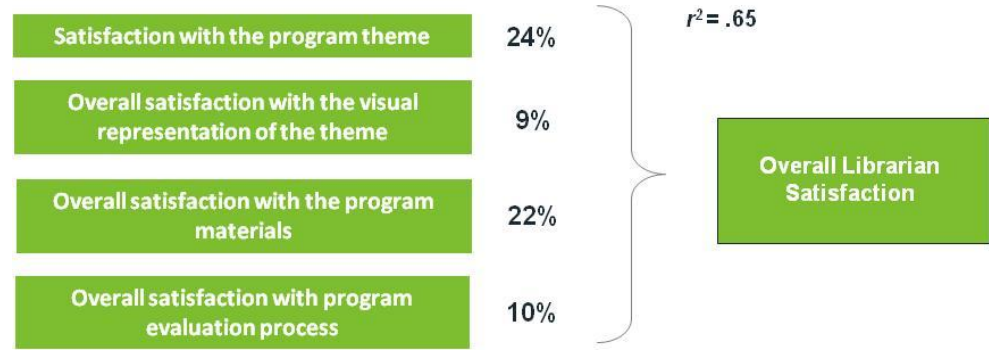
The four key drivers are given above next to their explanatory power (the contribution each of them is making to the regression formula - totalling 65%). This means that in order to get the largest change in overall satisfaction, these are the variables which would be best to concentrate on. Since we know how the scores affected overall satisfaction in 2013, we would expect that changes to these independent variables in a future year would have the same effect on overall satisfaction in later years.

Appendix 1

Evaluation Forms

TD Summer Reading Club
STATISTICS AND EVALUATION FORM 2013

Introduction / Splash Screen

Thank you for accessing the Statistics and Evaluation File for **<System Name>**. According to our records, you are the contact person who has collected the statistics for **<System Name>**, and you are responding for a library system (not an individual library). If this is not the case, please contact your regional administrator or TDSRC coordinator at tdclub@bac-lac.gc.ca (tel: 613-947-0616).

This online file can be accessed anytime between August 15th and September 20th and allows you to track the statistics for your system. Click on the 'Print My Results' tab in order to access a printer-friendly summary of your results or have an electronic version emailed to you for your records. This online interface is made up of modules which you can access in any order you would like - when you have finished entering information in each one, just select 'Save and Continue.' Your information will be saved and you will be returned to the main screen.

Our interest in conducting this study is to provide information about the success of the program to the program's partners (TPL, LAC and TD Bank Group), as well as to participating libraries. The feedback gathered will help us to continue to make improvements to the TD Summer Reading Club program.

How many service points/branches in total participated in the TDSRC 2013 in your system?

_____

How many of the service points/branches that participated in the TDSRC 2013 are you reporting data for?

_____

Program Registration Module

Q1 – REGISTRATION: Please enter your totals for the number of children who registered to participate in the TDSRC 2013. This refers to the total number of children who were registered with your library system and were given program materials. The counts can be transcribed from the appropriate category of your registration form(s). Registration is distinct from participation in activities – children must be registered to be counted here, not just participate in TDSRC activities (*see the 'Participation Statistics and Materials Module' for more information*).

Boys Registered For The Summer Reading Program	TOTAL	Girls Registered For The Summer Reading Program	TOTAL
Boys 0-5 years old		Girls 0-5 years old	
Boys 6-8 years old		Girls 6-8 years old	
Boys 9-12 years old		Girls 9-12 years old	
Boys 13 + years old		Girls 13 + years old	

TOTAL # of registrants – boys + girls	

Activity Participation Statistics & Materials Module

Q2 - PARTICIPATION: Participation refers to the total number of children who attended any or all of the activities conducted by your library system – it is designed to measure the total reach of the TDSRC program. This number refers to the total attendance (**children only)** at activities conducted by your library system, for the Summer Reading Club - these children may or may not be registered for the TDSRC as described in the 'Registration' section. A child is counted as having participated if they took part in any number of activities within your libraries or outside of them. **PLEASE NOTE**: this section is asking about *program* outreach (*i.e.* activities), NOT *promotional* outreach.

Please enter the totals for all libraries in the system that you are reporting for:

Number of Club activities **in your libraries**	
Number of Club activities **in your community**	
TOTAL # of activities	

Attendance at activities for **boys and girls in your libraries**	
Attendance at activities for **boys and girls in your community**	

OR

If you do not have an exact number to enter for activities, please enter an average:

On average, how many children attended each activity that was offered by your libraries?	

Q3 - MATERIAL DISTRIBUTED: Please enter the total number of booklets, magazines, passports and sticker sheets 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.

Pre-Reading Booklets	_____
Magazines	_____
Passports	_____
Sticker sheets	_____

Club Structure & Promotion of Program

Q4 – CLUB STRUCTURE: How was your program structured?

You are reporting data for multiple branches/libraries. Please enter how these libraries responded, and if some service points did not supply information, enter that number under 'No Information Provided.'

	# of Libraries
Run as a drop-in program (*no activities*)	
Run as a club (*with distinct meeting times*)	
BOTH a drop-in and a club	
Neither a drop-in nor a club	
No Information Provided	

Q5 - STAFF PROMOTION: How many visits did staff from all of the libraries in your system make to promote the program at schools, day camps, child-care centres, or other locations (community/public housing projects/faith-based programs, etc.)? **If any visits were made please answer the follow-up question**:

	Schools	Day Camps	Child Care Centres	Other
# of Visits:				

If any visits were made, fill in the number of children in attendance at each type of visit

Schools	
Day Camps	
Child Care Centres	
Other	

Q6 – <u>AWARENESS METHODS</u>: How many of the children registered in your library system had participated in the TD Summer Reading Club in previous years and how many were new to the program? Please transcribe the totals from your registration form below:

<u>Note</u>: Please ensure the total number of registrants (previous years + new to the program) is equal to the total number of registrants listed at Part I.

How many registrants joined the TDSRC in previous years?	

<u>If they were new to the program</u>, how did they hear about the program?

At school	
At the public library	
At summer camp, child care centre, community/public housing projects, faith-based programs, etc.	
From a friend or family member	
In the media (radio, newspaper, website, library program guide, transit ads, etc.)	
Other	
Unknown	
Total	

Librarian Program Evaluation and Suggestions For Improvement

You are reporting data for multiple service points/branches. Please enter the number of libraries who gave each response on the 10-point scales below. If some service points did not supply information, enter that number under 'No Information Provided.' Each row should total the number of service points you are reporting data for.

Q7 - Overall Satisfaction	0 - Not Satisfied At All	1	2	3	4	5	6	7	8	9	10 - Completely Satisfied	No Information Provided
Overall how satisfied were you with the 2013 TD Summer Reading Club												
Satisfaction with the 2013 'GO!' program theme												
Overall satisfaction with visual representation of the theme												

Do you have any suggestions for the program's future themes?	

Q8 - Program Materials Module	0 - Not Satisfied At All	1	2	3	4	5	6	7	8	9	10 - Completely Satisfied	No Information Provided
Overall satisfaction with the program materials												
Relevance of the content of the magazine												
Satisfaction with visual appeal of the magazine												
Relevance of the content of the pre-reading booklet												
Satisfaction with visual appeal of the pre-reading booklet												
Overall satisfaction with the passport												
Satisfaction with visual appeal of the stickers												

Do you have any suggestions on how to improve the content of the material for future programs?	

Q9 - Promotional Materials Module	0 - Not Satisfied At All	1	2	3	4	5	6	7	8	9	10 - Completely Satisfied	No Information Provided
Overall satisfaction with the promotional materials												
Satisfaction with the promotional poster												
Usefulness of promotional materials												
Quantity of promotional posters provided												
Aesthetic/Artistic appeal of the promotional materials												
Relevance of the promotional materials to children in my area												

Do you have any comments on the 2013 promotional materials (program poster/invitation)?	

Q10 - Web Content For Children Module	0 - Not Satisfied At All	1	2	3	4	5	6	7	8	9	10 - Completely Satisfied	No Information Provided
Overall satisfaction with the website and web content for children												
Ease of navigation												
Visual appearance												
The variety of activities available												
The quality of the online activities												
Level of satisfaction with the addition of digital books												
Opportunities for children to submit content (comments, jokes, artwork, etc.)												

Were you able to integrate the website into your in-branch programming? If so, how?	
Did the website enhance the print materials?	
Do you have any suggestions on how to improve the web content for children?	

Q11 - Web Content For Librarians Module	0 - Not Satisfied At All	1	2	3	4	5	6	7	8	9	10 - Completely Satisfied	No Information Provided
Overall satisfaction with the website and web content for librarians												
Satisfaction with the selection of clip art												
Content of the staff manual												
How satisfied were you with the booklists												
Ease of navigating the website												
Satisfaction with the printable documents												

Do you have any suggestions on how to improve the web content for librarians?	

Q12 - Program Evaluation and Statistics Process	0 - Not Satisfied At All	1	2	3	4	5	6	7	8	9	10 - Completely Satisfied	No Information Provided
Overall satisfaction with program evaluation process												
The date of the opening of the evaluation website												
The ease of using the system												
The evaluation asks about relevant concerns												
The level of effort needed to record the statistics												
The length of time it takes to complete the questionnaire												

Do you have any suggestions for how to improve the statistical collection and program evaluation process?	

Do you have any suggestions about how to improve the TD Summer Reading Club in the future which have not been mentioned already?	

Do you have any testimonials from parents, caregivers or teachers that may indicate an increased love of reading?	

Thank You For Your Participation!

Club de lecture d'été TD

FORMULAIRE D'ÉVALUATION ET DE STATISTIQUES 2013

Introduction/Écran de démarrage

<System Name>

Merci d'accéder au fichier d'évaluation et de statistiques pour votre réseau. Selon nos dossiers, vous êtes la personne-ressource qui a recueilli les statistiques pour votre réseau de bibliothèques et vous rapportez les données pour un réseau (et non pas pour une seule bibliothèque). Si ce n'est pas le cas, veuillez communiquer avec votre administrateur régional ou votre coordonnateur du programme CLÉ TD au tdclub@bac-lac.gc.ca (tél. : 613-947-0616).

Ce fichier en ligne, accessible en tout temps du 15 août au 20 septembre, vous permet d'enregistrer les statistiques relatives à votre réseau. Veuillez cliquer sur l'onglet « Imprimer mes résultats » pour obtenir un sommaire imprimable de vos résultats ou pour qu'une version électronique vous soit expédiée par courriel pour vos dossiers. Cette interface en ligne est constituée de modules auxquels vous pouvez accéder dans l'ordre que vous souhaitez – lorsque vous avez fini d'entrer des renseignements dans un module, vous n'avez qu'à sélectionner « Sauvegarder et continuer ». Vos données seront sauvegardées et vous retournerez à l'écran principal.

Nous menons cette étude parce que nous souhaitons fournir des renseignements sur le programme aux partenaires (la Bibliothèque publique de Toronto, BAC et le Groupe Banque TD) ainsi qu'aux bibliothèques participantes. Les commentaires recueillis nous aideront à apporter des améliorations au Club de lecture d'été TD.

Combien de points de service/succursales en tout ont participé au CLÉ TD 2013 dans votre réseau?

_____

Pour combien de points de service/succursales qui ont participé au CLÉ TD 2013 fournissez-vous des données?

_____

Module sur l'inscription au programme

Q1 - INSCRIPTION : Veuillez indiquer le nombre total d'enfants qui se sont inscrits pour participer au CLÉ TD 2013. Ce nombre renvoie au nombre total d'enfants qui se sont inscrits dans votre réseau de bibliothèques et à qui vous avez remis le matériel du programme. Vous pouvez transcrire les données à partir de la catégorie appropriée de votre formulaire/vos formulaires d'inscription. L'inscription diffère de la participation aux activités – les enfants doivent être inscrits pour être comptabilisés ici, et non pas seulement participer aux activités du CLÉ TD *(se reporter au « Module sur les statistiques de participation aux activités et sur le matériel » pour de plus amples renseignements)*.

Garçons inscrits au programme de lecture d'été	*TOTAL*	Filles inscrites au programme de lecture d'été	*TOTAL*
Garçons âges 0-5		Filles âges 0-5	
Garçons âges 6-8		Filles âges 6-8	
Garçons âges 9-12		Filles âges 9-12	
Garçons âges 13 +		Filles âges 13 +	

NOMBRE TOTAL D'INSCRIPTIONS - garçons + filles	

Module sur les statistiques de participation aux activités et sur le matériel

Q2 - PARTICIPATION : La participation fait référence au nombre total d'enfants qui ont pris part à une ou à toutes les activités offertes par votre réseau de bibliothèques – cela nous permet de mesurer la portée globale du programme CLÉ TD. Ce nombre fait référence à la participation totale (**enfants seulement**) aux activités que votre réseau de bibliothèques a organisées dans le cadre du Club de lecture d'été – ces enfants étaient peut-être inscrits ou non au CLÉ TD suivant la description fournie à la section « Inscription ». On considère qu'un enfant a participé s'il a pris part à une ou plusieurs activités dans les bibliothèques ou à l'extérieur. À NOTER : Cette section porte sur les enfants joints par le *programme* (c.-à-d*.* les activités), ET NON PAS lors de la *promotion* du programme.

Veuillez entrer le total pour toutes les bibliothèques du réseau pour lequel vous faites rapport :

Nombre d'activités organisées **dans vos bibliothèques**	
Nombre d'activités organisées **dans votre collectivité**	
NOMBRE TOTAL d'activités	

Participation **des garçons et des filles** aux activités **dans vos bibliothèques**	
Participation **des garçons et des filles** aux activités **dans votre collectivité**	

OU

Si vous ne pouvez donner de nombre exact pour les activités, veuillez inscrire une moyenne :

En moyenne, combien d'enfants ont participé à chaque activité offerte par vos bibliothèques?	

Q3 - MATÉRIEL DISTRIBUÉ : Veuillez entrer le nombre total de carnets, de magazines, de passeports et de feuilles d'autocollants qui ont été remis aux enfants qui ont fréquenté les bibliothèques de votre réseau, et tout matériel remis à des camps de jour, des services de garde, des projets communautaires, des ensembles de logements publics, des programmes confessionnels, etc.

Carnets pour la petite enfance	_____
Magazines	_____
Passeports	_____
Feuilles d'autocollants	_____

Structure du club et promotion du programme

Q4 - STRUCTURE DU CLUB : Quelle était la structure du programme?

Vous fournissez des données pour plusieurs succursales/bibliothèques. Veuillez indiquer la réponse donnée par ces bibliothèques, et si certains points de service n'ont pas fourni d'information, veuillez indiquer combien d'entre eux ne l'ont pas fait sous « Aucune information fournie ».

	Nombre de bibliothèques
Avez-vous fonctionné suivant le principe de la porte ouverte? (aucune activité)	
Avez-vous administré le programme comme un club? (p. ex., réunions à heures fixes)	
Porte ouverte **ET** club	
Ni porte ouverte **ni** club	
Aucune information fournie	

Q5 - PROMOTION PAR LE PERSONNEL : Combien de visites les employés de toutes les bibliothèques de votre réseau ont-ils effectuées pour faire la promotion du programme dans les écoles, les camps de jour, les garderies ou à tout autre endroit (projets communautaires/ensembles de logements publics, programmes confessionnels, etc.)? **Si des visites ont eu lieu, veuillez répondre à la question complémentaire** :

	Écoles	Camps de jour	Garderies	Autres
Nombre de visites				

Si des visites ont eu lieu, veuillez indiquer le nombre d'enfants présents pour chaque type de visite

Écoles	
Camps de jour	
Garderies	
Autres	

Q6 - <u>MÉTHODES DE SENSIBILISATION</u> : Parmi les enfants inscrits au programme dans votre réseau de bibliothèques, combien avaient participé au Club de lecture d'été TD lors d'années antérieures et combien participaient au programme pour la première fois? Veuillez transcrire dans le tableau ci-dessous les totaux inscrits dans votre formulaire d'inscription :

<u>Note</u> : Veuillez vous assurer que le nombre total d'inscrits (inscrits des années antérieures + nouveaux inscrits au programme) est égal au nombre total d'inscrits indiqué à la Partie I.

Combien d'enfants inscrits avaient participé au CLÉ TD lors d'années antérieures?	

<u>S'ils participaient au programme pour la première fois</u>, comment ont-ils entendu parler du programme?

À l'école	
À la bibliothèque	
Dans un camp d'été, une garderie, un projet communautaire/un ensemble de logements publics, un programme confessionnel, etc.	
Par un ami ou un membre de la famille	
Dans les médias (radio, journaux, sites Web, guide des programmes de la bibliothèque, annonces dans les transports en commun, etc.)	
Autre	
Méthode inconnue	
=	0

Évaluation du programme par les bibliothécaires et suggestions d'améliorations

Vous fournissez des données pour plusieurs points de service/succursales. Sur l'échelle de 10 points ci-dessous, veuillez inscrire sous chaque échelon le nombre de bibliothèques qui ont accordé cette note. Si certains points de service n'ont pas fourni d'information, veuillez les comptabiliser sous « Aucune information fournie ». Le total de chaque rangée doit être égal au nombre de points de service pour lesquels vous fournissez des données.

Q8 - Satisfaction globale	0 - Pas du tout satisfait(e)	1	2	3	4	5	6	7	8	9	10 - Entièrement satisfait(e)	Aucune information fournie
Globalement, dans quelle mesure êtes-vous satisfait(e) du Club de lecture d'été TD 2013												
Satisfaction à l'égard du thème du programme en 2013 : « Bon Voyage! »												
Satisfaction globale à l'égard de la représentation graphique du thème												

Avez-vous des suggestions de thèmes pour les programmes à venir?	

Q9 - Module sur le matériel du programme	0 - Pas du tout satisfait(e)	1	2	3	4	5	6	7	8	9	10 - Entièrement satisfait(e)	Aucune information fournie
Satisfaction globale à l'égard du matériel du programme												
Pertinence du contenu du magazine												
Satisfaction à l'égard de l'attrait visuel du magazine												
Pertinence du contenu du carnet pour la petite enfance												
Satisfaction à l'égard de l'attrait visuel du carnet pour la petite enfance												

Satisfaction globale à l'égard du passeport												
Satisfaction à l'égard de l'attrait visuel des autocollants												

Avez-vous des suggestions à formuler pour améliorer le contenu du matériel à l'avenir?	

Q10 - Module sur le matériel promotionnel	0 - Pas du tout satisfait(e)	1	2	3	4	5	6	7	8	9	10 - Entièrement satisfait(e)	Aucune information fournie
Satisfaction globale à l'égard du matériel promotionnel												
Satisfaction à l'égard de l'affiche promotionnelle												
Utilité du matériel promotionnel												
Quantité d'affiches promotionnelles fournies												
Attrait du matériel promotionnel sur le plan esthétique/artistique												
Pertinence du matériel promotionnel pour les enfants de ma région												

Avez-vous des commentaires au sujet du matériel promotionnel de 2013 (affiche du programme/invitation)?	

Q11 - Module sur le contenu Web pour les enfants	0 - Pas du tout satisfait(e)	1	2	3	4	5	6	7	8	9	10 - Entièrement satisfait(e)	Aucune information fournie
Satisfaction globale à l'égard du site Web et du contenu Web pour les enfants												
Facilité de la navigation												
Apparence visuelle												
Variété d'activités proposées												
Qualité des activités en ligne												
Degré de satisfaction en ce qui concerne l'ajout de livres numériques												
Possibilité pour les enfants de soumettre du contenu (commentaires, blagues, illustrations, etc.)												

Avez-vous réussi à intégrer le site Web à votre programmation en succursale? Si oui, de quelle façon?	
Le site Web mettait-il en valeur le matériel papier?	
Avez-vous des suggestions à formuler pour améliorer le contenu Web pour les enfants?	

Q12 - Module sur le contenu Web pour les bibliothécaires	0 - Pas du tout satisfait(e)	1	2	3	4	5	6	7	8	9	10 - Entièrement satisfait(e)	Aucune information fournie
Satisfaction globale à l'égard du site Web et du contenu Web pour les bibliothécaires												
Satisfaction à l'égard du choix d'illustrations												
Contenu du guide d'animation												
Dans quelle mesure étiez-vous satisfait(e) des listes de livres												
Facilité de navigation du site Web												
Satisfaction à l'égard des documents à imprimer												

Avez-vous des suggestions à formuler pour améliorer le contenu Web pour les bibliothécaires?	

Q13 - Processus d'évaluation du programme et de collecte de statistiques	0 - Pas du tout satisfait(e)	1	2	3	4	5	6	7	8	9	10 - Entièrement satisfait(e)	Aucune information fournie
Satisfaction globale à l'égard du processus d'évaluation du programme												
Date à partir de laquelle le site Web d'évaluation est accessible												
Facilité d'utilisation du système												
Se penche sur des préoccupations pertinentes												
Niveau d'effort requis pour noter les statistiques												
Temps requis pour remplir le questionnaire												

Avez-vous des suggestions à formuler pour améliorer le processus de collecte de statistiques et d'évaluation du programme?	

Avez-vous d'autres suggestions à formuler pour améliorer le Club de lecture d'été TD à l'avenir?	

Avez-vous des témoignages de parents, d'accompagnateurs ou d'enseignants qui peuvent indiquer un plus grand amour de la lecture?	

Merci de votre participation!

Appendix 2

Ontario (SOLS, NOLS, and Toronto – English)

Ontario Program Statistics

Response Rate

The participating libraries in Ontario were asked to tally the results of participants in the summer reading club for all of their subsidiary branches. Within all systems, 758 of the 828 participating individual libraries submitted their results, representing an overall response rate of 92%.

Figure 1. Response Rate

	Ontario	TPL	SOLS	OLS-N
(A) Total Participating Libraries	828	99	638	91
(B) Total Responded to Survey	758	99	588	71
(C) Survey Response Rate	92%	100%	92%	78%

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

Statistics on Registration & Attendance

TD Summer Reading Program Registration

The first section of the Statistics and Evaluation Form asked librarians to indicate the total number of children registered for the TDSRC 2013.   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 154,153 children registered for the TDSRC 2013 program, which is almost 8 percent higher than 2012, but similar to the registration numbers in 2011. Girls comprise 83,609, or 54%, of the participants, while the 70,544 boys represent 46% of the participants.

Figure 2. Total Registration 2007 – 2013

	Total Registration						
Region	**2013**	**2012**	**2011**	**2010**	**2009**	**2008**	**2007**
Ontario	**154,153**	**143,213**	**153,779**	**153,003**	**161,275**	**161,057**	**149,827**
SOLS	119,687	107,589	113,490	114,861	125,244	120,991	111,232
OLS-North	4,025	4,365	5,078	5,377	6,590	5,693	6,892
Toronto	30,442	31,259	35,211	32,765	29,441	34,373	31,703

Source: *Q1. Total number of children who registered for the TDSRC program (2007 – 2013)*

Figure 3. Percentage of Participating Children by Gender
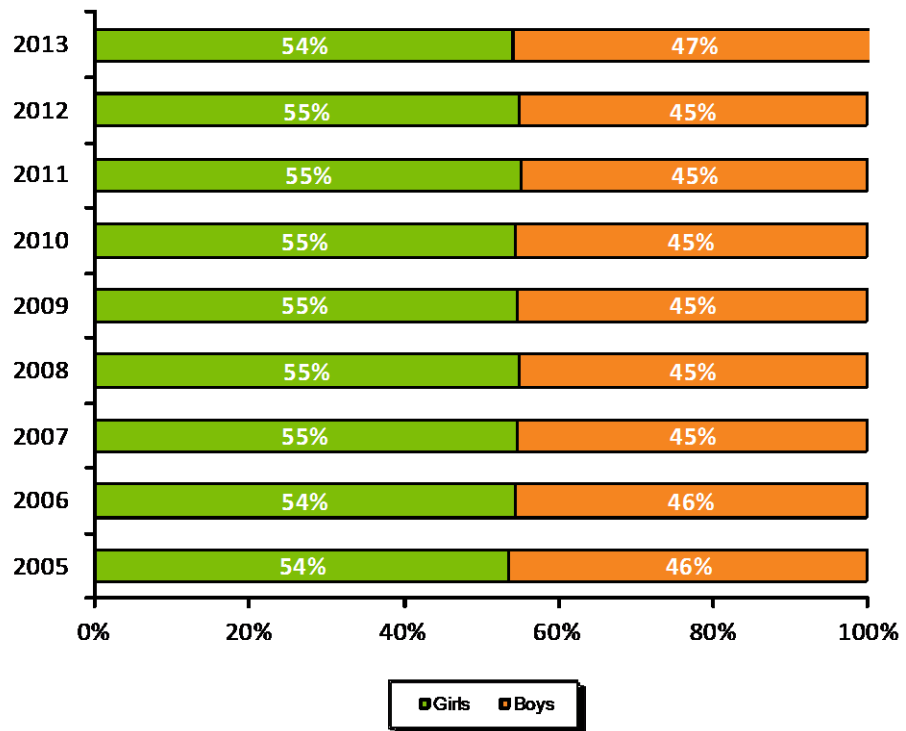
Source: *Q1. Total number of children who registered for the TDSRC 2013 program.*

Figure 4 below shows the age breakdown of registered children. For the summer 2013, 30% of the girls were in the 0-5 age group, 39% were 6-8, 28% were 9-12, and 2% were 13 years or older. There was very little difference in age between boys and girls in 2013 with 33% aged 0-5, 41% aged 6-8, 24% aged 9-12, and 2% aged 13 and older.

Figure 4. Percentage of Registered Children by Gender and Age

GIRLS	2013	2012	2011	2010	2009	2008	2007	2006	2005
0-5	30%	30%	29%	29%	27%	27%	25%	24%	24%
6-8	39%	38%	39%	38%	38%	37%	36%	38%	38%
9-12	28%	29%	30%	30%	32%	32%	34%	34%	34%
13+	2%	3%	3%	3%	3%	3%	5%	4%	4%

BOYS	2013	2012	2011	2010	2009	2008	2007	2006	2005
0-5	33%	34%	32%	32%	30%	30%	28%	27%	28%
6-8	41%	39%	40%	40%	39%	40%	39%	40%	40%
9-12	24%	25%	26%	26%	28%	28%	30%	30%	30%
13+	2%	2%	2%	2%	2%	2%	2%	3%	3%

Source: *Q1. Total number of children who registered for the TDSRC 2013 program*

Figure 5 below summarizes the participation rate for Ontario by age and gender based on 2011 census data. The proportion of all children who were registered in 2013 was comparable with 2012, with a slight increase from 5.32% to 5.72%.

Figure 5. Number of Registered Children

Province / Territory	2011 CENSUS			2013 TD SRC REGISTRANTS			% PARTICIP. CHILDREN	% PARTICIP. CHILDREN	% PARTICIP. CHILDREN
	(A)	(B)	(C)	(D)	(E)	(F)	2013	2012	2011
	Total Children	Total Boys	Total Girls	Total Children	Total Boys	Total Girls	Total Children	Total Children	Total Children
Ontario	**2,693,835**	**1,381,630**	**1,312,225**	**154,153**	**70,544**	**83,609**	**5.72%**	**5.32%**	**6.46%**
0-5	846,055	433,285	412,785	49,093	23,629	25,464	5.80%	5.40%	5.77%
6-8	427,470	219,230	208,245	61,399	28,641	32,758	14.36%	12.97%	14.01%
9-12	590,615	302,585	288,030	40,320	16,991	23,329	6.83%	6.56%	6.76%
13+	829,695	426,530	403,165	3,341	1,283	2,059	0.40%	0.41%	0.71%

Source: *Q1. Total number of children who registered for the TDSRC 2013 program*

TD Summer Reading Program Attendance & Activities

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 the total attendance of children at these activities (not including parents or care givers).

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

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

A total of 333,154 children attended the 16,933 theme-related activities which were organized in libraries across Ontario over the summer months of 2013. SOLS organized the majority of the activities in the province and as a result, the majority of children who attended did so at SOLS libraries. Overall, an average of 20 children attended each activity in 2013, and 90% of all activities were conducted in libraries.

Figure 6. Total Activities and Attendance

Region	Activity Attendance				
	Theme-Related Activities	Total Attendance	Avg. Attendance per Activity	% of Activities In Library	% of Activities In Community
Ontario	**16,933**	**333,154**	**20**	**90%**	**10%**
SOLS	14,263	263,788	18	90%	10%
OLS-North	1,143	17,737	16	92%	8%
Toronto	1,527	51,628	34	92%	8%

Source: *Q2. Total number of activities in your libraries and in your community. Attendance at activities in your libraries and in your community.*

Though the number of theme-related activities conducted in 2013 was more than 2012, the number was still below the 2011 total. Although more activities were organized in 2013 than in 2012, the average attendance at each one was lower in 2013 and total attendance at events actually decreased by almost 13,000.

Figure 7. Activities and Attendance 2011 – 2013

Region	2013		2012		2011	
	Theme-Related Activities	Total Attendance	Theme-Related Activities	Total Attendance	Theme-Related Activities	Total Attendance
Ontario	**16,933**	**333,154**	**13,394**	**345,819**	**18,558**	**311,730**
SOLS	14,263	263,788	11,050	260,117	15,731	235,587
OLS-North	1,143	17,737	1,260	17,084	1,323	18,223
Toronto	1,527	51,628	1,103	68,618	1,504	57,920

Source: *Q2. Total number of activities in your libraries and in your community. Attendance at activities in your libraries and in your community.*

Materials Distributed

The libraries were also asked to indicate the total number of pre-reading booklets, magazines, passports and sticker sheets that were distributed to children coming into the library, including any materials provided to summer day camps, child-care centres, community/public housing projects, faith-based programs, etc. Registration for the TDSRC was not necessary and staff could choose how to distribute the material. The materials which were distributed in 2013 differed slightly from in previous years when only reading kits and posters were distributed. As a result, there is no comparison made here to previous years.

In total, 160,761 passports, 135,791 sticker sheets, 112,380 magazines and 55,141 pre-reading booklets were distributed across Ontario in 2013 among the participating libraries. The majority of each of the types of material available was distributed by SOLS in 2013.

Figure 8. Materials Distributed

Region	Materials Distributed			
	Passports	Sticker sheets	Magazines	Pre-Reading Booklets
Ontario	**160,761**	**135,791**	**112,380**	**55,141**
SOLS	124,041	110,078	86,504	42,415
OLS-North	5,796	5,477	5,341	1,314
Toronto	30,924	20,236	20,535	11,413

Source: *Q3. Materials distributed by your library / libraries in 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. In both SOLS and Toronto, the most common response was to have run the program as both a club and a drop-in, with 53% and 52% of the programs being structured this way respectively. In OLS-North, the most common response was to have run the program as a club (50%) only.

Figure 9. Percentage of Drop-ins and Clubs by Segment

Region	How Program Was Structured (%)			
	Drop-In Only	**Club Only**	**Both Drop-In and Club**	**Neither Format**
Ontario	**18%**	**23%**	**51%**	**8%**
SOLS	19%	20%	53%	8%
OLS-North	10%	50%	37%	3%
Toronto	23%	15%	52%	10%

Source: Q4. *How was your program structured?*

Promotion of Program

Librarians were asked to indicate if anyone from their library branch made any visits to the local schools, child care centres, day camps, or to any other locations in order to promote the program.

In Ontario, 81% of libraries indicated that their library staff made promotional visits to schools, while 47% visited child care centres, 30% visited day camps, and 25% made other promotional visits. A total of 4,484 visits were made, reaching a total of 280,344 children (the vast majority at schools).

Figure 10. Total Number of Visits and Children Reached by Segment

		Promotional Visits				
	Region	**Schools**	**Day Camps**	**Child Care Centres**	**Other**	**Total**
% That Made Visits	**Ontario**	**81%**	**30%**	**47%**	**25%**	**-**
	SOLS	83%	30%	48%	27%	-
	OLS-North	62%	28%	34%	23%	-
	Toronto	92%	30%	56%	23%	-
# Of Visits Made	**Ontario**	**3,526**	**313**	**446**	**199**	**4,484**
	SOLS	2,357	201	252	99	2,909
	OLS-North	116	42	31	46	235
	Toronto	1,054	69	163	54	1,340
Number of Children Reached	**Ontario**	**252,029**	**9,328**	**10,195**	**8,792**	**280,344**
	SOLS	202,323	6,332	5,725	4,790	219,170
	OLS-North	8,367	594	463	1,759	11,183
	Toronto	41,339	2,402	4,008	2,243	49,992
Average Reached per Visit	**Ontario**	**71**	**30**	**23**	**44**	**63**
	SOLS	86	31	23	49	75
	OLS-North	72	14	15	38	48
	Toronto	39	35	25	42	48

Source: Q5 Did any library staff promote the program at schools, day camps, child-care centres, or other locations?

Method of Promotion

For the first time in 2013, the library registration sheets required libraries to ask whether children had participated in the program in previous years. Only those children who had not participated previously were then asked how they heard of the program. This change was made because the previous method underestimated the number of returning children, which LAC and participating library systems knew was higher.

In Ontario, 33% of children heard about the program because they had participated in a previous year. The most common method of hearing about the program for those who had not previously participated was promotion at the library (36%). Learning about the program at school was also common (16%), while other children heard about the program from a friend or family member (6%), at their summer camp/child care centre (4%), through the media (4%) or some other method (1%).

Figure 11. How Participants First Heard About the Program

Region	How Did Children Hear About The Program?						
	Joined in previous years	At school	At the public library	Summer camp/ child care centre	Friend of family member	In the media	Other
Ontario	**33%**	**16%**	**36%**	**4%**	**6%**	**4%**	**1%**
SOLS	34%	15%	35%	3%	6%	4%	2%
OLS-North	34%	6%	42%	4%	6%	6%	2%
Toronto	28%	19%	36%	8%	7%	2%	1%

Source: *Q6. How many of the children registered in your library had participated in the TD Summer Reading Club in previous years and how many were new to the program? If they were new to the program, how did they hear about the program?*

Satisfaction & Suggestions

In 2013, the Statistics and Evaluation Form was expanded and reconfigured in order to gather a much wider scope of opinions from librarians than it ever has in previous years. The scale was updated from a five-point scale to a ten-point scale in order to measure satisfaction with more precision

The following section will provide satisfaction scores for every question asked by giving the proportion of libraries who responded with each score from 10 down to 6, along with those who gave a score of 0-5. The overall satisfaction question for each section is reported first, followed by the individual element scores in the same order they were asked in the questionnaire. Libraries were also asked for their suggestions and comments in each section, and the results are included here in the order that they appeared in the online file.

Overall Program Satisfaction Section

Overall satisfaction in Ontario was high, with 18% of respondents giving the highest possible score, and 68% giving a score of 8-out-of-10 or higher. Almost a quarter (23%) of respondents gave the highest possible score while reporting their satisfaction with the 'GO!' program theme, and 64% gave it a score of 8-out-of-10 or higher. The satisfaction with the visual representation of the theme was relatively lower in Ontario, with only 14% giving the highest possible score and slightly less than half (47%) giving a score of 8-out-of-10 or higher.

Figure 12. Satisfaction with Program Elements
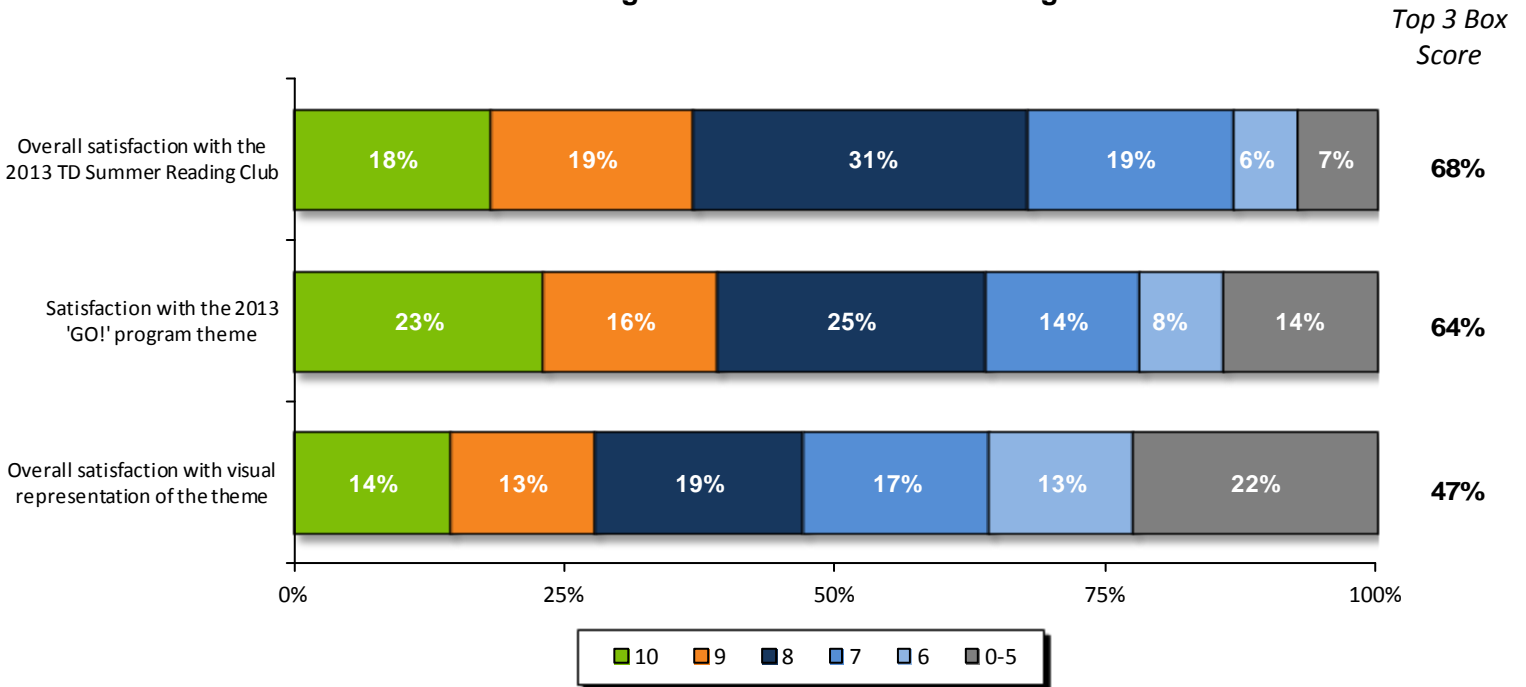
Top 3 Box Score

	10	9	8	7	6	0-5	Top 3 Box Score
Overall satisfaction with the 2013 TD Summer Reading Club	18%	19%	31%	19%	6%	7%	**68%**
Satisfaction with the 2013 'GO!' program theme	23%	16%	25%	14%	8%	14%	**64%**
Overall satisfaction with visual representation of the theme	14%	13%	19%	17%	13%	22%	**47%**

Legend: ■10 ■9 ■8 ■7 ■6 ■0-5

Source: *Q7. Overall satisfaction questions.*

Suggestions For Future Themes

Librarians were asked to provide suggestions for future themes. The two most popular suggestions received were Science/technology/sci-fi/outer space and nature/environment/the outdoors, both suggested by 21% of the respondents. Some other popular suggestions include Animals/Insects (18%) and Art/music/dance/drama (13%).

The figure below presents all of the suggestions made by at least 2% of libraries in Ontario for 2013.

Figure 13. Suggestions For Future Themes
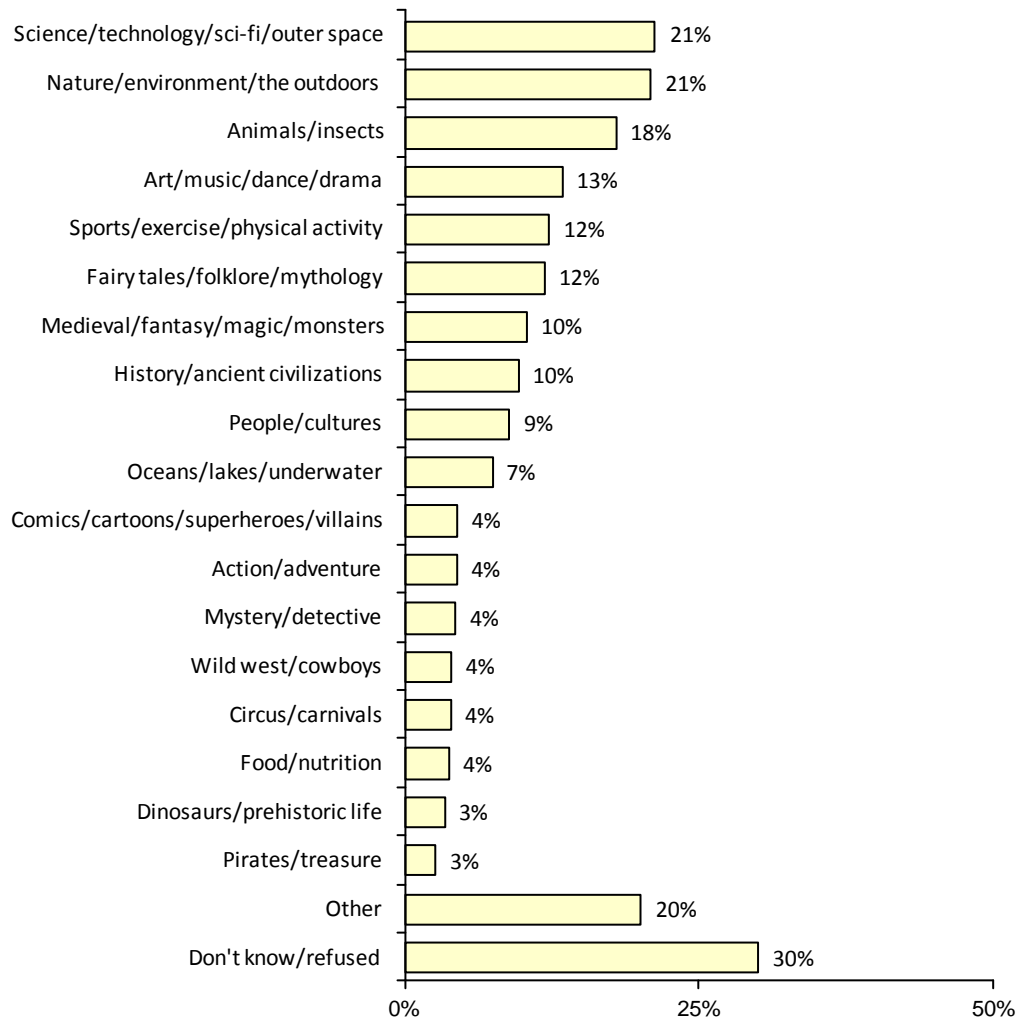
Theme	Percentage
Science/technology/sci-fi/outer space	21%
Nature/environment/the outdoors	21%
Animals/insects	18%
Art/music/dance/drama	13%
Sports/exercise/physical activity	12%
Fairy tales/folklore/mythology	12%
Medieval/fantasy/magic/monsters	10%
History/ancient civilizations	10%
People/cultures	9%
Oceans/lakes/underwater	7%
Comics/cartoons/superheroes/villains	4%
Action/adventure	4%
Mystery/detective	4%
Wild west/cowboys	4%
Circus/carnivals	4%
Food/nutrition	4%
Dinosaurs/prehistoric life	3%
Pirates/treasure	3%
Other	20%
Don't know/refused	30%

Source: *Q7B . Do you have any suggestions for the program's future themes?*

Program Materials Satisfaction Section

Libraries also rated their level of satisfaction with the program materials, such as the passport, the stickers, the magazine, and the pre-reading booklet.

63% of libraries in Ontario gave a satisfaction score of 8-out-of-10 or higher for the program materials overall. The element with the highest satisfaction in Ontario was the passport, with 40% of libraries giving it the highest possible score. Satisfaction was generally high for each of the elements tested with most receiving a score of 8 or higher from approximately 6-out-of-10 libraries.

Figure 14. Satisfaction with Program Materials
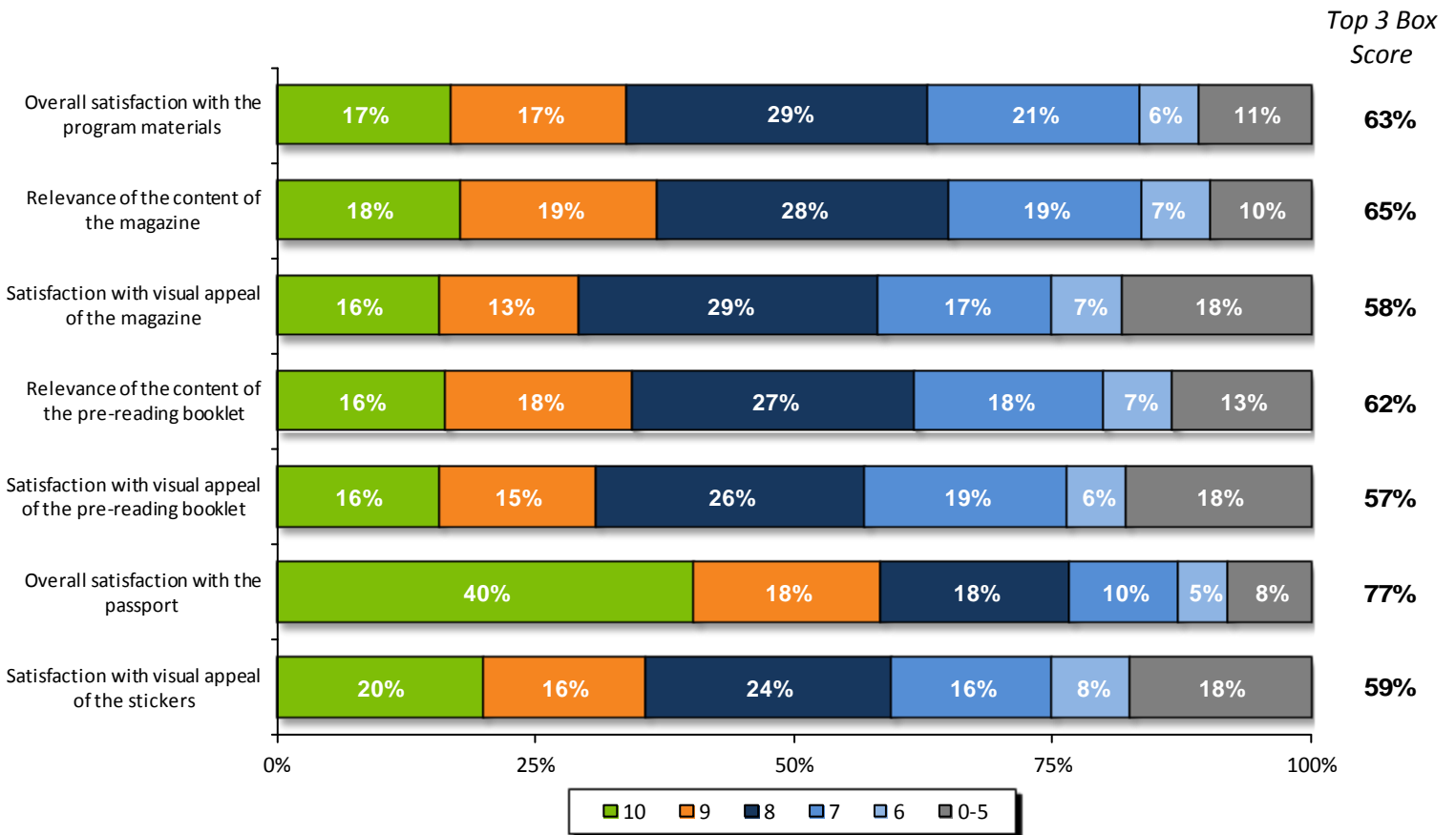
Top 3 Box Score

	10	9	8	7	6	0-5	Top 3 Box Score
Overall satisfaction with the program materials	17%	17%	29%	21%	6%	11%	**63%**
Relevance of the content of the magazine	18%	19%	28%	19%	7%	10%	**65%**
Satisfaction with visual appeal of the magazine	16%	13%	29%	17%	7%	18%	**58%**
Relevance of the content of the pre-reading booklet	16%	18%	27%	18%	7%	13%	**62%**
Satisfaction with visual appeal of the pre-reading booklet	16%	15%	26%	19%	6%	18%	**57%**
Overall satisfaction with the passport	40%	18%	18%	10%	5%	8%	**77%**
Satisfaction with visual appeal of the stickers	20%	16%	24%	16%	8%	18%	**59%**

Legend: ■10 ■9 ■8 ■7 ■6 ■0-5

Source: *Q8. Program Materials Satisfaction Questions.*

As part of the program materials satisfaction section, librarians were asked to provide suggestions for improving the content of the materials for future years.

The passports proved to be very popular as close to a third of librarians (32%) gave positive feedback for the passports in 2013, suggesting that they be made available again in future years. The most common improvement offered was more colourful or eye-catching materials (15%), including more space in the passport (12%), providing more stickers (11%) and more age appropriate and simplified material for younger children (10%).

The table below details all of the responses given by at least 2% of Ontario respondents.

Improvements for the Content of the Material for Future Programs	2013
Passports were a good idea/children liked them	32%
More colourful art/visually appealing/eye-catching	15%
Include more space in passport	12%
Improve/provide more stickers/more variety	11%
More age appropriate/simplify for younger children	10%
Dislike the art style	10%
Improve magazines/declutter/too wordy	9%
More prereading activities/booklet specific	8%
Improve posters/different sizes	8%
Satisfied/no suggestions	6%
Passports should be simpler/more user friendly	6%
Improve bilingualism/have separate EN/FR editions	4%
Improve computer/online aspect	3%
More activities/games	3%
Improve demonstration of context/tie in the theme better	3%
Improve staff manual/visual aids	3%
Certificates should be kept separate from passport	2%
Other	6%
Don't know/refused	1%

Source: *Q8B. Do you have any suggestions on how to improve the content of the material for future programs?*

Promotional Materials Satisfaction Section

Libraries also rated their level of satisfaction with the promotional materials that they received from LAC. Like in most regions, satisfaction with the promotional materials was lower than with the programming materials in Ontario. Less than half of respondents (46%) gave top three satisfaction score for the promotional materials overall. Satisfaction was lowest for the aesthetic appeal of the promotional material (41%) and promotional poster (42%). The highest satisfaction was given for the quantity of the promotional posters provided (60% giving a score between 8 and 10).

Figure 15. Satisfaction with Promotional Material

	Top 3 Box Score
Overall satisfaction with the promotional materials	46%
Satisfaction with the Promotional poster	42%
Usefulness of promotional materials	46%
Quantity of promotional posters provided	60%
Aesthetic/Artistic appeal of the promotional materials	41%
Relevance of the promotional materials to children in my area	45%
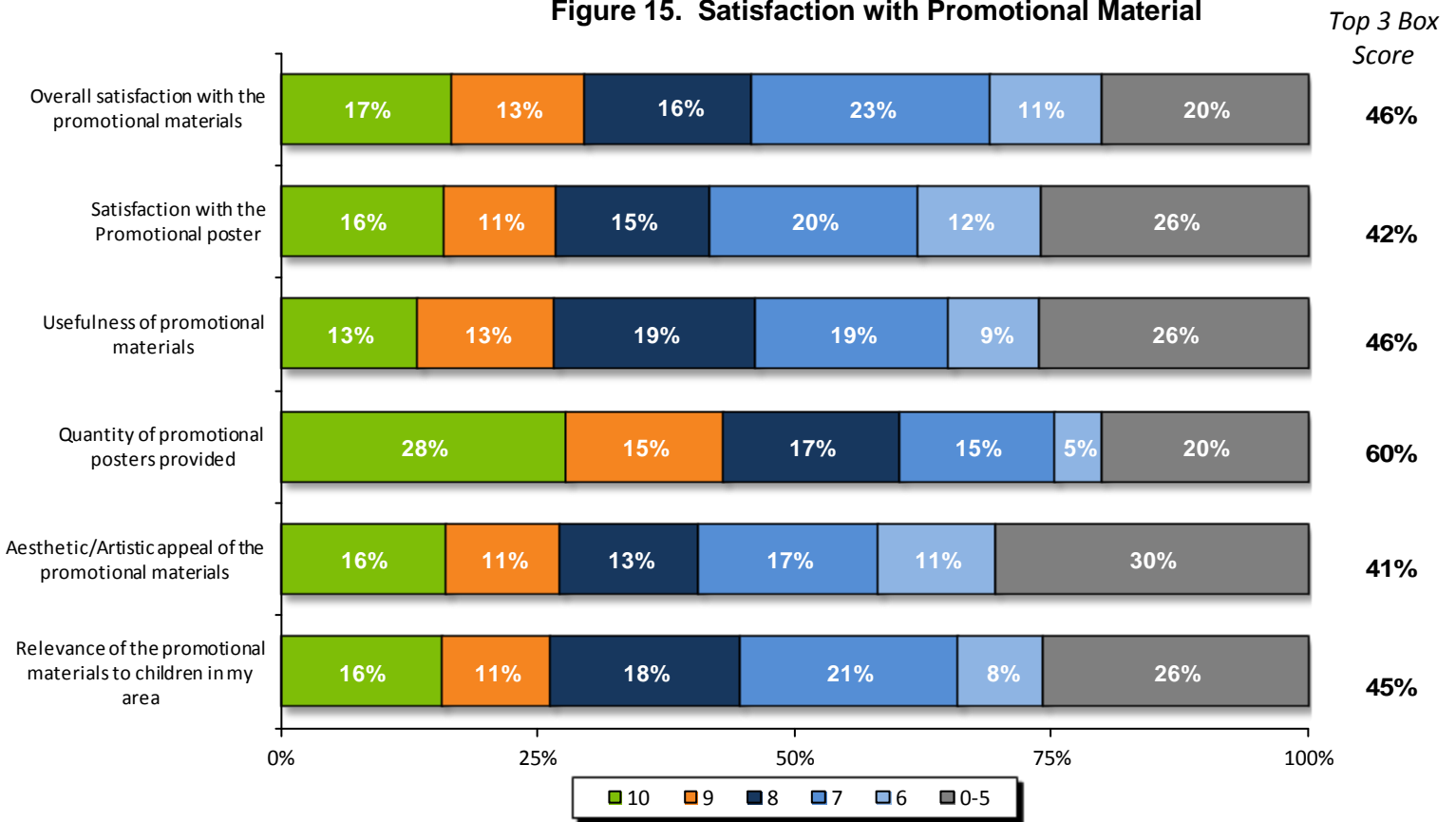
Source: *Q9. Promotional Materials Satisfaction Questions.*

Librarians were invited to provide comments on the promotional materials (including the poster and invitation). The most common requests were for more colourful/eye catching material on the promotional material, and a blank space on the poster for library specific info (17% each). Another 13% reported not receiving enough promotional material and the same number also requested bigger flyers/posters in the future.

The table below details all of the responses given by at least 2% of Ontario respondents.

Comments On 2013 Promotional Materials	2013
More colourful art/visually appealing/eye-catching	17%
Include blank space for library specific info	17%
Did not receive enough promotional material	13%
Bigger flyer/poster	13%
Poster was bright/eye catching/colourful	9%
Dislike the art style	9%
Did not receive promotional material in a timely fashion	7%
Promotional material was helpful/effective	7%
Lack of relevance/relation to theme/reading programs	6%
Materials were not useful/necessary/no significant impact	6%
Received too much material/did not have room	5%
Prefer smaller size/flyers/bookmarks rather than posters	5%
Satisfied/no suggestions	5%
Theme/materials weren't sufficiently upbeat/inspirational	5%
Include activities on the posters	4%
Lack of information	4%
Keep it simple/child-friendly	3%
Children miss the old poster	3%
Use larger font	2%
Too busy	2%
Other	9%
Don't know/refused	1%

Source: *Q9B. Do you have any comments on the 2013 promotional materials (program poster/invitation)?*

Web Content For Children Satisfaction Section

Libraries were asked to rate their level of satisfaction with the web content available to children in 2013. Overall satisfaction with this content was moderate, with 58% giving a top 3 box satisfaction score. Satisfaction scores were consistent for each element of this section, but was highest for the visual appeal of the website (59%) and lowest for satisfaction with ease of navigation and the addition of digital books (56% each). The scores in Ontario, like with most sections, are comparable with those in the rest of the country.
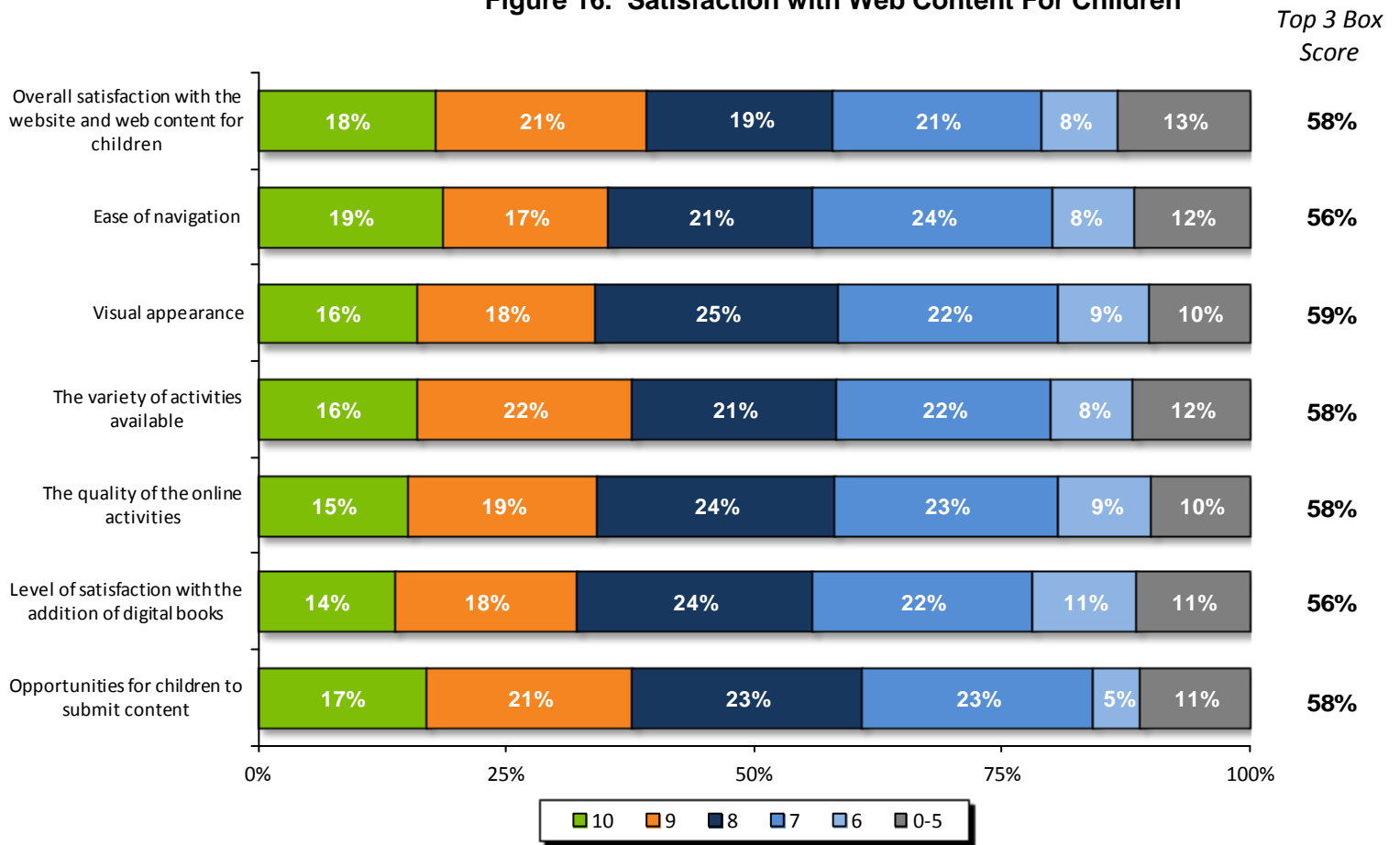
Figure 16. Satisfaction with Web Content For Children

Top 3 Box Score

Category	10	9	8	7	6	0-5	Top 3 Box Score
Overall satisfaction with the website and web content for children	18%	21%	19%	21%	8%	13%	**58%**
Ease of navigation	19%	17%	21%	24%	8%	12%	**56%**
Visual appearance	16%	18%	25%	22%	9%	10%	**59%**
The variety of activities available	16%	22%	21%	22%	8%	12%	**58%**
The quality of the online activities	15%	19%	24%	23%	9%	10%	**58%**
Level of satisfaction with the addition of digital books	14%	18%	24%	22%	11%	11%	**56%**
Opportunities for children to submit content	17%	21%	23%	23%	5%	11%	**58%**

Legend: ■10 ■9 ■8 ■7 ■6 ■0-5

Source: *Q10. Web Content For Children Satisfaction Questions.*

The first open-ended question for this section asked whether the librarian was able to integrate the children's website into the print materials, and if so, how they did it. Slightly less than half (44%) reported not being able to integrate the website into the print materials. About 17% mentioned it in reference to sticker codes and another 11% included it in presentations/introductions. Some librarians mentioned it in passing as something to be done from home and some used it for advertising/promotion by linking it to their website (8% each).

The table below details all of the responses given Ontario respondents.

Able to integrate website into in-branch programming?	2013
Mentioned the website in reference to sticker codes	17%
Included it in presentations/introductions	11%
Mentioned in passing as something to be done from home	8%
Used for advertising/promotion/linked from our website	8%
Organized specific days/times of online activities	6%
Looked at jokes/silly stories	5%
Integrated with branch activities	5%
Used for publishing book reports/incentivized reading	3%
Other	2%
No/unable to integrate	44%
Don't know/refused	3%

Source: *Q10BA. Were you able to integrate the website into your in-branch programming? If so, how?*

Next, librarians were asked if the children's website enhanced the print materials. In Ontario, more than half (53%) answered in the positive, that it enhanced them, while only 12% gave a negative response. Some other responses mentioned that children liked the stickers and entering the secret codes (12%) and that the print materials increased participation (7%).

The table below details all of the responses given by Ontario respondents.

Did the website enhance the print materials?	2013
Yes, enhanced the material	53%
No, did not enhance material	12%
Children liked stickers/entering secret codes	12%
Increased participation/interest	7%
Not enough unlockables/codes rewards were lacklustre	2%
Other	6%
Don't know/refused	9%

Source: *Q10BB Did the website enhance the print materials?*

Finally, librarians were asked for suggestions on how to improve the web content for children. More than a third of libraries (36%) simply stated that they had no suggestions on how to improve it and that they were satisfied. With regard to suggestions for the web content, 10% suggested more interactivity in the web content. 9% of libraries suggested there should be a greater variety of games, and a diversity in the age related content (8%).

The table below details all of the responses given by Ontario respondents.

Suggestions on how to improve the web content for children?	2013
Satisfied/no suggestions	36%
Increase interactivity	10%
More/larger variety of games	9%
More diversity in age related content	8%
Website did not scale properly to our screens	6%
Better/more engaging art/graphics/sound	6%
Improve navigation/more child-friendly	6%
More promotion/link-sharing	4%
Problems using/entering codes	4%
Available earlier in the year	3%
Monitor/limit what children post/share online	2%
Provide more information	2%
Other	12%
Don't know/refused	4%

Source: *Q10BC. Do you have any suggestions on how to improve the web content for children?*

Web Content For Librarians Satisfaction Section

Next, libraries were asked to rate their level of satisfaction with the web content available to them on the librarian's website. The satisfaction scores given by Ontario libraries for librarian's website were consistent with the children's website (55% to 58% top 3 box score respectively). Ontario scores were comparable to scores in other regions.

Regarding the individual elements, satisfaction was highest with the ease of navigating the website (64%) and the printable documents (63%). Satisfaction was lowest with the selection of clip art available on the librarian's website (48%).

Figure 17. Satisfaction with Web Content For Librarians
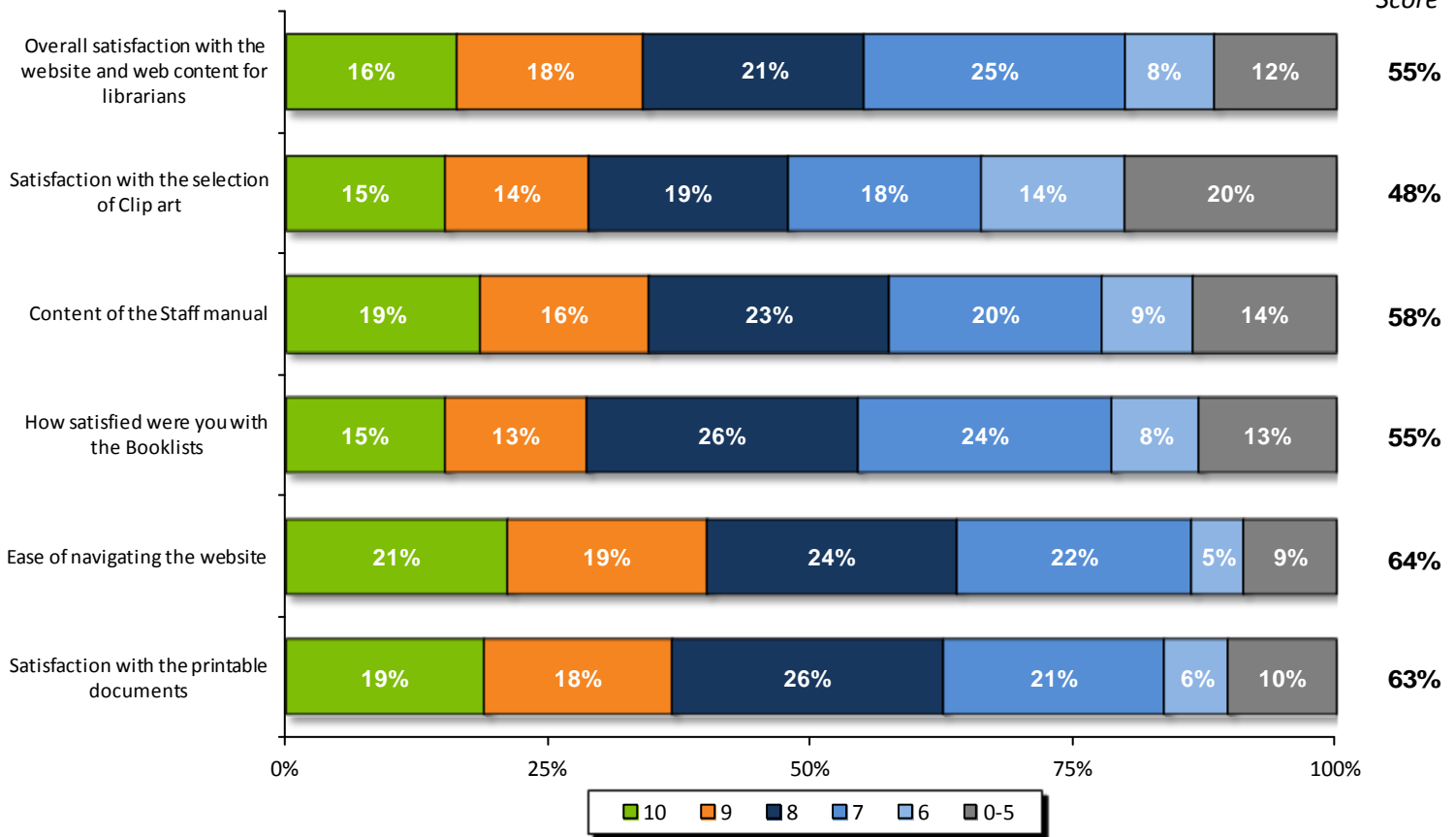
Top 3 Box Score

Category	10	9	8	7	6	0-5	Top 3 Box Score
Overall satisfaction with the website and web content for librarians	16%	18%	21%	25%	8%	12%	**55%**
Satisfaction with the selection of Clip art	15%	14%	19%	18%	14%	20%	**48%**
Content of the Staff manual	19%	16%	23%	20%	9%	14%	**58%**
How satisfied were you with the Booklists	15%	13%	26%	24%	8%	13%	**55%**
Ease of navigating the website	21%	19%	24%	22%	5%	9%	**64%**
Satisfaction with the printable documents	19%	18%	26%	21%	6%	10%	**63%**

Source: *Q11. Web Content For Librarians Satisfaction Questions.*

Librarians were asked for suggestions on how to improve the librarian's website for future programs. One in five respondents said that they were satisfied or had nothing to suggest (21%). Those who did provide a suggestion were most likely to suggest improving the clip art (20%), making material available sooner (12%) and provide better and more recent booklists (11%).

The table below details all of the responses given by Ontario respondents.

Suggestions on how to improve the web content for librarians?	2013
Satisfied/no suggestions	21%
Improve clip art/more visually appealing/more variety	20%
Make material available sooner	12%
Better/more recent/broader booklists	11%
Simpler/better navigation/search/print functions	10%
More useful staff manual/more suggestions	9%
Printable certificate/participation award	6%
Improve material available in black and white	6%
Age specific content/separate by age/school level	5%
More printable activities	4%
Program/activities were too geared toward larger libraries	4%
Better craft ideas	4%
More theme specific advice/guidance	3%
Lack of relevance/relation to theme/reading programs	3%
Website did not scale properly to our screens	2%
Problems related to browser compatibility	1%
Other	7%
Don't know/refused	0%

Source: *Q11B Do you have any suggestions on how to improve the web content for librarians?*

Program Evaluation and Statistics Satisfaction Section

Finally, libraries were asked to rate their level of satisfaction with the program evaluation and statistics process for 2013. The scores in this section were consistent with other sections, with about 57% giving a score of 8 or above. About 14% gave a score that would indicate dissatisfaction with the process.

The element with the highest satisfaction was the ease of using the system (65%) while the lowest satisfaction was with the effort needed to record the statistics (47% top 3 box).

Figure 18. Satisfaction with Program Evaluation and Statistics Process
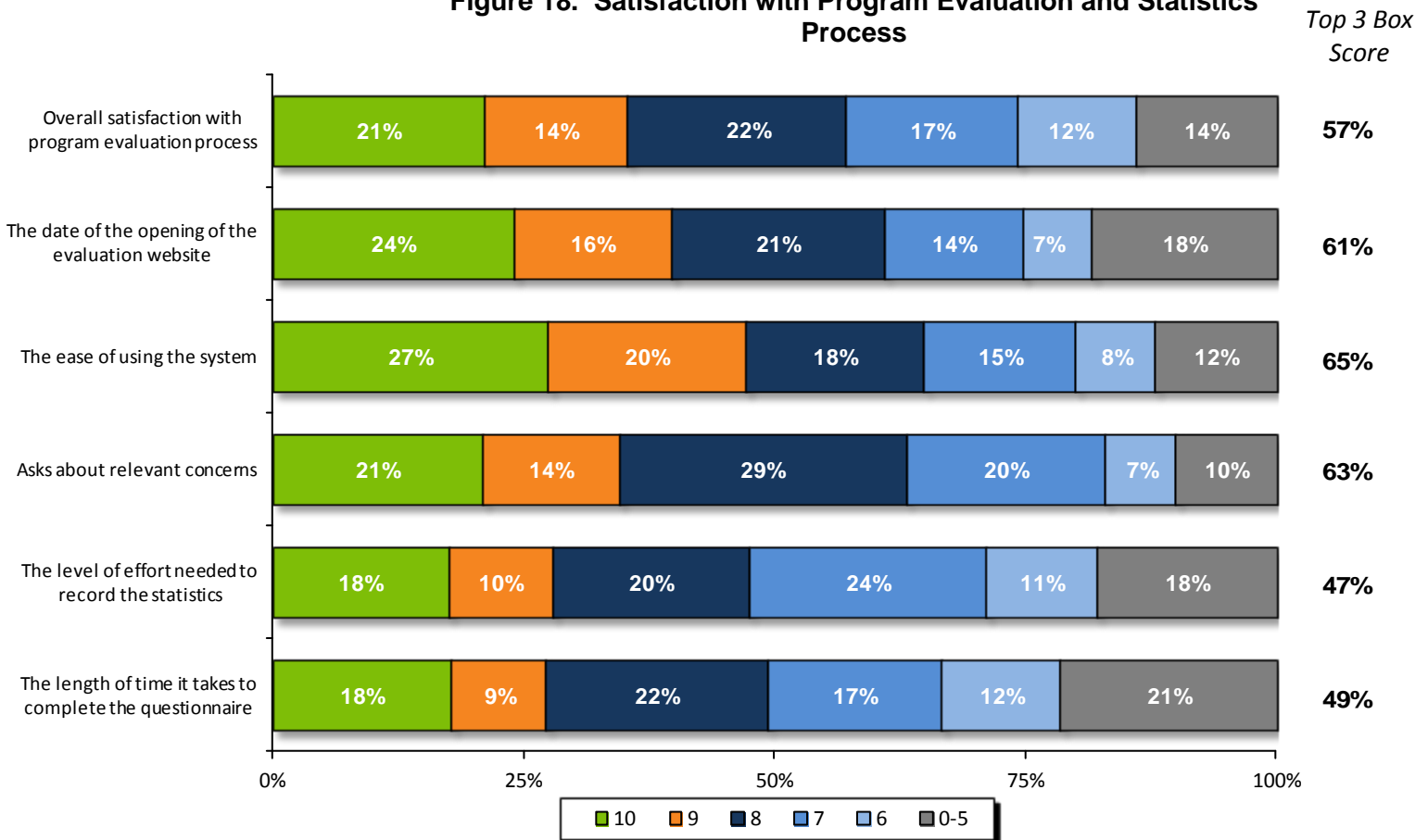
Top 3 Box Score

Category	10	9	8	7	6	0-5	Top 3 Box Score
Overall satisfaction with program evaluation process	21%	14%	22%	17%	12%	14%	**57%**
The date of the opening of the evaluation website	24%	16%	21%	14%	7%	18%	**61%**
The ease of using the system	27%	20%	18%	15%	8%	12%	**65%**
Asks about relevant concerns	21%	14%	29%	20%	7%	10%	**63%**
The level of effort needed to record the statistics	18%	10%	20%	24%	11%	18%	**47%**
The length of time it takes to complete the questionnaire	18%	9%	22%	17%	12%	21%	**49%**

Source: *Q12. Program Evaluation and Statistics Process Questions.*

Librarians were asked for their suggestions on how the program evaluation and statistical collection process could be improved. The most popular request was to make the forms available sooner (36% of librarians). 23% indicated being satisfied and offered no suggestions. About 12% requested standardized forms or an Excel format to make statistical collection easier. 7% requested an improved navigation of the online survey and 6% simply requested fewer questions or a reduced survey length.

The table below details all of the responses given by Ontario respondents.

Suggestions on how to improve the statistical collection and program evaluation process?	2013
Make forms available sooner/let us know what to track	36%
Satisfied/no suggestions	23%
Standardized forms/Excel format to accommodate formulas	12%
Improve navigation of online survey	7%
Fewer questions/reduce survey length	6%
Later deadline/allow longer time frame for completion	5%
Clarify/better define information requested	4%
Offer a printable version	4%
Problems recording male/female stats	3%
Questions don't apply/we can't collect certain statistics	3%
Simplify 'Heard About the Summer Reading Program' section	2%
Include stats on number of books read	2%
Other	10%
Don't know/refused	1%

Source: *Q12BA. Do you have any suggestions for how to improve the statistical collection and program evaluation process?*

More broadly, librarians were asked if they could suggest any improvements for the TD Summer Reading Club that they had not already mentioned. Almost one third of respondents (35%) did not have a suggestion at all or were satisfied with the program. One in ten (12%) volunteered and mentioned that passports were a good idea and children liked them. Areas for improvement included making the program available earlier next year (9%), improving the online aspect of the program and making forms available sooner/letting them know what to track (both 5% each).

The table below details all of the responses given by Ontario respondents.

Suggestions to improve the TD SRC?	2013
Satisfied/no suggestions	35%
Passports were a good idea/children liked them	12%
Available earlier in the year	9%
Improve computer/online aspect	5%
Make forms available sooner/let us know what to track	5%
Improve staff manual/visual aids	4%
More specific themes/less generic	4%
Improve posters/different sizes	4%
Wider range of activities/programs for all ages	4%
More colourful art/visually appealing/eye-catching	4%
More age appropriate/simplify for younger children	4%
Solicit feedback/children's involvement	3%
More activities/games	2%
More prereading activities/booklet specific	2%
Improve craft ideas	2%
Group involvement/chat rooms	2%
Programs/themes should be more fun/interesting/exciting	2%
More interactive content	2%
Other	11%
Don't know/refused	1%

Source: *Q12BB. Do you have any suggestions about how to improve the TD Summer Reading Club in the future which have not been mentioned already?*

Libraries were asked to indicate whether they had any indicators of children's increased enjoyment of reading, reading successes or changes in attitudes toward reading. The most common indicator was that the program makes them excited and keeps them reading over the summer (22%). Others mentioned that children love adding stickers to their passports and confirmed hearing testimonials, but did not provide specific details (17% each). Other testimonials mentioned that the challenges/incentives were a motivating factor (14%) and it brings more children/ they enjoy coming to the library (10%).

The table below details all of the responses given by Ontario respondents.

Testimonials indicating increased love of reading?	2013
Makes them excited/keeps them reading over the summer	22%
Children love adding stickers to their passports	17%
Yes, heard testimonials	17%
Challenges/incentives were a motivating factor	14%
Brings more children to the library/they enjoy coming	10%
Noticeable improvement in reading level	8%
Children/parents enjoyed the activities/crafts/website	8%
Children exploring more/new genres/topics	6%
Children more willing to read at home/share with family	6%
Children exceeding goals of club/reading extra	4%
Improved confidence/communication skills	3%
Children checking out more books from library	3%
Children enjoy coming back each year	3%
Children learned new words/information	3%
Families continue book reporting/reward system afterwards	2%
Increased interest/abilities in school	2%
Other	7%
Don't know/refused	9%

Source: *Q12BC. Do you have any testimonials from parents, caregivers or teachers that may indicate an increased love of reading*

Appendix 3

Quebec (BPQ and RBQ – English)

Quebec Program Statistics

Response Rate

The participating libraries in Quebec were asked to tally the results of participants in the summer reading club for all of their subsidiary branches. Within all systems, 251 of the 330 participating individual libraries submitted their results, representing an overall response rate of 76%.

Figure 1. Response Rate

	Quebec	BPQ	RBQ
(A) Total Participating Libraries	330	122	208
(B) Total Responded to Survey	251	108	143
(C) Survey Response Rate	76%	89%	69%

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

Statistics on Registration & Attendance

TD Summer Reading Program Registration

The first section of the Statistics and Evaluation Form asked librarians to indicate the total number of children registered for the TDSRC 2013.   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 28,517 children registered for the TDSRC 2013 program, a slight decrease from 2012, but similar to the registration in 2011. Girls comprise 15,184, or 53%, of the participants, while the 13,333 boys represent 47% of the participants, continuing an upward trend for boys which began in 2012.

Figure 2. Total Registration 2007 - 2013

Total Registration							
Region	**2013**	**2012**	**2011**	**2010**	**2009**	**2008**	**2007**
Quebec	**28,517**	**32,808**	**27,391**	**27,068**	**29,813**	**24,276**	**23,321**
BPQ	23,023	22,491	18,681	16,507	22,483	17,388	16,614
Reseau Biblio	5,494	10,317	8,710	10,561	7,330	6,888	6,707

Source: *Q1. Total number of children who registered for the TDSRC program (2007 – 2013)*

Figure 3. Percentage of Participating Children by Gender

Source: *Q1. Total number of children who registered for the TDSRC 2013 program.*

Figure 4 below shows the age breakdown of registered children. For the summer 2013, 22% of the girls were in the 0-5 age group, 39% were 6-8, 36% were 9-12, and 3% were 13 years or older. There was very little difference in age between boys and girls in 2013 with 23% aged 0-5, 40% aged 6-8, 36% aged 9-12, and 2% aged 13 and older.

Figure 4. Percentage of Registered Children by Gender and Age

GIRLS	2013	2012	2011	2010	2009	2008	2007	2006	2005
0-5	22%	21%	18%	18%	17%	18%	15%	16%	18%
6-8	39%	37%	38%	37%	38%	39%	37%	38%	36%
9-12	36%	36%	40%	39%	42%	40%	43%	42%	42%
13+	3%	6%	5%	7%	3%	3%	5%	5%	4%

BOYS	2013	2012	2011	2010	2009	2008	2007	2006	2005
0-5	23%	23%	20%	23%	18%	19%	17%	19%	20%
6-8	40%	39%	40%	39%	41%	41%	41%	39%	39%
9-12	36%	34%	38%	35%	39%	38%	38%	38%	37%
13+	2%	3%	3%	3%	2%	2%	4%	4%	4%

Source: *Q1. Total number of children who registered for the TDSRC 2013 program*

Figure 5 below summarizes the participation rate for Quebec by age and gender based on 2011 census data. The proportion of all children who were registered in 2013 was slightly lower (1.84%) in 2013 than in 2012 or 2011.

Figure 5. Number of Registered Children

	2011 CENSUS			2013 TD SRC REGISTRANTS			% PARTICIP. CHILDREN	% PARTICIP. CHILDREN	% PARTICIP. CHILDREN
	(A)	(B)	(C)	(D)	(E)	(F)	2013	2012	2011
Province / Territory	Total Children	Total Boys	Total Girls	Total Children	Total Boys	Total Girls	Total Children	Total Children	Total Children
Québec	1,546,480	789,240	757,230	28,517	13,333	15,184	1.84%	2.09%	2.02%
0-5	523,395	267,610	255,785	6,425	3,014	3,410	1.23%	1.36%	1.13%
6-8	237,390	121,105	116,285	11,270	5,328	5,942	4.75%	5.22%	4.46%
9-12	322,760	164,720	158,030	10,174	4,757	5,417	3.15%	3.52%	2.92%
13+	462,935	235,805	227,130	648	233	415	0.14%	0.32%	0.36%

Source: *Q1. Total number of children who registered for the TDSRC 2013 program*

TD Summer Reading Program Attendance & Activities

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 the total attendance of children at these activities (not including parents or care givers).

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

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

A total of 61,215 children attended the 2,977 theme-related activities which were organized in libraries across Quebec over the summer months of 2013. BPQ organized the majority of the activities (71%) in the province, and the majority of children who attended did so at BPQ libraries (73%). Overall, an average of 21 children attended each activity in 2013.

Figure 6. Total Activities and Attendance

Region	Activity Attendance				
	Theme-Related Activities	Total Attendance	Avg. Attendance per Activity	% of Activities In Library	% of Activities In Community
Quebec	**2,977**	**61,215**	**21**	**82%**	**18%**
BPQ	2,128	44,585	21	78%	22%
Reseau Biblio	849	16,630	20	92%	8%

Source: *Q2. Total number of activities in your libraries and in your community. Attendance at activities in your libraries and in your community.*

The number of activities and attendance in 2013 represent another increase in both measures for the province since 2011. The increases were exclusively in the BPQ, as both the number of activities organized by RBQ, and the number of children who attended activities there declined when compared to 2012.

Figure 7. Activities and Attendance 2011 – 2013

Region	2013		2012		2011	
	Theme-Related Activities	Total Attendance	Theme-Related Activities	Total Attendance	Theme-Related Activities	Total Attendance
Quebec	**2,977**	**61,215**	**2,544**	**58,217**	**2,384**	**37,430**
BPQ	2,128	44,585	1,447	39,320	1,343	24,627
Reseau Biblio	849	16,630	1,097	18,897	1,041	12,803

Source: *Q2. Total number of activities in your libraries and in your community. Attendance at activities in your libraries and in your community.*

Materials Distributed

The libraries were also asked to indicate the total number of pre-reading booklets, magazines, passports and sticker sheets that were distributed to children coming into the library, including any materials provided to summer day camps, child-care centres, community/public housing projects, faith-based programs, *etc*. Registration for the TDSRC was not necessary and staff could choose how to distribute the material. The materials which were distributed in 2013 differed slightly from in previous years when only reading kits and posters were distributed. As a result, there is no comparison made here to previous years.

In total, 27,770 passports, 26,674 sticker sheets, 23,366 magazines and 8,681 pre-reading booklets were distributed across Quebec in 2013 among the participating libraries. The majority of each of the types of material available was distributed by BPQ in 2013.

Figure 8. Materials Distributed

Region	Materials Distributed			
	Passports	Sticker sheets	Magazines	Pre-Reading Booklets
Quebec	**27,770**	**26,674**	**23,366**	**8,681**
BPQ	22,721	21,279	18,974	6,601
Reseau Biblio	5,049	5,395	4,391	2,080

Source: *Q3. Materials distributed by your library / libraries in 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. In the BPQ, the most common response was to have run the program as both a club and a drop-in (47%), while in RBQ, libraries were most likely to have run their program as a drop-in only.

Figure 9. Percentage of Drop-ins and Clubs by Segment

Region	How Program Was Structured (%)			
	Drop-In Only	Club Only	Both Drop-In and Club	Neither Format
Quebec	**32%**	**24%**	**28%**	**16%**
BPQ	23%	18%	47%	12%
Reseau Biblio	38%	29%	14%	19%

Source: Q4. *How was your program structured?*

Promotion of Program

Librarians were asked to indicate if anyone from their library branch made any visits to the local schools, child care centres, day camps, or to any other locations in order to promote the program.

In Quebec, 72% of libraries indicated that their library staff made promotional visits to schools, while 57% visited day camps, 39% visited child care centres, and 35% made other promotional visits. A total of 740 visits were made, reaching a total of 58,217 children (the vast majority at schools).

Figure 10. Total Number of Visits and Children Reached by Segment

		Promotional Visits				
	Region	Schools	Day Camps	Child Care Centres	Other	Total
% That Made Visits	Quebec	72%	57%	39%	35%	-
	BPQ	68%	42%	19%	23%	-
	Reseau Biblio	82%	91%	82%	64%	-
# Of Visits Made	Quebec	339	178	143	81	740
	BPQ	249	124	105	49	526
	Reseau Biblio	90	54	38	32	214
Number of Children Reached	Quebec	45,937	6,827	2,790	2,662	58,217
	BPQ	41,267	5,285	2,328	2,254	51,133
	Reseau Biblio	4,671	1,542	463	409	7,084
Average Reached per Visit	Quebec	136	38	20	33	79
	BPQ	166	43	22	46	97
	Reseau Biblio	52	29	12	13	33

Source: *Q5 Did any library staff promote the program at schools, day camps, child-care centres, or other locations?*

Method of Promotion

For the first time in 2013, the library registration sheets required libraries to ask whether children had participated in the program in previous years. Only those children who had not participated previously were then asked how they heard of the program. This change was made because the previous method underestimated the number of returning children, which LAC and participating library systems knew was higher.

In Quebec, 43% of children heard about the program because they had participated in a previous year. The most common method of hearing about the program for those who had not previously participated was promotion at the library (24%). Learning about the program at school was also common (16%), while other children heard about the program at their summer camp/child care centre (7%), from a friend or family member (5%), through the media (4%) or some other method (2%).

Figure 11. How Participants First Heard About the Program

Region	How Did Children Hear About The Program?						
	Joined in previous years	At school	At the public library	Summer camp/ child care centre	Friend of family member	In the media	Other
Quebec	**43%**	**16%**	**24%**	**7%**	**5%**	**4%**	**2%**
BPQ	40%	16%	26%	5%	6%	4%	2%
Reseau Biblio	57%	14%	14%	12%	1%	2%	0%

Source: *Q6. How many of the children registered in your library had participated in the TD Summer Reading Club in previous years and how many were new to the program? If they were new to the program, how did they hear about the program?*

Satisfaction & Suggestions

In 2013, the Statistics and Evaluation Form was expanded and reconfigured in order to gather a much wider scope of opinions from librarians than it ever has in previous years. The scale was updated from a five-point scale to a ten-point scale in order to measure satisfaction with more precision

The following section will provide satisfaction scores for every question asked by giving the proportion of libraries who responded with each score from 10 down to 6, along with those who gave a score of 0-5. The overall satisfaction question for each section is reported first, followed by the individual element scores in the same order they were asked in the questionnaire. Libraries were also asked for their suggestions and comments in each section, and the results are included here in the order that they appeared in the online file.

Overall Program Satisfaction Section

Overall satisfaction in Quebec is very high, with 21% of respondents giving the highest possible score, and 81% giving a score of 8-out-of-10 or higher. Quebec consistently gave higher satisfaction scores than other regions to virtually all of the program elements so high overall satisfaction scores are consistent with this trend.

Satisfaction with the 'GO!' program theme was very high, with almost a third of respondents (31%) giving the highest possible scores, and 85% giving a score from 8 to 10. Although satisfaction was lower for overall satisfaction with the visual representation of the theme (16% top box and 69% top 3 box), it was still higher among Quebec libraries than most other regions.
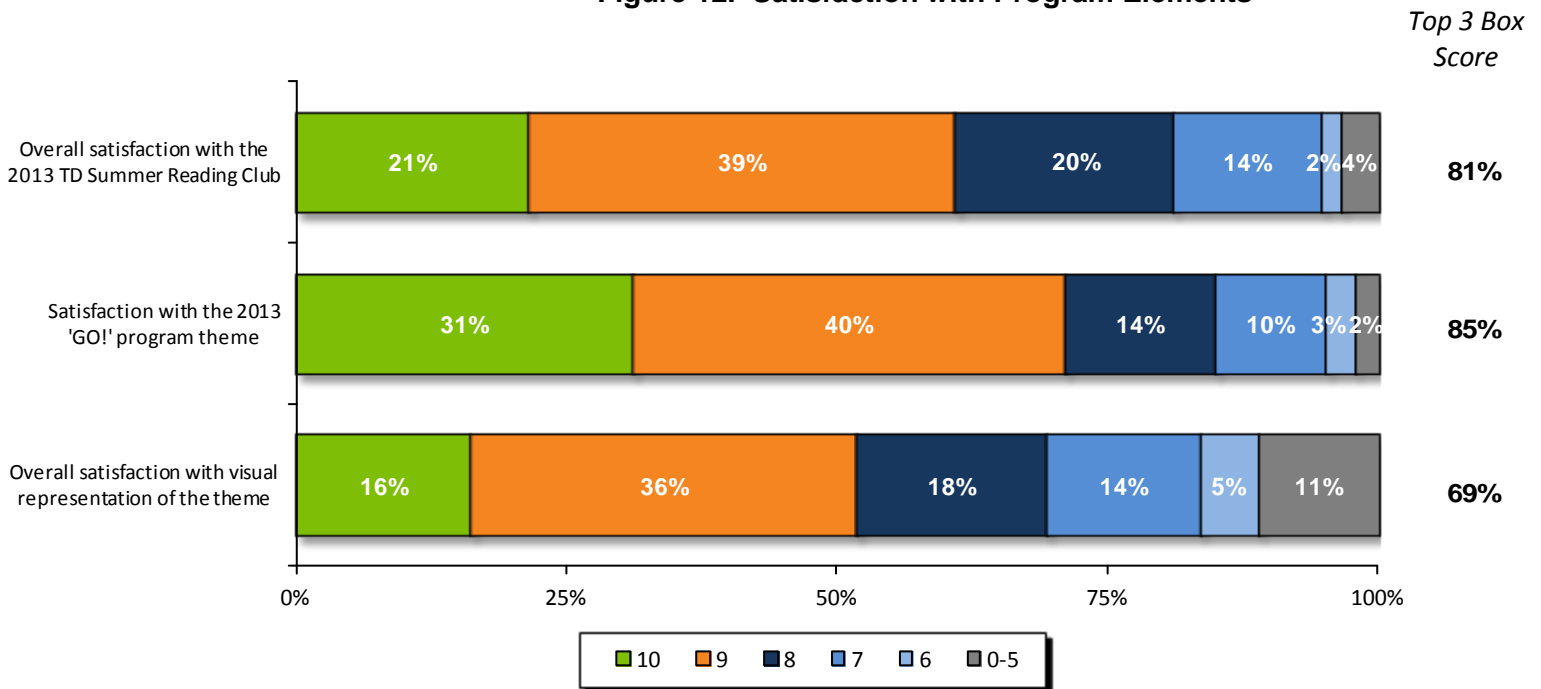
Figure 12. Satisfaction with Program Elements

Top 3 Box Score

	Top 3 Box Score
Overall satisfaction with the 2013 TD Summer Reading Club	81%
Satisfaction with the 2013 'GO!' program theme	85%
Overall satisfaction with visual representation of the theme	69%

Legend: 10 · 9 · 8 · 7 · 6 · 0-5

Source: *Q7. Overall satisfaction questions.*

Suggestions For Future Themes

Librarians were asked to provide suggestions for future themes. The most popular responses were for animal/insect themes (50%), science/technology/space themes (35%), food/nutrition and nature/environment/outdoors themes (22% each).

The figure below presents all of the suggestions made by systems and libraries in Quebec for 2013.

Figure 13. Suggestions For Future Themes
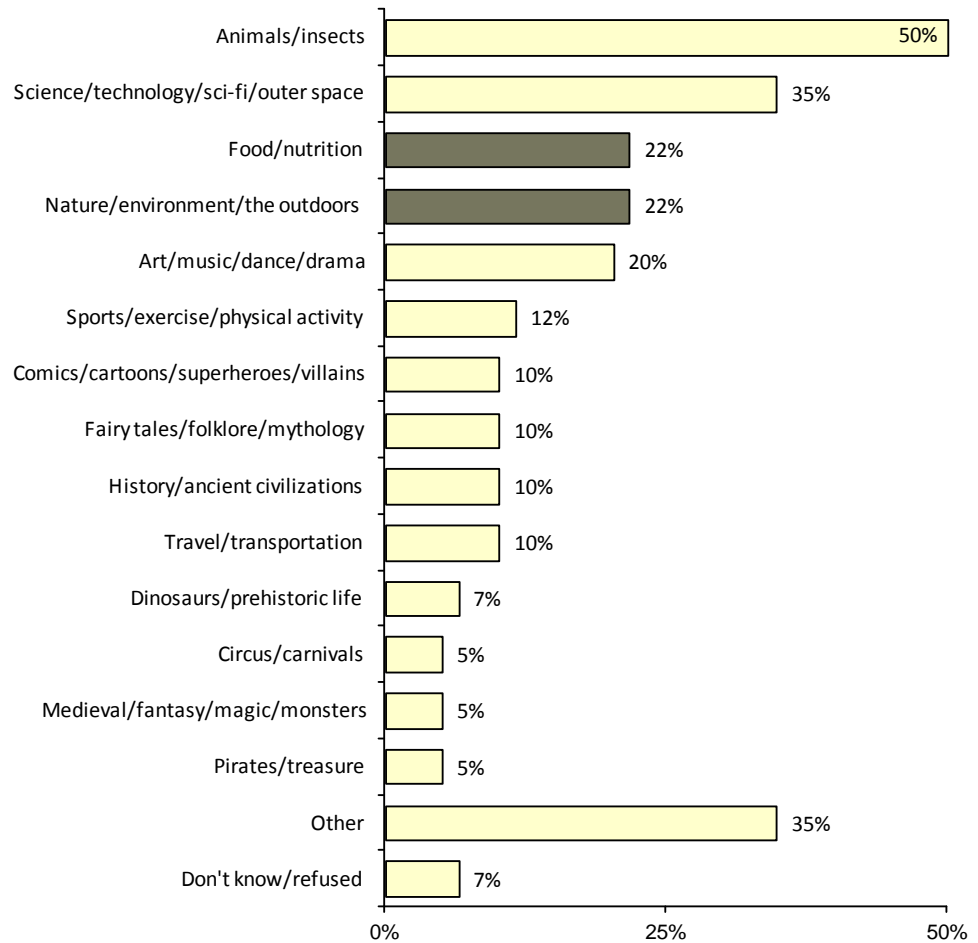
Source: *Q7B . Do you have any suggestions for the program's future themes?*

Program Materials Satisfaction Section

Libraries also rated their level of satisfaction with the program materials, such as the passport, the stickers, the magazine, and the pre-reading booklet.

80% of libraries in Quebec gave a satisfaction score in the top 3 for the program materials overall. The elements with the highest satisfaction were the passport and the relevance of the magazine content with 81% of libraries giving them a score in the top three. Satisfaction was generally high for each of the elements tested with each one receiving a score of 8 or higher from at least 73% of libraries. Results in Quebec were generally higher than the rest of the country for program materials.

Figure 14. Satisfaction with Program Materials

Top 3 Box Score

Category	10	9	8	7	6	0-5	Top 3 Box Score
Overall satisfaction with the program materials	20%	38%	21%	10%	4%	7%	**80%**
Relevance of the content of the magazine	19%	41%	21%	10%	3%	6%	**81%**
Satisfaction with visual appeal of the magazine	20%	35%	20%	11%	5%	9%	**75%**
Relevance of the content of the pre-reading booklet	19%	39%	20%	11%	5%	6%	**78%**
Satisfaction with visual appeal of the pre-reading booklet	16%	39%	19%	13%	7%	7%	**73%**
Overall satisfaction with the passport	26%	40%	14%	9%	2%	8%	**81%**
Satisfaction with visual appeal of the stickers	21%	41%	13%	8%	4%	13%	**75%**

Legend: ■ 10 ■ 9 ■ 8 ■ 7 ■ 6 ■ 0-5
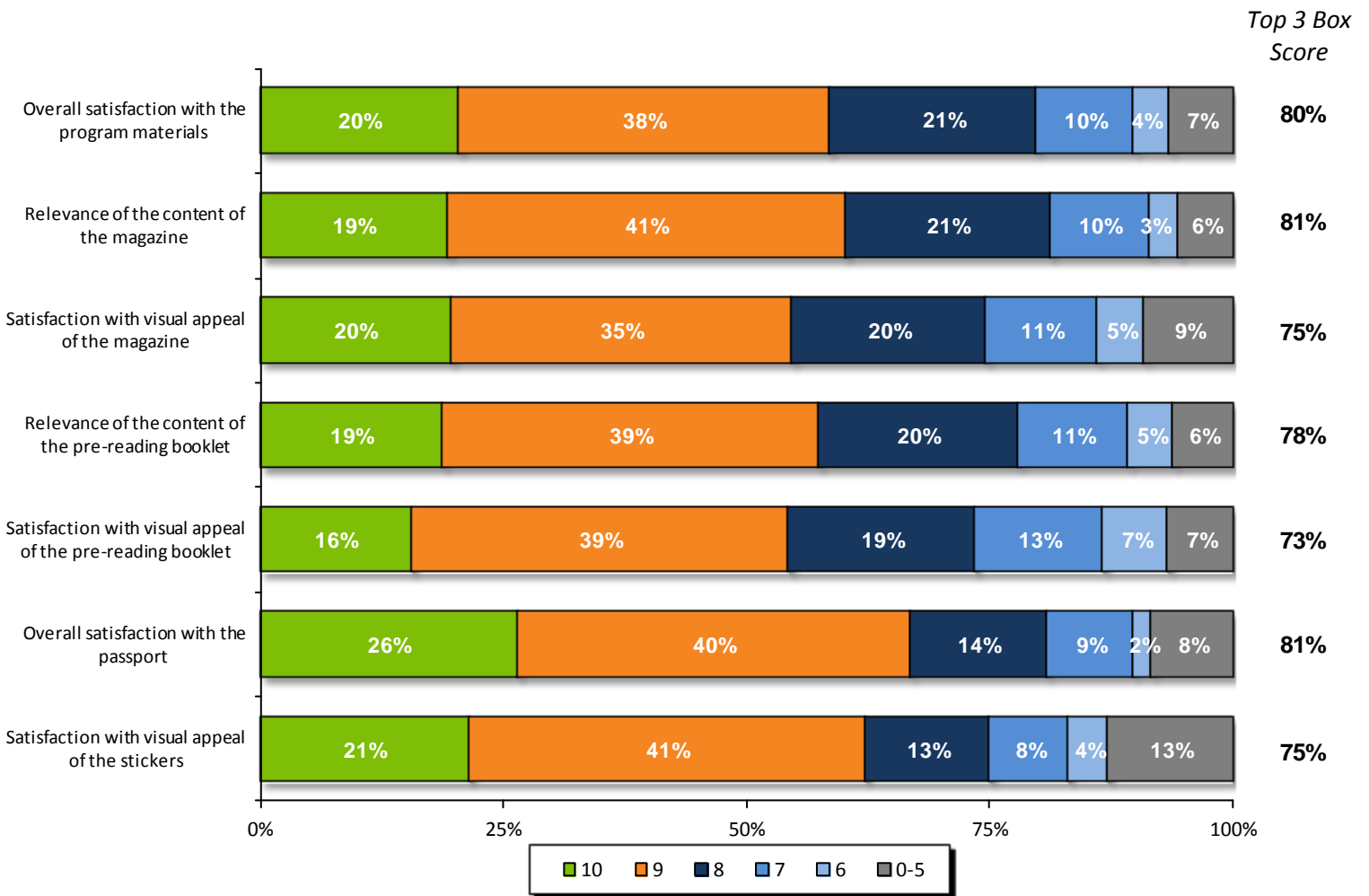
Source: *Q8. Program Materials Satisfaction Questions.*

As part of the program materials satisfaction section, librarians were asked to provide suggestions for improving the content of the materials for future years.

The passports proved to be very popular as more than a third of librarians (36%) gave positive feedback for the passports in 2013 suggesting that they be made available again in future years. The most common improvement offered was more colourful or eye-catching materials (31%), improving the magazines (24%), providing more pre-reading activities (21%), and including more space in the passports (20%).

The table below details all of the responses given by Quebec respondents.

Improvements for the Content of the Material for Future Programs	2013
Passports were a good idea/children liked them	36%
More colourful art/visually appealing/eye-catching	31%
Improve magazines/declutter/too wordy	24%
More prereading activities/booklet specific	21%
Include more space in passport	20%
More age appropriate/simplify for younger children	16%
More activities/games	10%
Include blank spaces for library specific information	6%
Satisfied/no suggestions	5%
Improve bilingualism/have separate EN/FR editions	5%
Available earlier in the year	5%
Libraries should have a vote on the theme/graphics	5%
Don't know/refused	0%

Source: *Q8B. Do you have any suggestions on how to improve the content of the material for future programs?*

Promotional Materials Satisfaction Section

Libraries also rated their level of satisfaction with the promotional materials that they received from LAC. Like in most regions, satisfaction with the promotional materials was lower than with the programming materials in Quebec. 73% of respondents gave a top three satisfaction score for the promotional materials overall. Satisfaction was lowest for the promotional poster and the aesthetic/artistic appeal of the promotional materials (66% each). The highest satisfaction was given for the quantity of the promotional posters provided (78% giving a score between 8 and 10).
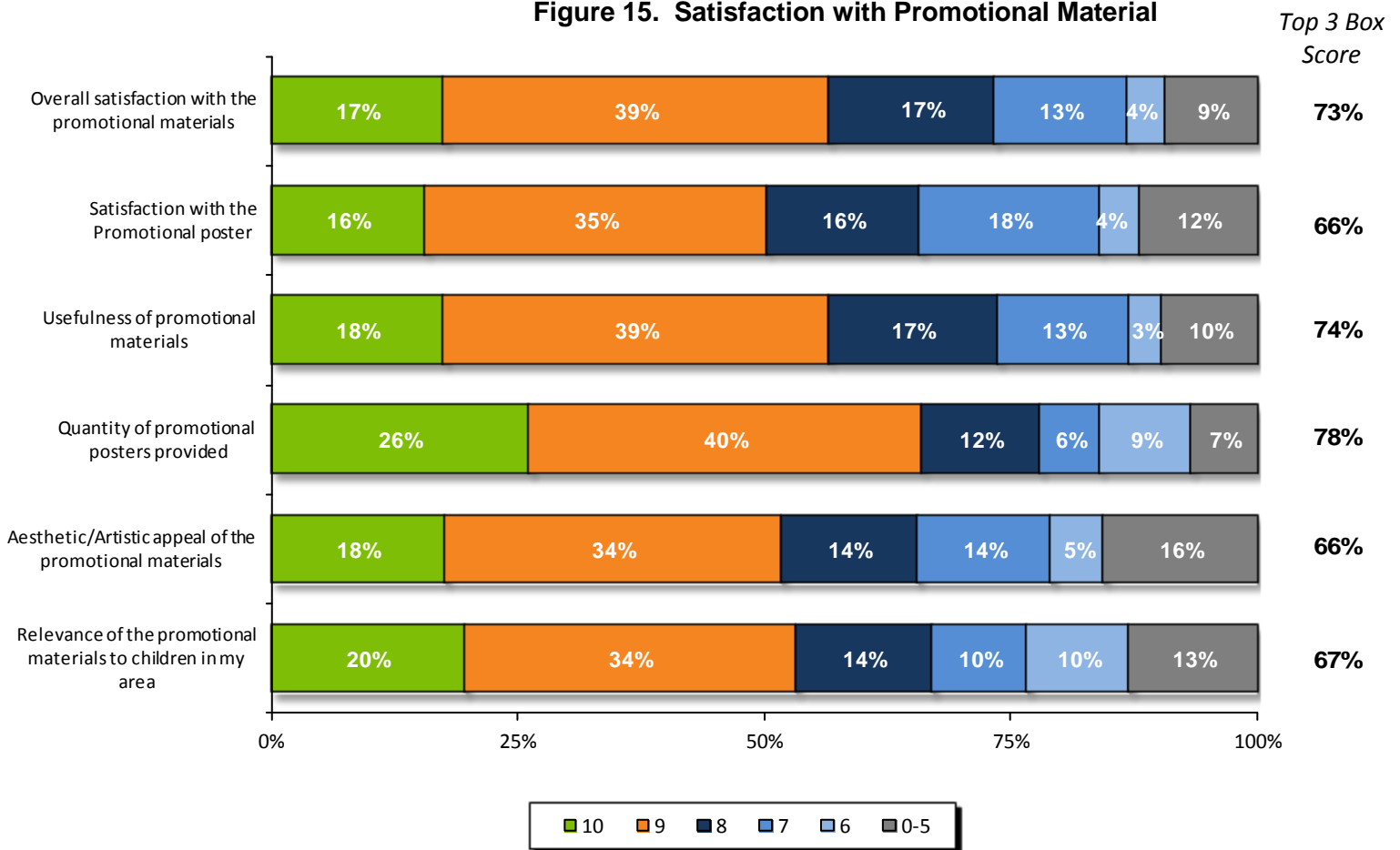
Figure 15. Satisfaction with Promotional Material

Top 3 Box Score

	10	9	8	7	6	0-5	Top 3 Box Score
Overall satisfaction with the promotional materials	17%	39%	17%	13%	4%	9%	**73%**
Satisfaction with the Promotional poster	16%	35%	16%	18%	4%	12%	**66%**
Usefulness of promotional materials	18%	39%	17%	13%	3%	10%	**74%**
Quantity of promotional posters provided	26%	40%	12%	6%	9%	7%	**78%**
Aesthetic/Artistic appeal of the promotional materials	18%	34%	14%	14%	5%	16%	**66%**
Relevance of the promotional materials to children in my area	20%	34%	14%	10%	10%	13%	**67%**

Legend: ■ 10 ■ 9 ■ 8 ■ 7 □ 6 ■ 0-5

Source: *Q9. Promotional Materials Satisfaction Questions.*

Librarians were invited to provide comments on the promotional materials (including the poster and invitation). More than one library in five in Quebec (21%) suggested that posters leave a blank space for library specific information on the promotional materials that LAC provides. The same proportion also mentioned that they did not receive enough promotional materials from LAC. 20% were satisfied or had no suggestions, but the same proportion also requested more colourful or visually appealing promotional material.

The table below details all of the responses given by Quebec respondents.

Comments On 2013 Promotional Materials	2013
Include blank space for library specific info	21%
Did not receive enough promotional material	21%
Satisfied/no suggestions	20%
More colourful art/visually appealing/eye-catching	20%
Promotional material was helpful/effective	16%
Bigger flyer/poster	11%
Did not receive promotional material in a timely fashion	11%
Dislike the art style	10%
Prefer smaller size/flyers/bookmarks rather than posters	10%
Poster was bright/eye catching/colourful	6%
Good size	6%
Lack of information	6%
Other	6%
Include activities on the posters	5%
Too generic/broad	5%
Don't know/refused	0%

Source: *Q9B. Do you have any comments on the 2013 promotional materials (program poster/invitation)?*

Web Content For Children Satisfaction Section

Libraries were asked to rate their level of satisfaction with the web content available to children in 2013. Overall satisfaction with this content was high, with 83% giving a top 3 box satisfaction score. Satisfaction was high for every element of this section, but was highest for the ease of navigating the website (83%) and lowest for satisfaction with the addition of digital books (77%). The scores in Quebec, like with most sections, are higher than those in the rest of the country.

Figure 16. Satisfaction with Web Content For Children

Top 3 Box Score

Category	10	9	8	7	6	0-5	Top 3 Box Score
Overall satisfaction with the website and web content for children	16%	44%	23%	7%	3%	8%	**83%**
Ease of navigation	16%	44%	23%	6%	2%	9%	**83%**
Visual appearance	18%	45%	18%	10%	3%	7%	**80%**
The variety of activities available	20%	40%	18%	10%	8%	4%	**78%**
The quality of the online activities	17%	40%	21%	11%	8%	4%	**78%**
Level of satisfaction with the addition of digital books	15%	45%	16%	8%	3%	12%	**77%**
Opportunities for children to submit content	16%	44%	18%	9%	4%	8%	**78%**

Legend: ■ 10 ■ 9 ■ 8 ■ 7 ■ 6 ■ 0-5
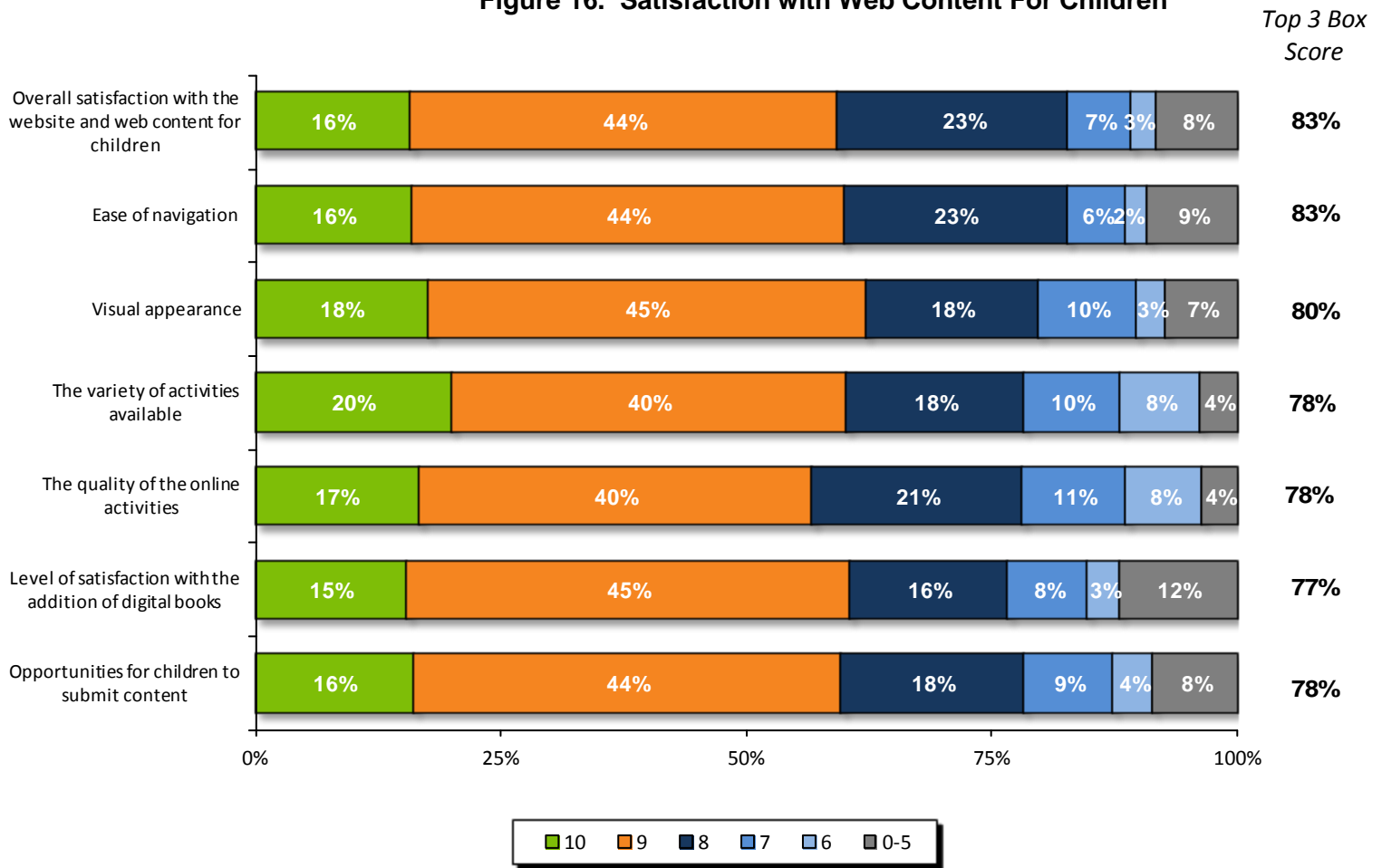
Source: *Q10. Web Content For Children Satisfaction Questions.*

The first open-ended question for this section asked whether the librarian was able to integrate the children's website into the print materials, and if so, how they did it. A plurality (48%) said that they did not, or were not able to integrate the website into in-branch programming. Among those who did, however, the most common responses were that the librarian used the website as advertising/ promotion, or that they mentioned it in passing as something that could be done from home (13% each). 12% either included it in presentations/introductions or mentioned the website in reference to the sticker codes.

The table below details all of the responses given by Quebec respondents.

Able to integrate website into in-branch programming?	2013
Used for advertising/promotion/linked from our website	13%
Mentioned in passing as something to be done from home	13%
Included it in presentations/introductions	12%
Mentioned the website in reference to sticker codes	12%
Integrated with branch activities (general)	8%
Looked at jokes/silly stories	4%
No/unable to integrate	48%
Don't know/refused	0%

Source: *Q10BA. Were you able to integrate the website into your in-branch programming? If so, how?*

Next, librarians were asked if the children's website enhanced the print materials. In Quebec, more than half (53%) answered in the positive, that it enhanced them, while 43% gave a negative response.

Did the website enhance the print materials?	2013
Yes, enhanced the material (unspecified)	53%
No, did not enhance material (unspecified)	43%
Don't know/refused	4%

Source: *Q10BB Did the website enhance the print materials?*

Finally, librarians were asked for suggestions on how to improve the web content for children. A third of libraries (33%) simply stated that they had no suggestions on how to improve it. With regard to suggestions for the web content, 19% suggested more interactivity in the web content. 8% of libraries suggested there should be a greater diversity in the age related content, while 6% suggested each of: a better variety of games, better navigation, issues with scaling the website properly, including more e-books, and more contests/prizes available.

The table below details all of the responses given.

Suggestions on how to improve the web content for children?	2013
Satisfied/no suggestions	33%
Increase interactivity	19%
More diversity in age related content	8%
More/larger variety of games	6%
Improve navigation/more child-friendly	6%
Website did not scale properly to our screens	6%
Include more e-books	6%
More contests/challenges/prizes available	6%
Other	13%
Don't know/refused	21%

Source: *Q10BC. Do you have any suggestions on how to improve the web content for children?*

Web Content For Librarians Satisfaction Section

Next, libraries were asked to rate their level of satisfaction with the web content available to them on the librarian's website. Quebec libraries were less satisfied with the librarian's website than they were with the children's website (73% to 83% top 3 box score), however it must be noted that the satisfaction scores in Quebec were higher than those in any other region.

Regarding the individual elements, satisfaction was highest with the content of the staff manual (80%) and the printable documents available to libraries (77%). Satisfaction was lowest with the selection of clip art available on the Librarian's website (66%).

Figure 17. Satisfaction with Web Content For Librarians
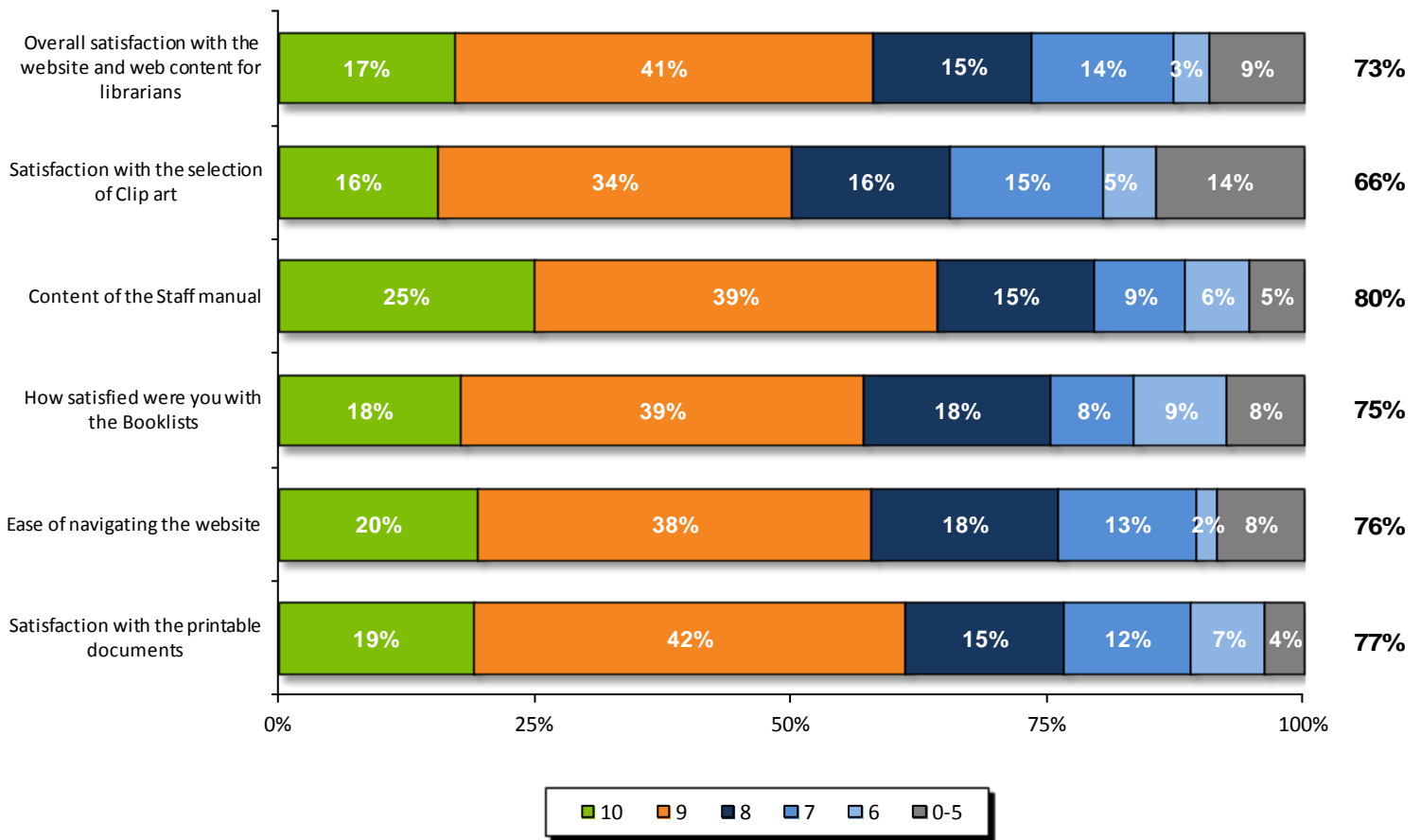
Top 3 Box Score

Category	10	9	8	7	6	0-5	Top 3 Box Score
Overall satisfaction with the website and web content for librarians	17%	41%	15%	14%	3%	9%	73%
Satisfaction with the selection of Clip art	16%	34%	16%	15%	5%	14%	66%
Content of the Staff manual	25%	39%	15%	9%	6%	5%	80%
How satisfied were you with the Booklists	18%	39%	18%	8%	9%	8%	75%
Ease of navigating the website	20%	38%	18%	13%	2%	8%	76%
Satisfaction with the printable documents	19%	42%	15%	12%	7%	4%	77%

Source: *Q11. Web Content For Librarians Satisfaction Questions.*

Librarians were asked for suggestions on how to improve the librarian's website for future programs. Almost a quarter of respondents said that they were satisfied or had nothing to suggest (22%). Those who did provide a suggestion were most likely to request getting the materials sooner (22%), better craft ideas (12%), better and broader booklists (10%) and more age specific content (7%).

The table below details all of the responses given.

Suggestions on how to improve the web content for librarians?	2013
Satisfied/no suggestions	22%
Make material available sooner	22%
Better craft ideas	12%
Better/more recent/broader booklists	10%
Age specific content/separate by age/school level	7%
Improve clip art/more visually appealing/more variety	5%
Printable certificate/participation award	5%
Improve material available in black and white	5%
More printable activities	5%
Other	30%
Don't know/refused	5%

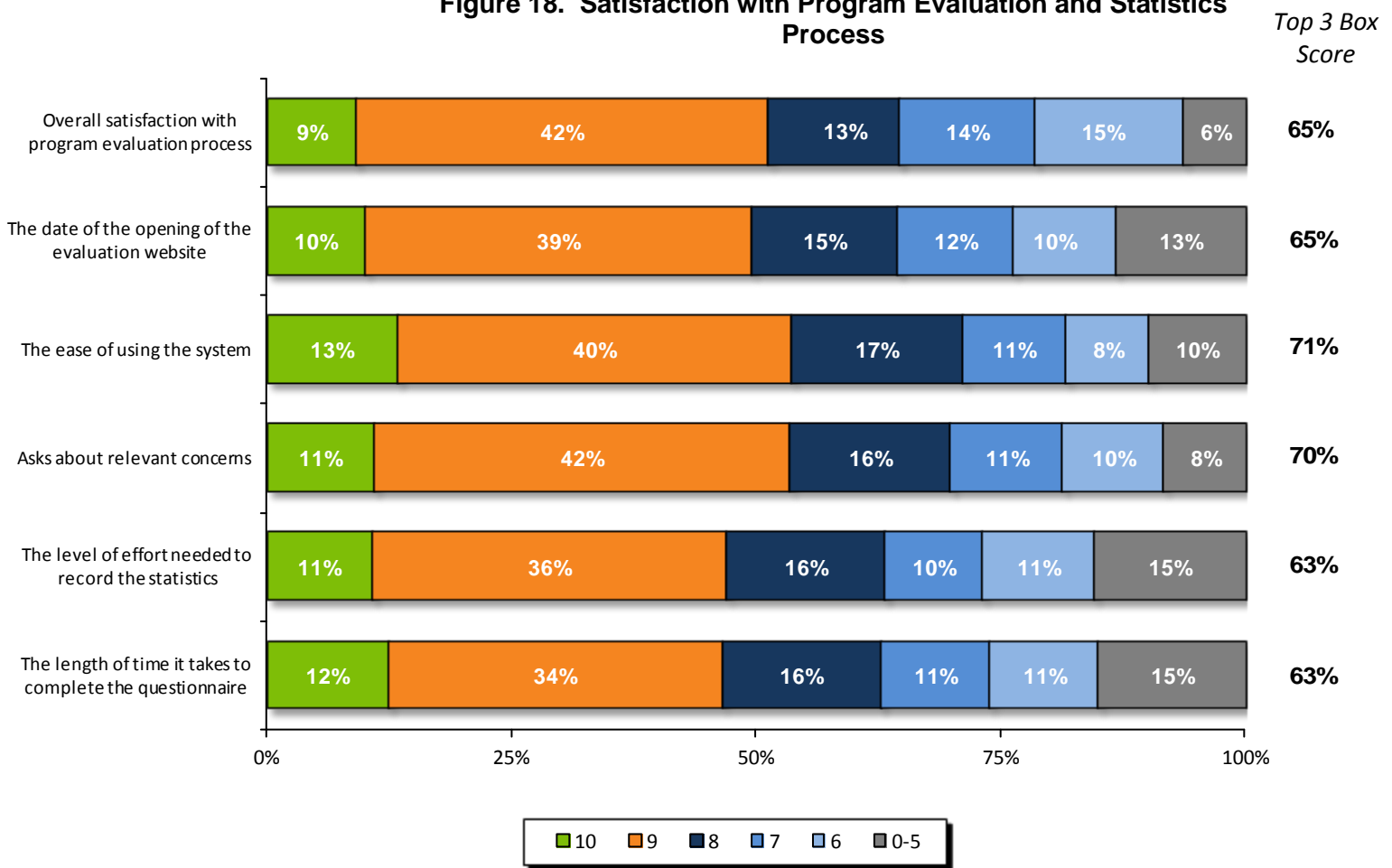**Source:** *Q11B Do you have any suggestions on how to improve the web content for librarians?*

Program Evaluation and Statistics Satisfaction Section

Finally, libraries were asked to rate their level of satisfaction with the program evaluation and statistics process for 2013. Like other sections, satisfaction was highest in Quebec, with almost two thirds (65%) giving a score of 8 or above. Only 6% gave a score which would indicate dissatisfaction with the process.

Among the elements of the program evaluation process, the score for 'ease of using the system' was the highest, with 71% giving a top 3 score. Satisfaction was lowest with the effort needed to record the statistics, and the length of time it takes to complete the questionnaire (63% each).

Figure 18. Satisfaction with Program Evaluation and Statistics Process

Top 3 Box Score

Category	10	9	8	7	6	0-5	Top 3 Box Score
Overall satisfaction with program evaluation process	9%	42%	13%	14%	15%	6%	**65%**
The date of the opening of the evaluation website	10%	39%	15%	12%	10%	13%	**65%**
The ease of using the system	13%	40%	17%	11%	8%	10%	**71%**
Asks about relevant concerns	11%	42%	16%	11%	10%	8%	**70%**
The level of effort needed to record the statistics	11%	36%	16%	10%	11%	15%	**63%**
The length of time it takes to complete the questionnaire	12%	34%	16%	11%	11%	15%	**63%**

Legend: ■10 ■9 ■8 ■7 ■6 ■0-5

Source: *Q12. Program Evaluation and Statistics Process Questions.*

Librarians were asked for their suggestions on how the program evaluation and statistical collection process could be improved. The most popular request was to make the forms available sooner (41% of librarians). 14% requested standardized forms or an Excel format to make statistical collection easier. 13% simply requested fewer questions or a reduced survey length, and another 12% feel that there should be a later deadline, or a longer period to complete the data entry.

The table below details all of the responses given by Quebec respondents.

Suggestions on how to improve the statistical collection and program evaluation process?	2013
Make forms available sooner/let us know what to track	41%
Standardized forms/Excel format to accommodate formulas	14%
Fewer questions/reduce survey length	13%
Later deadline/allow longer time frame for completion	12%
Clarify/better define information requested	8%
Questions don't apply/we can't collect certain statistics	8%
Include stats on number of books read	5%
Satisfied/no suggestions	4%
Problems recording male/female stats	4%
Simplify 'Heard About the Summer Reading Program' section	4%
Other	17%
Don't know/refused	4%

Source: *Q12BA. Do you have any suggestions for how to improve the statistical collection and program evaluation process?*

More broadly, librarians were asked if they could suggest any improvements for the TD Summer Reading Club that they had not already mentioned. Almost half of respondents (45%) did not have a suggestion at all or were satisfied with the program. Two in ten suggested that the statistical form be available earlier in the year, and in a similar vein, 12% requested that the registration forms be available to them earlier. There were also suggestions to improve the online aspect of the program and to provide more activities and games (8% each).

The table below details all of the responses given by respondents.

Suggestions to improve the TD SRC?	2013
Satisfied/no suggestions	45%
Available earlier in the year	20%
Make forms available sooner/let us know what to track	12%
Improve computer/online aspect	8%
More activities/games	8%
More age appropriate/simplify for younger children	6%
Passports should be simpler/more user friendly	6%
Other	14%
Don't know/refused	0%

Source: *Q12BB. Do you have any suggestions about how to improve the TD Summer Reading Club in the future which have not been mentioned already?*

Libraries were asked to indicate whether they had any indicators of children's increased enjoyment of reading, reading successes or changes in attitudes toward reading. The most common indicator was the challenges (and the incentives) were a motivating factor for children (34%). 29% of librarians confirmed that they had indeed heard testimonials from parents or caregivers about the program but did not elaborate on them fully. Other common indicators were that the program makes the kids excited and keeps them reading over the summer, that children enjoy coming back each year, that registration was higher than in previous years, and increased interest and ability in school (11% each).

The table below details all of the responses given by all Quebec respondents.

Testimonials indicating increased love of reading?	2013
Challenges/incentives were a motivating factor	34%
Yes, heard testimonials	29%
Makes them excited/keeps them reading over the summer	11%
Children enjoy coming back each year	11%
Higher program registration numbers	11%
Increased interest/abilities in school	11%
Children exploring more/new genres/topics	10%
Brings more children to the library/they enjoy coming	6%
Noticeable improvement in reading level	6%
Children learned new words/information	6%
Children/parents enjoyed the activities/crafts/website	6%
Children more willing to read at home/share with family	5%
Other	5%
Don't know/refused	16%

Source: *Q12BC. Do you have any testimonials from parents, caregivers or teachers that may indicate an increased love of reading*

Annexe 4

Québec (BPQ et Réseau BIBLIO – Français)

Statistiques du programme au Québec

Taux de réponse

Les bibliothèques participantes du Québec devaient compiler les résultats sur la participation au club de lecture d'été dans l'ensemble de leurs succursales. Dans tous les réseaux, 251 des 330 bibliothèques individuelles participantes ont communiqué leurs résultats, ce qui représente un taux de réponse global de 76 %.

Tableau 1. Taux de réponse

	Québec	BPQ	Réseau BIBLIO
(A) Nombre de bibliothèques participantes	330	122	208
(B) Nombre de répondants	251	108	143
(C) Taux de réponse au sondage	76 %	89 %	69 %

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

Statistiques relatives à l'inscription et à la participation

Inscription au programme de lecture d'été TD

Dans le premier module du formulaire d'évaluation et de statistiques, les bibliothécaires devaient indiquer le nombre total d'enfants inscrits au programme CLÉ TD 2013. 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 28 517 enfants se sont inscrits au programme CLÉ TD 2013. Ce chiffre représente une légère baisse par rapport à 2012, mais est similaire à celui enregistré en 2011. Cette année, le programme comptait 15 184 filles, soit 53 % des participants, et 13 333 garçons, soit 47 % des participants, ce qui s'inscrit dans la tendance à la hausse observée depuis 2012 chez les garçons.

Tableau 2. Nombre total d'inscriptions : 2007-2013

Région	Nombre total d'inscriptions						
	2013	2012	2011	2010	2009	2008	2007
Québec	**28 517**	**32 808**	**27 391**	**27 068**	**29 813**	**24 276**	**23 321**
BPQ	23 023	22 491	18 681	16 507	22 483	17 388	16 614
Réseau BIBLIO	5 494	10 317	8 710	10 561	7 330	6 888	6 707

Source : *Q1. Nombre total d'enfants inscrits au programme CLÉ TD (2007–2013).*

Tableau 3. Pourcentage de filles et de garçons inscrits

Année	Filles	Garçons
2013	53%	47%
2012	54%	46%
2011	56%	44%
2010	56%	44%
2009	56%	44%
2008	56%	44%
2007	57%	43%
2006	55%	45%
2005	56%	44%
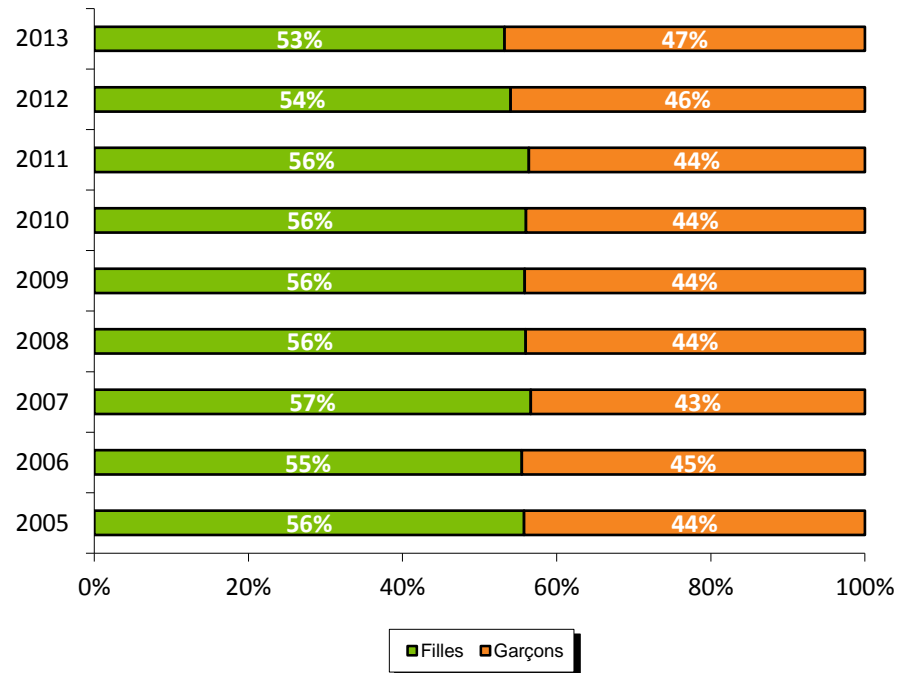
■ Filles ■ Garçons

Source : *Q1. Nombre total d'enfants inscrits au programme CLÉ TD 2013.*

Le tableau 4 ci-dessous présente la répartition des filles et des garçons qui se sont inscrits. À l'été 2013, 22 % des filles étaient âgées de 0 à 5 ans, 39 %, de 6 à 8 ans, 36 %, de 9 à 12 ans et 3 %, de 13 ans et plus. Il y avait très peu de différence entre l'âge des garçons et des filles en 2013. En effet, 23 % des garçons étaient âgés de 0 à 5 ans, 40 %, de 6 à 8 ans, 36 %, de 9 à 12 ans et 2 %, de 13 ans et plus.

Tableau 4. Pourcentage des enfants inscrits par âge et par sexe

FILLES	2013	2012	2011	2010	2009	2008	2007	2006	2005
0-5	22%	21%	18%	18%	17%	18%	15%	16%	18%
6-8	39%	37%	38%	37%	38%	39%	37%	38%	36%
9-12	36%	36%	40%	39%	42%	40%	43%	42%	42%
13+	3%	6%	5%	7%	3%	3%	5%	5%	4%

GARÇONS	2013	2012	2011	2010	2009	2008	2007	2006	2005
0-5	23%	23%	20%	23%	18%	19%	17%	19%	20%
6-8	40%	39%	40%	39%	41%	41%	41%	39%	39%
9-12	36%	34%	38%	35%	39%	38%	38%	38%	37%
13+	2%	3%	3%	3%	2%	2%	4%	4%	4%

Source : *Q1. Nombre total d'enfants inscrits au programme CLÉ TD 2013.*

Le tableau 5 ci-dessous présente un sommaire des taux de participation au Québec par âge et par sexe selon les données du Recensement de 2011. Le pourcentage de tous les enfants inscrits en 2013 (1,84 %) était légèrement plus faible en 2013 qu'en 2012 ou 2011.

Tableau 5. Nombre d'enfants inscrits

Province / Territoire	RECENSEMENT DE 2011			PARTICIPANTS AU CLÉ TD 2013			% D'ENFANTS QUI ONT PARTICIPÉ	% D'ENFANTS QUI ONT PARTICIPÉ	% D'ENFANTS QUI ONT PARTICIPÉ
	(A)	(B)	(C)	(D)	(E)	(F)	2013	2012	2011
	Nombre total d'enfants	Nombre total de garçons	Nombre total de filles	Nombre total d'enfants	Nombre total de garçons	Nombre total de filles	Nombre total d'enfants	Nombre total d'enfants	Nombre total d'enfants
Québec	**1 546 480**	**789 240**	**757 230**	**28 517**	**13 333**	**15 184**	**1,84%**	**2,09%**	**2,02%**
0-5	523 395	267 610	255 785	6 425	3 014	3 410	1,23%	1,36%	1,13%
6-8	237 390	121 105	116 285	11 270	5 328	5 942	4,75%	5,22%	4,46%
9-12	322 760	164 720	158 030	10 174	4 757	5 417	3,15%	3,52%	2,92%
13-15	462 935	235 805	227 130	648	233	415	0,14%	0,32%	0,36%

Source : *Q1. Nombre total d'enfants inscrits au programme CLÉ TD 2013.*

Participation au programme de lecture d'été TD et activités

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 d'enfants qui y avaient participé (en faisant abstraction des parents ou des accompagnateurs).

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, 61 215 enfants ont participé aux 2 977 activités qui ont été organisées autour du thème dans les bibliothèques de l'ensemble du Québec au cours des mois de l'été 2013. Les BPQ ont organisé la majorité des activités (71 %) dans la province, et la majorité des enfants qui ont participé à une activité (73 %) l'ont fait dans les Bibliothèques publiques du Québec. Globalement, 21 enfants en moyenne ont participé à chaque activité en 2013.

Tableau 6. Nombre total d'activités et de participants

Région	Participation aux activités				
	Activités autour du thème	Nombre total de participants	Moyenne de participants par activité	% d'activités organisées dans une bibliothèque	% d'activités organisées dans la collectivité
Québec	**2 977**	**61 215**	**21**	**82 %**	**18 %**
BPQ	2 128	44 585	21	78 %	22 %
Réseau BIBLIO	849	16 630	20	92 %	8 %

Source : *Q2. Nombre total d'activités organisées dans vos bibliothèques et dans votre collectivité. Participation aux activités dans vos bibliothèques et dans votre collectivité.*

En 2013, le nombre d'activités et le nombre de participants dans la province ont connu une autre augmentation depuis 2011. Ces augmentations touchent exclusivement les BPQ, car le nombre d'activités organisées par le Réseau BIBLIO du Québec et le nombre d'enfants qui ont participé à des activités organisées par ce réseau ont tous deux diminué par rapport à 2012.

Tableau 7. Activités et participation : 2011–2013

Région	2013		2012		2011	
	Activités autour du thème	Nombre total de participants	Activités autour du thème	Nombre total de participants	Activités autour du thème	Nombre total de participants
Québec	**2 977**	**61 215**	**2 544**	**58 217**	**2 384**	**37 430**
BPQ	2 128	44 585	1 447	39 320	1 343	24 627
Réseau BIBLIO	849	16 630	1 097	18 897	1 041	12 803

Source : *Q2. Nombre total d'activités organisées dans vos bibliothèques et dans votre collectivité. Participation aux activités dans vos bibliothèques et dans votre collectivité.*

Matériel distribué

Les bibliothèques devaient également indiquer le nombre total de carnets pour la petite enfance, de magazines, de passeports et de feuilles d'autocollants qu'elles avaient distribués aux enfants qui avaient fréquenté la bibliothèque, y compris tout matériel remis à des camps de jour, à des services de garde, à des projets communautaires, à des ensembles de logements publics, à des programmes confessionnels, etc. Il n'était pas nécessaire de s'inscrire au CLÉ TD et les employés pouvaient distribuer le matériel à leur guise. Le matériel distribué en 2013 différait un peu de celui des années précédentes, alors que seules des trousses de lecture et des affiches étaient distribuées. Il n'y a donc ici aucune comparaison avec les années antérieures.

En tout, 27 770 passeports, 26 674 feuilles d'autocollants, 23 366 magazines et 8 681 carnets pour la petite enfance ont été distribués par les bibliothèques participantes dans l'ensemble du Québec en 2013. Ce sont les BPQ qui ont distribué la majorité de chaque type de matériel disponible en 2013.

Tableau 8. Matériel distribué

Région	Matériel distribué			
	Passeports	Feuilles d'autocollants	Magazines	Carnets pour la petite enfance
Québec	**27 770**	**26 674**	**23 366**	**8 681**
BPQ	22 721	21 279	18 974	6 601
Réseau BIBLIO	5 049	5 395	4 391	2 080

Source : *Q3. Matériel distribué par votre bibliothèque/les bibliothèques de votre réseau.*

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. Les BPQ répondent le plus souvent (47 %) qu'elles ont administré le programme à la fois suivant le principe du club de lecture et de la porte ouverte, alors que les bibliothèques du Réseau BIBLIO du Québec sont les plus susceptibles d'avoir administré le programme uniquement suivant le principe de la porte ouverte.

Tableau 9. Pourcentage de portes ouvertes et de clubs de lecture par segment

Région	Quelle était la structure du programme (%)			
	Porte ouverte seulement	Club seulement	Les deux	Ni l'un ni l'autre
Québec	**32 %**	**24 %**	**28 %**	**16 %**
BPQ	23 %	18 %	47 %	12 %
Réseau BIBLIO	38 %	29 %	14 %	19 %

Source : Q4. *Quelle était la structure du programme?*

Promotion du programme

Les bibliothécaires devaient indiquer si certains employés de la bibliothèque avaient visité des écoles, des garderies, des camps de jour ou d'autres endroits pour faire la promotion du programme.

Au Québec, 72 % des bibliothèques indiquent que leurs employés ont effectué des visites promotionnelles dans les écoles. Les employés des bibliothèques ont aussi visité des camps de jour (57 %), des garderies (39 %) et d'autres endroits (35 %) pour faire la promotion du programme. En tout, ils ont effectué 740 visites et ainsi joint 58 217 enfants (la vaste majorité dans des écoles).

Tableau 10. Visites des employés dans les écoles et les garderies par segment

		Visites promotionnelles				
	Région	**Écoles**	**Camps de jour**	**Garderies**	**Autre**	**Total**
% qui ont effectué des visites	**Québec**	**72 %**	**57 %**	**39 %**	**35 %**	**-**
	BPQ	68 %	42 %	19 %	23 %	-
	Réseau BIBLIO	82 %	91 %	82 %	64 %	-
Nb de visites effectuées	**Québec**	**339**	**178**	**143**	**81**	**740**
	BPQ	249	124	105	49	526
	Réseau BIBLIO	90	54	38	32	214
Nombre d'enfants joints	**Québec**	**45 937**	**6 827**	**2 790**	**2 662**	**58 217**
	BPQ	41 267	5 285	2 328	2 254	51 133
	Réseau BIBLIO	4 671	1 542	463	409	7 084
Moyenne d'enfants joints par visite	**Québec**	**136**	**38**	**20**	**33**	**79**
	BPQ	166	43	22	46	97
	Réseau BIBLIO	52	29	12	13	33

Source : *Q5 Le personnel de la bibliothèque a-t-il fait la promotion du programme dans les écoles, les camps de jour, les garderies ou ailleurs?*

Méthode de promotion

Pour la première fois en 2013, les bibliothèques devaient demander aux enfants s'ils avaient participé au programme lors des années précédentes au moment de remplir les feuilles d'inscription. Seuls les enfants qui n'avaient pas participé auparavant devaient dire comment ils avaient entendu parler du programme. Ce changement a été apporté parce que la méthode précédente sous-évaluait le nombre d'enfants qui participaient de nouveau au programme, alors que BAC et les réseaux de bibliothèques participants savaient que ce nombre était plus élevé.

Au Québec, 43 % des enfants avaient entendu parler du programme parce qu'ils y avaient participé antérieurement. Les enfants qui n'avaient encore jamais participé au programme en avaient le plus souvent entendu parler grâce à la promotion faite dans la bibliothèque (24 %). Ils étaient également nombreux à avoir entendu parler du programme à l'école (16 %), alors que d'autres en avaient entendu parler à leur camp d'été/service de garde (7 %), par un ami ou un membre de la famille (5 %), dans les médias (4 %) ou d'une autre façon (2 %).

Tableau 11. Façon dont les participants ont d'abord entendu parler du programme

Région	Comment les enfants ont-ils entendu parler du programme?						
	Ont participé lors d'années antérieures	À l'école	À la bibliothèque	Dans un camp d'été/un service de garde	Par un ami ou un membre de la famille	Dans les médias	Autre
Québec	**43 %**	**16 %**	**24 %**	**7 %**	**5 %**	**4 %**	**2 %**
BPQ	40 %	16 %	26 %	5 %	6 %	4 %	2 %
Réseau BIBLIO	57 %	14 %	14 %	12 %	1 %	2 %	0 %

Source : *Q6. Parmi les enfants inscrits au programme dans votre bibliothèque, combien avaient participé au Club de lecture d'été TD lors d'années antérieures et combien participaient au programme pour la première fois? S'ils participaient au programme pour la première fois, comment ont-ils entendu parler du programme?*

Satisfaction et suggestions

En 2013, le Formulaire d'évaluation et de statistiques a été allongé et repensé afin de recueillir un éventail d'opinions beaucoup plus étendu que jamais auprès des bibliothécaires. L'échelle de cinq points a été revue et compte dorénavant dix points pour mesurer la satisfaction avec plus de précision.

Dans la section suivante, les mesures de la satisfaction sont indiquées pour chaque question posée. Les pourcentages des notes accordées par les bibliothécaires sont présentés pour chaque note de 10 à 6, et ensuite globalement pour les notes 0-5. La question sur la satisfaction globale est toujours incluse en premier pour chaque module. Viennent ensuite les notes accordées pour chacun des aspects, et elles sont présentées dans le même ordre que dans le questionnaire. Les bibliothèques devaient aussi faire part de leurs suggestions et commentaires pour chaque module et les résultats apparaissent ici dans le même ordre que dans le fichier électronique.

Module sur la satisfaction globale à l'égard du programme

La satisfaction globale est très élevée au Québec, où 21 % des répondants accordent la plus haute note et 81 %, une note de huit sur dix ou plus. Les mesures de la satisfaction sont invariablement plus élevées au Québec que dans les autres régions pour la quasi-totalité des aspects du programme, c'est pourquoi les mesures élevées de la satisfaction globale vont dans le même sens que cette tendance.

La satisfaction à l'égard du thème *Bon Voyage!* est très élevée. Près du tiers des répondants (31 %) donnent la plus haute note et 85 %, une note de 8 à 10. Bien que la satisfaction globale soit plus faible à l'égard de la représentation graphique du thème (16 % pour la cote la plus élevée et 69 % pour les 3 cotes supérieures), elle est néanmoins plus élevée dans les bibliothèques du Québec que dans la plupart des autres régions.

Tableau 12. Satisfaction à l'égard des aspects du programme
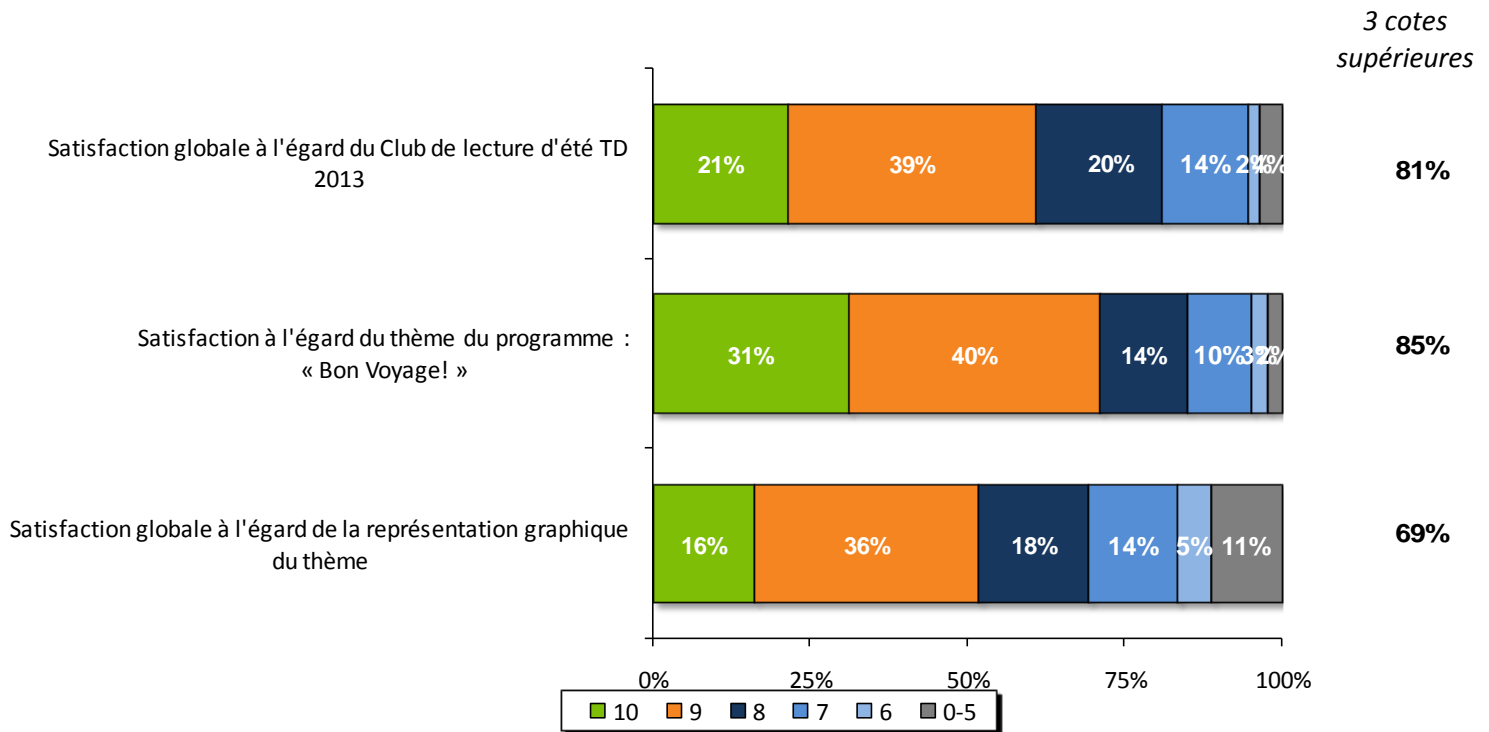
Source : Q7. Questions sur la satisfaction globale.

Suggestions de thèmes pour les programmes à venir

Les bibliothécaires devaient suggérer des thèmes pour les programmes à venir. Les réponses les plus populaires sont les animaux/les insectes (50 %), la science/les technologies/l'espace (35 %) de même que la nourriture/la nutrition et la nature/l'environnement/le plein air (22 % chacun).

Le tableau ci-dessous rapporte toutes les suggestions formulées en 2013 par les réseaux et les bibliothèques du Québec.

Tableau 13. Suggestions de thèmes pour les programmes à venir

Thème	Pourcentage
Animaux/Insectes	50%
Science/Technologies/Science-fiction/Espace	35%
Nourriture/Nutrition	22%
Nature/Environnement/Plein air	22%
Arts/Musique/Danse/Théâtre	20%
Sports/Exercices/Activités physiques	12%
Bandes dessinées/Dessins animés/Superhéros/Bandits	10%
Contes de fées/Folklore/Mythologie	10%
Histoire/Civilisations anciennes	10%
Voyage/Transport	10%
Dinosaures/Vie préhistorique	7%
Cirques/Carnavals	5%
Époque médiévale/Fantasie/Magie/Monstres	5%
Pirates/Trésors	5%
Autre	35%
Ne sait pas/Refuse	7%

Source : *Q7B. Avez-vous des suggestions de thèmes pour les programmes à venir?*

Module sur la satisfaction à l'égard du matériel du programme

Les bibliothèques ont également évalué leur niveau de satisfaction à l'égard du matériel utilisé dans le cadre du programme, par exemple le passeport, les autocollants, le magazine et le carnet pour la petite enfance.

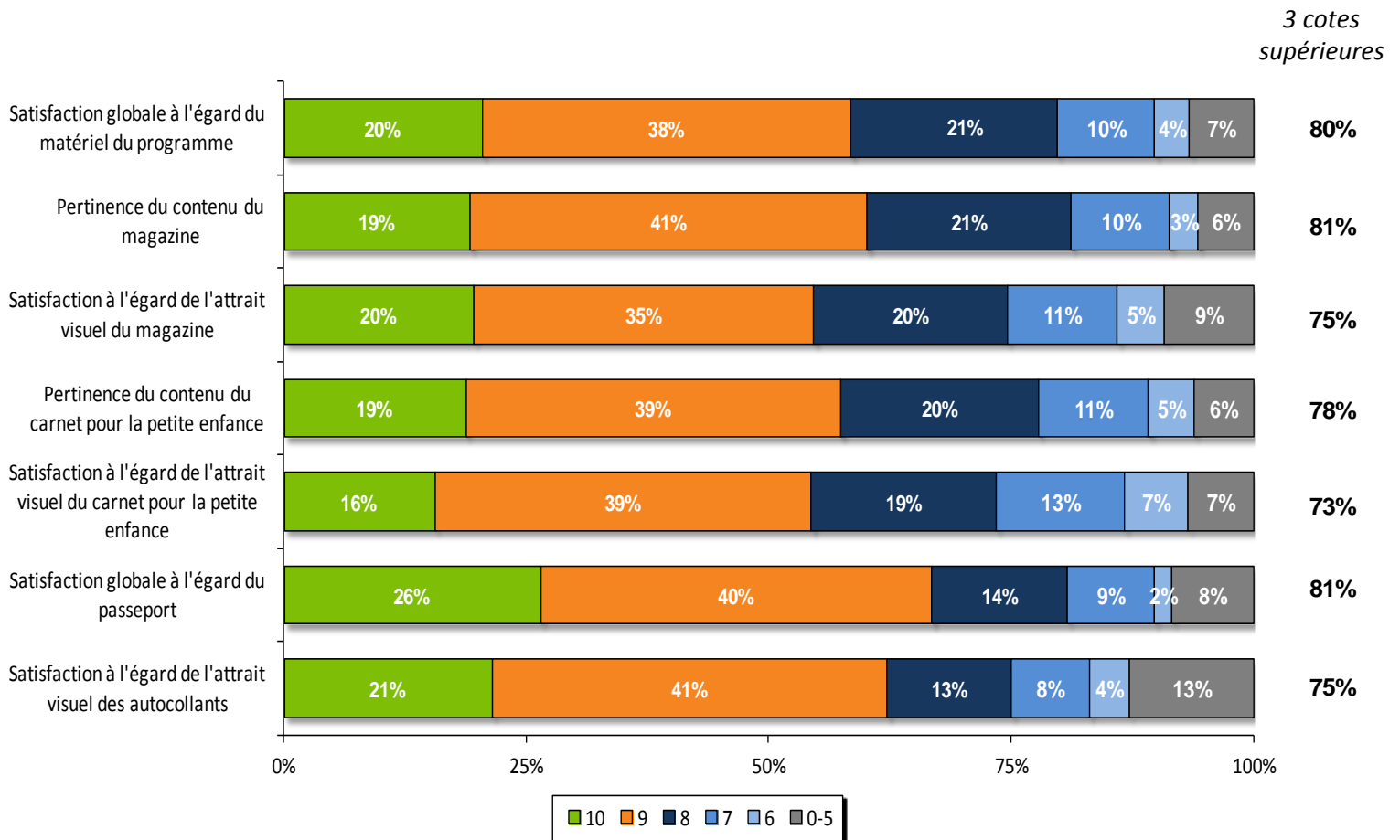À ce chapitre, 80 % des bibliothèques du Québec estiment que leur niveau de satisfaction globale se situe dans les 3 cotes supérieures. Les aspects qui génèrent le plus de satisfaction sont le passeport et la pertinence du contenu du magazine, 81 % des bibliothèques font part d'un niveau de satisfaction qui se situe dans les 3 cotes supérieures. La satisfaction est généralement élevée à l'égard de chacun des aspects à l'étude; en effet, chaque aspect récolte une note de 8 ou plus de la part d'au moins 73 % des bibliothèques. Les résultats obtenus au Québec pour le matériel du programme sont généralement plus élevés qu'ailleurs au pays.

Tableau 14. Satisfaction à l'égard du matériel du programme

3 cotes supérieures

	10	9	8	7	6	0-5	3 cotes supérieures
Satisfaction globale à l'égard du matériel du programme	20%	38%	21%	10%	4%	7%	**80%**
Pertinence du contenu du magazine	19%	41%	21%	10%	3%	6%	**81%**
Satisfaction à l'égard de l'attrait visuel du magazine	20%	35%	20%	11%	5%	9%	**75%**
Pertinence du contenu du carnet pour la petite enfance	19%	39%	20%	11%	5%	6%	**78%**
Satisfaction à l'égard de l'attrait visuel du carnet pour la petite enfance	16%	39%	19%	13%	7%	7%	**73%**
Satisfaction globale à l'égard du passeport	26%	40%	14%	9%	2%	8%	**81%**
Satisfaction à l'égard de l'attrait visuel des autocollants	21%	41%	13%	8%	4%	13%	**75%**

Source : *Q8. Questions sur la satisfaction à l'égard du matériel du programme.*

Dans le module sur la satisfaction à l'égard du matériel du programme, les bibliothécaires devaient faire des suggestions pour améliorer le contenu du matériel à venir.

Les passeports se sont avérés très populaires puisque plus du tiers des bibliothécaires (36 %) ont émis des commentaires positifs à ce sujet en 2013, ce qui permet de croire que ce serait une bonne chose d'en avoir encore lors des prochaines années. Les améliorations qu'ils proposent le plus souvent sont de fournir du matériel plus coloré, qui attire plus l'œil (31 %), d'améliorer les magazines (24 %), de proposer plus d'activités pour la petite enfance (21 %) et d'ajouter de l'espace dans les passeports (20 %).

Le tableau ci-dessous dresse la liste de toutes les réponses données par les répondants du Québec.

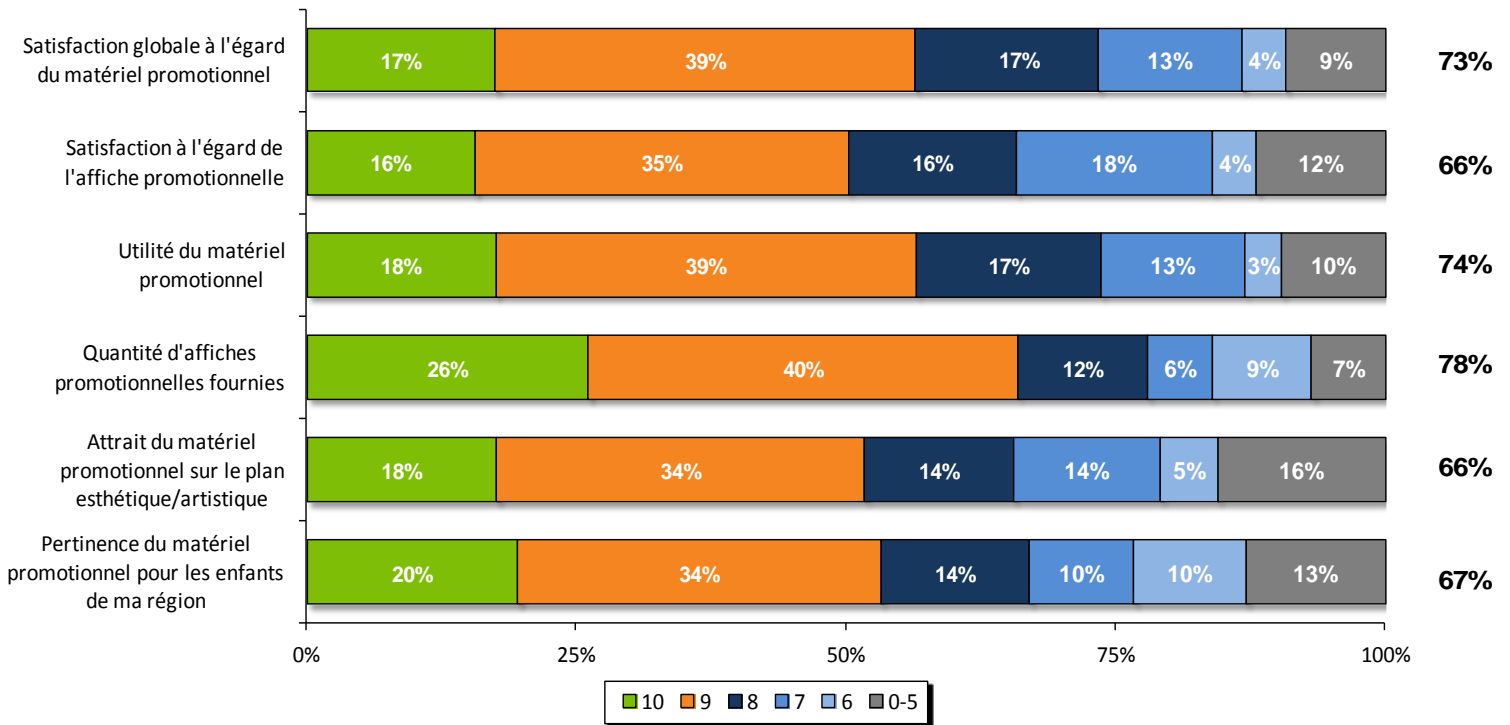| Suggestions pour améliorer le contenu du matériel à l'avenir	2013
Les passeports étaient une bonne idée/Les enfants les ont aimés	36 %
Illustrations plus colorées/plus attrayantes sur le plan visuel/qui attirent plus l'œil	31 %
Améliorer les magazines/Les épurer/Il y a trop de texte	24 %
Plus d'activités pour la petite enfance/en lien avec le carnet	21 %
Ajouter de l'espace dans les passeports	20 %
L'adapter à chaque groupe d'âge/Le simplifier pour les jeunes enfants	16 %
Plus d'activités/de jeux	10 %
Inclure des espaces vides pour que les bibliothèques puissent y ajouter des renseignements qui leur sont propres	6 %
Satisfait(e)/Aucune suggestion	5 %
Améliorer le bilinguisme/Avoir des éditions anglaises et françaises distinctes	5 %
Le rendre disponible plus tôt dans l'année	5 %
Les bibliothèques devraient avoir le droit de voter pour le thème/les graphiques	5 %
Ne sait pas/S'abstient de répondre	0 %

Source : *Q8B. Avez-vous des suggestions à formuler pour améliorer le contenu du matériel à l'avenir?*

Module sur la satisfaction à l'égard du matériel promotionnel

Les bibliothèques ont également évalué leur niveau de satisfaction à l'égard du matériel promotionnel qu'elles ont reçu de BAC. Au Québec, comme dans la plupart des régions, la satisfaction à l'égard du matériel promotionnel est plus basse que la satisfaction à l'égard du matériel du programme. 73 % des répondants accordent une note qui se situe dans les 3 cotes supérieures pour leur satisfaction globale à l'égard du matériel promotionnel. Les répondants sont le moins satisfaits de l'affiche promotionnelle et de l'attrait du matériel promotionnel sur le plan esthétique/artistique (66 % chacun). Ils sont le plus satisfaits de la quantité d'affiches promotionnelles fournies (78 % des répondants lui ont accordé une note entre 8 et 10).

Tableau 15. Satisfaction à l'égard du matériel promotionnel

3 cotes supérieures

	10	9	8	7	6	0-5	3 cotes supérieures
Satisfaction globale à l'égard du matériel promotionnel	17%	39%	17%	13%	4%	9%	**73%**
Satisfaction à l'égard de l'affiche promotionnelle	16%	35%	16%	18%	4%	12%	**66%**
Utilité du matériel promotionnel	18%	39%	17%	13%	3%	10%	**74%**
Quantité d'affiches promotionnelles fournies	26%	40%	12%	6%	9%	7%	**78%**
Attrait du matériel promotionnel sur le plan esthétique/artistique	18%	34%	14%	14%	5%	16%	**66%**
Pertinence du matériel promotionnel pour les enfants de ma région	20%	34%	14%	10%	10%	13%	**67%**

Légende : ■10 ■9 ■8 ■7 ■6 ■0-5

Source : *Q9. Questions sur la satisfaction à l'égard du matériel promotionnel.*

Les bibliothécaires avaient la possibilité de formuler des commentaires au sujet du matériel promotionnel (y compris l'affiche et l'invitation). Au Québec, plus d'une bibliothèque sur cinq (21 %) propose que BAC laisse un espace vide sur les affiches afin que les bibliothèques puissent y ajouter des renseignements qui leur sont propres. Dans la même proportion, les bibliothèques mentionnent aussi qu'elles n'ont pas reçu suffisamment de matériel promotionnel de BAC. En outre, 20 % d'entre elles étaient satisfaites ou n'avaient pas de suggestion, mais le même pourcentage de bibliothèques a demandé du matériel promotionnel plus coloré ou plus attrayant sur le plan visuel.

Le tableau ci-dessous dresse la liste de toutes les réponses données par les répondants du Québec.
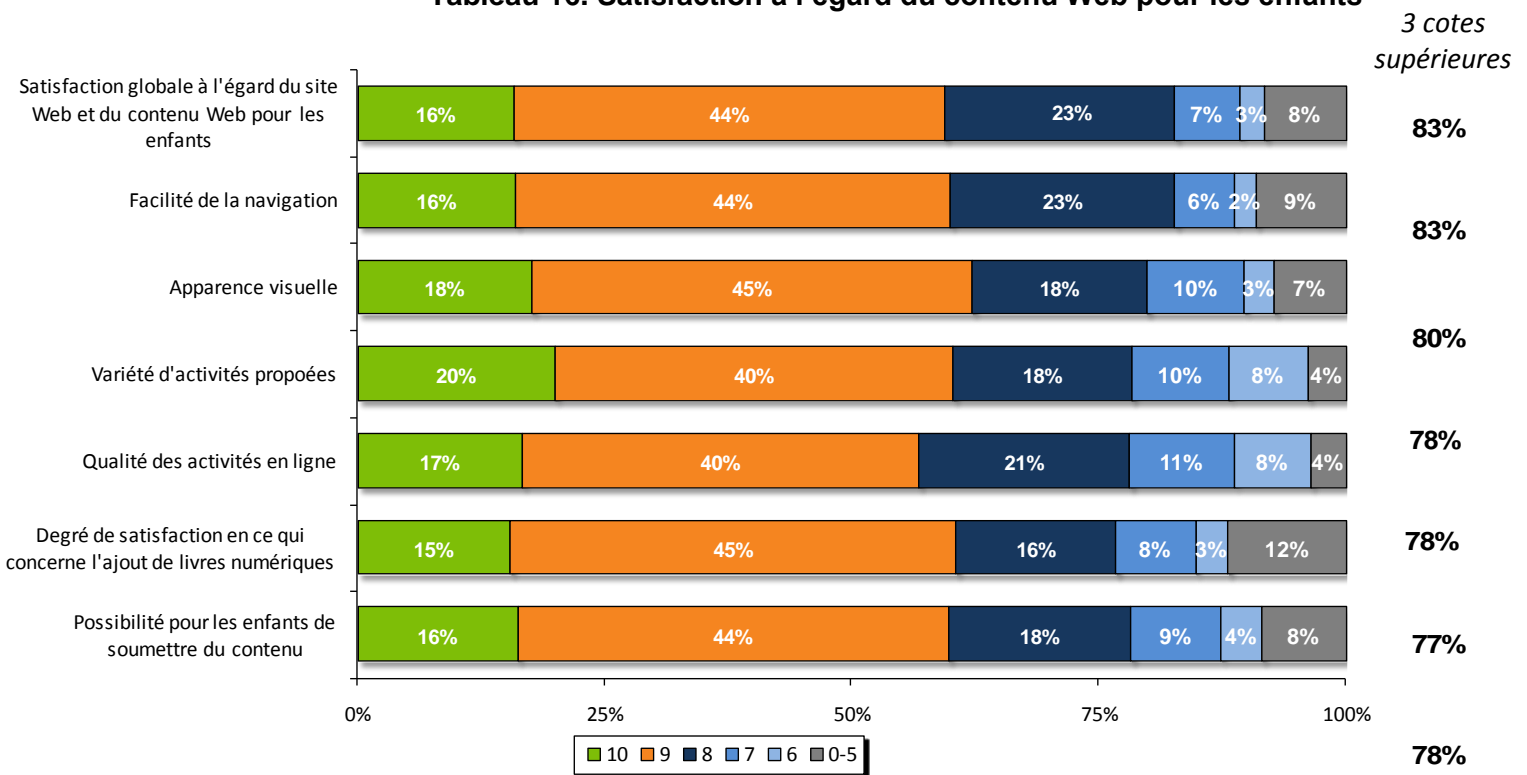
Commentaires au sujet du matériel promotionnel de 2013	2013
Inclure des espaces vides pour que les bibliothèques puissent y ajouter des renseignements qui leur sont propres	21 %
N'ont pas reçu suffisamment de matériel promotionnel	21 %
Satisfait(e)/Aucune suggestion	20 %
Illustrations plus colorées/plus attrayantes sur le plan visuel/qui attirent plus l'œil	20 %
Le matériel promotionnel était utile/efficace	16 %
Plus gros dépliant/Plus grosse affiche	11 %
N'a pas reçu le matériel promotionnel en temps opportun	11 %
N'a pas aimé le style artistique	10 %
Préfère du matériel plus petit/les dépliants/les signets aux affiches	10 %
L'affiche était de couleur vive/attirait l'œil/était colorée	6 %
Bon format	6 %
Manque de renseignements	6 %
Autre	6 %
Mentionner les activités sur les affiches	5 %
Trop générique/général	5 %
Ne sait pas/S'abstient de répondre	0 %

Source : *Q9B. Avez-vous des commentaires au sujet du matériel promotionnel de 2013 (affiche du programme/invitation)?*

Module sur la satisfaction à l'égard du contenu Web pour les enfants

Les bibliothèques devaient évaluer leur niveau de satisfaction à l'égard du contenu Web offert aux enfants en 2013. La satisfaction globale à l'égard de ce contenu est élevée, et 83 % des bibliothèques donnent une note qui se situe dans les 3 cotes supérieures. La satisfaction est élevée pour tous les aspects de ce module, mais la facilité de navigation dans le site Web reçoit la plus haute note, et l'ajout de livres numériques, la moins bonne note (77 %). Comme pour la plupart des modules, les notes au Québec sont meilleures que dans le reste du pays.

Tableau 16. Satisfaction à l'égard du contenu Web pour les enfants

3 cotes supérieures

	10	9	8	7	6	0-5	3 cotes supérieures
Satisfaction globale à l'égard du site Web et du contenu Web pour les enfants	16%	44%	23%	7%	3%	8%	**83%**
Facilité de la navigation	16%	44%	23%	6%	2%	9%	**83%**
Apparence visuelle	18%	45%	18%	10%	3%	7%	**80%**
Variété d'activités propoées	20%	40%	18%	10%	8%	4%	**78%**
Qualité des activités en ligne	17%	40%	21%	11%	8%	4%	**78%**
Degré de satisfaction en ce qui concerne l'ajout de livres numériques	15%	45%	16%	8%	3%	12%	**77%**
Possibilité pour les enfants de soumettre du contenu	16%	44%	18%	9%	4%	8%	**78%**

Légende : ■ 10 ■ 9 ■ 8 ■ 7 ■ 6 ■ 0-5

Source : *Q10. Questions sur la satisfaction à l'égard du contenu Web pour les enfants.*

Dans la première question ouverte de ce module, les bibliothécaires devaient indiquer s'ils avaient réussi à intégrer le site Web pour les enfants au matériel imprimé et si oui, de quelle façon. Une pluralité (48 %) de répondants disent qu'ils n'ont pas intégré le site Web ou qu'ils n'ont pas réussi à l'intégrer à leur programmation en succursale. Toutefois, parmi ceux qui l'ont intégré, les réponses qui reviennent le plus souvent sont que les bibliothécaires ont utilisé le site Web pour faire de la publicité/promotion ou qu'ils ont mentionné en passant que c'était quelque chose qui pouvait être fait à partir de la maison (13 % pour chacune des réponses). Par ailleurs, 12 % des bibliothèques l'ont inclus dans des présentations ou ont mentionné le site Web comme référence pour les codes des autocollants.

Le tableau ci-dessous dresse la liste de toutes les réponses données par les répondants du Québec.

Avez-vous réussi à intégrer le site Web à votre programmation en succursale?	2013
Utilisé pour la publicité/la promotion/Lien dans notre site Web	13 %
Ont mentionné en passant que c'était quelque chose qui pouvait être fait à partir de la maison	13 %
L'ont inclus dans des présentations	12 %
Ont mentionné le site Web comme référence pour les codes des autocollants	12 %
L'ont intégré aux activités en succursale (général)	8 %
Ont jeté un coup d'œil aux blagues/aux histoires folles	4 %
Non/Incapables de l'intégrer	48 %
Ne sait pas/S'abstient de répondre	0 %

Source : *Q10BA. Avez-vous réussi à intégrer le site Web à votre programmation en succursale? Si oui, de quelle façon?*

Par la suite, les bibliothécaires devaient indiquer si le site Web pour les enfants mettait en valeur le matériel papier. Au Québec, plus de la moitié d'entre eux (53 %) ont répondu par l'affirmative, c'est-à-dire que le site Web mettait le matériel papier en valeur, alors que 43 % d'entre eux ont répondu par la négative.

Le site Web mettait-il en valeur le matériel papier?	2013
Oui, mettait en valeur le matériel (sans précision)	53 %
Non, ne mettait pas en valeur le matériel (sans précision)	43 %
Ne sait pas/S'abstient de répondre	4 %

Source : *Q10BB Le site Web mettait-il en valeur le matériel papier?*

Finalement, les bibliothécaires devaient faire part de leurs suggestions pour améliorer le contenu Web pour les enfants. Le tiers des bibliothèques (33 %) indiquent tout simplement qu'elles n'ont aucune suggestion pour l'améliorer. En ce qui concerne les suggestions pour le contenu Web, 19 % des bibliothèques ont suggéré un contenu Web plus interactif. Par ailleurs, 8 % des bibliothèques croient qu'il devrait y avoir plus de diversité dans le contenu adapté à chaque groupe d'âge, et 6 % des bibliothèques suggèrent des améliorations pour chacun des points suivants : offrir une plus grande variété de jeux, une meilleure navigation, un site Web à l'échelle, plus de livres électroniques et plus de concours/de prix.

Le tableau ci-dessous dresse la liste de toutes les réponses données.

Suggestions pour améliorer le contenu Web pour les enfants?	2013
Satisfait(e)/Aucune suggestion	33 %
Augmenter l'interactivité	19 %
Plus de diversité dans le contenu adapté à chaque groupe d'âge	8 %
Plus de jeux/Plus grande variété de jeux	6 %
Améliorer la navigation/La rendre plus conviviale pour les enfants	6 %
Le site Web n'était pas à l'échelle sur nos écrans	6 %
Inclure plus de livres électroniques	6 %
Plus de concours/de défis/de prix	6 %
Autre	13 %
Ne sait pas/S'abstient de répondre	21 %

Source : *Q10BC. Avez-vous des suggestions à formuler pour améliorer le contenu Web pour les enfants?*
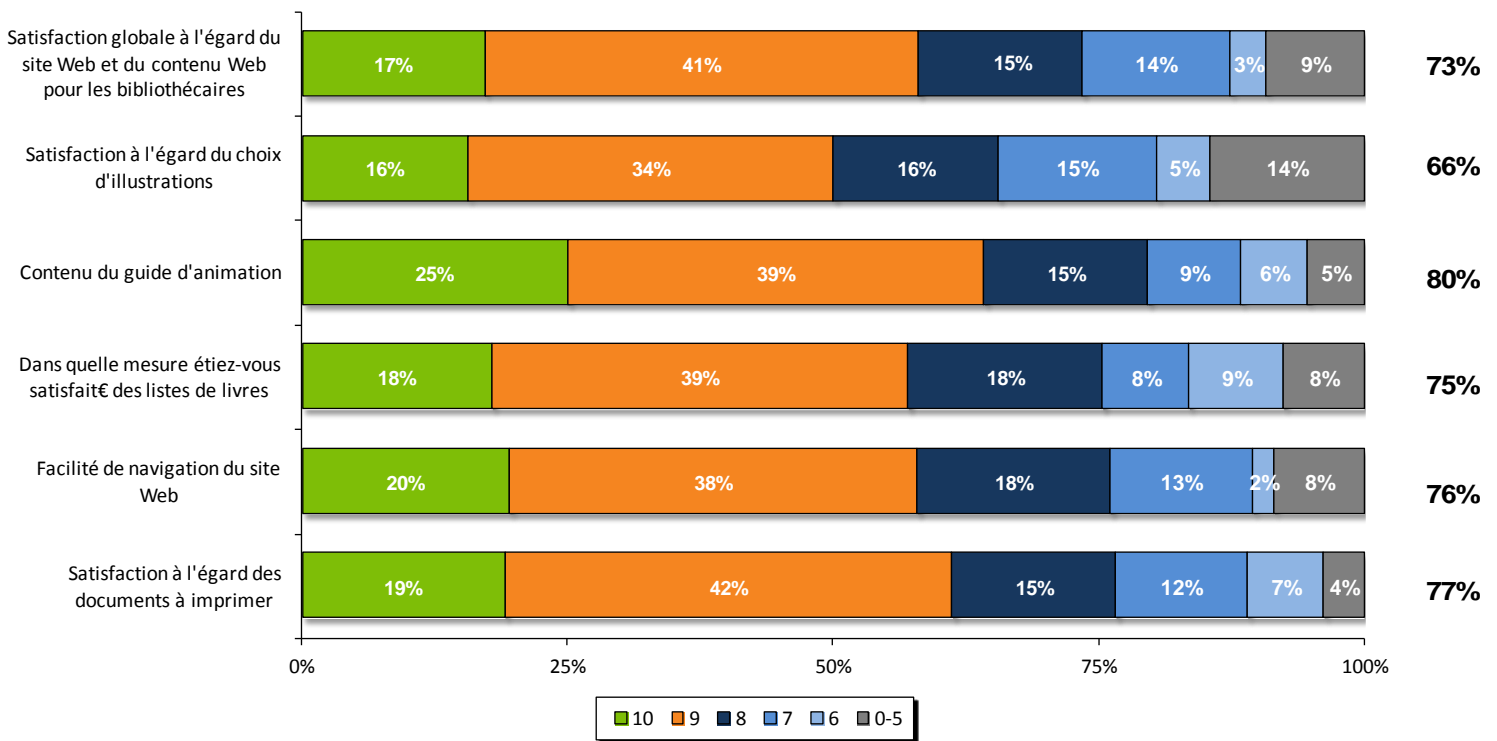
Module sur la satisfaction à l'égard du contenu Web pour les bibliothécaires

Les bibliothèques devaient ensuite évaluer leur niveau de satisfaction à l'égard du contenu Web auquel elles avaient accès sur le site Web des bibliothécaires. Si les bibliothèques du Québec étaient moins satisfaites du site Web pour les bibliothécaires que du site Web pour les enfants (73 % comparativement à 83 % pour les 3 cotes supérieures), il importe de noter que les résultats sur la satisfaction sont plus élevés au Québec que dans toute autre région.

En ce qui concerne les aspects individuels, la satisfaction est la plus élevée à l'égard du contenu du guide d'animation (80 %) et des documents à imprimer qui sont à la disposition des bibliothèques (77 %). Les bibliothèques sont les moins satisfaites du choix d'illustrations offertes sur le site Web pour les bibliothécaires (66 %).

Tableau 17. Satisfaction à l'égard du contenu Web pour les bibliothécaires

3 cotes supérieures

Aspect	10	9	8	7	6	0-5	3 cotes supérieures
Satisfaction globale à l'égard du site Web et du contenu Web pour les bibliothécaires	17%	41%	15%	14%	3%	9%	73%
Satisfaction à l'égard du choix d'illustrations	16%	34%	16%	15%	5%	14%	66%
Contenu du guide d'animation	25%	39%	15%	9%	6%	5%	80%
Dans quelle mesure étiez-vous satisfait€ des listes de livres	18%	39%	18%	8%	9%	8%	75%
Facilité de navigation du site Web	20%	38%	18%	13%	2%	8%	76%
Satisfaction à l'égard des documents à imprimer	19%	42%	15%	12%	7%	4%	77%

Source : *Q11. Questions sur la satisfaction à l'égard du contenu Web pour les bibliothécaires.*

Les bibliothécaires devaient indiquer ce qu'ils suggéraient pour améliorer le site Web conçu à leur intention pour les prochaines éditions du programme. Près du quart des répondants ont dit qu'ils étaient satisfaits et qu'ils n'avaient rien à suggérer (22 %). Ceux qui ont émis une suggestion mentionnent généralement qu'ils voudraient recevoir le matériel plus tôt (22 %), avoir de meilleures idées de bricolage (12 %), de meilleures listes de livres, des listes plus générales (10 %) ainsi que plus de contenu adapté à chaque groupe d'âge (7 %).

Le tableau ci-dessous dresse la liste de toutes les réponses données.

Suggestions pour améliorer le contenu Web pour les bibliothécaires?	2013
Satisfait(e)/Aucune suggestion	22 %
Rendre le matériel disponible plus tôt	22 %
De meilleures idées de bricolage	12 %
De meilleures listes de livres/Des listes de livres plus récents/Des listes plus générales	10 %
Contenu adapté à chaque groupe d'âge/séparé en fonction de l'âge ou du niveau scolaire	7 %
Améliorer les illustrations/Les rendre plus attrayantes sur le plan visuel/Plus de variété	5 %
Certificat/Prix de participation imprimable	5 %
Améliorer le matériel offert en noir et blanc	5 %
Plus d'activités imprimables	5 %
Autre	30 %
Ne sait pas/S'abstient de répondre	5 %

Source : *Q11B Avez-vous des suggestions à formuler pour améliorer le contenu Web pour les bibliothécaires?*

Module sur la satisfaction à l'égard de l'évaluation du programme et de la collecte de statistiques

Enfin, les bibliothèques devaient évaluer leur niveau de satisfaction à l'égard du processus d'évaluation du programme et de collecte de statistiques pour 2013. Tout comme pour les autres modules, c'est au Québec que la satisfaction est la plus élevée; près des deux tiers (65 %) des répondants donnent une note de 8 ou plus. À peine 6 % des répondants ont donné une note qui traduit de l'insatisfaction à l'égard du processus.

En ce qui concerne les aspects du processus d'évaluation du programme, la « facilité d'utilisation du système » reçoit la note la plus élevée : 71 % des répondants lui ont accordé une note qui se situe dans les 3 cotes supérieures. La satisfaction est la plus faible en ce qui concerne l'effort requis pour noter les statistiques et le temps requis pour remplir le questionnaire (63 % chacun).

Tableau 18. Satisfaction à l'égard du processus d'évaluation du programme et de collecte de statistiques

3 cotes supérieures

	3 cotes supérieures
Satisfaction globale à l'égard du processus d'évaluation du programme	**65%**
Date à partir de laquelle le site Web d'évaluation est accessible	**65%**
Facilité d'utilisation du système	**71%**
Se penche sur les préoccupations pertinentes	**70%**
Niveau d'effort requis pour noter les statistiques	**63%**
Temps requis pour remplir le questionnaire	**63%**
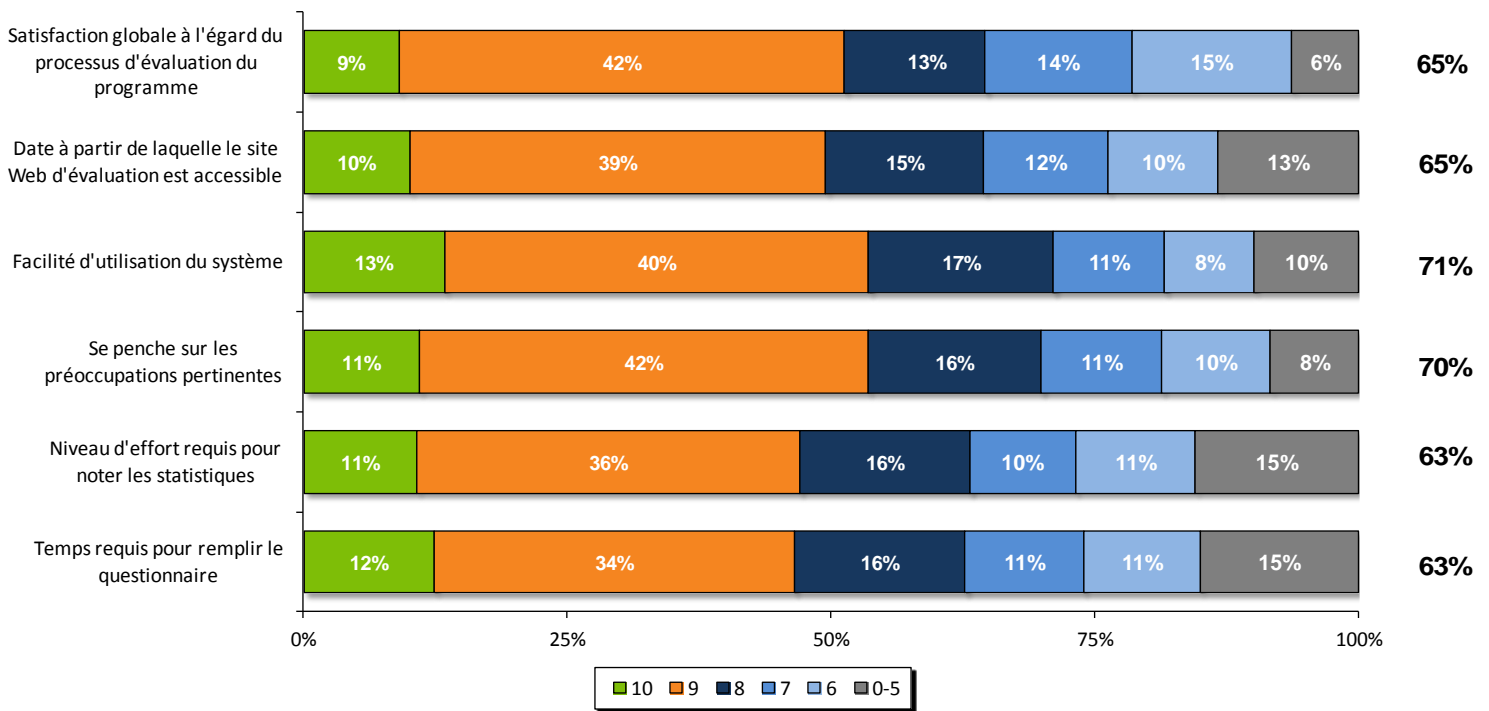
Source : *Q12. Questions sur le processus d'évaluation du programme et de collecte de statistiques.*

Les bibliothécaires devaient formuler des suggestions pour améliorer le processus d'évaluation du programme et de collecte de statistiques. La demande qui revient le plus souvent est de rendre les formulaires disponibles plus tôt (41 % des bibliothécaires). Par ailleurs, 14 % des bibliothécaires ont demandé des formulaires standardisés ou en format Excel pour faciliter la collecte de statistiques. 13 % des bibliothécaires ont simplement demandé qu'il y ait moins de questions ou que le sondage prenne moins de temps à remplir, et 12 % croient qu'il faudrait repousser la date limite pour répondre, ou encore que la période consacrée à la saisie des données devrait être plus longue.

Le tableau ci-dessous dresse la liste de toutes les réponses données par les répondants du Québec.

Suggestions pour améliorer le processus de collecte de statistiques et d'évaluation du programme?	2013
Rendre les formulaires disponibles plus tôt/Nous aviser des données à suivre	41 %
Formulaires standardisés/Format Excel pour pouvoir faire des calculs	14 %
Moins de questions/Sondage moins long	13 %
Repousser la date limite/Donner plus de temps pour remplir le formulaire	12 %
Clarifier/Mieux définir l'information demandée	8 %
Les questions ne s'appliquent pas/Nous ne pouvons pas recueillir certaines statistiques	8 %
Inclure des statistiques sur le nombre de livres lus	5 %
Satisfait(e)/Aucune suggestion	4 %
Difficulté à noter les statistiques relatives aux garçons et aux filles	4 %
Simplifier le module sur la façon dont les enfants ont entendu parler du club de lecture d'été	4 %
Autre	17 %
Ne sait pas/S'abstient de répondre	4 %

Source : *Q12BA. Avez-vous des suggestions à formuler pour améliorer le processus de collecte de statistiques et d'évaluation du programme?*

De façon plus générale, les bibliothécaires devaient indiquer s'ils avaient des améliorations à proposer pour le club de lecture d'été TD qu'ils n'avaient pas encore mentionnées. Près de la moitié des répondants (45 %) n'avaient aucune suggestion ou étaient satisfaits du programme. Deux répondants sur dix ont suggéré que faire en sorte que le formulaire de collecte de statistiques soit disponible plus tôt dans l'année et, dans la même optique, 12 % d'entre eux demandent d'avoir accès aux formulaires d'inscription plus tôt. Certains suggèrent aussi d'améliorer le volet en ligne du programme et d'offrir plus d'activités et de jeux (8 % chacune).

Le tableau ci-dessous dresse la liste de toutes les réponses données par les répondants.

Suggestions pour améliorer le CLÉ TD?	2013
Satisfait(e)/Aucune suggestion	45 %
Disponible plus tôt dans l'année	20 %
Rendre les formulaires disponibles plus tôt/Nous aviser des données à suivre	12 %
Améliorer le volet informatique/en ligne	8 %
Plus d'activités/de jeux	8 %
Plus de contenu adapté à chaque groupe d'âge/Simplifier pour les jeunes enfants	6 %
Les passeports doivent être plus simples/plus conviviaux	6 %
Autre	14 %
Ne sait pas/S'abstient de répondre	0 %

Source : *Q12BB. Avez-vous d'autres suggestions à formuler pour améliorer le Club de lecture d'été TD à l'avenir ?*

Les bibliothèques devaient mentionner si elles avaient eu recours à des indicateurs pour démontrer que les enfants ont plus de plaisir à lire, lisent mieux ou ont changé d'attitude envers la lecture. Les défis (et les incitatifs), qui représentent une source de motivation pour les enfants, sont l'indicateur que les bibliothèques nomment le plus souvent (34 %). 29 % des bibliothécaires ont confirmé qu'ils avaient effectivement entendu des témoignages de parents et d'accompagnateurs au sujet du programme, mais ils n'ont pas pleinement élaboré à ce sujet. Les autres indicateurs qui reviennent souvent sont que le programme est excitant pour les enfants et les amène à lire tout au long de l'été, que les enfants sont heureux de revenir chaque année, que l'inscription est plus élevée cette année que les années précédentes et que l'intérêt pour l'école et les aptitudes scolaires s'est accru (11 % pour chaque indicateur).

Le tableau ci-dessous dresse la liste de toutes les réponses données par les répondants du Québec.

Témoignages qui indiquent un plus grand amour de la lecture?	2013
Les défis/les incitatifs étaient une source de motivation	34 %
Oui, a entendu des témoignages	29 %
Cela les excite/les amène à lire tout au long de l'été	11 %
Les enfants sont heureux de revenir chaque année	11 %
Plus d'inscriptions au programme	11 %
Intérêt accru/Aptitudes scolaires	11 %
Les enfants explorent plus/de nouveaux genres/de nouveaux sujets	10 %
Amène plus d'enfants à la bibliothèque/Ils sont heureux de venir	6 %
Amélioration notable du niveau de lecture	6 %
Les enfants ont appris de nouveaux mots/de nouvelles choses	6 %
Les enfants/parents ont aimé les activités/les bricolages/le site Web	6 %
Les enfants sont plus disposés à lire à la maison/à partager avec la famille	5 %
Autre	5 %
Ne sait pas/S'abstient de répondre	16 %

Source : *Q12BC. Avez-vous des témoignages de parents, d'accompagnateurs ou d'enseignants qui peuvent indiquer un plus grand amour de la lecture?*

Appendix 5

Manitoba

Manitoba Program Statistics

Response Rate

The participating libraries in Manitoba were asked to tally the results of participants in the summer reading club for all of their subsidiary branches. Within all systems, 78 of the 81 participating individual libraries submitted their results, representing an overall response rate of 96%.

Figure 1. Response Rate

	Manitoba
(A) Total Participating Libraries	81
(B) Total Responded to Survey	78
(C) Survey Response Rate	96%

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

Statistics on Registration & Attendance

TD Summer Reading Program Registration

The first section of the Statistics and Evaluation Form asked librarians to indicate the total number of children registered for the TDSRC 2013. 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 10,881 children registered for the TDSRC 2013 program, similar to registration in both 2012 and 2011. Girls comprise 5,869, or 54%, of the participants, while the 5,012 boys represent 46% of the participants, a gender split that has remained steady since tracking began.

Figure 2. Total Registration 2007 – 2013

Region	Total Registration						
	2013	2012	2011	2010	2009	2008	2007
Manitoba	10,881	10,798	10,997	9,550	9,722	7,900	7,640

Source: *Q1. Total number of children who registered for the TDSRC program (2007 – 2013)*

Figure 3. Percentage of Participating Children by Gender
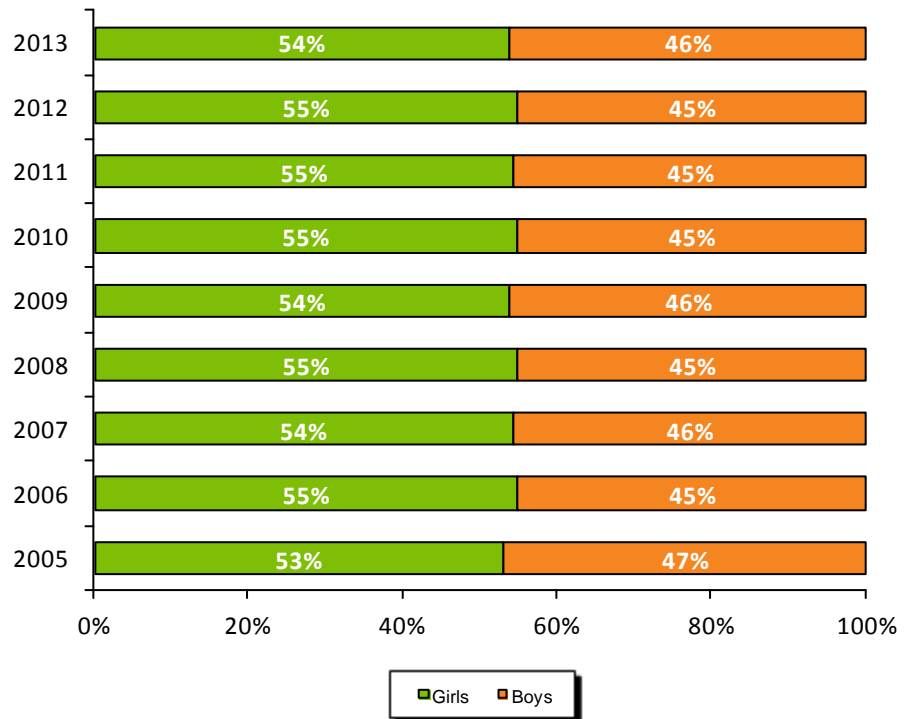
Source: *Q1. Total number of children who registered for the TDSRC 2013 program.*

Figure 4 below shows the age breakdown of registered children. For the summer of 2013, 28% of the girls were in the 0-5 age group, 39% were 6-8, 30% were 9-12, and 3% were 13 years or older. There was very little difference in age between boys and girls in 2013 with 30% of boys aged 0-5, 41% aged 6-8, 28% aged 9-12, and 2% aged 13 and older.

Figure 4. Percentage of Registered Children by Gender and Age

GIRLS	2013	2012	2011	2010	2009	2008	2007	2006	2005
0-5	28%	28%	27%	26%	26%	24%	26%	22%	24%
6-8	39%	41%	39%	38%	37%	39%	37%	39%	42%
9-12	30%	29%	31%	33%	33%	34%	33%	34%	33%
13+	3%	2%	3%	3%	4%	3%	4%	5%	1%

BOYS	2013	2012	2011	2010	2009	2008	2007	2006	2005
0-5	30%	32%	31%	30%	28%	28%	27%	27%	27%
6-8	41%	42%	42%	41%	40%	42%	40%	42%	44%
9-12	28%	25%	26%	27%	30%	29%	30%	28%	28%
13+	2%	2%	2%	2%	3%	1%	2%	2%	1%

Source: *Q1. Total number of children who registered for the TDSRC 2013 program*

Figure 5 below summarizes the participation rate for Manitoba by age and gender based on 2011 census data. The proportion of all children who were registered in 2013 was essentially the same (3.84%) as in 2012, but remains below the 2011 rate (4.53%).

Figure 5. Number of Registered Children

Province / Territory	2011 CENSUS			2013 TD SRC REGISTRANTS			% PARTICIP. CHILDREN 2013	% PARTICIP. CHILDREN 2012	% PARTICIP. CHILDREN 2011
	(A)	(B)	(C)	(D)	(E)	(F)			
	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	10,881	5,012	5,869	3.84%	3.81%	4.53%
0-5	92,185	46,985	45,200	3,132	1,485	1,647	3.40%	3.48%	3.86%
6-8	44,480	22,865	21,605	4,326	2,043	2,284	9.73%	9.98%	9.97%
9-12	62,225	32,090	30,125	3,181	1,392	1,789	5.11%	4.70%	4.85%
13+	84,345	43,440	40,895	242	92	150	0.29%	0.26%	0.48%

Source: *Q1. Total number of children who registered for the TDSRC 2013 program*

TD Summer Reading Program Attendance & Activities

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 the total attendance of children at these activities (not including parents or care givers).

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

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

A total of 17,299 children attended the 965 theme-related activities which were organized in libraries across Manitoba over the summer months of 2013. Of these, 93% were conducted in a library, while 7% were conducted in the community. An average of 18 children participated in each activity.

Figure 6. Total Activities and Attendance

Region	Activity Attendance				
	Theme-Related Activities	Total Attendance	Avg. Attendance per Activity	% of Activities In Library	% of Activities In Community
Manitoba	965	17,299	18	93%	7%

Source: *Q2. Total number of activities in your libraries and in your community. Attendance at activities in your libraries and in your community.*

The number of activities and attendance in 2013 represent a substantial increase over 2012, however, the number of activities and attendance is lower than in 2011.

Figure 7. Activities and Attendance 2011 – 2013

Region	2013		2012		2011	
	Theme-Related Activities	Total Attendance	Theme-Related Activities	Total Attendance	Theme-Related Activities	Total Attendance
Manitoba	965	17,299	681	12,502	1,071	21,656

Source: *Q2. Total number of activities in your libraries and in your community. Attendance at activities in your libraries and in your community.*

Materials Distributed

The libraries were also asked to indicate the total number of pre-reading booklets, magazines, passports and sticker sheets that were distributed to children coming into the library, including any materials provided to summer day camps, child-care centres, community/public housing projects, faith-based programs, *etc.* Registration for the TDSRC was not necessary and staff could choose how to distribute the material. The materials which were distributed in 2013 differed slightly from in previous years when only reading kits and posters were distributed. As a result, there is no comparison made here to previous years.

In total, 10,736 passports, 11,667 sticker sheets, 8,402 magazines and 3,720 pre-reading booklets were distributed across Manitoba in 2013 among the participating libraries.

Figure 8. Materials Distributed

Region	Materials Distributed			
	Passports	Sticker sheets	Magazines	Pre-Reading Booklets
Manitoba	10,736	11,667	8,402	3,720

Source: *Q3. Materials distributed by your library / libraries in 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. The most common response was to have run the program as both a club and a drop-in (45%), while 29% ran the program as a club only and 19% as a drop-in only.

Figure 9. Percentage of Drop-ins and Clubs by Segment

Region	How Program Was Structured (%)			
	Drop-In Only	Club Only	Both Drop-In and Club	Neither Format
Manitoba	19%	29%	45%	6%

Source: Q4. *How was your program structured?*

Promotion of Program

Librarians were asked to indicate if anyone from their library branch made any visits to the local schools, child care centres, day camps, or to any other locations in order to promote the program.

In Manitoba, 61% of libraries indicated that their library staff made promotional visits to schools, while 17% visited day camps, 42% visited child care centres, and 25% made other promotional visits. A total of 508 visits were made, reaching a total of 17,836 children (the vast majority at schools).

Figure 10. Total Number of Visits and Children Reached by Segment

	Promotional Visits				
	Schools	**Day Camps**	**Child Care Centres**	**Other**	**Total**
% That Made Visits	61%	17%	42%	25%	-
# Of Visits Made	386	10	38	74	509
Number of Children Reached	16,628	104	539	565	17,835
Average Reached per Visit	43	10	14	8	35

Source: *Q5 Did any library staff promote the program at schools, day camps, child-care centres, or other locations?*

Method of Promotion

For the first time in 2013, the library registration sheets required libraries to ask whether children had participated in the program in previous years. Only those children who had not participated previously were then asked how they heard of the program. This change was made because the previous method underestimated the number of returning children, which LAC and participating library systems knew was higher.

In Manitoba, 38% of children heard about the program because they had participated in a previous year. The most common method of hearing about the program for those who had not previously participated was promotion at the library (35%). Learning about the program at school was also common (16%), while other children heard about the program from a friend or family member (5%), through the media (3%) at their summer camp/child care centre (1%), or through some other method (2%).

Figure 11. How Participants First Heard About the Program

Region	How Did Children Hear About The Program?						
	Joined in previous years	At school	At the public library	Summer camp/ child care centre	Friend of family member	In the media	Other
Manitoba	38%	16%	35%	1%	5%	3%	2%

Source: *Q6. How many of the children registered in your library had participated in the TD Summer Reading Club in previous years and how many were new to the program? If they were new to the program, how did they hear about the program?*

Satisfaction & Suggestions

In 2013, the Statistics and Evaluation Form was expanded and reconfigured in order to gather a much wider scope of opinions from librarians than it ever has in previous years. The scale was updated from a five-point scale to a ten-point scale in order to measure satisfaction with more precision

The following section will provide satisfaction scores for every question asked by giving the proportion of libraries who responded with each score from 10 down to 6, along with those who gave a score of 0-5. The overall satisfaction question for each section is reported first, followed by the individual element scores in the same order they were asked in the questionnaire. Libraries were also asked for their suggestions and comments in each section, and the results are included here in the order that they appeared in the online file.

Overall Program Satisfaction Section

Overall satisfaction in Manitoba is very high, with 32% of respondents giving the highest possible score, and 64% giving a score of 8-out-of-10 or higher.

Satisfaction with the 'GO!' program theme was high, with one quarter of respondents (25%) giving the highest possible scores, and 65% giving a score from 8 to 10. Satisfaction was lower for overall satisfaction with the visual representation of the theme (44% top 3 box).

Figure 12. Satisfaction with Program Elements
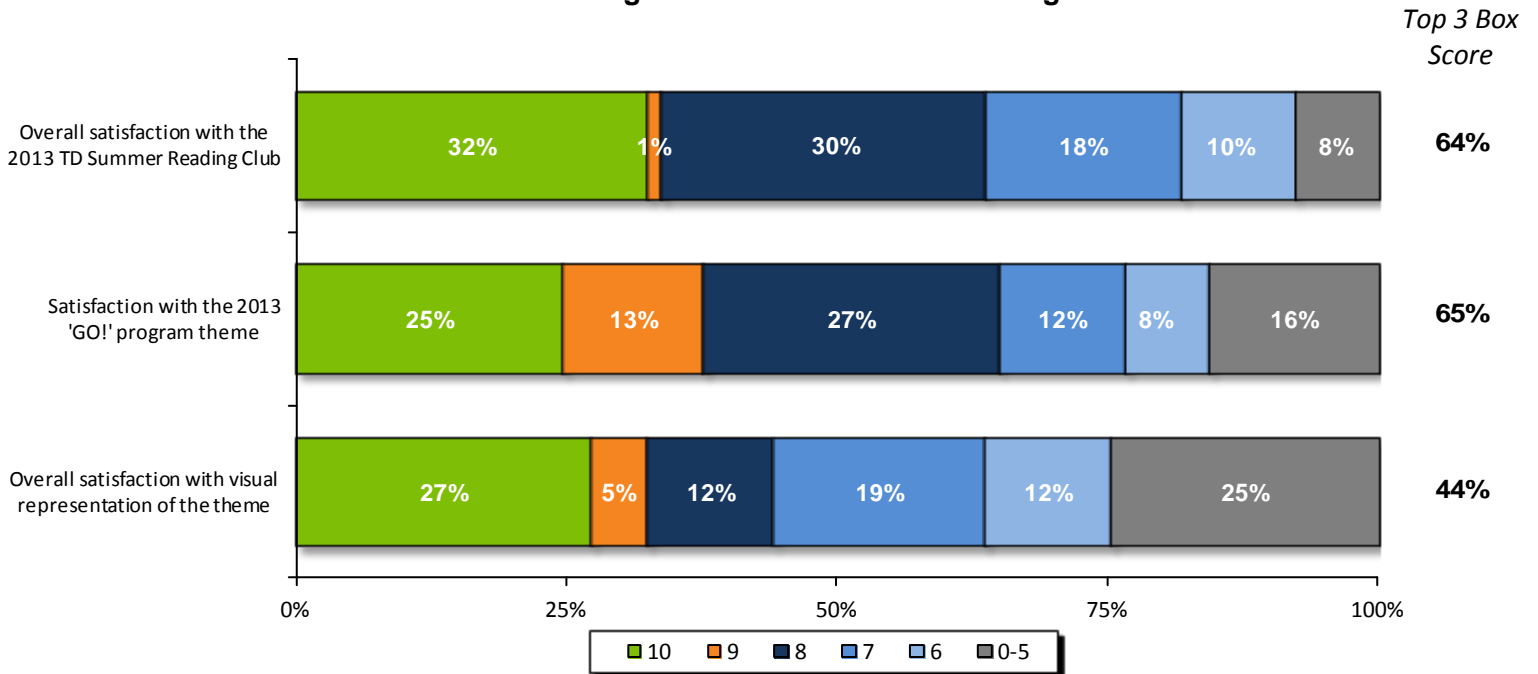
Top 3 Box Score

Overall satisfaction with the 2013 TD Summer Reading Club	32% / 1% / 30% / 18% / 10% / 8%	**64%**
Satisfaction with the 2013 'GO!' program theme	25% / 13% / 27% / 12% / 8% / 16%	**65%**
Overall satisfaction with visual representation of the theme	27% / 5% / 12% / 19% / 12% / 25%	**44%**

Legend: ■ 10 ■ 9 ■ 8 ■ 7 ■ 6 ■ 0-5

Source: *Q7. Overall satisfaction questions.*

Suggestions For Future Themes

Librarians were asked to provide suggestions for future themes. The most popular responses were for nature/environment themes (38%), animal/insect themes (31%), and sports/exercise/physical activity themes (31%). Circus/carnivals, mystery/detective, and science/technology/sci-fi/outer space themes were all suggested by 15%.

The figure below presents all of the suggestions made by systems and libraries in Manitoba for 2013.

Figure 13. Suggestions For Future Themes
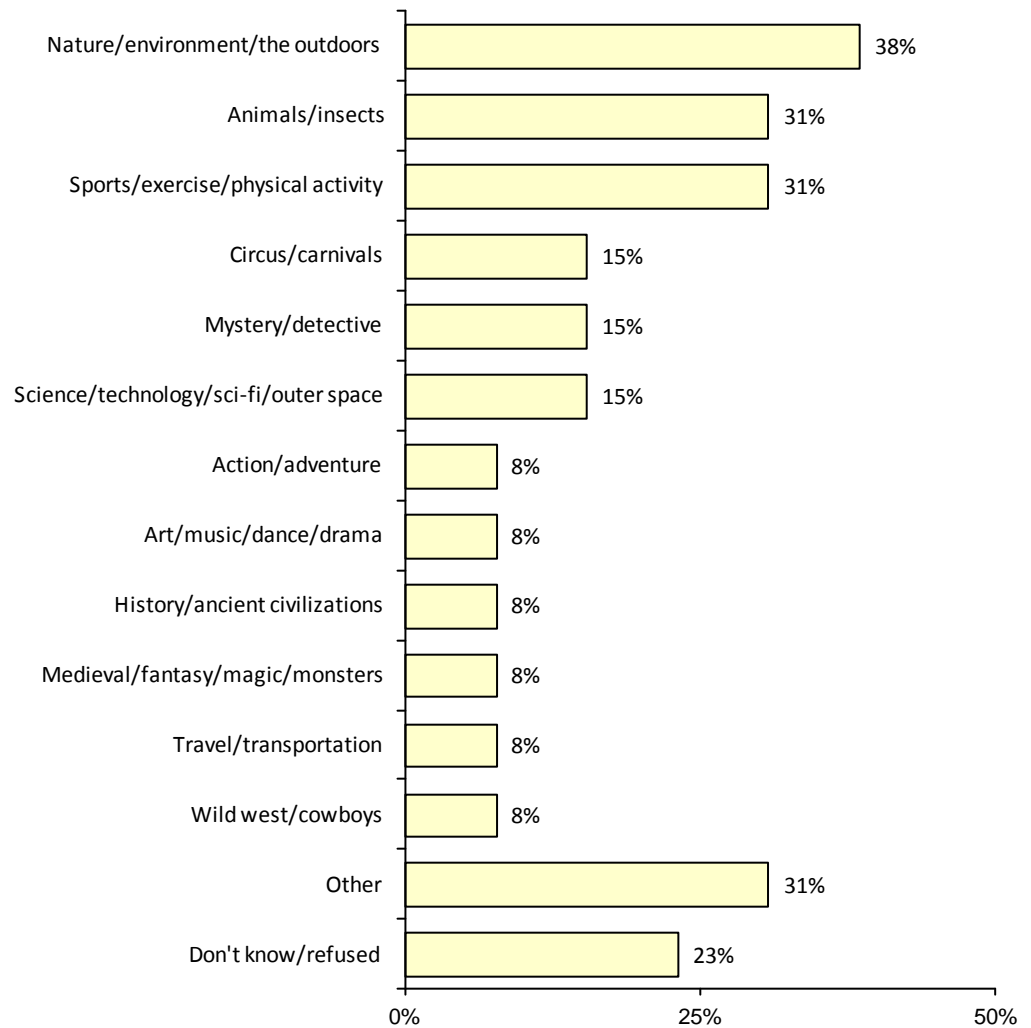
Source: *Q7B . Do you have any suggestions for the program's future themes?*

Program Materials Satisfaction Section

Libraries also rated their level of satisfaction with the program materials, such as the passport, the stickers, the magazine, and the pre-reading booklet.

52% of libraries in Manitoba gave a satisfaction score in the top three for the program materials overall. The element with the highest satisfaction was the passport, with 73% of libraries giving it a score of 8 through 10. Just over half (55%) of libraries gave a top 3 box score to the visual appeal of the magazine.

Figure 14. Satisfaction with Program Materials
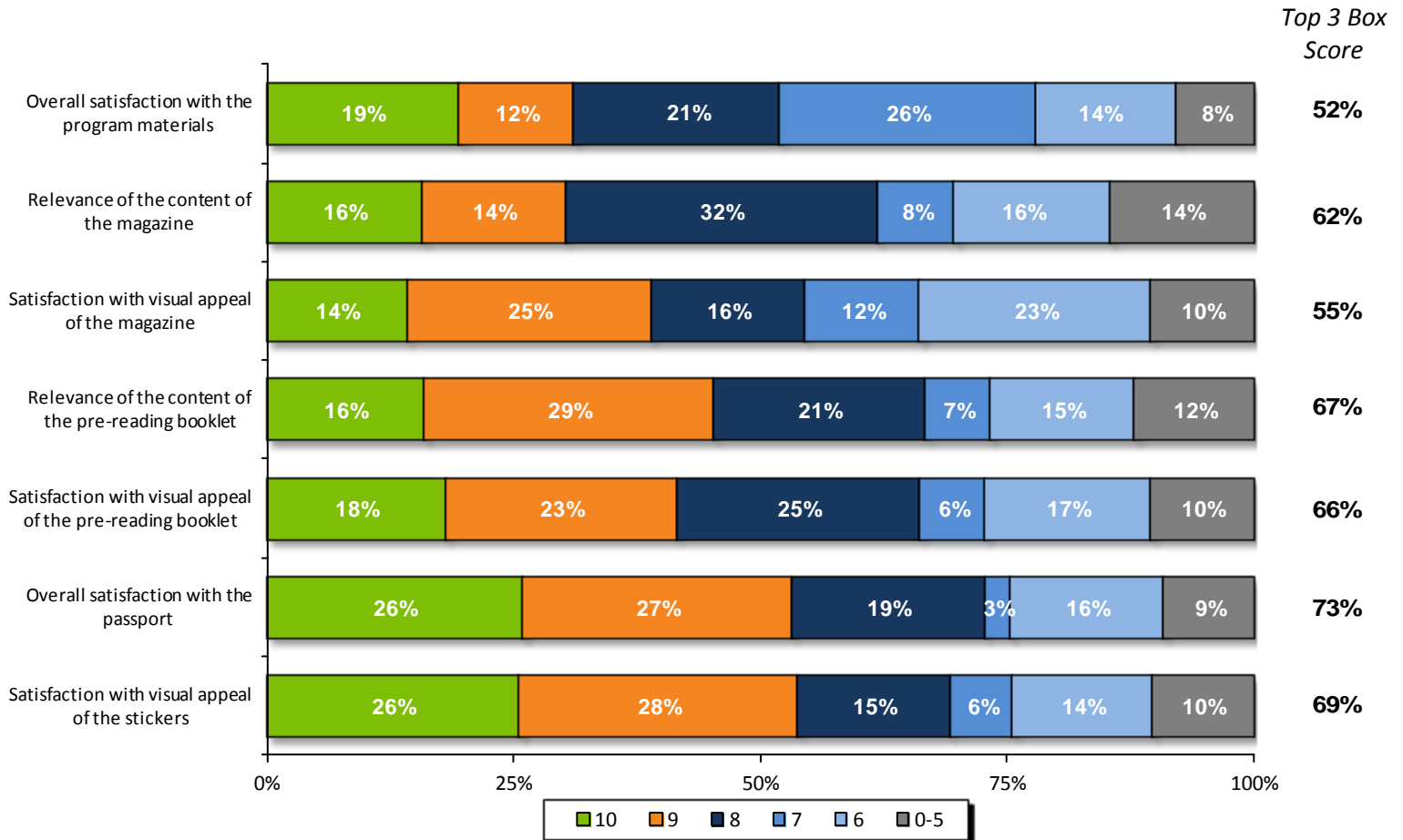
Top 3 Box Score

Category	10	9	8	7	6	0-5	Top 3 Box Score
Overall satisfaction with the program materials	19%	12%	21%	26%	14%	8%	**52%**
Relevance of the content of the magazine	16%	14%	32%	8%	16%	14%	**62%**
Satisfaction with visual appeal of the magazine	14%	25%	16%	12%	23%	10%	**55%**
Relevance of the content of the pre-reading booklet	16%	29%	21%	7%	15%	12%	**67%**
Satisfaction with visual appeal of the pre-reading booklet	18%	23%	25%	6%	17%	10%	**66%**
Overall satisfaction with the passport	26%	27%	19%	3%	16%	9%	**73%**
Satisfaction with visual appeal of the stickers	26%	28%	15%	6%	14%	10%	**69%**

Source: *Q8. Program Materials Satisfaction Questions.*

As part of the program materials satisfaction section, librarians were asked to provide suggestions for improving the content of the materials for future years.

Over one quarter of librarians (27%) gave positive feedback for the passports in 2013 suggesting that they be made available again in future years. More age appropriate content, more prereading activities, and a better art style were each mentioned by 18% of libraries.

The table below details all of the responses given by Manitoba respondents.

Improvements for the Content of the Material for Future Programs	2013
Passports were a good idea/children liked them	27%
More age appropriate/simplify for younger children	18%
More prereading activities/booklet specific	18%
Dislike the art style	18%
Satisfied/no suggestions	9%
More colourful art/visually appealing/eye-catching	9%
Include more space in passport	9%
Passports should be simpler/more user friendly	9%
Other	0%
Don't know/refused	0%

Source: *Q8B. Do you have any suggestions on how to improve the content of the material for future programs?*
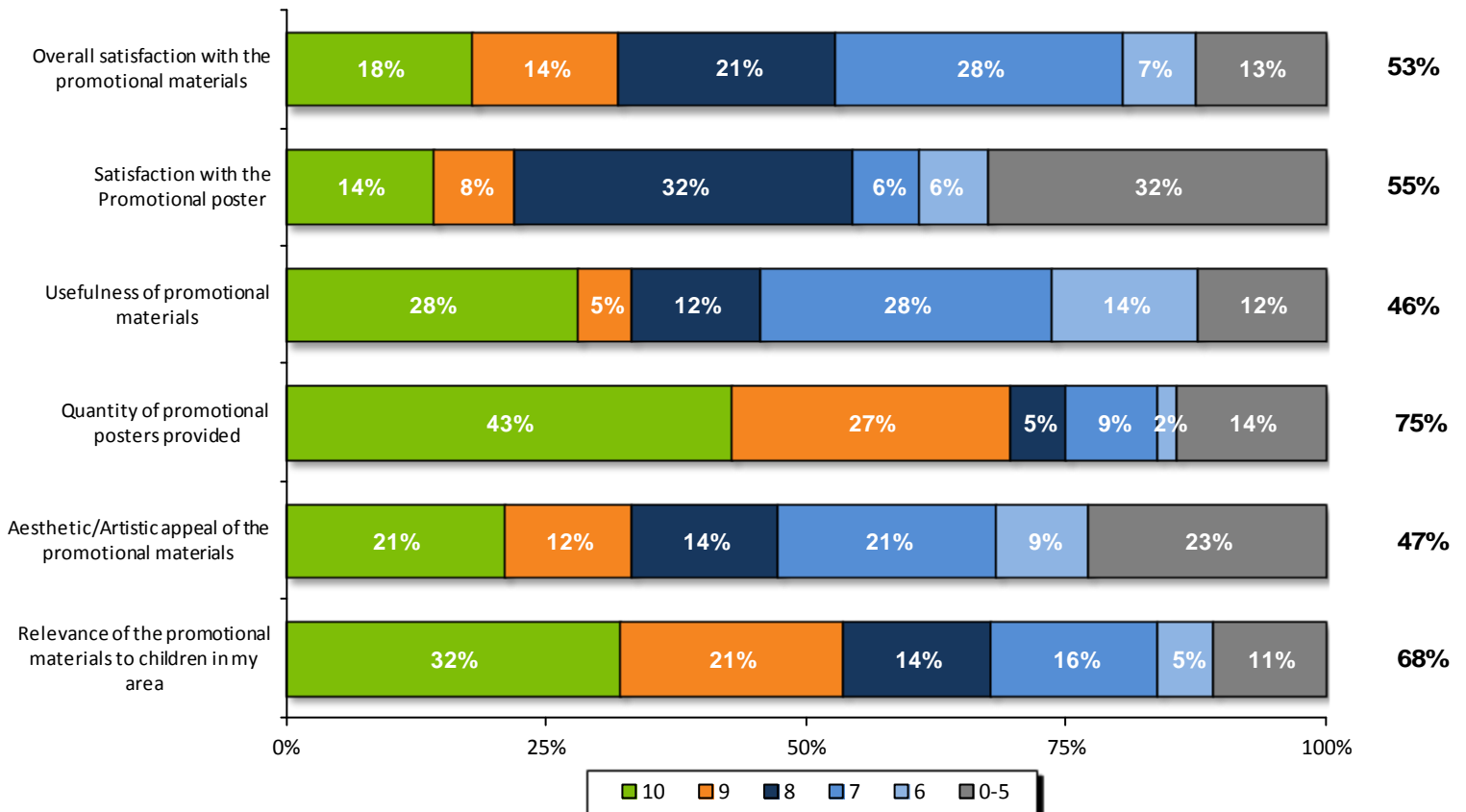
Promotional Materials Satisfaction Section

Libraries also rated their level of satisfaction with the promotional materials that they received from LAC. Satisfaction with the promotional materials was similar to satisfaction with the programming materials in Manitoba. 53% of respondents gave top three satisfaction scores for the promotional materials overall, compared to 55% for the promotional poster. The highest satisfaction was given for the quantity of the promotional posters provided (75% giving a score between 8 and 10), while the lowest satisfaction was given for the usefulness of the promotional materials (46%).

Figure 15. Satisfaction with Promotional Material

Top 3 Box Score

	10	9	8	7	6	0-5	Top 3 Box Score
Overall satisfaction with the promotional materials	18%	14%	21%	28%	7%	13%	**53%**
Satisfaction with the Promotional poster	14%	8%	32%	6%	6%	32%	**55%**
Usefulness of promotional materials	28%	5%	12%	28%	14%	12%	**46%**
Quantity of promotional posters provided	43%	27%	5%	9%	2%	14%	**75%**
Aesthetic/Artistic appeal of the promotional materials	21%	12%	14%	21%	9%	23%	**47%**
Relevance of the promotional materials to children in my area	32%	21%	14%	16%	5%	11%	**68%**

Source: *Q9. Promotional Materials Satisfaction Questions.*

Librarians were invited to provide comments on the promotional materials (including the poster and invitation). More than one library in five in Manitoba (23%) suggested that posters leave a blank space for library specific information on the promotional poster that LAC provides. 15% were satisfied or had no suggestions. The same proportion suggested more colourful or visually appealing promotional material and another 15% said they did not receive enough promotional material.

The table below details all of the responses given by Manitoba respondents.

Comments On 2013 Promotional Materials	2013
Include blank space for library specific info	23%
Satisfied/no suggestions (unspecified)	15%
Poster was bright/eye catching/colourful	15%
More colourful art/visually appealing/eye-catching	15%
Did not receive enough promotional material	15%
Promotional material was helpful/effective	8%
Good size	8%
Did not receive promotional material in a timely fashion	8%
Lack of relevance/relation to theme/reading programs	8%
Materials were not useful/necessary/no significant impact	8%
Too generic/broad	8%
Other	15%
Don't know/refused	0%

Source: *Q9B. Do you have any comments on the 2013 promotional materials (program poster/invitation)?*

Web Content For Children Satisfaction Section

Libraries were asked to rate their level of satisfaction with the web content available to children in 2013. Overall satisfaction with this content was in line with promotional and program materials, with 56% giving a top 3 box satisfaction score. Satisfaction was highest for the visual appearance of the web content (63%) and lowest for satisfaction with the addition of digital books (38%).

Figure 16. Satisfaction with Web Content For Children
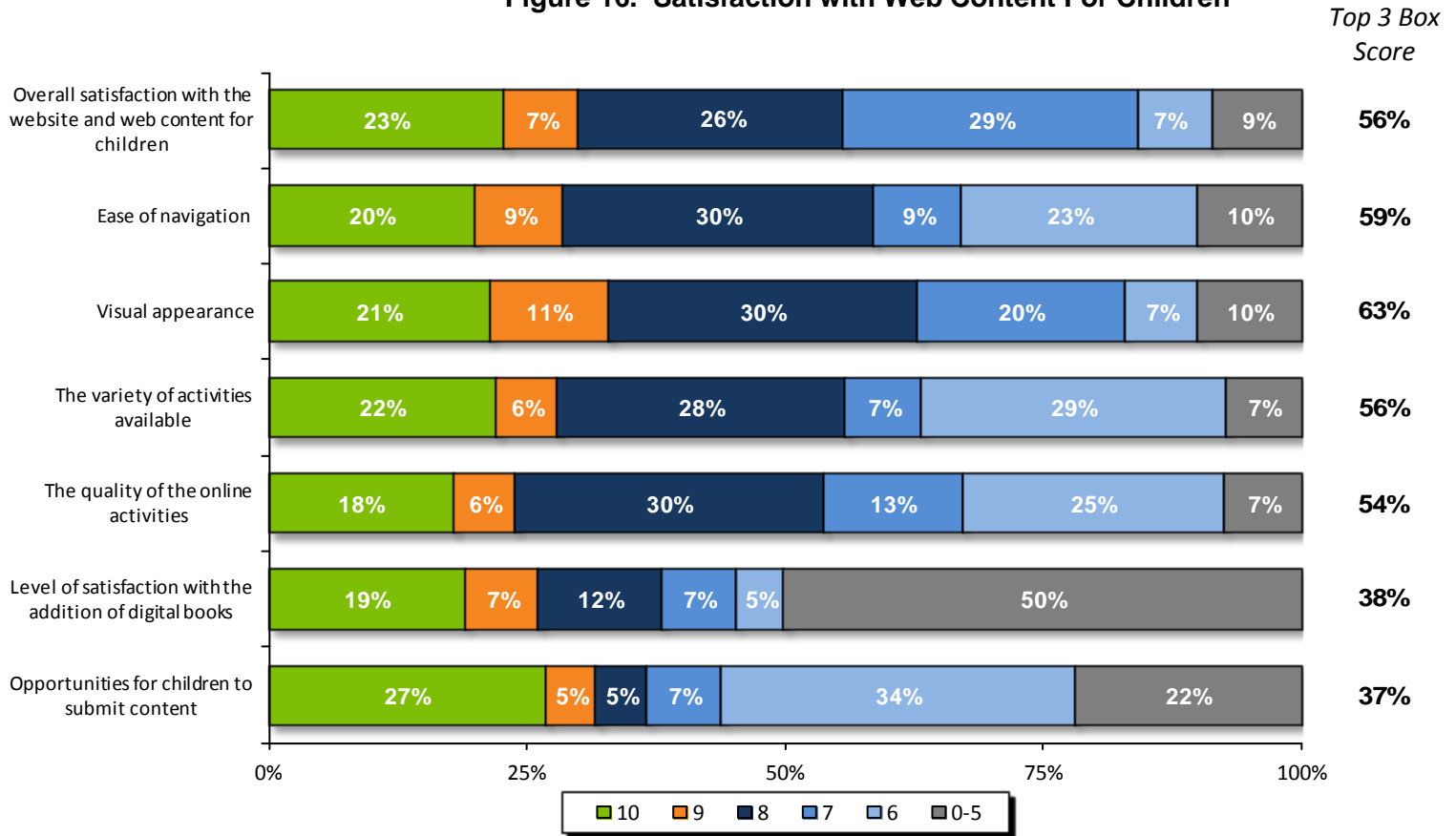
Top 3 Box Score

	Top 3 Box Score
Overall satisfaction with the website and web content for children — 10: 23%, 9: 7%, 8: 26%, 7: 29%, 6: 7%, 0-5: 9%	**56%**
Ease of navigation — 10: 20%, 9: 9%, 8: 30%, 7: 9%, 6: 23%, 0-5: 10%	**59%**
Visual appearance — 10: 21%, 9: 11%, 8: 30%, 7: 20%, 6: 7%, 0-5: 10%	**63%**
The variety of activities available — 10: 22%, 9: 6%, 8: 28%, 7: 7%, 6: 29%, 0-5: 7%	**56%**
The quality of the online activities — 10: 18%, 9: 6%, 8: 30%, 7: 13%, 6: 25%, 0-5: 7%	**54%**
Level of satisfaction with the addition of digital books — 10: 19%, 9: 7%, 8: 12%, 7: 7%, 6: 5%, 0-5: 50%	**38%**
Opportunities for children to submit content — 10: 27%, 9: 5%, 8: 5%, 7: 7%, 6: 34%, 0-5: 22%	**37%**

Legend: ■ 10 ■ 9 ■ 8 ■ 7 ■ 6 ■ 0-5

Source: *Q10. Web Content For Children Satisfaction Questions.*

The first open-ended question for this section asked whether the librarian was able to integrate the children's website into the print materials, and if so, how they did it. The majority (56%) said that they did not, or were not able to integrate the website into in-branch programming. Among those who did, however, the most common response was that the librarian mentioned it in passing as something that could be done from home (16%). 12% mentioned the website in reference to the sticker codes.

The table below details all of the responses given by Manitoba respondents.

Able to integrate website into in-branch programming?	2013
Mentioned in passing as something to be done from home	16%
Mentioned the website in reference to sticker codes	12%
Used for program planning/inspiration	8%
Included it in presentations/introductions	4%
Used for advertising/promotion/linked from our website	4%
Other	4%
No/unable to integrate	56%
Don't know/refused	0%

Source: *Q10BA. Were you able to integrate the website into your in-branch programming? If so, how?*

Next, librarians were asked if the children's website enhanced the print materials. In Manitoba, about half (47%) answered in the positive, that it enhance them, while 11% gave a negative response. The same proportion mentioned that children liked the stickers and entering the secret codes.

The table below details all of the responses given by Manitoba respondents.

Did the website enhance the print materials?	2013
Yes, enhanced the material	47%
Children liked stickers/entering secret codes	11%
No, did not enhance material	11%
Increased participation/interest	5%
Other	5%
Don't know/refused	21%

Source: *Q10BB Did the website enhance the print materials?*

Finally, librarians were asked for suggestions on how to improve the web content for children. More than three quarters (78%) simply stated that they had no suggestions on how to improve it. With regard to suggestions for the web content, 11% suggested improving navigation and making it more child-friendly, and 6% suggested more diversity in age related content.

The table below details all of the responses given by Manitoba respondents.

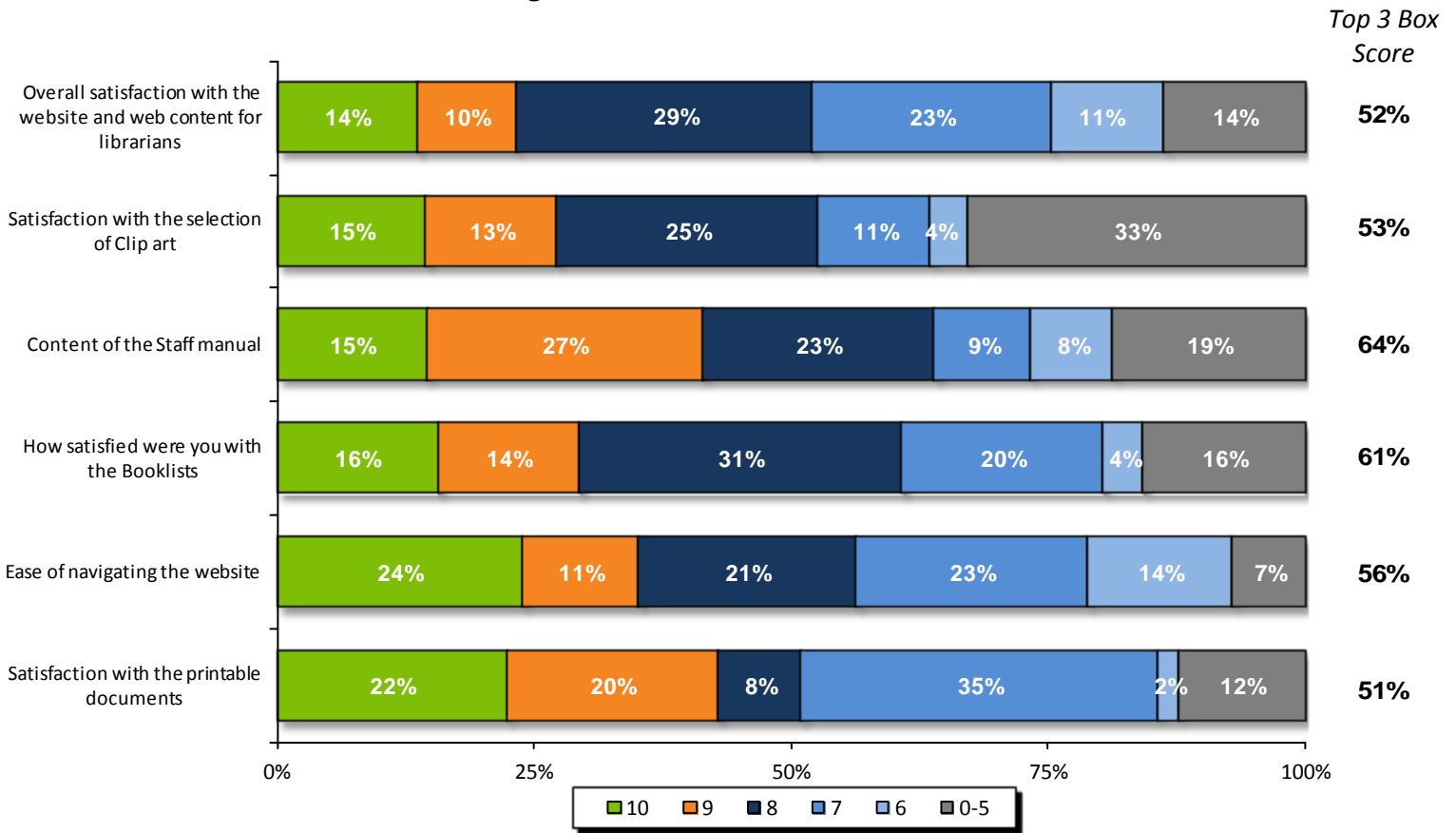| Suggestions on how to improve the web content for children?	2013
Satisfied/no suggestions	78%
Improve navigation/more child-friendly	11%
More diversity in age related content	6%
Don't know/refused	6%

Source: *Q10BC. Do you have any suggestions on how to improve the web content for children?*

Web Content For Librarians Satisfaction Section

Next, libraries were asked to rate their level of satisfaction with the web content available to them on the librarians website. Slightly more than half (52%) of the libraries gave a top three satisfaction score.

Regarding the individual elements, satisfaction was highest with the content of the staff manual (64%) and the booklists (61%). Satisfaction was lowest with the printable documents (51%) and the selection of clip art (53%).

Figure 17. Satisfaction with Web Content For Librarians

Top 3 Box Score

Category	10	9	8	7	6	0-5	Top 3 Box Score
Overall satisfaction with the website and web content for librarians	14%	10%	29%	23%	11%	14%	**52%**
Satisfaction with the selection of Clip art	15%	13%	25%	11%	4%	33%	**53%**
Content of the Staff manual	15%	27%	23%	9%	8%	19%	**64%**
How satisfied were you with the Booklists	16%	14%	31%	20%	4%	16%	**61%**
Ease of navigating the website	24%	11%	21%	23%	14%	7%	**56%**
Satisfaction with the printable documents	22%	20%	8%	35%	2%	12%	**51%**

Source: *Q11. Web Content For Librarians Satisfaction Questions.*

Librarians were asked for suggestions on how to improve the librarian's website for future programs. One fifth said that they were satisfied or had nothing to suggest (20%). Suggestions included better craft ideas, printable certificates, making materials available sooner, having more printable activities, better navigation, and resolving problems related to browser compatibility (mentioned by 10% each).

The table below details all of the responses given by Manitoba respondents.

Suggestions on how to improve the web content for librarians?	2013
Satisfied/no suggestions	20%
Better craft ideas	10%
Printable certificate/participation award	10%
Make material available sooner	10%
More printable activities	10%
Simpler/better navigation/search/print functions	10%
Problems related to browser compatibility	10%
Other	20%
Don't know/refused	10%

Source: *Q11B Do you have any suggestions on how to improve the web content for librarians?*
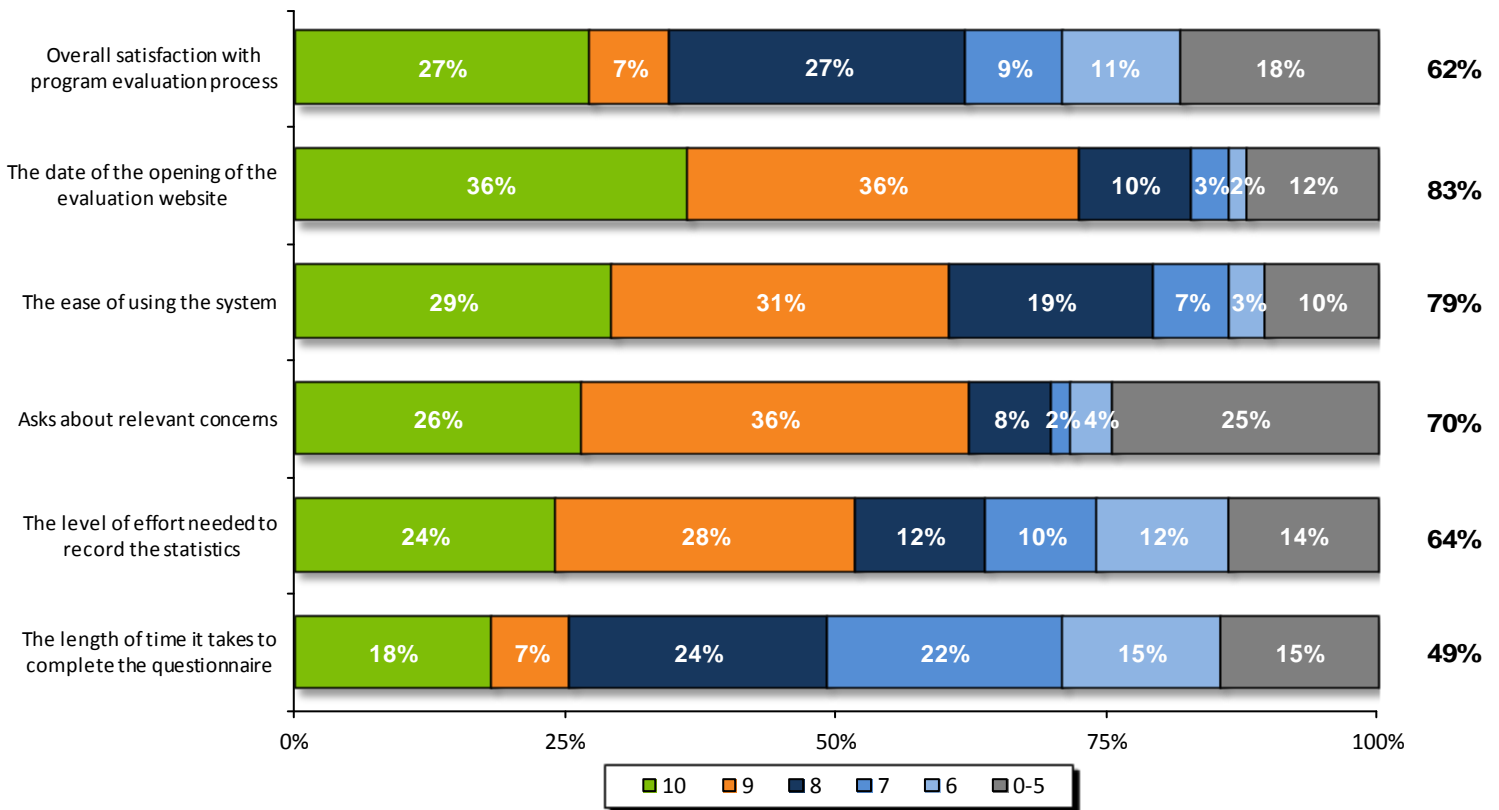
Program Evaluation and Statistics Satisfaction Section

Finally, libraries were asked to rate their level of satisfaction with the program evaluation and statistics process for 2013. 62% of Manitoba libraries gave a score of eight or higher. Almost one fifth (18%) gave a score which would indicate dissatisfaction with the process.

Among the elements of the program evaluation process, the score for 'date of the opening of the evaluation website' was the highest, with 83% giving a top 3 score, followed by 'ease of using the system' at 79%. Satisfaction was lowest with the effort needed to record the statistics (64%), and the length of time it takes to complete the questionnaire (49%).

Figure 18. Satisfaction with Program Evaluation and Statistics Process

Top 3 Box Score

Category	10	9	8	7	6	0-5	Top 3 Box Score
Overall satisfaction with program evaluation process	27%	7%	27%	9%	11%	18%	**62%**
The date of the opening of the evaluation website	36%	36%	10%	3%	2%	12%	**83%**
The ease of using the system	29%	31%	19%	7%	3%	10%	**79%**
Asks about relevant concerns	26%	36%	8%	2%	4%	25%	**70%**
The level of effort needed to record the statistics	24%	28%	12%	10%	12%	14%	**64%**
The length of time it takes to complete the questionnaire	18%	7%	24%	22%	15%	15%	**49%**

Legend: ■ 10 ■ 9 ■ 8 ■ 7 ■ 6 ■ 0-5

Source: *Q12. Program Evaluation and Statistics Process Questions.*

Librarians were asked for their suggestions on how the program evaluation and statistical collection process could be improved. A plurality (43%) said they were satisfied with the process and had no suggestions. The most popular suggestions were to make the forms available sooner and to reduce the survey length (29% of librarians each). 7% requested standardized forms or an Excel format to make statistical collection easier. Another 7% thought the information requests could be clarified or better defined.

The table below details all of the responses given by Manitoba respondents.

Suggestions on how to improve the statistical collection and program evaluation process?	2013
Satisfied/no suggestions	43%
Make forms available sooner/let us know what to track	29%
Fewer questions/reduce survey length	29%
Standardized forms/Excel format to accommodate formulas	7%
Clarify/better define information requested	7%
Don't know/refused	7%

Source: *Q12BA. Do you have any suggestions for how to improve the statistical collection and program evaluation process?*

More broadly, librarians were asked if they could suggest any improvements for the TD Summer Reading Club that they had not already mentioned. Slightly more than half of respondents (54%) did not have a suggestion at all or were satisfied with the program.

The table below details all of the responses given by Manitoba respondents.

Suggestions to improve the TD SRC?	2013
Satisfied/no suggestions	54%
More age appropriate/simplify for younger children	8%
More prereading activities/booklet specific	8%
Improve craft ideas	8%
More activities/games (unspecified)	8%
Programs/themes should be more fun/interesting/exciting	8%
Wider range of activities/programs for all ages	8%
Change the point system for books read	8%
Distribute materials specific to each location	8%
Make forms available sooner/let us know what to track	8%
Other	8%
Don't know/refused	0%

Source: *Q12BB. Do you have any suggestions about how to improve the TD Summer Reading Club in the future which have not been mentioned already?*

Libraries were asked to report whether they had any indicators of children's increased enjoyment of reading, reading successes or changes in attitudes toward reading. The most common response was that the librarians had heard testimonials, but did not give specifics (27%). One in five (20%) mentioned the children love adding stickers to their passports and 13% noticed the children checking out more books from the library.

The table below details all of the responses given by Manitoba respondents.

Testimonials indicating increased love of reading?	2013
Yes, heard testimonials	27%
Children love adding stickers to their passports	20%
Children checking out more books from library	13%
Brings more children to the library/they enjoy coming	7%
Children enjoy coming back each year	7%
Children exploring more/new genres/topics	7%
Children exceeding goals of club/reading extra	7%
Other	7%
Don't know/refused	27%

Source: *Q12BC. Do you have any testimonials from parents, caregivers or teachers that may indicate an increased love of reading*

Appendix 6

Saskatchewan

Saskatchewan Program Statistics

Response Rate

The participating libraries in Saskatchewan were asked to tally the results of participants in the summer reading club for all of their subsidiary branches. Within all systems, 241 of the 254 participating individual libraries submitted their results, representing an overall response rate of 95%.

Figure 1. Response Rate

	Saskatchewan
(A) Total Participating Libraries	254
(B) Total Responded to Survey	241
(C) Survey Response Rate	95%

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

Statistics on Registration & Attendance

TD Summer Reading Program Registration

The first section of the Statistics and Evaluation Form asked librarians to indicate the total number of children registered for the TDSRC 2013.   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 21,460 children registered for the TDSRC 2013 program, a decrease from 2012, but slightly higher than the registration in 2011. Girls comprise 11,518, or 54%, of the participants, while the 9,942 boys represent 46% of the participants, continuing an upward trend for boys which began in 2012.

Figure 2. Total Registration 2007 – 2013

	Total Registration						
Region	**2013**	**2012**	**2011**	**2010**	**2009**	**2008**	**2007**
Saskatchewan	21,460	26,434	20,527	15,098	17,547	16,476	17,677

Source: *Q1. Total number of children who registered for the TDSRC program (2007 – 2013)*

Figure 3. Percentage of Participating Children by Gender
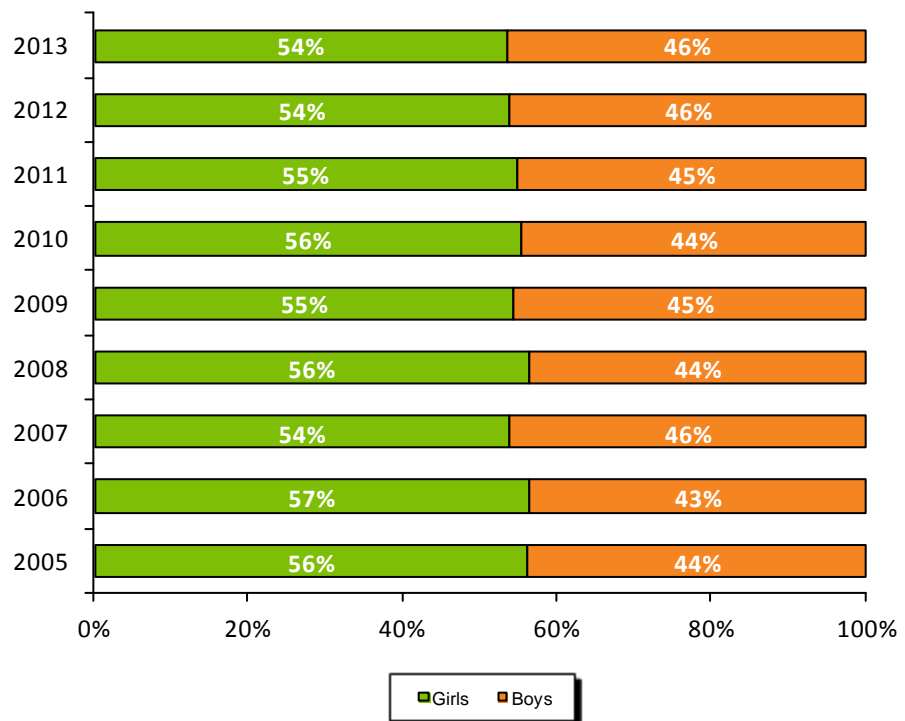
Source: *Q1. Total number of children who registered for the TDSRC 2013 program.*

Figure 4 below shows the age breakdown of registered children. For the summer 2013, 28% of the girls were in the 0-5 age group, 38% were 6-8, 32% were 9-12, and 3% were 13 years or older. There was very little difference in age between boys and girls in 2013 with 29% aged 0-5, 40% aged 6-8, 29% aged 9-12, and 2% aged 13 and older.

Figure 4. Percentage of Registered Children by Gender and Age

GIRLS	2013	2012	2011	2010	2009	2008	2007	2006	2005
0-5	28%	27%	27%	24%	23%	21%	23%	21%	22%
6-8	38%	40%	39%	40%	36%	39%	37%	40%	38%
9-12	32%	32%	31%	33%	36%	37%	36%	35%	35%
13+	3%	1%	2%	2%	4%	3%	3%	4%	4%

BOYS	2013	2012	2011	2010	2009	2008	2007	2006	2005
0-5	29%	28%	30%	27%	27%	24%	25%	27%	25%
6-8	40%	41%	41%	43%	40%	43%	41%	40%	40%
9-12	29%	28%	28%	28%	30%	30%	32%	31%	31%
13+	2%	2%	1%	2%	2%	3%	2%	3%	3%

Source: *Q1. Total number of children who registered for the TDSRC 2013 program*

Figure 5 below summarizes the participation rate for Saskatchewan by age and gender based on 2011 census data. The proportion of all children who were registered in 2013 was slightly lower (8.92%) in 2013 than in 2012 or 2011.

Figure 5. Number of Registered Children

	2011 CENSUS			2013 TD SRC REGISTRANTS			% PARTICIP. CHILDREN	% PARTICIP. CHILDREN	% PARTICIP. CHILDREN
	(A)	(B)	(C)	(D)	(E)	(F)	2013	2012	2011
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	21,460	9,942	11,519	8.92%	10.98%	10.12%
0-5	81,605	41,645	39,955	6,142	2,912	3,230	7.53%	8.94%	8.42%
6-8	37,925	19,375	18,540	8,288	3,945	4,343	21.85%	28.40%	22.44%
9-12	51,470	26,325	25,140	6,481	2,852	3,629	12.59%	15.49%	11.53%
13+	69,645	35,610	34,025	549	233	316	0.79%	0.57%	0.80%

Source: *Q1. Total number of children who registered for the TDSRC 2013 program*

TD Summer Reading Program Attendance & Activities

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 the total attendance of children at these activities (not including parents or care givers).

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

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

A total of 46,923 children attended the 2,642 theme-related activities which were organized in libraries across Saskatchewan over the summer months of 2013. The majority of the activities (92%) were in the libraries and only 8% of the activities were held in communities. Overall, an average of 18 children attended each activity in 2013.

Figure 6. Total Activities and Attendance

Region	Activity Attendance				
	Theme-Related Activities	Total Attendance	Avg. Attendance per Activity	% of Activities In Library	% of Activities In Community
Saskatchewan	2,642	46,923	18	92%	8%

Source: *Q2. Total number of activities in your libraries and in your community. Attendance at activities in your libraries and in your community.*

There was an increase in attendance from 2012 to 2013 (to 46,923), however there was a decrease in activities organized during the same time. The number of activities fell to total similar to that of 2011.

Figure 7. Activities and Attendance 2011 – 2013

Region	2013		2012		2011	
	Theme-Related Activities	Total Attendance	Theme-Related Activities	Total Attendance	Theme-Related Activities	Total Attendance
Saskatchewan	2,642	46,923	3,251	39,009	2,334	35,902

Source: *Q2. Total number of activities in your libraries and in your community. Attendance at activities in your libraries and in your community.*

Materials Distributed

The libraries were also asked to indicate the total number of pre-reading booklets, magazines, passports and sticker sheets that were distributed to children coming into the library, including any materials provided to summer day camps, child-care centres, community/public housing projects, faith-based programs, *etc.* Registration for the TDSRC was not necessary and staff could choose how to distribute the material. The materials which were distributed in 2013 differed slightly from in previous years when only reading kits and posters were distributed. As a result, there is no comparison made here to previous years.

In total, 24,643 passports, 24,845 sticker sheets, 17,066 magazines and 11,800 pre-reading booklets were distributed across Saskatchewan in 2013 among the participating libraries.

Figure 8. Materials Distributed

Region	Materials Distributed			
	Passports	Sticker sheets	Magazines	Pre-Reading Booklets
Saskatchewan	24,643	24,845	17,066	11,800

Source: *Q3. Materials distributed by your library / libraries in 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. In Saskatchewan, the most common response was to have run the program as club only (39%). Nearly a third (30%) of programs were drop-in only and a quarter (25%) were both drop-in and a club.

Figure 9. Percentage of Drop-ins and Clubs by Segment

Region	How Program Was Structured (%)			
	Drop-In Only	Club Only	Both Drop-In and Club	Neither Format
Saskatchewan	30%	39%	25%	6%

Source: Q4. *How was your program structured?*

Promotion of Program

Librarians were asked to indicate if anyone from their library branch made any visits to the local schools, child care centres, day camps, or to any other locations in order to promote the program.

In Saskatchewan, all (100%) of libraries indicated that their library staff made promotional visits to schools, while 90% visited day camps, 90% visited child care centres, and 80% made other promotional visits. A total of 372 visits were made, reaching a total of 18,833 children (the vast majority at schools).

Figure 10. Total Number of Visits and Children Reached by Segment

	Promotional Visits				
	Schools	**Day Camps**	**Child Care Centres**	**Other**	**Total**
% That Made Visits	100%	90%	90%	80%	-
# Of Visits Made	248	25	45	54	372
Number of Children Reached	14,828	590	672	2,743	18,833
Average Reached per Visit	60	23	15	51	51

Source: *Q5 Did any library staff promote the program at schools, day camps, child-care centres, or other locations?*

Method of Promotion

For the first time in 2013, the library registration sheets required libraries to ask whether children had participated in the program in previous years. Only those children who had not participated previously were then asked how they heard of the program. This change was made because the previous method underestimated the number of returning children, which LAC and participating library systems knew was higher.

In Saskatchewan, 38% of children heard about the program because they had participated in a previous year. The most common method of hearing about the program for those who had not previously participated was promotion at the library (32%). Learning about the program at school was also common (16%), while other children heard about the program from a friend or family member (6%), at their summer camp/child care centre (4%), through the media (2%) or some other method (2%).

Figure 11. How Participants First Heard About the Program

Region	How Did Children Hear About The Program?						
	Joined in previous years	At school	At the public library	Summer camp/ child care centre	Friend of family member	In the media	Other
Saskatchewan	38%	16%	32%	4%	6%	2%	2%

Source: *Q6. How many of the children registered in your library had participated in the TD Summer Reading Club in previous years and how many were new to the program? If they were new to the program, how did they hear about the program?*

Satisfaction & Suggestions

In 2013, the Statistics and Evaluation Form was expanded and reconfigured in order to gather a much wider scope of opinions from librarians than it ever has in previous years. The scale was updated from a five-point scale to a ten-point scale in order to measure satisfaction with more precision

The following section will provide satisfaction scores for every question asked by giving the proportion of libraries who responded with each score from 10 down to 6, along with those who gave a score of 0-5. The overall satisfaction question for each section is reported first, followed by the individual element scores in the same order they were asked in the questionnaire. Libraries were also asked for their suggestions and comments in each section, and the results are included here in the order that they appeared in the online file.

Overall Program Satisfaction Section

A quarter of libraries were satisfied, with 26% of respondents giving the highest possible score, and 49% giving a score of 8-out-of-10 or higher. A third (33%) of libraries indicated lower satisfaction levels.

Satisfaction with the 'GO!' program theme was higher, with two fifths (40%) giving the highest possible scores, and 65% giving a score from 8 to 10.

Figure 12. Satisfaction with Program Elements
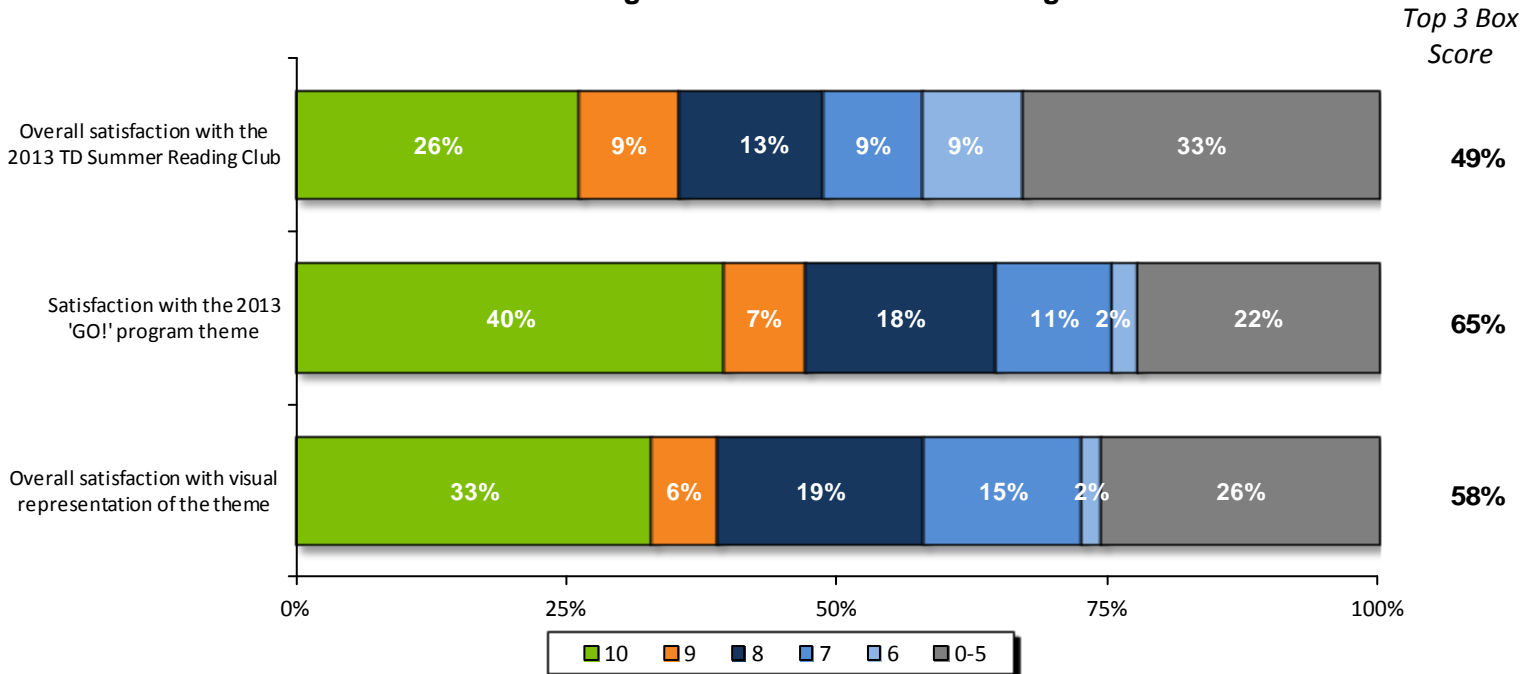
Top 3 Box Score

	Top 3 Box Score
Overall satisfaction with the 2013 TD Summer Reading Club	49%
Satisfaction with the 2013 'GO!' program theme	65%
Overall satisfaction with visual representation of the theme	58%

Legend: ■10 ■9 ■8 ■7 ■6 ■0-5

Source: *Q7. Overall satisfaction questions.*

Suggestions For Future Themes

Librarians were asked to provide suggestions for future themes. The most popular responses were for animal/insect themes (43%) and science/technology/space themes (29%).

The figure below presents all of the suggestions made by systems and libraries in Saskatchewan for 2013.

Figure 13. Suggestions For Future Themes
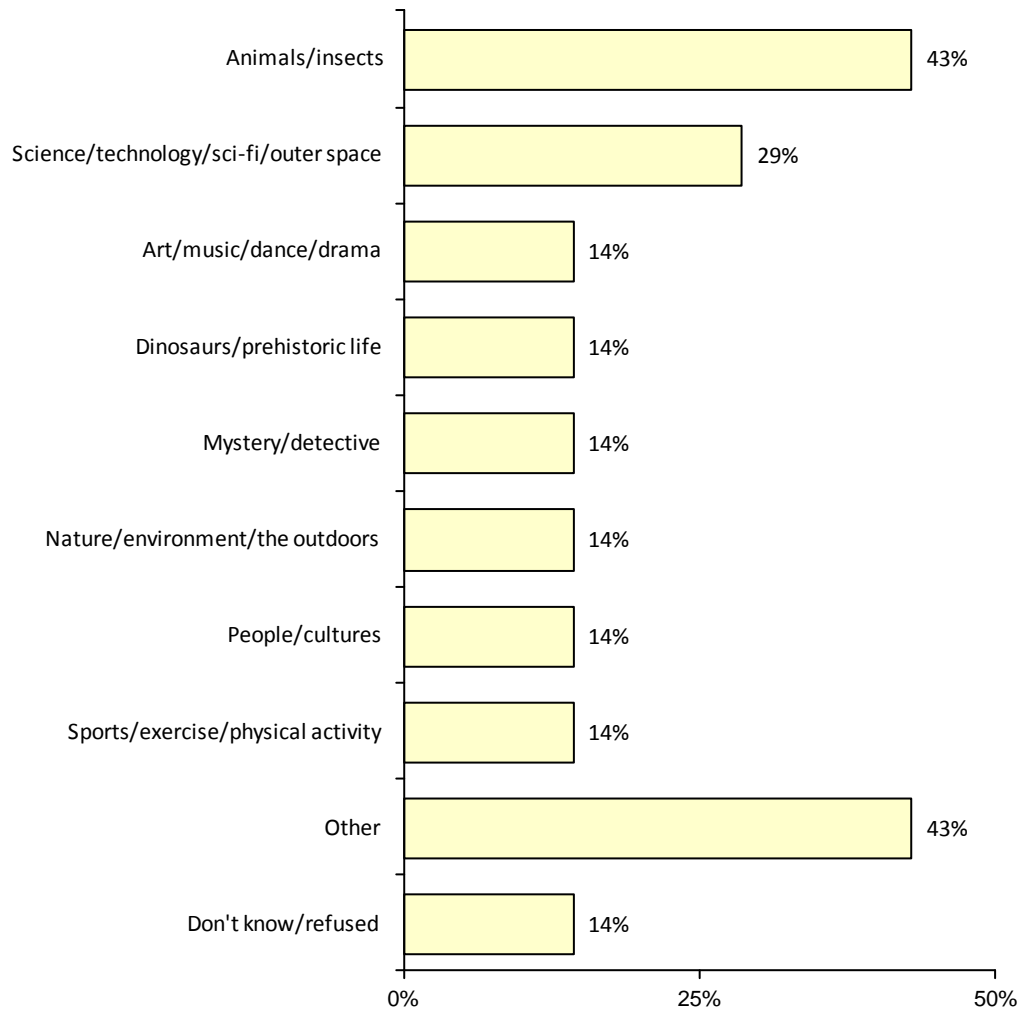
Source: *Q7B . Do you have any suggestions for the program's future themes?*

Program Materials Satisfaction Section

Libraries also rated their level of satisfaction with the program materials, such as the passport, the stickers, the magazine, and the pre-reading booklet.
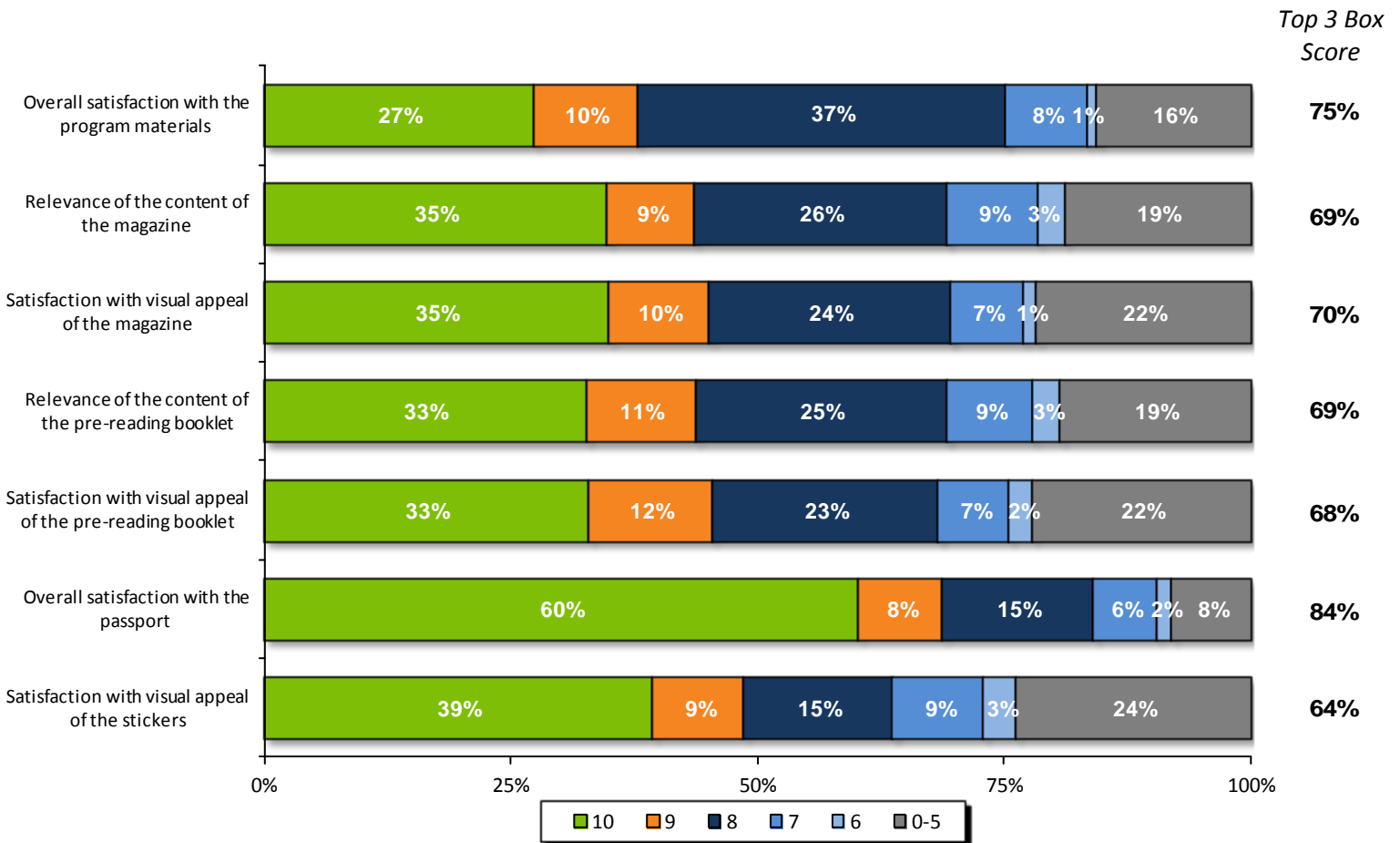
75% of libraries in Saskatchewan gave a satisfaction score in the top 3 for the program materials overall. The element with the highest satisfaction was the passport, with 60% of libraries giving it the highest possible score. Satisfaction was generally high for each of the elements tested with each one receiving a score of 8 or higher from at least 64% of libraries.

Figure 14. Satisfaction with Program Materials

Top 3 Box Score

Category	10	9	8	7	6	0-5	Top 3 Box Score
Overall satisfaction with the program materials	27%	10%	37%	8%	1%	16%	**75%**
Relevance of the content of the magazine	35%	9%	26%	9%	3%	19%	**69%**
Satisfaction with visual appeal of the magazine	35%	10%	24%	7%	1%	22%	**70%**
Relevance of the content of the pre-reading booklet	33%	11%	25%	9%	3%	19%	**69%**
Satisfaction with visual appeal of the pre-reading booklet	33%	12%	23%	7%	2%	22%	**68%**
Overall satisfaction with the passport	60%	8%	15%	6%	2%	8%	**84%**
Satisfaction with visual appeal of the stickers	39%	9%	15%	9%	3%	24%	**64%**

Source: *Q8. Program Materials Satisfaction Questions.*

As part of the program materials satisfaction section, librarians were asked to provide suggestions for improving the content of the materials for future years.

The most common suggestion among librarians in Saskatchewan was more pre-reading activities (63%). Another popular suggestion was more colourful and eye-catching art (38%). The passports were also popular with a quarter of librarians mentioning them as a good idea. The same proportion also suggested improving the magazines, that they disliked the art style, and to include more space in the passport.

The table below details all of the responses given by Saskatchewan respondents.

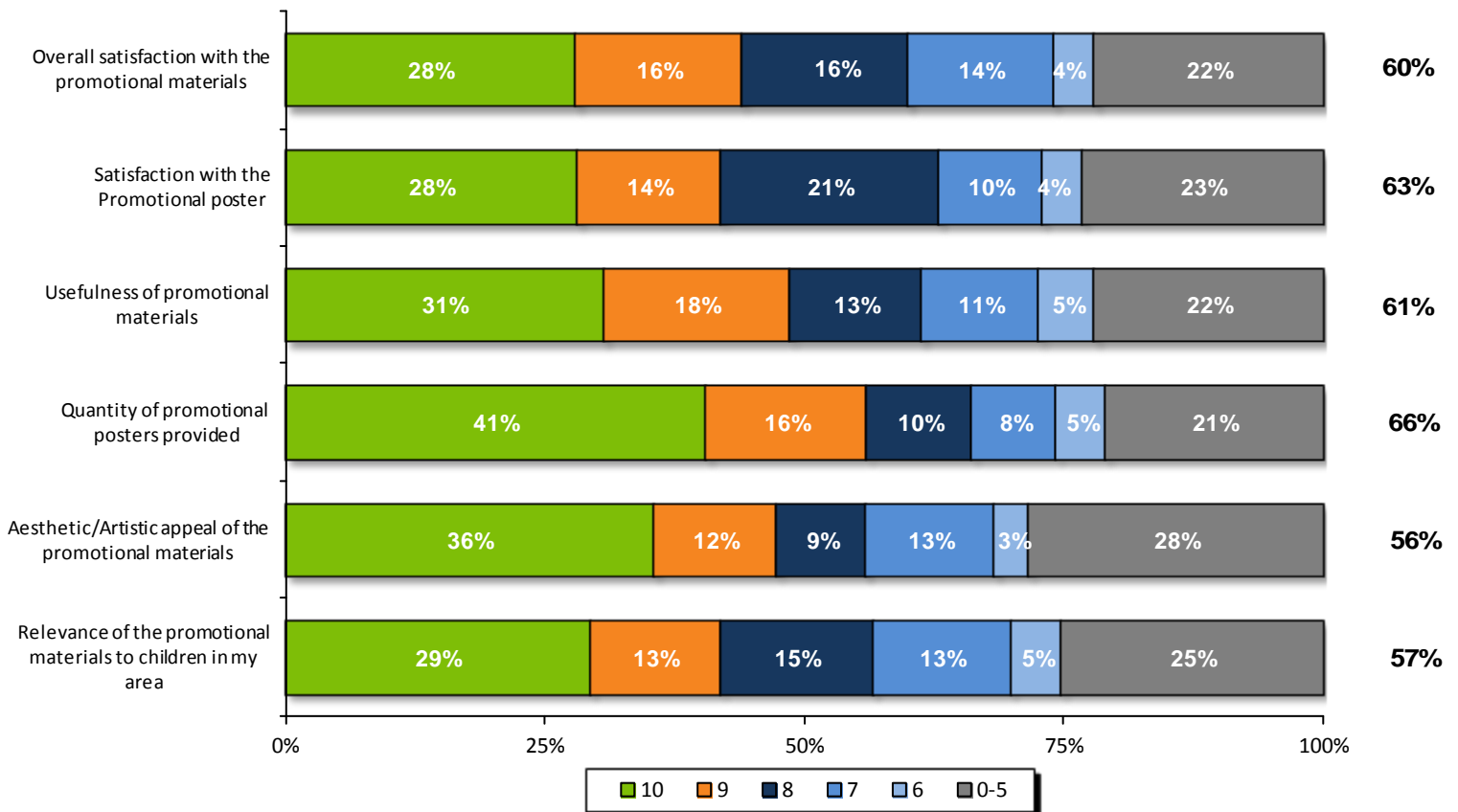| Improvements for the Content of the Material for Future Programs	2013
More prereading activities/booklet specific	63%
More colourful art/visually appealing/eye-catching	38%
Passports were a good idea/children liked them	25%
Improve magazines/declutter/too wordy	25%
Dislike the art style	25%
Include more space in passport	25%
Satisfied/no suggestions	13%
Improve computer/online aspect	13%
Improve craft ideas	13%
Passports should be simpler/more user friendly	13%
Other	25%
Don't know/refused	0%

Source: *Q8B. Do you have any suggestions on how to improve the content of the material for future programs?*

Promotional Materials Satisfaction Section

Libraries also rated their level of satisfaction with the promotional materials that they received from LAC. Like in most regions, satisfaction with the promotional materials was lower than with the programming materials in Saskatchewan. 60% of respondents gave top three satisfaction score for the promotional materials overall. Satisfaction was lowest for the aesthetic/artistic appeal of the promotional materials (56%). The highest satisfaction was given for the quantity of the promotional posters provided (66% giving a score between 8 and 10).

Figure 15. Satisfaction with Promotional Material

Top 3 Box Score

Category	10	9	8	7	6	0-5	Top 3 Box Score
Overall satisfaction with the promotional materials	28%	16%	16%	14%	4%	22%	**60%**
Satisfaction with the Promotional poster	28%	14%	21%	10%	4%	23%	**63%**
Usefulness of promotional materials	31%	18%	13%	11%	5%	22%	**61%**
Quantity of promotional posters provided	41%	16%	10%	8%	5%	21%	**66%**
Aesthetic/Artistic appeal of the promotional materials	36%	12%	9%	13%	3%	28%	**56%**
Relevance of the promotional materials to children in my area	29%	13%	15%	13%	5%	25%	**57%**

Source: *Q9. Promotional Materials Satisfaction Questions.*

Librarians were invited to provide comments on the promotional materials (including the poster and invitation). Just under a third of respondents suggested having more colourful and eye-catching promotional materials, that the posters include activities, and to leave space for library specific info (29% each).

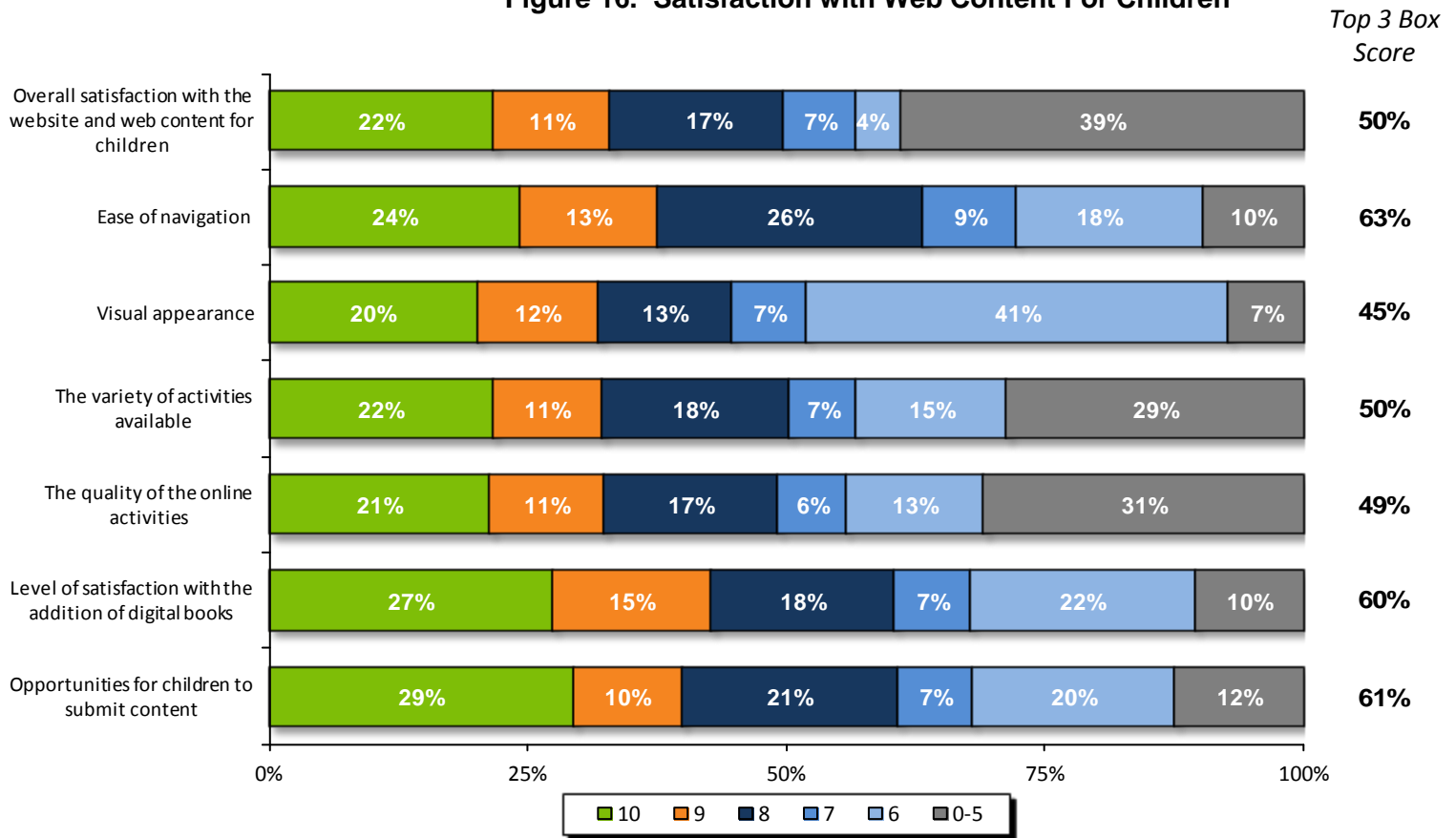The table below details all of the responses given by Saskatchewan respondents.

Comments On 2013 Promotional Materials	2013
More colourful art/visually appealing/eye-catching	29%
Include activities on the posters	29%
Include blank space for library specific info	29%
Poster was bright/eye catching/colourful	14%
Good size	14%
Bigger flyer/poster	14%
Use larger font	14%
Dislike the art style	14%
Lack of relevance/relation to theme/reading programs	14%
Materials were not useful/necessary/no significant impact	14%
Theme/materials weren't sufficiently upbeat/inspirational	14%
Don't know/refused	0%

Source: *Q9B. Do you have any comments on the 2013 promotional materials (program poster/invitation)?*

Web Content For Children Satisfaction Section

Libraries were asked to rate their level of satisfaction with the web content available to children in 2013. Overall satisfaction was 50%, based on top 3 box satisfaction scores. Ease of navigation was given the highest satisfaction ratings (63%) and visual appearance (45%) scored the lowest for satisfaction.

Figure 16. Satisfaction with Web Content For Children

Top 3 Box Score

Category	10	9	8	7	6	0-5	Top 3 Box Score
Overall satisfaction with the website and web content for children	22%	11%	17%	7%	4%	39%	**50%**
Ease of navigation	24%	13%	26%	9%	18%	10%	**63%**
Visual appearance	20%	12%	13%	7%	41%	7%	**45%**
The variety of activities available	22%	11%	18%	7%	15%	29%	**50%**
The quality of the online activities	21%	11%	17%	6%	13%	31%	**49%**
Level of satisfaction with the addition of digital books	27%	15%	18%	7%	22%	10%	**60%**
Opportunities for children to submit content	29%	10%	21%	7%	20%	12%	**61%**

Source: *Q10. Web Content For Children Satisfaction Questions.*

The first open-ended question for this section asked whether the librarian was able to integrate the children's website into the print materials, and if so, how they did it. A plurality (44%) said that they did not, or were not able to integrate the website into in-branch programming. Among those who did, however, the most common responses were that the librarian organized specific days/times for online activities (22%). Another 11% said that they included it in presentations/introductions, that they mentioned it in passing as something that could be done from home, or used some other method.

The table below details all of the responses given by Saskatchewan respondents.

Able to integrate website into in-branch programming?	2013
Organized specific days/times of online activities	22%
Included it in presentations/introductions	11%
Mentioned in passing as something to be done from home	11%
Other	11%
No/unable to integrate	44%
Don't know/refused	11%

Source: *Q10BA. Were you able to integrate the website into your in-branch programming? If so, how?*

Next, librarians were asked if the children's website enhanced the print materials. In Saskatchewan, almost three quarters (71%) answered in the positive, that it enhanced them, while 29% gave a negative response. 14% felt there were not enough 'unlockables' or that the code rewards were lackluster.

Did the website enhance the print materials?	2013
Yes, enhanced the material	71%
No, did not enhance material	29%
Not enough unlockables/codes rewards were lackluster	14%
Don't know/refused	0%

Source: *Q10BB Did the website enhance the print materials?*

Finally, librarians were asked for suggestions on how to improve the web content for children. A third of libraries (33%) suggested a larger variety of games, and 22% suggested a greater diversity in age-related content. 11% did not have any suggestions to offer.

The table below details all of the responses given by Saskatchewan respondents.

Suggestions on how to improve the web content for children?	2013
More/larger variety of games	33%
More diversity in age related content	22%
Satisfied/no suggestions	11%
Better/more engaging art/graphics/sound	11%
Available earlier in the year	11%
Provide more information	11%
More contests/challenges/prizes available	11%
Other	11%
Don't know/refused	11%

Source: *Q10BC. Do you have any suggestions on how to improve the web content for children?*
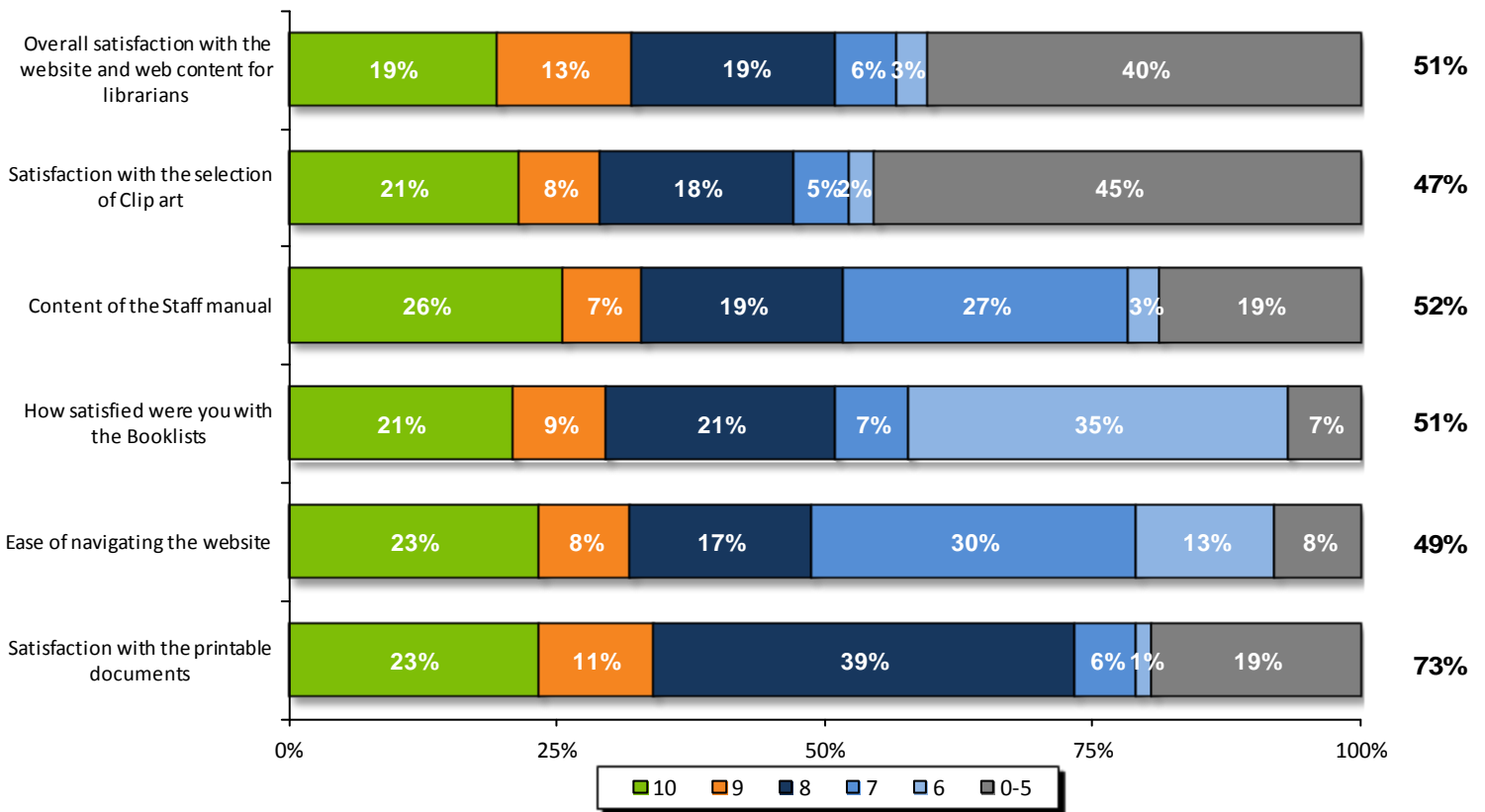
Web Content For Librarians Satisfaction Section

Next, libraries were asked to rate their level of satisfaction with the web content available to them on the librarian's website. 51% of Saskatchewan libraries were satisfied with the librarian's website, similar to overall satisfaction levels with the children's website (50% top 3 box score).

Regarding the individual elements, satisfaction was highest with the printable documents (73%) and lowest with the selection of clip art available on the Librarian's website (47%).

Figure 17. Satisfaction with Web Content For Librarians

Top 3 Box Score

Category	10	9	8	7	6	0-5	Top 3 Box Score
Overall satisfaction with the website and web content for librarians	19%	13%	19%	6%	3%	40%	**51%**
Satisfaction with the selection of Clip art	21%	8%	18%	5%	2%	45%	**47%**
Content of the Staff manual	26%	7%	19%	27%	3%	19%	**52%**
How satisfied were you with the Booklists	21%	9%	21%	7%	35%	7%	**51%**
Ease of navigating the website	23%	8%	17%	30%	13%	8%	**49%**
Satisfaction with the printable documents	23%	11%	39%	6%	1%	19%	**73%**

Source: *Q11. Web Content For Librarians Satisfaction Questions.*

Librarians were asked for suggestions on how to improve the librarian's website for future programs. 43% of librarians suggested simpler/better navigation functions, while just under a third suggested better craft ideas, better or broader booklists, and to have the materials made available sooner (29% each).

The table below details all of the responses given by Saskatchewan respondents.

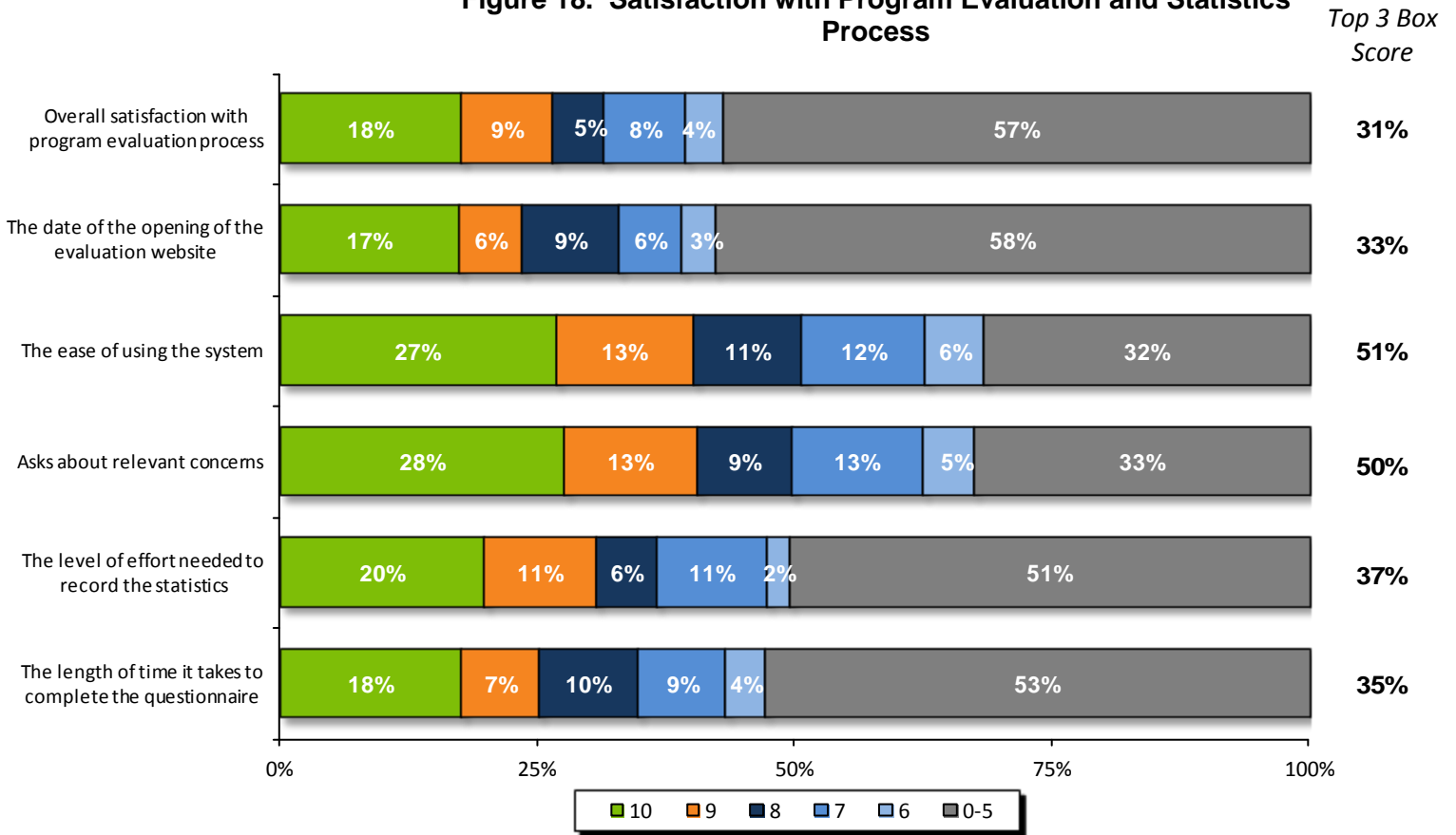| Suggestions on how to improve the web content for librarians?	2013
Simpler/better navigation/search/print functions	43%
Better craft ideas	29%
Better/more recent/broader booklists	29%
Make material available sooner	29%
Improve clip art/more visually appealing/more variety	14%
More useful staff manual/more suggestions	14%
Don't know/refused	0%

Source: *Q11B Do you have any suggestions on how to improve the web content for librarians?*

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Program Evaluation and Statistics Satisfaction Section

Finally, libraries were asked to rate their level of satisfaction with the program evaluation and statistics process for 2013. Satisfaction was quite low (31%) among Saskatchewan libraries. Over half of Saskatchewan libraries (57%) gave a score which would indicate dissatisfaction with the process.

Among the elements of the program evaluation process, the score for 'ease of using the system' was the highest, with 51% giving a top 3 score. Satisfaction was lowest with the date of the opening of the evaluation website (33%).

Figure 18. Satisfaction with Program Evaluation and Statistics Process

Top 3 Box Score

	Top 3 Box Score
Overall satisfaction with program evaluation process	**31%**
The date of the opening of the evaluation website	**33%**
The ease of using the system	**51%**
Asks about relevant concerns	**50%**
The level of effort needed to record the statistics	**37%**
The length of time it takes to complete the questionnaire	**35%**

Legend: ■ 10 ■ 9 ■ 8 ■ 7 ■ 6 ■ 0-5

Source: *Q12. Program Evaluation and Statistics Process Questions.*

Librarians were asked for their suggestions on how the program evaluation and statistical collection process could be improved. The most popular request was to make the forms available sooner (70% of librarians). 20% requested a later deadline to allow for a longer time frame for completion.

The table below details all of the responses given by Saskatchewan respondents.

Suggestions on how to improve the statistical collection and program evaluation process?	2013
Make forms available sooner/let us know what to track	70%
Later deadline/allow longer time frame for completion	20%
Standardized forms/Excel format to accommodate formulas	10%
Improve navigation of online survey	10%
Fewer questions/reduce survey length	10%
Offer a printable version	10%
Clarify/better define information requested	10%
Use SurveyMonkey	10%
Don't know/refused	0%

Source: *Q12BA. Do you have any suggestions for how to improve the statistical collection and program evaluation process?*

More broadly, librarians were asked if they could suggest any improvements for the TD Summer Reading Club that they had not already mentioned. An equal number of respondents (29%) did not have a suggestion or suggested that the forms be made available sooner.

The table below details all of the responses given by Saskatchewan respondents.

Suggestions to improve the TD SRC?	2013
Satisfied/no suggestions	29%
Make forms available sooner/let us know what to track	29%
Passports were a good idea/children liked them	14%
Available earlier in the year	14%
Improve staff manual/visual aids	14%
Programs/themes should be more fun/interesting/exciting	14%
Libraries should have a vote on the theme/graphics	14%
Other	29%
Don't know/refused	0%

Source: *Q12BB. Do you have any suggestions about how to improve the TD Summer Reading Club in the future which have not been mentioned already?*

Libraries were asked to indicate whether they had any indicators of children's increased enjoyment of reading, reading successes or changes in attitudes toward reading. The most common indicator was that the program brings more children into the library and that they are more willing to read at home and share with their family (43% each). Others reported children being excited about the program, that parents reported enjoying the activities/crafts, and an increased interest in school (29% each).

The table below details all of the responses given by Saskatchewan respondents.

Testimonials indicating increased love of reading?	2013
Brings more children to the library/they enjoy coming	43%
Children more willing to read at home/share with family	43%
Makes them excited/keeps them reading over the summer	29%
Children/parents enjoyed the activities/crafts/website	29%
Increased interest/abilities in school	29%
Children enjoy coming back each year	14%
Children love adding stickers to their passports	14%
Challenges/incentives were a motivating factor	14%
Parents learned a lot/are reading more	14%
Other	14%
Don't know/refused	0%

Source: *Q12BC. Do you have any testimonials from parents, caregivers or teachers that may indicate an increased love of reading*

Appendix 7

Alberta

Alberta Program Statistics

Response Rate

The participating libraries in Alberta were asked to tally the results of participants in the summer reading club for all of their subsidiary branches. Within all systems, 239 of the 265 participating individual libraries submitted their results, representing an overall response rate of 90%.

Figure 1. Response Rate

	Alberta
(A) Total Participating Libraries	265
(B) Total Responded to Survey	239
(C) Survey Response Rate	90%

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

Statistics on Registration & Attendance

TD Summer Reading Program Registration

The first section of the Statistics and Evaluation Form asked librarians to indicate the total number of children registered for the TDSRC 2013. 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 53,857 children registered for the TDSRC 2013 program, a slight decrease from 2012, but an increase from 2011. Girls comprise 27,684 or 51%, of the participants, while the 26,173 boys represent 49% of the participants, the same proportion seen in 2012, but continuing a trend toward greater involvement by boys in the program.

Figure 2. Total Registration 2007 – 2013

Region	Total Registration						
	2013	**2012**	**2011**	**2010**	**2009**	**2008**	**2007**
Alberta	53,857	54,869	49,683	36,637	36,793	46,471	34,792

Source: *Q1. Total number of children who registered for the TDSRC program (2007 – 2013)*

Figure 3. Percentage of Participating Children by Gender
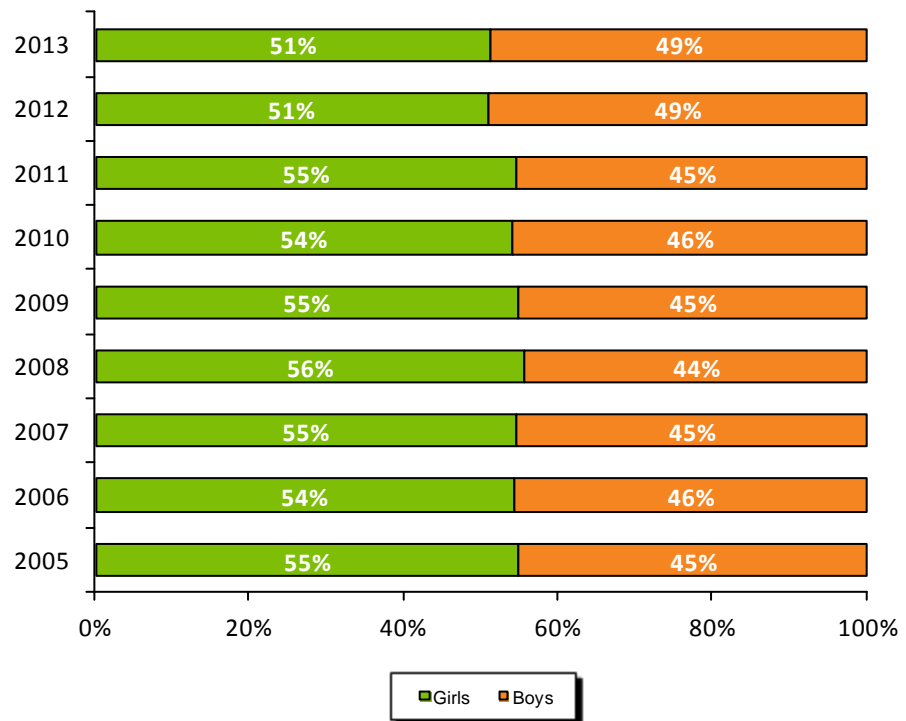
Source: *Q1. Total number of children who registered for the TDSRC 2013 program.*

Figure 4 below shows the age breakdown of registered children. For the summer 2013, 30% of the girls were in the 0-5 age group, 37% were 6-8, 30% were 9-12, and 2% were 13 years or older. There was very little difference in age between boys and girls in 2013 with the age distribution of boys falling out as follows: 31% aged 0-5, 38% aged 6-8, 28% aged 9-12, and 2% aged 13 and older.

Figure 4. Percentage of Registered Children by Gender and Age

GIRLS	2013	2012	2011	2010	2009	2008	2007	2006	2005
0-5	30%	29%	26%	27%	23%	26%	22%	22%	21%
6-8	37%	37%	38%	38%	37%	36%	39%	37%	37%
9-12	30%	32%	32%	32%	34%	35%	36%	34%	39%
13+	2%	3%	3%	3%	7%	4%	3%	6%	4%

BOYS	2013	2012	2011	2010	2009	2008	2007	2006	2005
0-5	31%	29%	29%	30%	26%	29%	25%	24%	24%
6-8	38%	40%	40%	40%	40%	39%	40%	41%	41%
9-12	28%	29%	28%	28%	30%	30%	33%	30%	33%
13+	2%	2%	3%	2%	4%	2%	3%	4%	3%

Source: *Q1. Total number of children who registered for the TDSRC 2013 program*

Figure 5 below summarizes the participation rate for Alberta by age and gender based on 2011 census data. The proportion of all children who were registered in 2013 (6.52%) was slightly lower than in 2012 or 2011.

Figure 5. Number of Registered Children

	2011 CENSUS			2013 TD SRC REGISTRANTS			% PARTICIP. CHILDREN	% PARTICIP. CHILDREN	% PARTICIP. CHILDREN
	(A)	(B)	(C)	(D)	(E)	(F)	2013	2012	2011
Province / Territory	Total Children	Total Boys	Total Girls	Total Children	Total Boys	Total Girls	Total Children	Total Children	Total Children
Alberta	826,285	423,780	402,515	53,857	26,173	27,684	6.52%	6.64%	7.32%
0-5	290,125	148,815	141,315	16,571	8,157	8,413	5.71%	5.48%	5.67%
6-8	131,415	67,170	64,250	20,453	10,076	10,377	15.56%	15.85%	15.65%
9-12	173,625	88,935	84,695	15,781	7,439	8,343	9.09%	9.68%	8.72%
13+	231,120	118,860	112,255	1,052	501	551	0.46%	0.58%	1.07%

Source: *Q1. Total number of children who registered for the TDSRC 2013 program*

TD Summer Reading Program Attendance & Activities

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 the total attendance of children at these activities (not including parents or care givers).

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

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

A total of 96,463 children attended the 6,155 theme-related activities which were organized in libraries across Alberta over the summer months of 2013. The majority of the activities (78%) attended in libraries, and only 22% were held in communities. Overall, an average of 16 children attended each activity in 2013.

Figure 6. Total Activities and Attendance

Region	Activity Attendance				
	Theme-Related Activities	Total Attendance	Avg. Attendance per Activity	% of Activities In Library	% of Activities In Community
Alberta	6,155	96,463	16	78%	22%

Source: *Q2. Total number of activities in your libraries and in your community. Attendance at activities in your libraries and in your community.*

While there was an increase in the number of activities offered by libraries in Alberta, total attendance was lower than in 2012 and 2011. More specifically, there were 6,155 theme-related activities across Alberta libraries and a total attendance of 96,463.

Figure 7. Activities and Attendance 2011 – 2013

Region	2013		2012		2011	
	Theme-Related Activities	Total Attendance	Theme-Related Activities	Total Attendance	Theme-Related Activities	Total Attendance
Alberta	6,155	96,463	5,444	139,712	6,789	128,346

Source: *Q2. Total number of activities in your libraries and in your community. Attendance at activities in your libraries and in your community.*

Materials Distributed

The libraries were also asked to indicate the total number of pre-reading booklets, magazines, passports and sticker sheets that were distributed to children coming into the library, including any materials provided to summer day camps, child-care centres, community/public housing projects, faith-based programs, *etc*. Registration for the TDSRC was not necessary and staff could choose how to distribute the material. The materials which were distributed in 2013 differed slightly from in previous years when only reading kits and posters were distributed. As a result, there is no comparison made here to previous years.

In total, 54,155 passports, 44,693 sticker sheets, 48,110 magazines and 33,929 pre-reading booklets were distributed across Alberta in 2013 among the participating libraries.

Figure 8. Materials Distributed

Region	Materials Distributed			
	Passports	Sticker sheets	Magazines	Pre-Reading Booklets
Alberta	54,155	44,693	48,110	33,929

Source: *Q3. Materials distributed by your library / libraries in 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. The most common response was to have run the program as both a club and a drop-in (41%) followed by at a club only (33%) and drop-in only (21%).

Figure 9. Percentage of Drop-ins and Clubs by Segment

Region	How Program Was Structured (%)			
	Drop-In Only	Club Only	Both Drop-In and Club	Neither Format
Alberta	21%	33%	41%	4%

Source: Q4. *How was your program structured?*

Promotion of Program

Librarians were asked to indicate if anyone from their library branch made any visits to the local schools, child care centres, day camps, or to any other locations in order to promote the program.

In Alberta, all of libraries indicated that their library staff made promotional visits to schools, while 71% visited day camps, 71% visited child care centres, and 71% made other promotional visits. A total of 372 visits were made, reaching a total of 159,432 children (the vast majority at schools).

Figure 10. Total Number of Visits and Children Reached by Segment

	Promotional Visits				
	Schools	Day Camps	Child Care Centres	Other	Total
% That Made Visits	100%	71%	71%	71%	-
# Of Visits Made	237	33	49	53	372
Number of Children Reached	153,588	1,979	1,689	2,177	159,432
Average Reached per Visit	649	59	34	41	428

Source: *Q5 Did any library staff promote the program at schools, day camps, child-care centres, or other locations?*

Method of Promotion

For the first time in 2013, the library registration sheets required libraries to ask whether children had participated in the program in previous years. Only those children who had not participated previously were then asked how they heard of the program. This change was made because the previous method underestimated the number of returning children, which LAC and participating library systems knew was higher.

In Alberta, 47% of children heard about the program because they had participated in a previous year. The most common method of hearing about the program for those who had not previously participated was promotion at the library (20%). Learning about the program at school was also common (19%), while other children heard about the program from a friend or family member (7%), at their summer camp/child care centre (2%), through the media (4%) or some other method (2%).

Figure 11. How Participants First Heard About the Program

Region	How Did Children Hear About The Program?						
	Joined in previous years	**At school**	**At the public library**	**Summer camp/ child care centre**	**Friend of family member**	**In the media**	**Other**
Alberta	47%	19%	20%	2%	7%	4%	2%

Source: *Q6. How many of the children registered in your library had participated in the TD Summer Reading Club in previous years and how many were new to the program? If they were new to the program, how did they hear about the program?*

Satisfaction & Suggestions

In 2013, the Statistics and Evaluation Form was expanded and reconfigured in order to gather a much wider scope of opinions from librarians than it ever has in previous years. The scale was updated from a five-point scale to a ten-point scale in order to measure satisfaction with more precision

The following section will provide satisfaction scores for every question asked by giving the proportion of libraries who responded with each score from 10 down to 6, along with those who gave a score of 0-5. The overall satisfaction question for each section is reported first, followed by the individual element scores in the same order they were asked in the questionnaire. Libraries were also asked for their suggestions and comments in each section, and the results are included here in the order that they appeared in the online file.

Overall Program Satisfaction Section

Overall satisfaction with the 2013 TD Summer Reading Club among libraries in Alberta is 63% (top 3 box).

Satisfaction with the 'GO!' program theme was 60%, with almost a quarter of respondents (23%) giving the highest possible scores. Satisfaction with the visual representation of the theme was lower than overall satisfaction (17% top box and 44% top 3 box).

Figure 12. Satisfaction with Program Elements
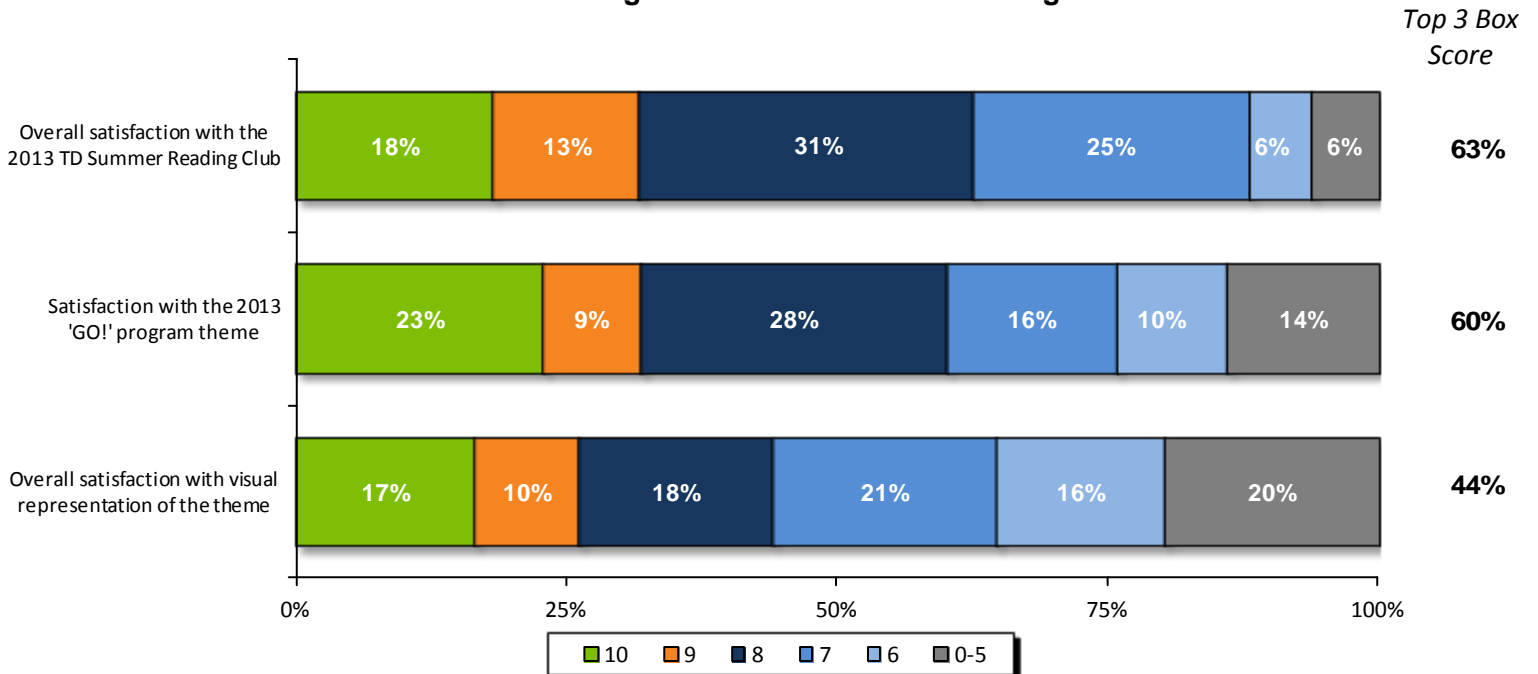
Top 3 Box Score

Source: *Q7. Overall satisfaction questions.*

Suggestions For Future Themes

Librarians were asked to provide suggestions for future themes. The most popular responses were for animal/insect themes (54%), science/technology/space themes (46%), food/nutrition and nature/environment/outdoors themes (38% each) and oceans/lakes/underwater and pirates/treasure (31% each).

The figure below presents all of the suggestions made by systems and libraries in Alberta for 2013.

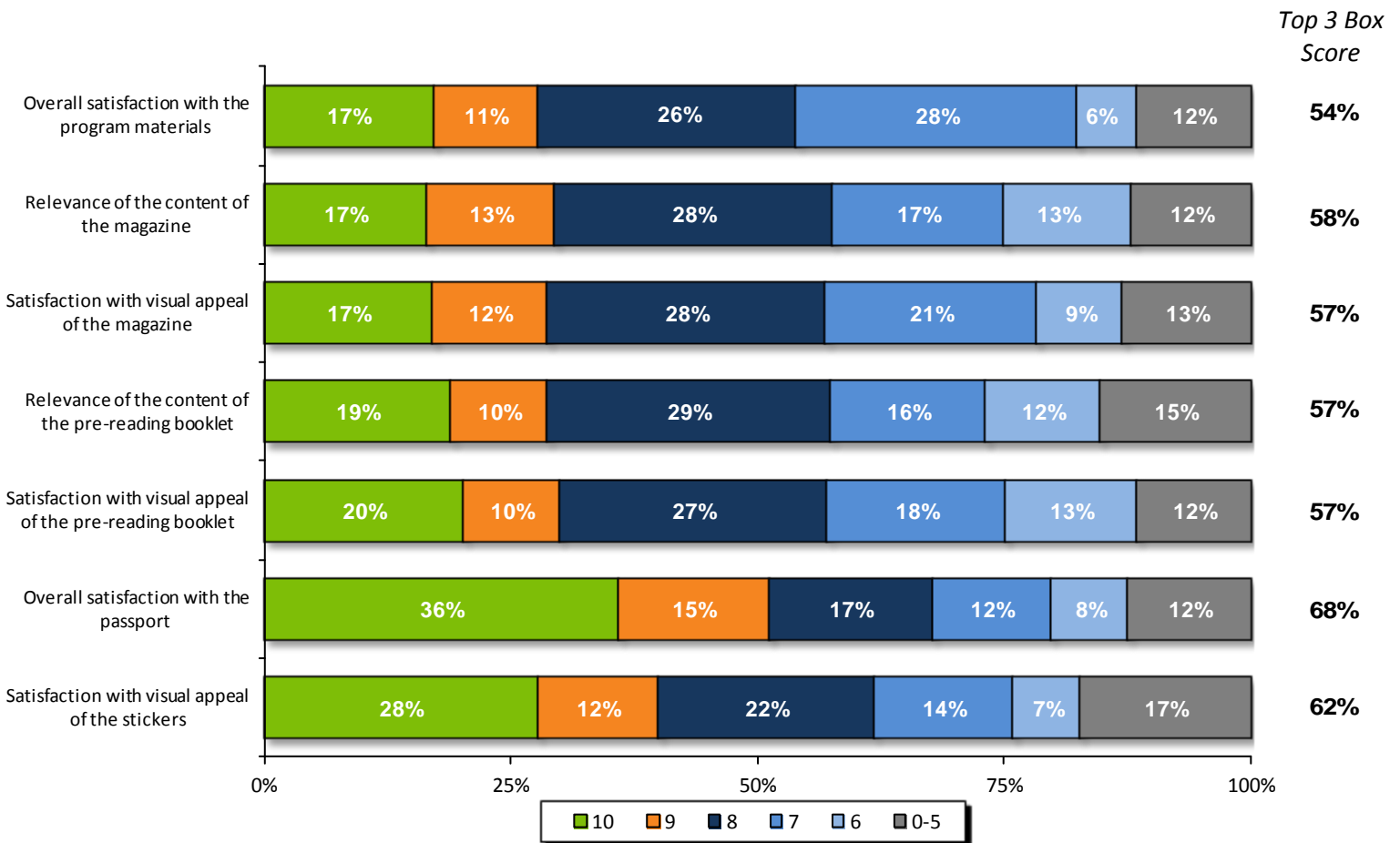**Figure 13. Suggestions For Future Themes**
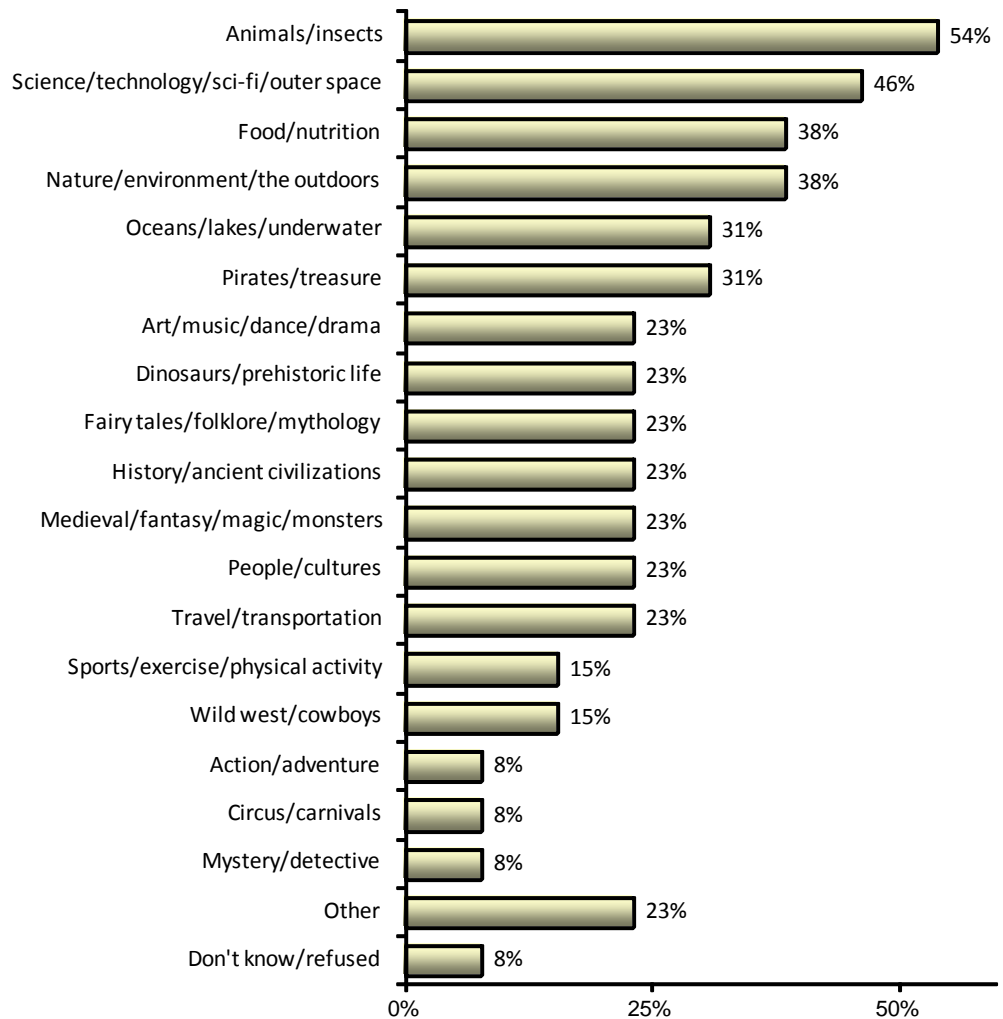
Program Materials Satisfaction Section

Libraries also rated their level of satisfaction with the program materials, such as the passport, the stickers, the magazine, and the pre-reading booklet.

54% of libraries in Alberta gave a satisfaction score in the top 3 for the program materials overall. The element with the highest satisfaction was the passport (68%), with 36% of libraries giving it the highest possible score. Lowest satisfaction was with visual appeal of the magazine, relevance of the content of the pre-reading booklet, and with the visual appeal of the pre-reading booklet (57% each).

Figure 14. Satisfaction with Program Materials

Top 3 Box Score

Category	10	9	8	7	6	0-5	Top 3 Box Score
Overall satisfaction with the program materials	17%	11%	26%	28%	6%	12%	**54%**
Relevance of the content of the magazine	17%	13%	28%	17%	13%	12%	**58%**
Satisfaction with visual appeal of the magazine	17%	12%	28%	21%	9%	13%	**57%**
Relevance of the content of the pre-reading booklet	19%	10%	29%	16%	12%	15%	**57%**
Satisfaction with visual appeal of the pre-reading booklet	20%	10%	27%	18%	13%	12%	**57%**
Overall satisfaction with the passport	36%	15%	17%	12%	8%	12%	**68%**
Satisfaction with visual appeal of the stickers	28%	12%	22%	14%	7%	17%	**62%**

Source: *Q8. Program Materials Satisfaction Questions.*

As part of the program materials satisfaction section, librarians were asked to provide suggestions for improving the content of the materials for future years.

The passports proved to be very popular as one half (50%) gave positive feedback for the passports in 2013 suggesting that they be made available again in future years. The most common improvement offered was more age appropriate content (33%), more colourful or eye-catching materials (25%), providing more pre-reading activities (25%), and including more space in the passports (25%).

The table below details all of the responses given by Alberta respondents.

Improvements for the Content of the Material for Future Programs	2013
Passports were a good idea/children liked them	50%
More age appropriate/simplify for younger children	33%
More colourful art/visually appealing/eye-catching	25%
More prereading activities/booklet specific	25%
Include more space in passport	25%
Dislike the art style	17%
More activities/games (unspecified)	17%
Change the point system for books read	17%
Improve magazines/declutter/too wordy	8%
Improve/provide more stickers/more variety	8%
Improve craft ideas	8%
Improve demonstration of context/tie in the theme better	8%
Improve posters/different sizes	8%
Passports should be simpler/more user friendly	8%
Solicit feedback/children's involvement	8%
Distribute materials specific to each location	8%
Other	17%
Don't know/refused	0%

Source: *Q8B. Do you have any suggestions on how to improve the content of the material for future programs?*
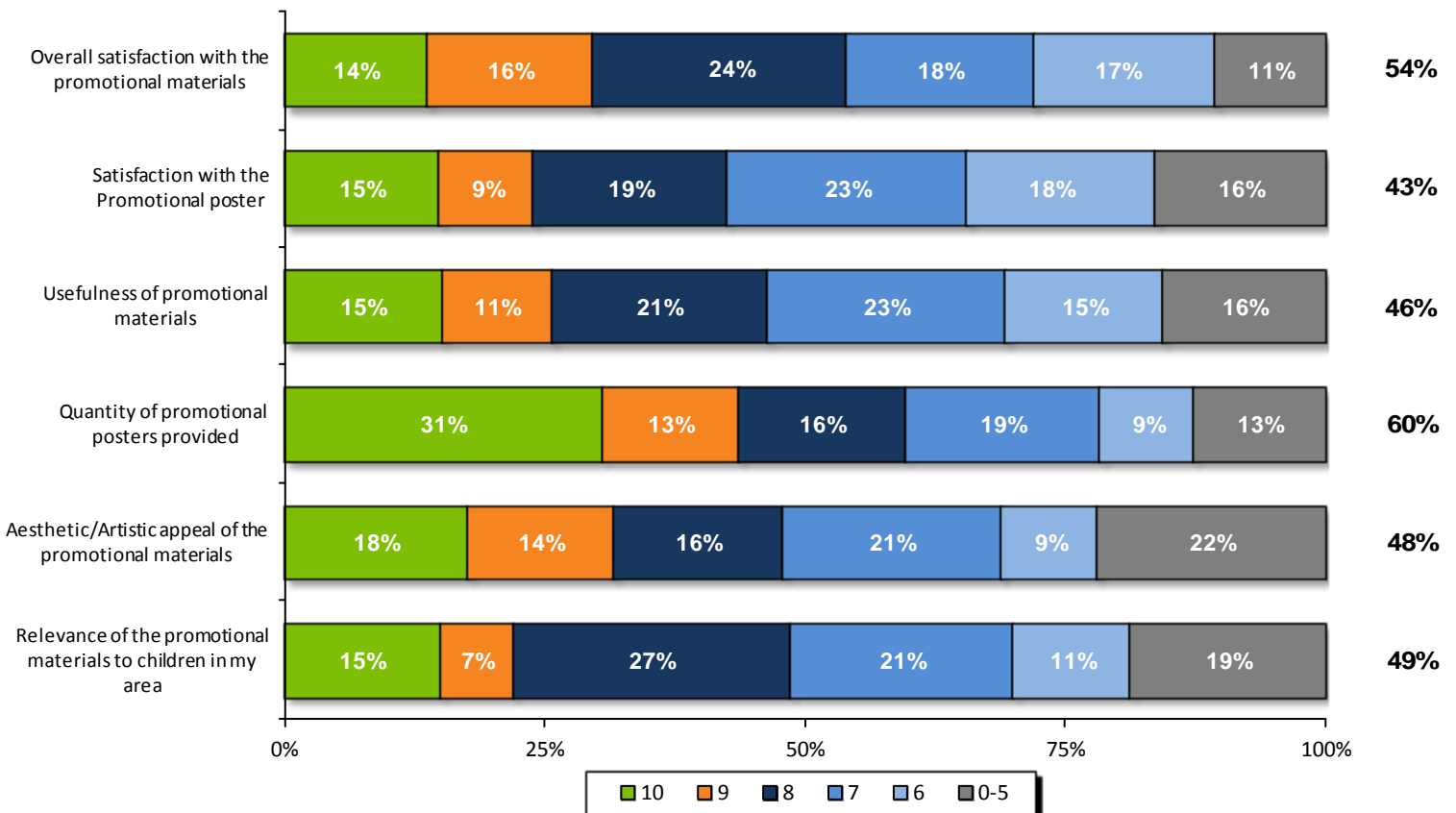
Promotional Materials Satisfaction Section

Libraries also rated their level of satisfaction with the promotional materials that they received from LAC. In Alberta, satisfaction with the promotional materials was similar to that of the with the program materials. 54% of respondents gave top three satisfaction score for the promotional materials overall.

Among specific elements, satisfaction was lowest for the promotional poster (43%). The highest satisfaction was given for the quantity of the promotional posters provided (60% giving a score between 8 and 10).

Figure 15. Satisfaction with Promotional Material

Top 3 Box Score

Category	10	9	8	7	6	0-5	Top 3 Box Score
Overall satisfaction with the promotional materials	14%	16%	24%	18%	17%	11%	**54%**
Satisfaction with the Promotional poster	15%	9%	19%	23%	18%	16%	**43%**
Usefulness of promotional materials	15%	11%	21%	23%	15%	16%	**46%**
Quantity of promotional posters provided	31%	13%	16%	19%	9%	13%	**60%**
Aesthetic/Artistic appeal of the promotional materials	18%	14%	16%	21%	9%	22%	**48%**
Relevance of the promotional materials to children in my area	15%	7%	27%	21%	11%	19%	**49%**

Source: *Q9. Promotional Materials Satisfaction Questions.*

Librarians were invited to provide comments on the promotional materials (including the poster and invitation). Almost three quarters (73%) suggested including a blank space for library specific information on the poster. A large proportion (45%) also suggested more colourful and visually appealing materials. More than a third said that they did not like the art style used in 2013.

The table below details all of the responses given by Alberta respondents.

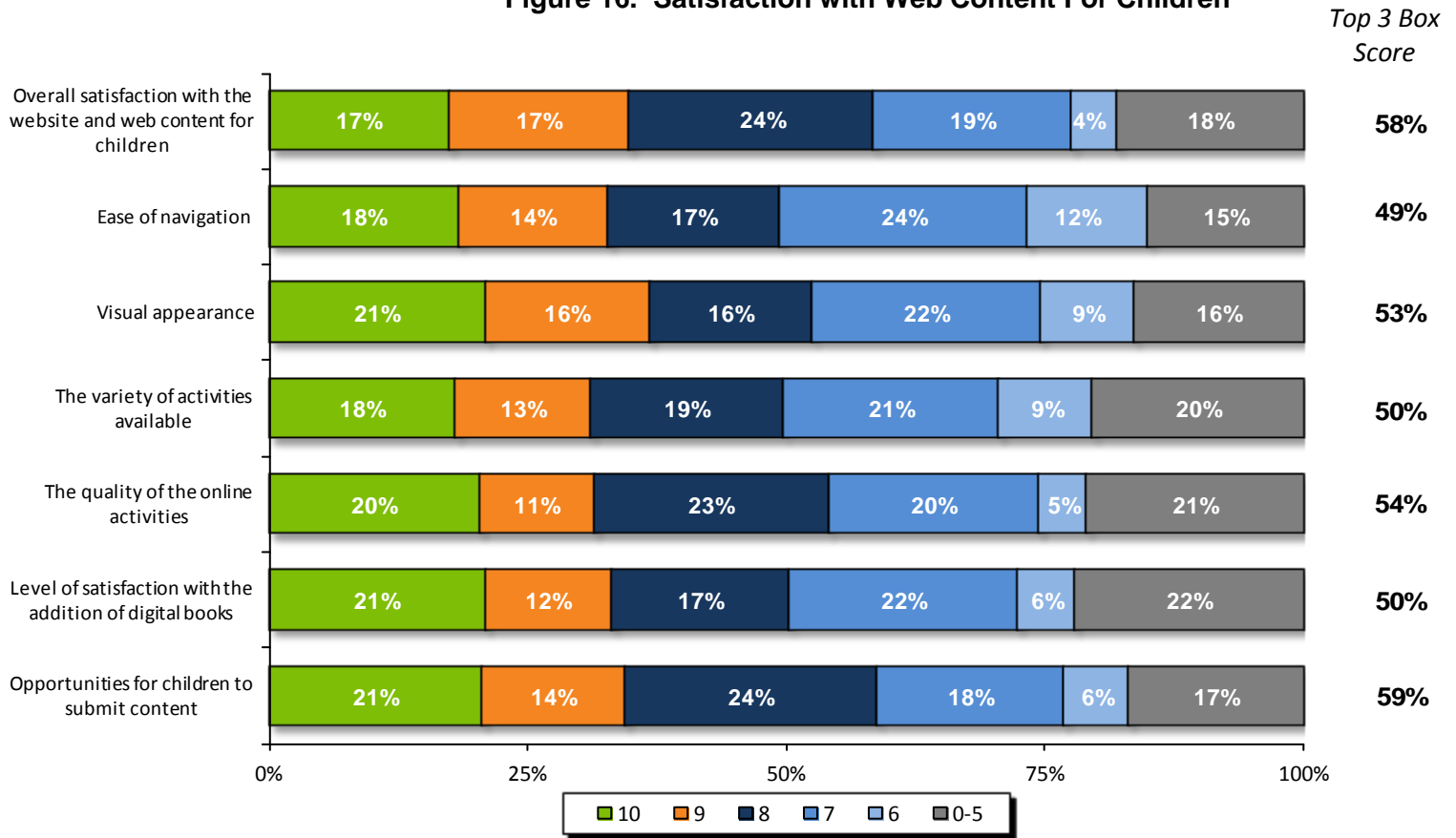| Comments On 2013 Promotional Materials	2013
Include blank space for library specific info	73%
More colourful art/visually appealing/eye-catching	45%
Dislike the art style	36%
Include activities on the posters	18%
Too generic/broad	18%
Lack of information	18%
Prefer smaller size/flyers/bookmarks rather than posters	18%
Promotional material was helpful/effective	9%
Poster was bright/eye catching/colourful	9%
Bigger flyer/poster	9%
Did not receive enough promotional material	9%
Did not receive promotional material in a timely fashion	9%
Use larger font	9%
Lack of relevance/relation to theme/reading programs	9%
Materials were not useful/necessary/no significant impact	9%
Received too much material/did not have room	9%
Too busy	9%
Keep it simple/child-friendly	9%
Other	27%
Don't know/refused	0%

Source: *Q9B. Do you have any comments on the 2013 promotional materials (program poster/invitation)?*

Web Content For Children Satisfaction Section

Libraries were asked to rate their level of satisfaction with the web content available to children in 2013. Overall satisfaction with this content was 58%, with fewer than one in five (17%) giving the top score.

Satisfaction was lower for most of the individual elements in this section. The highest rated element for satisfaction was the opportunities for children to submit content (59%) and the lowest rated element for satisfaction was the ease of navigation (49%).

Figure 16. Satisfaction with Web Content For Children

Top 3 Box Score

	Top 3 Box Score
Overall satisfaction with the website and web content for children	58%
Ease of navigation	49%
Visual appearance	53%
The variety of activities available	50%
The quality of the online activities	54%
Level of satisfaction with the addition of digital books	50%
Opportunities for children to submit content	59%

Legend: 10 · 9 · 8 · 7 · 6 · 0-5

Source: *Q10. Web Content For Children Satisfaction Questions.*

The first open-ended question for this section asked whether the librarian was able to integrate the children's website into the print materials, and if so, how they did it. A plurality (42%) mentioned the website in reference to sticker codes. A third of responses indicated librarians mentioned it in passing as something to be done from home or said they used it for program planning/inspiration (33% each). A quarter of librarians said they used the website to look at jokes/silly stories.

The table below details all of the responses given by Alberta respondents.

Able to integrate website into in-branch programming?	2013
Mentioned the website in reference to sticker codes	42%
Mentioned in passing as something to be done from home	33%
Used for program planning/inspiration	33%
Looked at jokes/silly stories	25%
Integrated with branch activities (general)	17%
Used for publishing book reports/incentivized reading	8%
Other	8%
No/unable to integrate	17%
Don't know/refused	8%

Source: *Q10BA. Were you able to integrate the website into your in-branch programming? If so, how?*

Next, librarians were asked if the children's website enhanced the print materials. In Alberta, a plurality (42%) answered in the positive, that it enhanced them, while 25% gave a negative response. The same proportion said that the website increased participation and interest.

Did the website enhance the print materials?	2013
Yes, enhanced the material	42%
Increased participation/interest	25%
No, did not enhance material	25%
Children liked stickers/entering secret codes	17%
Other	8%
Don't know/refused	8%

Source: *Q10BB Did the website enhance the print materials?*

Finally, librarians were asked for suggestions on how to improve the web content for children. A third of libraries (33%) states there could be a larger variety of games offered. A quarter of libraries offered no other suggestions or said more engaging art could be provided as well as providing more information (25% each). Less than one in five libraries (17%) in Alberta suggested more varied content.

The table below details all of the responses given by Alberta respondents.

Suggestions on how to improve the web content for children?	2013
More/larger variety of games	33%
Satisfied/no suggestions	25%
Better/more engaging art/graphics/sound	25%
Provide more information	25%
More/varied content/expansion	17%
More diversity in age related content	8%
Improve navigation/more child-friendly	8%
Increase interactivity	8%
Improve speed/quicker load times	8%
More promotion/link-sharing	8%
Problems using/entering codes	8%
Include more e-books	8%
More contests/challenges/prizes available	8%
Other	33%
Don't know/refused	0%

Source: *Q10BC. Do you have any suggestions on how to improve the web content for children?*
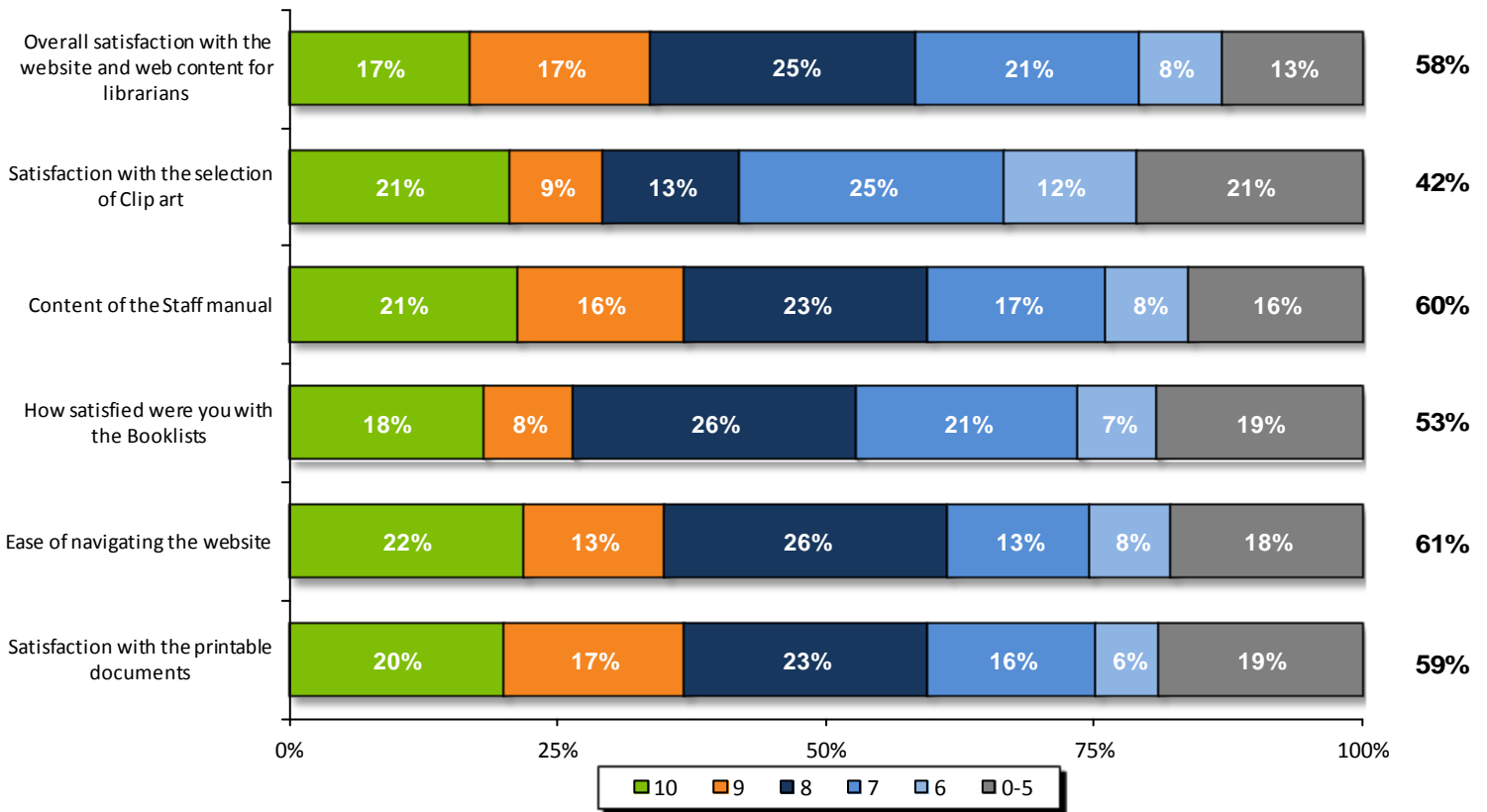
Web Content For Librarians Satisfaction Section

Next, libraries were asked to rate their level of satisfaction with the web content available to them on the librarians website. Alberta libraries were equally satisfied with the librarian's website as they are with the children's website (58% top 3 box score).

Regarding the individual elements, satisfaction was highest with the ease of navigating the website (61%) and content of the Staff manual (60%). Satisfaction was lowest with the selection of clip art available on the Librarian's website (42%).

Top 3 Box Score

Figure 17. Satisfaction with Web Content For Librarians

Category	10	9	8	7	6	0-5	Top 3 Box Score
Overall satisfaction with the website and web content for librarians	17%	17%	25%	21%	8%	13%	**58%**
Satisfaction with the selection of Clip art	21%	9%	13%	25%	12%	21%	**42%**
Content of the Staff manual	21%	16%	23%	17%	8%	16%	**60%**
How satisfied were you with the Booklists	18%	8%	26%	21%	7%	19%	**53%**
Ease of navigating the website	22%	13%	26%	13%	8%	18%	**61%**
Satisfaction with the printable documents	20%	17%	23%	16%	6%	19%	**59%**

Legend: ■ 10 ■ 9 ■ 8 ■ 7 ■ 6 ■ 0-5

Source: *Q11. Web Content For Librarians Satisfaction Questions.*

Librarians were asked for suggestions on how to improve the librarian's website for future programs. Almost two thirds of respondents wanted it to be more visually appealing and include better clip art (64%). A third suggested that material should be made available sooner (36%) and a quarter said to have more useful staff manuals (27%).

The table below details all of the responses given by Alberta respondents.

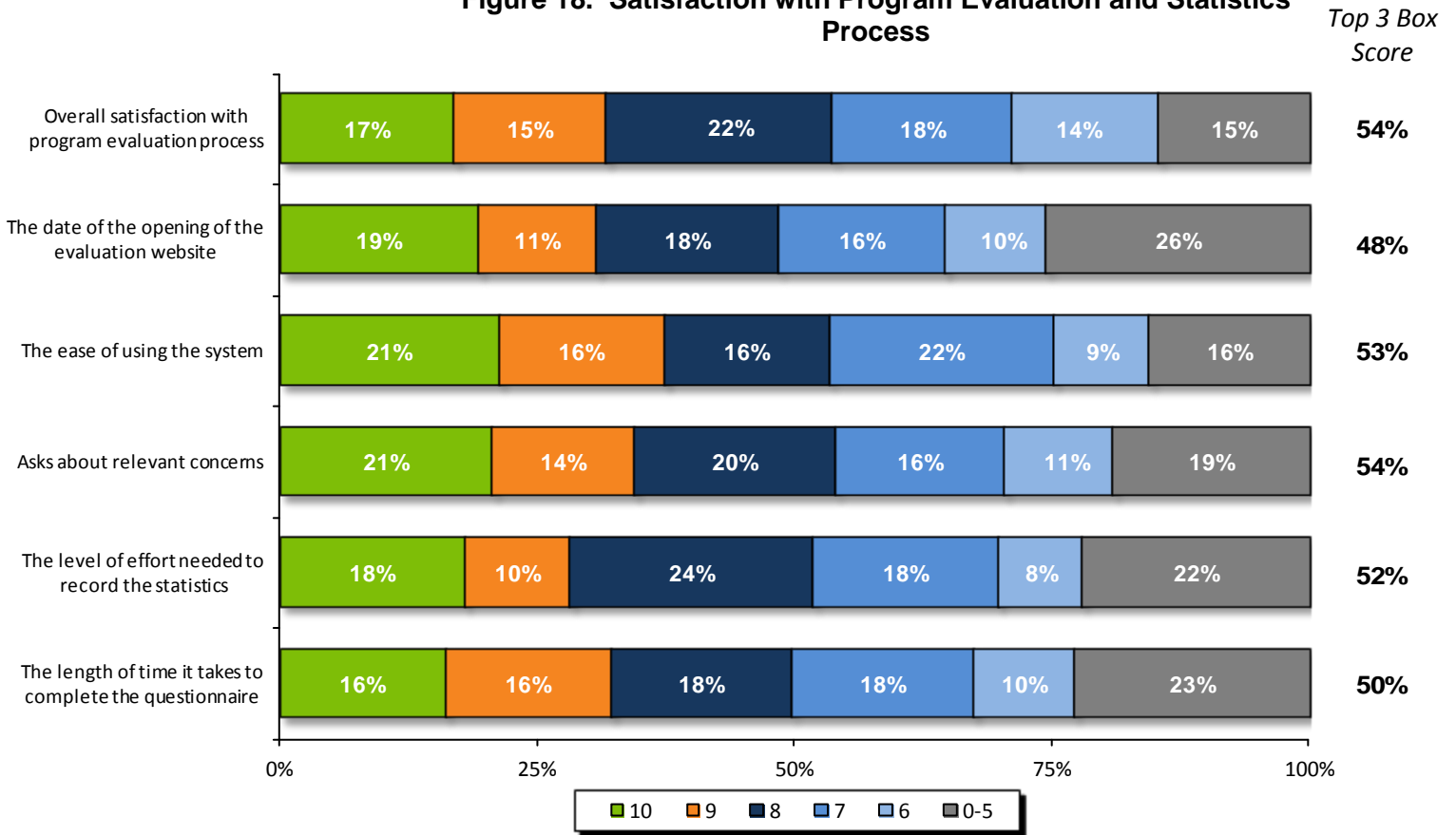| Suggestions on how to improve the web content for librarians?	2013
Improve clip art/more visually appealing/more variety	64%
Make material available sooner	36%
More useful staff manual/more suggestions	27%
Satisfied/no suggestions	18%
Age specific content/separate by age/school level	18%
Better/more recent/broader booklists	18%
Better craft ideas	9%
Printable certificate/participation award	9%
More printable activities	9%
More theme specific advice/guidance	9%
Simpler/better navigation/search/print functions	9%
Other	9%
Don't know/refused	0%

Source: *Q11B Do you have any suggestions on how to improve the web content for librarians?*

Program Evaluation and Statistics Satisfaction Section

Finally, libraries were asked to rate their level of satisfaction with the program evaluation and statistics process for 2013. Satisfaction was relatively high in Alberta, where over half (54%) indicated satisfaction, and 17% gave the highest score possible.

Among the elements of the program evaluation process, the score for 'asks about relevant concerns' was the highest, with 54% giving a top 3 score. Satisfaction was lowest with the date of the opening of the evaluation website (48%).

Figure 18. Satisfaction with Program Evaluation and Statistics Process

Top 3 Box Score

Category	10	9	8	7	6	0-5	Top 3 Box Score
Overall satisfaction with program evaluation process	17%	15%	22%	18%	14%	15%	**54%**
The date of the opening of the evaluation website	19%	11%	18%	16%	10%	26%	**48%**
The ease of using the system	21%	16%	16%	22%	9%	16%	**53%**
Asks about relevant concerns	21%	14%	20%	16%	11%	19%	**54%**
The level of effort needed to record the statistics	18%	10%	24%	18%	8%	22%	**52%**
The length of time it takes to complete the questionnaire	16%	16%	18%	18%	10%	23%	**50%**

Legend: ■ 10 ■ 9 ■ 8 ■ 7 ■ 6 ■ 0-5

Source: *Q12. Program Evaluation and Statistics Process Questions.*

Librarians were asked for their suggestions on how the program evaluation and statistical collection process could be improved. The most popular request was to make the forms available sooner (67% of librarians). A quarter of libraries requested standardized forms or an Excel format to make statistical collection easier as well as more clarity about the information requested.

The table below details all of the responses given by Alberta respondents.

Suggestions on how to improve the statistical collection and program evaluation process?	2013
Make forms available sooner/let us know what to track	67%
Standardized forms/Excel format to accommodate formulas	25%
Clarify/better define information requested	25%
Satisfied/no suggestions	8%
Improve navigation of online survey	8%
Include stats on number of books read	8%
Problems recording male/female stats	8%
Simplify 'Heard About the Summer Reading Program' section	8%
Use SurveyMonkey	8%
Questions don't apply/we can't collect certain statistics	8%
Other	42%
Don't know/refused	0%

Source: *Q12BA. Do you have any suggestions for how to improve the statistical collection and program evaluation process?*

More broadly, librarians were asked if they could suggest any improvements for the TD Summer Reading Club that they had not already mentioned. 15% of respondents were satisfied or had no other suggestions. Of actual suggestions provided, librarians indicated the passports were a good idea, more activities/games were needed, the club should be available earlier in the year and staff manuals/visual aids should be improved (15% each).

The table below details all of the responses given by Alberta respondents.

Suggestions to improve the TD SRC?	2013
Satisfied/no suggestions	15%
Passports were a good idea/children liked them	15%
More activities/games	15%
Available earlier in the year	15%
Improve staff manual/visual aids	15%
More colourful art/visually appealing/eye-catching	8%
More age appropriate/simplify for younger children	8%
Improve computer/online aspect	8%
More prereading activities/booklet specific	8%
Dislike the art style	8%
Group involvement/chat rooms	8%
More interactive content	8%
More specific themes/less generic	8%
Solicit feedback/children's involvement	8%
Wider range of activities/programs for all ages	8%
Change the point system for books read	8%
Libraries should have a vote on the theme/graphics	8%
Make forms available sooner/let us know what to track	8%
Other	15%
Don't know/refused	8%

Source: *Q12BB. Do you have any suggestions about how to improve the TD Summer Reading Club in the future which have not been mentioned already?*

Libraries were asked to indicate whether they had any indicators of children's increased enjoyment of reading, reading successes or changes in attitudes toward reading. The most common indicator was that the program makes the kids excited and keeps them reading over the summer (54%). 31% of librarians confirmed the program brings more children to the library and they enjoy visiting. Other common indicators were that the challenges (and the incentives) were a motivating factor for children, children were checking out more books from the library, and that children and parents were enjoying the activities or website (23% each).

The table below details all of the responses given by Alberta respondents.

Testimonials indicating increased love of reading?	2013
Makes them excited/keeps them reading over the summer	54%
Brings more children to the library/they enjoy coming	31%
Yes, heard testimonials	23%
Challenges/incentives were a motivating factor	23%
Children checking out more books from library	23%
Children/parents enjoyed the activities/crafts/website	23%
Noticeable improvement in reading level	15%
Children more willing to read at home/share with family	15%
Children/parents wish program was longer/all year	15%
Families continue book reporting/reward system afterwards	15%
Children exploring more/new genres/topics	8%
Improved confidence/communication skills	8%
Increased interest/abilities in school	8%
Other	8%
Don't know/refused	8%

Source: *Q12BC. Do you have any testimonials from parents, caregivers or teachers that may indicate an increased love of reading*

Appendix 8

Prince Edward Island

PEI Program Statistics

Response Rate

The participating libraries in PEI were asked to tally the results of participants in the summer reading club for all of their subsidiary branches. Within all systems, all 25 participating individual libraries submitted their results for a response rate of 100%.

Figure 1. Response Rate

	PEI
(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 Harris/Decima.

Statistics on Registration & Attendance

TD Summer Reading Program Registration

The first section of the Statistics and Evaluation Form asked librarians to indicate the total number of children registered for the TDSRC 2013.   This reflects the number of children who registered on the sign-up sheet, with the intent to read books as part of the TD Summer Reading Club.

In PEI, an estimated 1,391 children registered for the TDSRC 2013 program, a slight decrease from 2012, but similar to the registration in 2011. Girls comprise 814, or 59%, of the participants, while the 577 boys represent 41% of the participants.

Figure 2. Total Registration 2007 – 2013

Region	Total Registration						
	2013	2012	2011	2010	2009	2008	2007
PEI	1,391	1,447	1,413	1,371	1,260	1,156	1,014

Source: *Q1. Total number of children who registered for the TDSRC program (2007 – 2013)*

Figure 3. Percentage of Participating Children by Gender
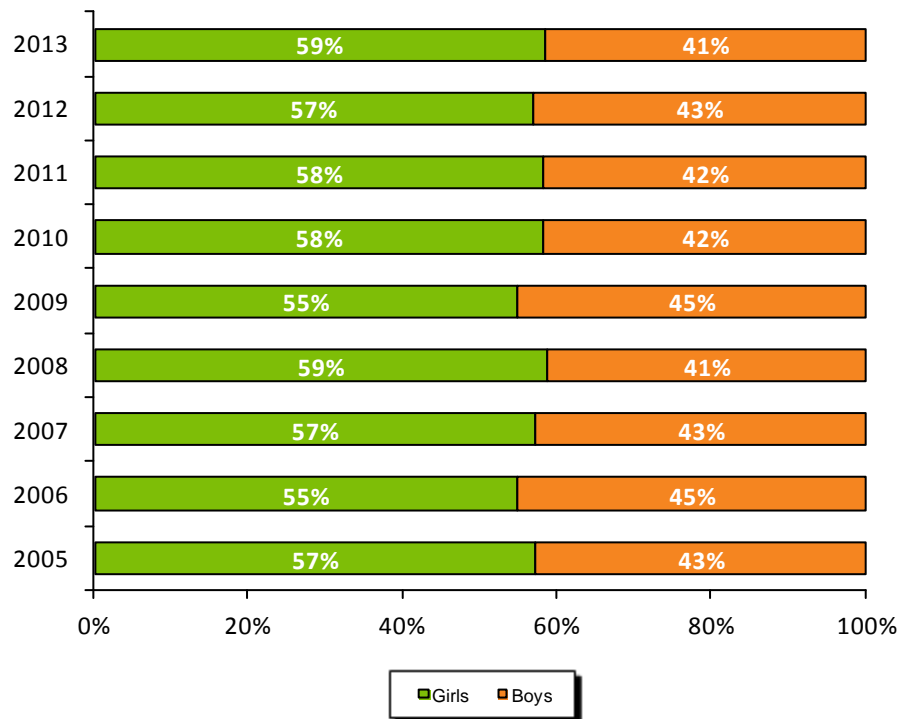
Source: *Q1. Total number of children who registered for the TDSRC 2013 program.*

Figure 4 below shows the age breakdown of registered children. For the summer 2013, 32% of the girls were in the 0-5 age group, 39% were 6-8, 23% were 9-12, and 6% were 13 years or older. The age distribution for boys was 38% aged 0-5, 43% aged 6-8, 18% aged 9-12, and 2% aged 13 and older.

Figure 4. Percentage of Registered Children by Gender and Age

GIRLS	2013	2012	2011	2010	2009	2008	2007	2006	2005
0-5	32%	30%	31%	29%	29%	24%	25%	23%	22%
6-8	39%	39%	37%	45%	44%	45%	45%	41%	42%
9-12	23%	24%	29%	24%	25%	28%	26%	34%	32%
13+	6%	6%	3%	2%	2%	3%	4%	2%	4%

BOYS	2013	2012	2011	2010	2009	2008	2007	2006	2005
0-5	38%	38%	35%	34%	31%	25%	27%	27%	22%
6-8	43%	42%	40%	43%	42%	46%	44%	36%	48%
9-12	18%	18%	24%	22%	25%	28%	29%	34%	29%
13+	2%	2%	1%	1%	1%	2%	1%	2%	1%

Source: *Q1. Total number of children who registered for the TDSRC 2013 program*

Figure 5 below summarizes the participation rate for PEI by age and gender based on 2011 census data. The proportion of all children who were registered in 2013 (4.83%) was slightly lower than in 2012 or 2011.

Figure 5. Number of Registered Children

	2011 CENSUS			2013 TD SRC REGISTRANTS			% PARTICIP. CHILDREN	% PARTICIP. CHILDREN	% PARTICIP. CHILDREN
	(A)	(B)	(C)	(D)	(E)	(F)	2013	2012	2011
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	1,391	577	814	4.83%	5.03%	5.43%
0-5	8,665	4,385	4,275	479	218	261	5.53%	5.61%	5.63%
6-8	4,525	2,260	2,260	563	246	317	12.44%	12.93%	11.51%
9-12	6,380	3,250	3,120	291	104	187	4.56%	4.87%	5.33%
13+	9,225	4,750	4,475	58	9	49	0.63%	0.70%	0.48%

Source: *Q1. Total number of children who registered for the TDSRC 2013 program*

TD Summer Reading Program Attendance & Activities

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 the total attendance of children at these activities (not including parents or care givers).

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

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

A total of 5,406 children attended the 583 theme-related activities which were organized in libraries across PEI over the summer months of 2013. The majority of the activities (89%) were held in libraries and few were in communities (11%). Overall, an average of 9 children attended each activity in 2013.

Figure 6. Total Activities and Attendance

| Region | Activity Attendance | | | | |
	Theme-Related Activities	Total Attendance	Avg. Attendance per Activity	% of Activities In Library	% of Activities In Community
PEI	583	5,406	9	89%	11%

Source: *Q2. Total number of activities in your libraries and in your community. Attendance at activities in your libraries and in your community.*

In 2013, PEI saw 583 theme-related activities, a slight increase from 2012. Total attendance was 5,406, a slight decrease from 2012, but more similar to the attendance in 2011.

Figure 7. Activities and Attendance 2011 – 2013

Region	2013		2012		2011	
	Theme-Related Activities	Total Attendance	Theme-Related Activities	Total Attendance	Theme-Related Activities	Total Attendance
PEI	583	5,406	511	5,745	608	5,450

Source: *Q2. Total number of activities in your libraries and in your community. Attendance at activities in your libraries and in your community.*

Materials Distributed

The libraries were also asked to indicate the total number of pre-reading booklets, magazines, passports and sticker sheets that were distributed to children coming into the library, including any materials provided to summer day camps, child-care centres, community/public housing projects, faith-based programs, *etc*. Registration for the TDSRC was not necessary and staff could choose how to distribute the material. The materials which were distributed in 2013 differed slightly from in previous years when only reading kits and posters were distributed. As a result, there is no comparison made here to previous years.

In total, 1,313 passports, 737 sticker sheets, 921 magazines and 558 pre-reading booklets were distributed across PEI in 2013 among the participating libraries.

Figure 8. Materials Distributed

Region	Materials Distributed			
	Passports	Sticker sheets	Magazines	Pre-Reading Booklets
PEI	1,313	737	921	558

Source: *Q3. Materials distributed by your library / libraries in 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. The most common response was to have run the program as both a club and a drop-in (84%), while only 12% of programs ran a club only and even fewer (4%) were drop-in only.

Figure 9. Percentage of Drop-ins and Clubs by Segment

Region	How Program Was Structured (%)			
	Drop-In Only	Club Only	Both Drop-In and Club	Neither Format
PEI	4%	12%	84%	0%

Source: Q4. *How was your program structured?*

Promotion of Program

Librarians were asked to indicate if anyone from their library branch made any visits to the local schools, child care centres, day camps, or to any other locations in order to promote the program.

In PEI, 88% of libraries indicated that their library staff made promotional visits to schools, while 32% visited day camps, 48% visited child care centres, and 20% made other promotional visits. A total of 94 visits were made, reaching a total of 6,151 children (the vast majority at schools).

Figure 10. Total Number of Visits and Children Reached by Segment

	Promotional Visits				
	Schools	Day Camps	Child Care Centres	Other	Total
% That Made Visits	88%	32%	48%	20%	-
# Of Visits Made	63	8	12	11	94
Number of Children Reached	5,654	120	295	82	6,151
Average Reached per Visit	90	15	25	7	65

Source: *Q5 Did any library staff promote the program at schools, day camps, child-care centres, or other locations?*

Method of Promotion

For the first time in 2013, the library registration sheets required libraries to ask whether children had participated in the program in previous years. Only those children who had not participated previously were then asked how they heard of the program. This change was made because the previous method underestimated the number of returning children, which LAC and participating library systems knew was higher.

In PEI, 44% of children heard about the program because they had participated in a previous year. The most common method of hearing about the program for those who had not previously participated was learning about the program at school (24%). Some became aware because of promotion at the library (18%). Other children heard about the program from a friend or family member (6%), at their summer camp/child care centre (5%), through the media (3%) or some other method (1%).

Figure 11. How Participants First Heard About the Program

Region	How Did Children Hear About The Program?						
	Joined in previous years	At school	At the public library	Summer camp/ child care centre	Friend of family member	In the media	Other
PEI	44%	24%	18%	5%	6%	3%	1%

Source: *Q6. How many of the children registered in your library had participated in the TD Summer Reading Club in previous years and how many were new to the program? If they were new to the program, how did they hear about the program?*

Satisfaction & Suggestions

In 2013, the Statistics and Evaluation Form was expanded and reconfigured in order to gather a much wider scope of opinions from librarians than it ever has in previous years. The scale was updated from a five-point scale to a ten-point scale in order to measure satisfaction with more precision
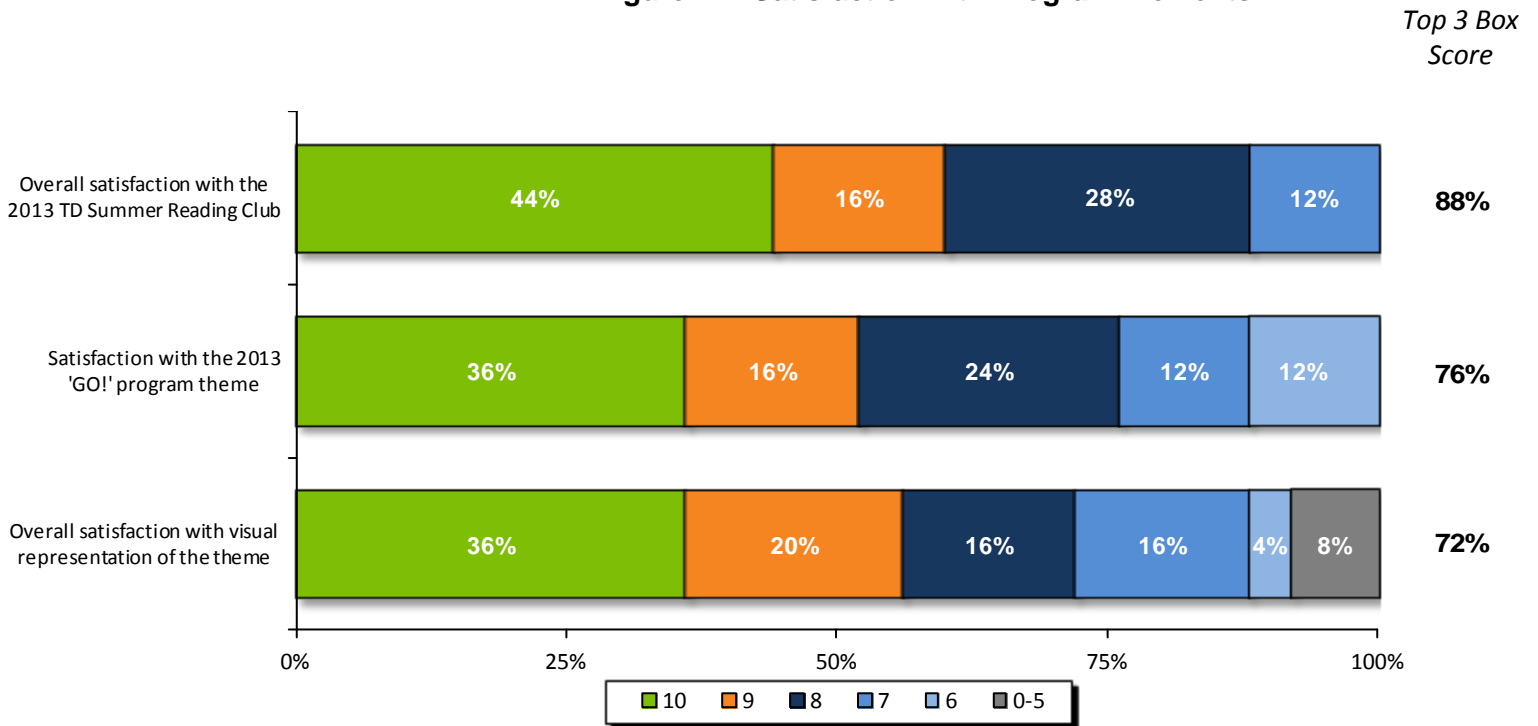
The following section will provide satisfaction scores for every question asked by giving the proportion of libraries who responded with each score from 10 down to 6, along with those who gave a score of 0-5. The overall satisfaction question for each section is reported first, followed by the individual element scores in the same order they were asked in the questionnaire. Libraries were also asked for their suggestions and comments in each section, and the results are included here in the order that they appeared in the online file.

Overall Program Satisfaction Section

Overall satisfaction in PEI is very high, with 44% of respondents giving the highest possible score, and 88% giving a score of 8-out-of-10 or higher. PEI consistently gave higher satisfaction scores than other regions to virtually all of the program elements so high overall satisfaction scores are consistent with this trend.

Satisfaction with the 'GO!' program theme was very high, with more than a third of respondents (36%) giving the highest possible scores, and 76% giving a score from 8 to 10. Although satisfaction was lower for satisfaction with the visual representation of the theme (36% top box and 72% top 3 box), it was still higher among PEI libraries than most other regions.

Figure 12. Satisfaction with Program Elements

Top 3 Box Score

|	10	9	8	7	6	0-5	Top 3 Box Score
Overall satisfaction with the 2013 TD Summer Reading Club	44%	16%	28%	12%			88%
Satisfaction with the 2013 'GO!' program theme	36%	16%	24%	12%	12%		76%
Overall satisfaction with visual representation of the theme	36%	20%	16%	16%	4%	8%	72%

Source: *Q7. Overall satisfaction questions.*

Suggestions For Future Themes

Librarians were asked to provide suggestions for future themes. The plurality (44%) did not provide any suggestions. Among those respondents who did, the most popular responses were animal/insect themes, art/music/dance/drama and nature/environment/outdoors themes (11% each).

The figure below presents all of the suggestions made by systems and libraries in PEI for 2013.

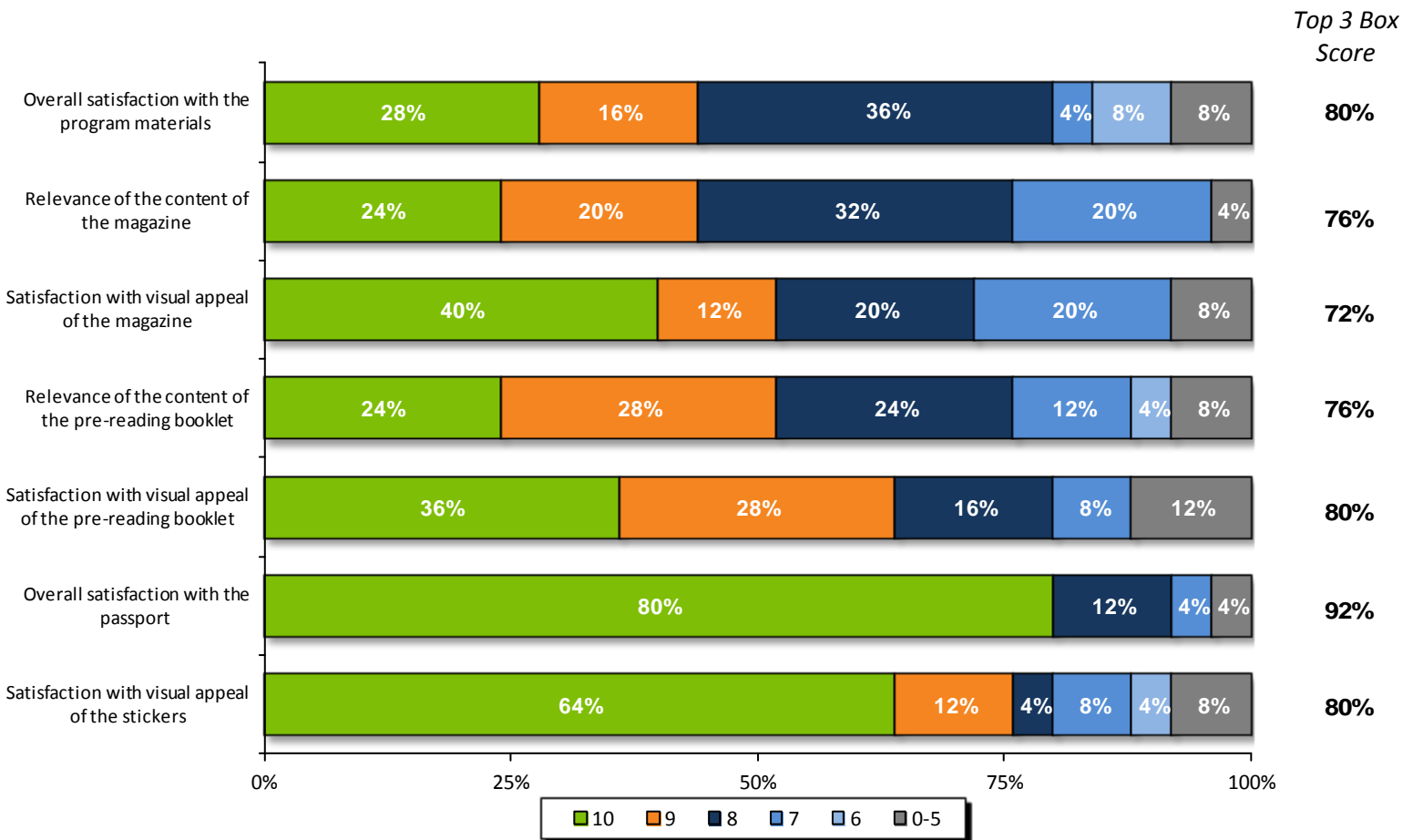**Figure 13. Suggestions For Future Themes**
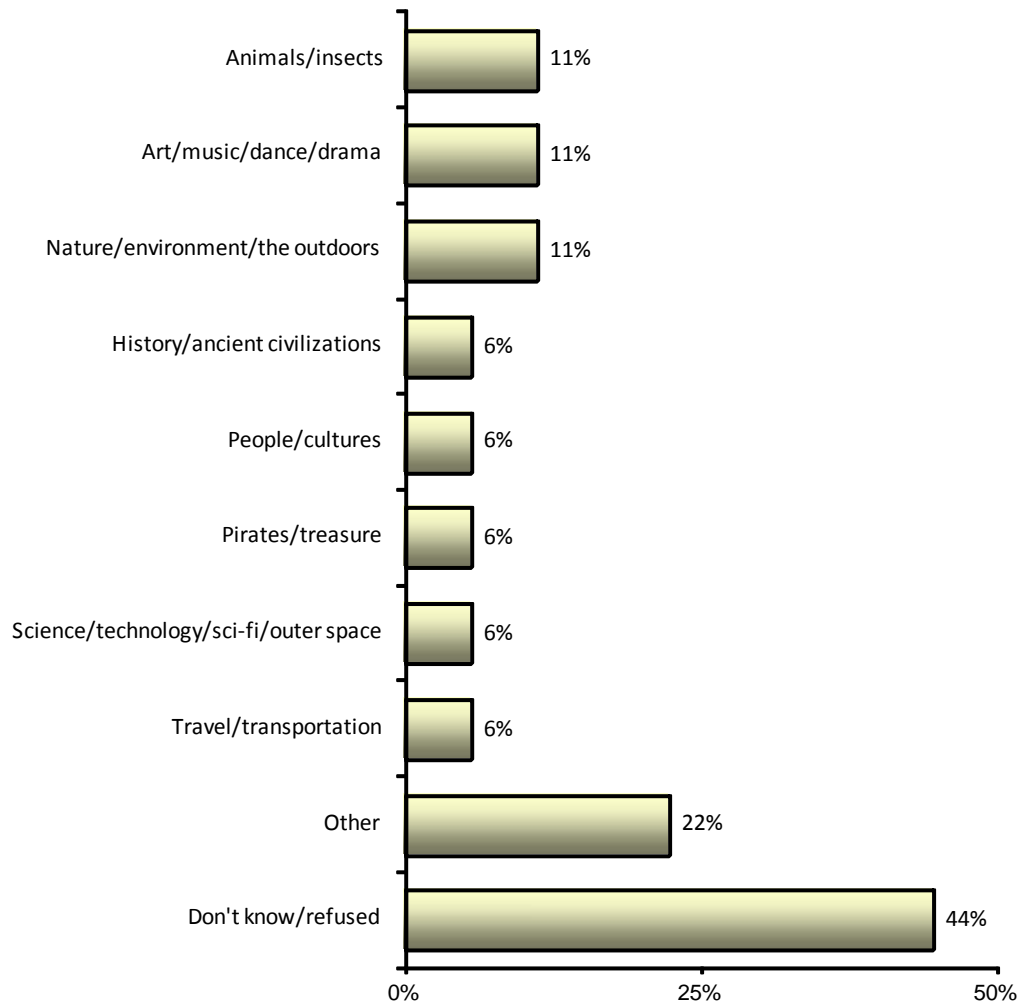
Program Materials Satisfaction Section

Libraries also rated their level of satisfaction with the program materials, such as the passport, the stickers, the magazine, and the pre-reading booklet.

80% of libraries in PEI gave a satisfaction score in the top 3 for the program materials overall. The element with the highest satisfaction was the passport, with 80% of libraries giving it the highest possible score. Satisfaction was generally high for each of the elements tested with each one receiving a score of 8 or higher from at least 72% of libraries. Results in PEI were generally higher than the rest of the country for program materials.

Figure 14. Satisfaction with Program Materials

Top 3 Box Score

Item	10	9	8	7	6	0-5	Top 3 Box Score
Overall satisfaction with the program materials	28%	16%	36%	4%	8%	8%	**80%**
Relevance of the content of the magazine	24%	20%	32%	20%		4%	**76%**
Satisfaction with visual appeal of the magazine	40%	12%	20%	20%		8%	**72%**
Relevance of the content of the pre-reading booklet	24%	28%	24%	12%	4%	8%	**76%**
Satisfaction with visual appeal of the pre-reading booklet	36%	28%	16%	8%		12%	**80%**
Overall satisfaction with the passport	80%		12%	4%		4%	**92%**
Satisfaction with visual appeal of the stickers	64%	12%	4%	8%	4%	8%	**80%**

Source: *Q8. Program Materials Satisfaction Questions.*

As part of the program materials satisfaction section, librarians were asked to provide suggestions for improving the content of the materials for future years.

The passports proved to be very popular as the plurality (44%) gave positive feedback for the passports in 2013 suggesting that they be made available again in future years. The most common improvement offered was more colourful or eye-catching materials, improving the magazines, improving craft ideas, and improving posters or offering different sizes (13% each).

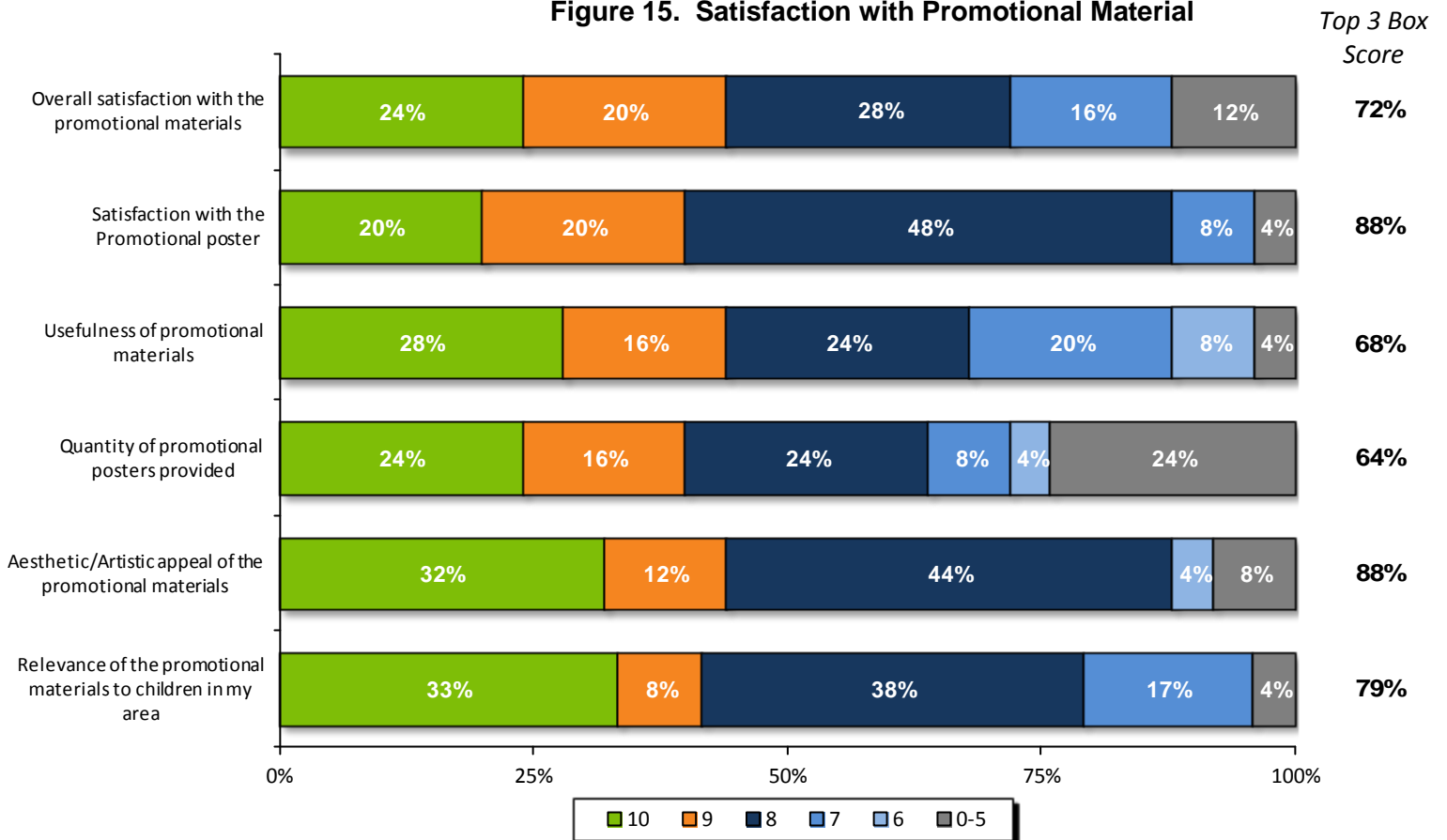The table below details all of the responses given by PEI respondents.

Improvements for the Content of the Material for Future Programs	2013
Passports were a good idea/children liked them	44%
More colourful art/visually appealing/eye-catching	13%
Improve magazines/declutter/too wordy	13%
Improve craft ideas	13%
Improve posters/different sizes	13%
Satisfied/no suggestions	6%
More prereading activities/booklet specific	6%
Include more space in passport	6%
Improve/provide more stickers/more variety	6%
More activities/games (unspecified)	6%
Include tips to help parents encourage their child to read	6%
Don't know/refused	0%

Source: *Q8B. Do you have any suggestions on how to improve the content of the material for future programs?*

Promotional Materials Satisfaction Section

Libraries also rated their level of satisfaction with the promotional materials that they received from LAC. Like in most regions, satisfaction with the promotional materials was lower than with the programming materials in PEI. 72% of respondents gave top three satisfaction score for the promotional materials overall. Satisfaction was lowest for the quantity of promotional posters provided (64%). The highest satisfaction was given for the promotional poster and the aesthetic and artistic appeal of the promotional materials (88% giving a score between 8 and 10).

Figure 15. Satisfaction with Promotional Material

Top 3 Box Score

Category	10	9	8	7	6	0-5	Top 3 Box Score
Overall satisfaction with the promotional materials	24%	20%	28%	16%		12%	**72%**
Satisfaction with the Promotional poster	20%	20%	48%	8%		4%	**88%**
Usefulness of promotional materials	28%	16%	24%	20%	8%	4%	**68%**
Quantity of promotional posters provided	24%	16%	24%	8%	4%	24%	**64%**
Aesthetic/Artistic appeal of the promotional materials	32%	12%	44%		4%	8%	**88%**
Relevance of the promotional materials to children in my area	33%	8%	38%	17%		4%	**79%**

Legend: 10, 9, 8, 7, 6, 0-5

Source: *Q9. Promotional Materials Satisfaction Questions.*

Librarians were invited to provide comments on the promotional materials (including the poster and invitation). More than a third in PEI libraries (35%) suggested that they did not receive enough promotional materials from LAC. One in five libraries (18%) suggested more colourful or visually appealing promotional material and that posters leave a blank space for library specific information on the promotional poster that LAC provides.

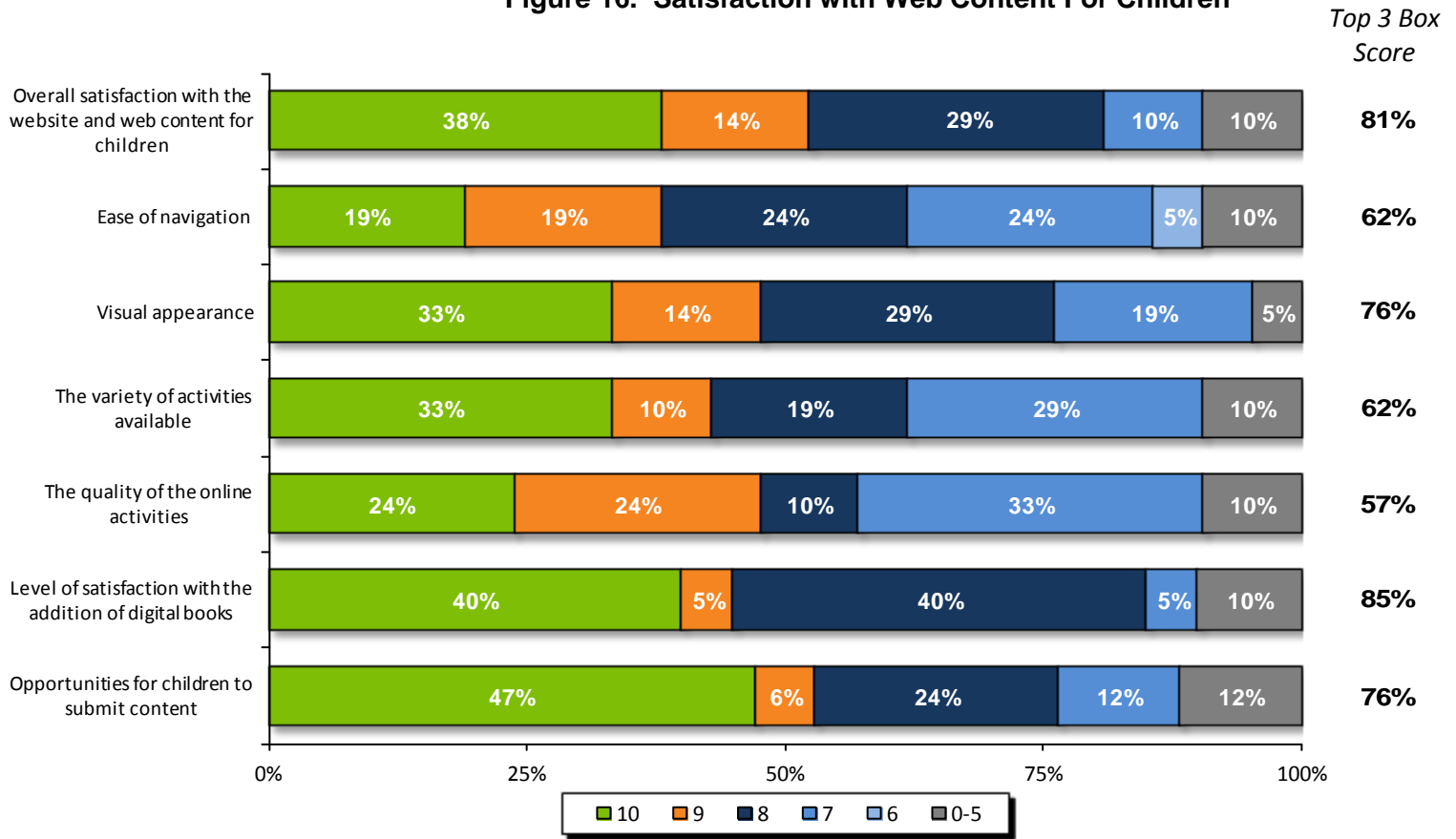The table below details all of the responses given by PEI respondents.

Comments On 2013 Promotional Materials	2013
Did not receive enough promotional material	35%
More colourful art/visually appealing/eye-catching	18%
Include blank space for library specific info	18%
Satisfied/no suggestions (unspecified)	12%
Dislike the art style	12%
Promotional material was helpful/effective	6%
Poster was bright/eye catching/colourful	6%
Good size	6%
Prefer smaller size/flyers/bookmarks rather than posters	6%
Keep it simple/child-friendly	6%
Other	12%
Don't know/refused	0%

Source: *Q9B. Do you have any comments on the 2013 promotional materials (program poster/invitation)?*

Web Content For Children Satisfaction Section

Libraries were asked to rate their level of satisfaction with the web content available to children in 2013. Overall satisfaction with this content was high, with 81% giving a top 3 box satisfaction score. Satisfaction was relatively high for every element of this section, but was highest for the additional of digital books (85%) and lowest for satisfaction with the quality of the online activities (57%). The scores in PEI, like with most sections, are higher than those in the rest of the country.

Figure 16. Satisfaction with Web Content For Children

Top 3 Box Score

Category	10	9	8	7	6	0-5	Top 3 Box Score
Overall satisfaction with the website and web content for children	38%	14%	29%	10%		10%	81%
Ease of navigation	19%	19%	24%	24%	5%	10%	62%
Visual appearance	33%	14%	29%	19%		5%	76%
The variety of activities available	33%	10%	19%	29%		10%	62%
The quality of the online activities	24%	24%	10%	33%		10%	57%
Level of satisfaction with the addition of digital books	40%	5%	40%	5%		10%	85%
Opportunities for children to submit content	47%	6%	24%	12%		12%	76%

Legend: ■ 10 ■ 9 ■ 8 ■ 7 ■ 6 ■ 0-5

Source: *Q10. Web Content For Children Satisfaction Questions.*

The first open-ended question for this section asked whether the librarian was able to integrate the children's website into the print materials, and if so, how they did it. A quarter of librarians were unable to integrate the website into in-branch programming. One in five libraries in PEI included the website in presentations and introductions as well as mentioned it in reference to the sticker codes (20% each). 15% of librarians mentioned it in passing as something that could be done from home.

The table below details all of the responses given by PEI respondents.

Able to integrate website into in-branch programming?	2013
Included it in presentations/introductions	20%
Mentioned the website in reference to sticker codes	20%
Mentioned in passing as something to be done from home	15%
Used for advertising/promotion/linked from our website	5%
Integrated with branch activities (general)	5%
Other	5%
No/unable to integrate	25%
Don't know/refused	10%

Source: *Q10BA. Were you able to integrate the website into your in-branch programming? If so, how?*

Next, librarians were asked if the children's website enhanced the print materials. In PEI, nearly two thirds (64%) answered in the positive, that it enhanced them, while 7% gave a negative response. 14% said that children liked entering the secret codes online.

Did the website enhance the print materials?	2013
Yes, enhanced the material	64%
Children liked stickers/entering secret codes	14%
No, did not enhance material	7%
Other	7%
Don't know/refused	7%

Source: *Q10BB Did the website enhance the print materials?*

Finally, librarians were asked for suggestions on how to improve the web content for children. Nearly a third of libraries (30%) simply stated that they had no suggestions on how to improve it. With regard to suggestions for the web content, 20% suggested a larger variety of games.

The table below details all of the responses given by PEI respondents.

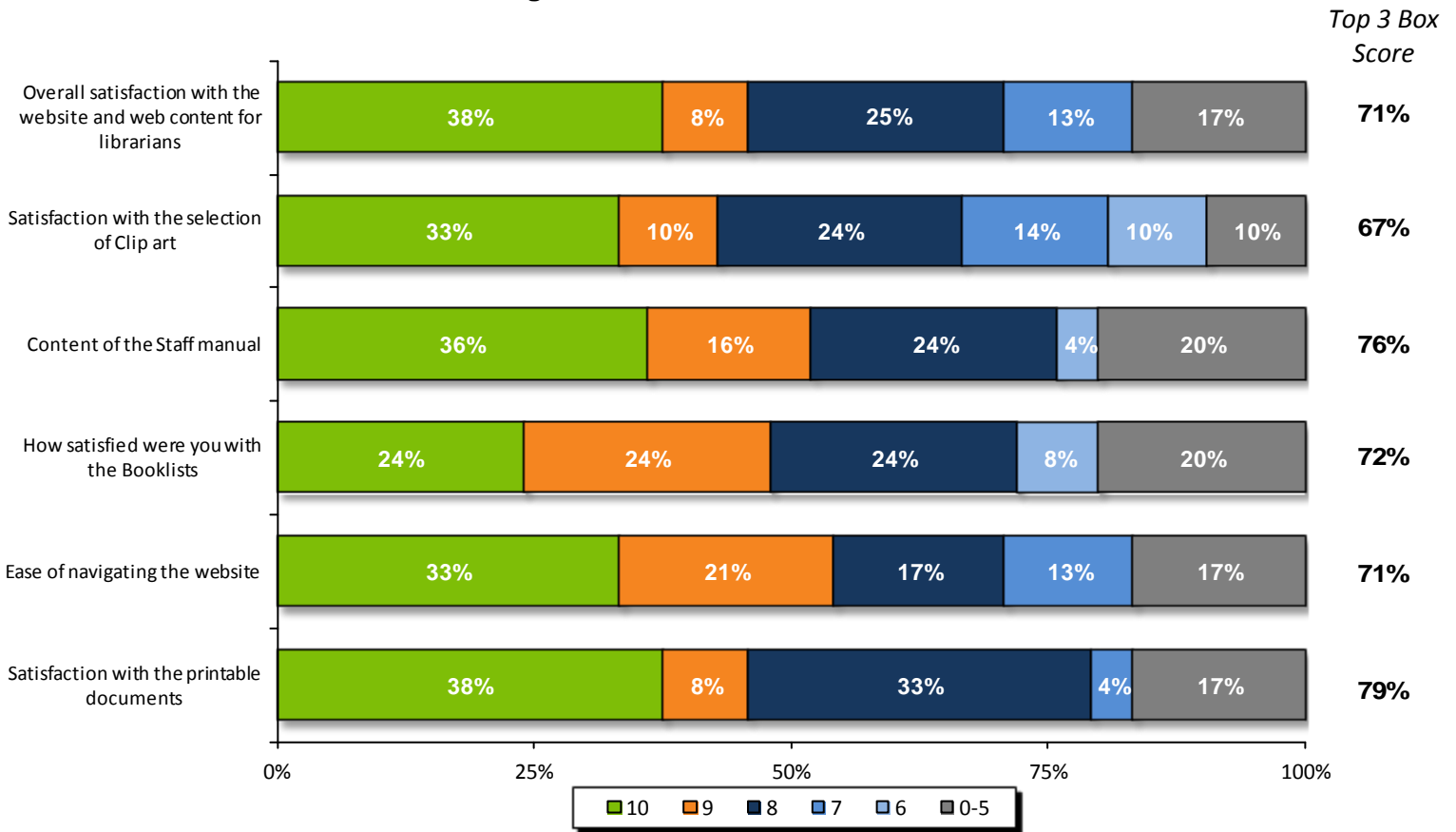| Suggestions on how to improve the web content for children?	2013
Satisfied/no suggestions	30%
More/larger variety of games	20%
Better/more engaging art/graphics/sound	10%
Improve navigation/more child-friendly	10%
Website did not scale properly to our screens	10%
More/varied content/expansion (unspecified)	10%
Include more e-books	10%
Other	10%
Don't know/refused	10%

Source: *Q10BC. Do you have any suggestions on how to improve the web content for children?*

Web Content For Librarians Satisfaction Section

Next, libraries were asked to rate their level of satisfaction with the web content available to them on the librarians website. PEI libraries were less satisfied with the librarian's website than they were with the children's website (71% to 81% top 3 box score), however it must be noted that the satisfaction scores in PEI were higher than those in any other region.

Regarding the individual elements, satisfaction was highest with the printable documents (79%) and the content of the staff material (76%). Satisfaction was lowest with the selection of clip art available on the Librarian's website (67%).

Figure 17. Satisfaction with Web Content For Librarians

Top 3 Box Score

Category	10	9	8	7	6	0-5	Top 3 Box Score
Overall satisfaction with the website and web content for librarians	38%	8%	25%	13%		17%	**71%**
Satisfaction with the selection of Clip art	33%	10%	24%	14%	10%	10%	**67%**
Content of the Staff manual	36%	16%	24%	4%		20%	**76%**
How satisfied were you with the Booklists	24%	24%	24%	8%		20%	**72%**
Ease of navigating the website	33%	21%	17%	13%		17%	**71%**
Satisfaction with the printable documents	38%	8%	33%	4%		17%	**79%**

Legend: ■10 ■9 ■8 ■7 ■6 ■0-5

Source: *Q11. Web Content For Librarians Satisfaction Questions.*

Librarians were asked for suggestions on how to improve the librarian's website for future programs. More than a third of respondents said that they were satisfied or had nothing to suggest (38%). Those who did provide a suggestion were most likely to request better craft ideas (15%).

The table below details all of the responses given by PEI respondents.

Suggestions on how to improve the web content for librarians?	2013
Satisfied/no suggestions	38%
Better craft ideas	15%
Better/more recent/broader booklists	8%
Make material available sooner	8%
Simpler/better navigation/search/print functions	8%
Other	23%
Don't know/refused	0%

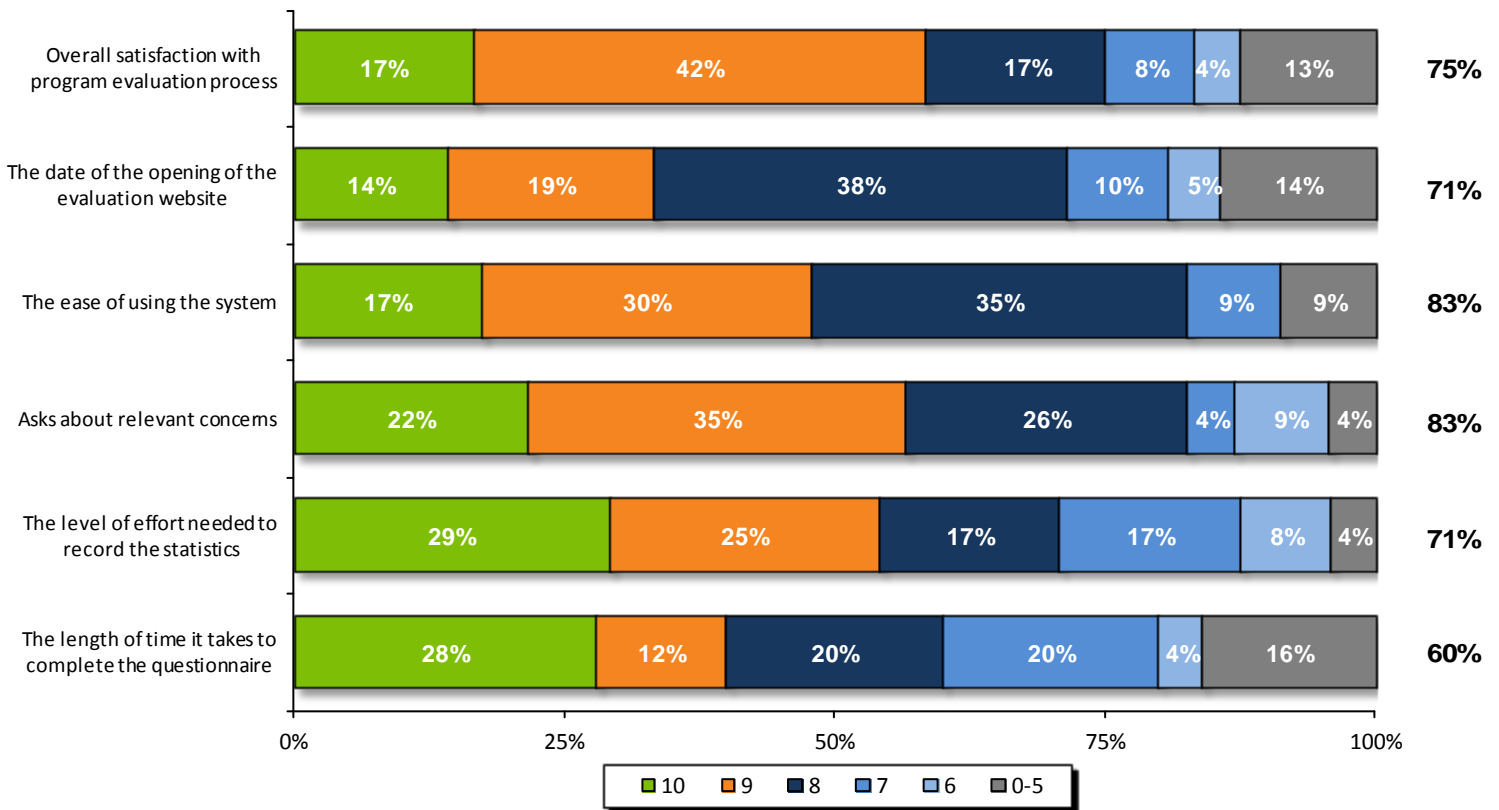**Source:** *Q11B Do you have any suggestions on how to improve the web content for librarians?*

Program Evaluation and Statistics Satisfaction Section

Finally, libraries were asked to rate their level of satisfaction with the program evaluation and statistics process for 2013. Like other sections, satisfaction was very high in PEI, with three quarters of respondents (75%) giving a score of 8 or above. Only 13% gave a score which would indicate dissatisfaction with the process.

Among the elements of the program evaluation process, the scores for 'ease of using the system' and that the questionnaire asks about relevant concerns were the highest, with 83% giving a top 3 score. Satisfaction was lowest with the length of time it takes to complete the questionnaire (60%).

Figure 18. Satisfaction with Program Evaluation and Statistics Process

Top 3 Box Score

						Top 3 Box Score
Overall satisfaction with program evaluation process	17%	42%	17%	8%	4%	13%	**75%**
The date of the opening of the evaluation website	14%	19%	38%	10%	5%	14%	**71%**
The ease of using the system	17%	30%	35%	9%		9%	**83%**
Asks about relevant concerns	22%	35%	26%	4%	9%	4%	**83%**
The level of effort needed to record the statistics	29%	25%	17%	17%	8%	4%	**71%**
The length of time it takes to complete the questionnaire	28%	12%	20%	20%	4%	16%	**60%**

Legend: ■ 10 ■ 9 ■ 8 ■ 7 ■ 6 ■ 0-5

Source: *Q12. Program Evaluation and Statistics Process Questions.*

Librarians were asked for their suggestions on how the program evaluation and statistical collection process could be improved. The most popular request was to make the forms available sooner (40% of librarians). 20% offered no suggestions and 10% suggested to offer a printable version as well as include stats on the number of books read.

The table below details all of the responses given by PEI respondents.

Suggestions on how to improve the statistical collection and program evaluation process?	2013
Make forms available sooner/let us know what to track	40%
Satisfied/no suggestions	20%
Offer a printable version	10%
Include stats on number of books read	10%
Other	20%
Don't know/refused	10%

Source: *Q12BA. Do you have any suggestions for how to improve the statistical collection and program evaluation process?*

More broadly, librarians were asked if they could suggest any improvements for the TD Summer Reading Club that they had not already mentioned. An equal number of librarians either did not provide any suggestions or provided a variety of specific suggestions detailed below (17% for each).

The table below details all of the responses given by PEI respondents.

Suggestions to improve the TD SRC?	2013
Satisfied/no suggestions	17%
Passports were a good idea/children liked them	17%
Improve computer/online aspect	17%
Improve staff manual/visual aids	17%
Make forms available sooner/let us know what to track	17%
Theme/activities should be more educational	17%
Other	17%
Don't know/refused	17%

Source: *Q12BB. Do you have any suggestions about how to improve the TD Summer Reading Club in the future which have not been mentioned already?*

Libraries were asked to indicate whether they had any indicators of children's increased enjoyment of reading, reading successes or changes in attitudes toward reading. The most common indicators were that the program brings more children to the library and that the program makes kids excited and keeps them reading over the summer (31% each). Nearly a quarter (23%) of librarians confirmed that they had indeed heard testimonials from parents or caregivers about the program but did not elaborate on them.

The table below details all of the responses given by PEI respondents.

Testimonials indicating increased love of reading?	2013
Brings more children to the library/they enjoy coming	31%
Makes them excited/keeps them reading over the summer	31%
Yes, heard testimonials	23%
Children enjoy coming back each year	8%
Children love adding stickers to their passports	8%
Children checking out more books from library	8%
Improved confidence/communication skills	8%
Parents learned a lot/are reading more	8%
Other	8%
Don't know/refused	8%

Source: *Q12BC. Do you have any testimonials from parents, caregivers or teachers that may indicate an increased love of reading*

Appendix 9

Nova Scotia

Nova Scotia Program Statistics

Response Rate

The participating libraries in Nova Scotia were asked to tally the results of participants in the summer reading club for all of their subsidiary branches. Within all systems, 85 of the 85 participating individual libraries submitted their results, representing an overall response rate of 100%.

Figure 1. Response Rate

	Nova Scotia
(A) Total Participating Libraries	85
(B) Total Responded to Survey	85
(C) Survey Response Rate	100%

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

Statistics on Registration & Attendance

TD Summer Reading Program Registration

The first section of the Statistics and Evaluation Form asked librarians to indicate the total number of children registered for the TDSRC 2013.   This reflects the number of children who registered on the sign-up sheet, with the intent to read books as part of the TD Summer Reading Club.

In Nova Scotia, an estimated 13,848 children registered for the TDSRC 2013 program, a slight decrease from 2012, but similar to the registration in 2011. Girls comprise 7,628, or 55%, of the participants, while the 6,220 boys represent 45% of the participants. This is consistent with previous gender splits.

Figure 2. Total Registration 2007 – 2013

	Total Registration						
Region	**2013**	**2012**	**2011**	**2010**	**2009**	**2008**	**2007**
Nova Scotia	13,848	15,131	13,348	12,003	13,197	8,380	11,927

Source: Q1. Total number of children who registered for the TDSRC program (2007 – 2013)

Figure 3. Percentage of Participating Children by Gender
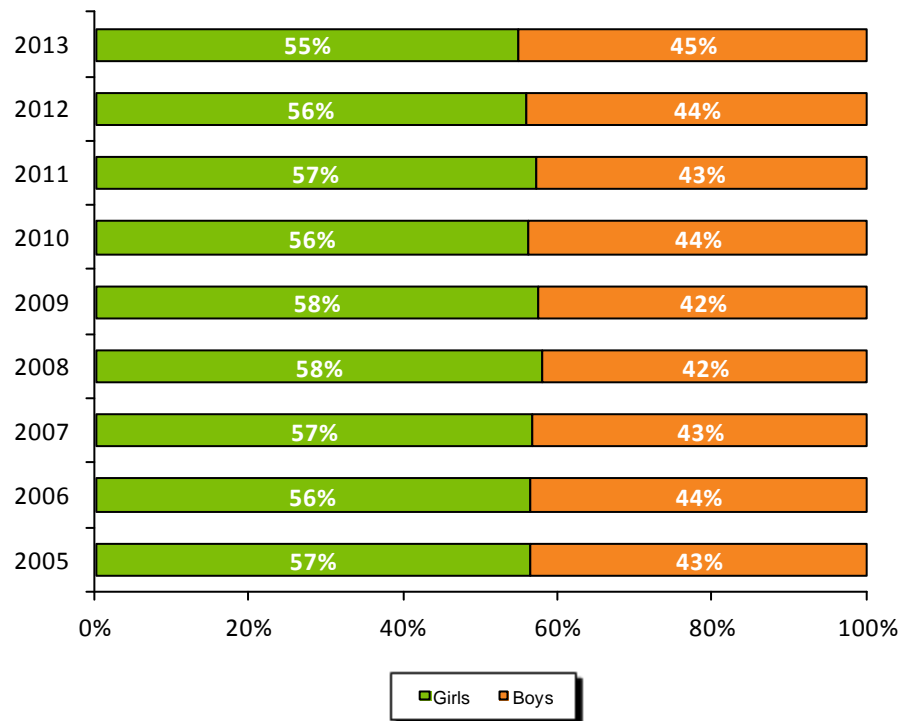
Source: Q1. Total number of children who registered for the TDSRC 2013 program.

Figure 4 below shows the age breakdown of registered children. For the summer 2013, 21% of the girls were in the 0-5 age group, 35% were 6-8, 37% were 9-12, and 7% were 13 years or older. There were some differences in age between boys and girls in 2013, with 24% of boys aged 0-5, 41% aged 6-8, 31% aged 9-12, and 5% aged 13 and older.

Figure 4. Percentage of Registered Children by Gender and Age

GIRLS	2013	2012	2011	2010	2009	2008	2007	2006	2005
0-5	21%	20%	19%	19%	18%	18%	17%	14%	11%
6-8	35%	37%	37%	37%	37%	40%	37%	41%	43%
9-12	37%	36%	37%	38%	39%	38%	39%	40%	40%
13+	7%	7%	6%	7%	6%	4%	7%	4%	6%

BOYS	2013	2012	2011	2010	2009	2008	2007	2006	2005
0-5	24%	23%	23%	22%	21%	20%	20%	16%	10%
6-8	41%	40%	41%	40%	40%	44%	42%	46%	47%
9-12	31%	32%	31%	34%	35%	34%	34%	35%	39%
13+	5%	5%	4%	4%	4%	2%	5%	4%	4%

Source: *Q1. Total number of children who registered for the TDSRC 2013 program*

Figure 5 below summarizes the participation rate for Nova Scotia by age and gender based on 2011 census data. The proportion of all children who were registered in 2013 was slightly lower (8.06%) in 2013 than in 2012 or 2011.

Figure 5. Number of Registered Children

	2011 CENSUS			2013 TD SRC REGISTRANTS			% PARTICIP. CHILDREN	% PARTICIP. CHILDREN	% PARTICIP. CHILDREN
	(A)	(B)	(C)	(D)	(E)	(F)	2013	2012	2011
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**	**13,848**	**6,220**	**7,628**	**8.06%**	**8.81%**	**8.40%**
0-5	52,725	27,070	25,660	3,143	1,510	1,633	5.96%	6.18%	5.41%
6-8	26,460	13,455	13,010	5,215	2,521	2,694	19.71%	22.05%	18.02%
9-12	38,310	19,545	18,765	4,698	1,903	2,795	12.26%	13.44%	10.78%
13+	54,295	27,750	26,550	792	286	506	1.46%	1.64%	2.05%

Source: *Q1. Total number of children who registered for the TDSRC 2013 program*

TD Summer Reading Program Attendance & Activities

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 the total attendance of children at these activities (not including parents or care givers).

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

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

A total of 28,372 children attended the 1,340 theme-related activities which were organized in libraries across Nova Scotia over the summer months of 2013. 91% of the activities took place in a library, while 9% took place in the community. The average attendance per activity was 21 children.

Figure 6. Total Activities and Attendance

Region	Activity Attendance				
	Theme-Related Activities	Total Attendance	Avg. Attendance per Activity	% of Activities In Library	% of Activities In Community
Nova Scotia	1,340	28,372	21	91%	9%

Source: *Q2. Total number of activities in your libraries and in your community. Attendance at activities in your libraries and in your community.*

The number of activities and attendance in 2013 represent another increase in both measures in the province since 2011. Although, the number of activities saw a steep decline in 2012, the total attendance has been consistently rising since 2011.

Figure 7. Activities and Attendance 2011 – 2013

Region	2013		2012		2011	
	Theme-Related Activities	Total Attendance	Theme-Related Activities	Total Attendance	Theme-Related Activities	Total Attendance
Nova Scotia	1,340	28,372	300	25,766	1,216	25,544

Source: *Q2. Total number of activities in your libraries and in your community. Attendance at activities in your libraries and in your community.*

Materials Distributed

The libraries were also asked to indicate the total number of pre-reading booklets, magazines, passports and sticker sheets that were distributed to children coming into the library, including any materials provided to summer day camps, child-care centres, community/public housing projects, faith-based programs, etc. Registration for the TDSRC was not necessary and staff could choose how to distribute the material. The materials which were distributed in 2013 differed slightly from in previous years when only reading kits and posters were distributed. As a result, there is no comparison made here to previous years.

In total, 12,621 passports, 9,311 sticker sheets, 10,797 magazines and 2,635 pre-reading booklets were distributed across Nova Scotia in 2013 among the participating libraries.

Figure 8. Materials Distributed

Region	Materials Distributed			
	Passports	Sticker sheets	Magazines	Pre-Reading Booklets
Nova Scotia	12,621	9,311	10,797	2,635

Source: *Q3. Materials distributed by your library / libraries in 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. The most common response in Nova Scotia was to have them run in a Drop-In only format (74%) with only 15% running it as both a drop-in and a club, and 11% as a club only.

Figure 9. Percentage of Drop-ins and Clubs by Segment

Region	How Program Was Structured (%)			
	Drop-In Only	Club Only	Both Drop-In and Club	Neither Format
Nova Scotia	74%	11%	15%	0%

Source: Q4. *How was your program structured?*

Promotion of Program

Librarians were asked to indicate if anyone from their library branch made any visits to the local schools, child care centres, day camps, or to any other locations in order to promote the program.

In Nova Scotia, 100% of libraries indicated that their library staff made promotional visits to schools, while 44% indicated visiting Day Camps, Child Care Centres and Other places. A total of 75 visits were made, reaching a total of 34,116 children (the mast majority at schools).

Figure 10. Total Number of Visits and Children Reached by Segment

	Promotional Visits				
	Schools	Day Camps	Child Care Centres	Other	Total
% That Made Visits	100%	44%	44%	44%	-
# Of Visits Made	53	10	8	4	75
Number of Children Reached	32,983	240	282	611	34,116
Average Reached per Visit	622	24	35	153	455

Source: *Q5 Did any library staff promote the program at schools, day camps, child-care centres, or other locations?*

Method of Promotion

For the first time in 2013, the library registration sheets required libraries to ask whether children had participated in the program in previous years. Only those children who had not participated previously were then asked how they heard of the program. This change was made because the previous method underestimated the number of returning children, which LAC and participating library systems knew was higher.

In Nova Scotia, 37% of children heard about the program because they had participated in a previous year. The most common method of hearing about the program for those who had not previously participated was promotion at the school (29%). Learning about the program at the public library was also common (19%), while other children heard about the program from a friend or family member (11%), through the media (4%) or some other method (1%).

Figure 11. How Participants First Heard About the Program

Region	How Did Children Hear About The Program?						
	Joined in previous years	At school	At the public library	Summer camp/ child care centre	Friend of family member	In the media	Other
Nova Scotia	37%	29%	19%	0%	11%	4%	1%

Source: *Q6. How many of the children registered in your library had participated in the TD Summer Reading Club in previous years and how many were new to the program? If they were new to the program, how did they hear about the program?*

Satisfaction & Suggestions

In 2013, the Statistics and Evaluation Form was expanded and reconfigured in order to gather a much wider scope of opinions from librarians than it ever has in previous years. The scale was updated from a five-point scale to a ten-point scale in order to measure satisfaction with more precision
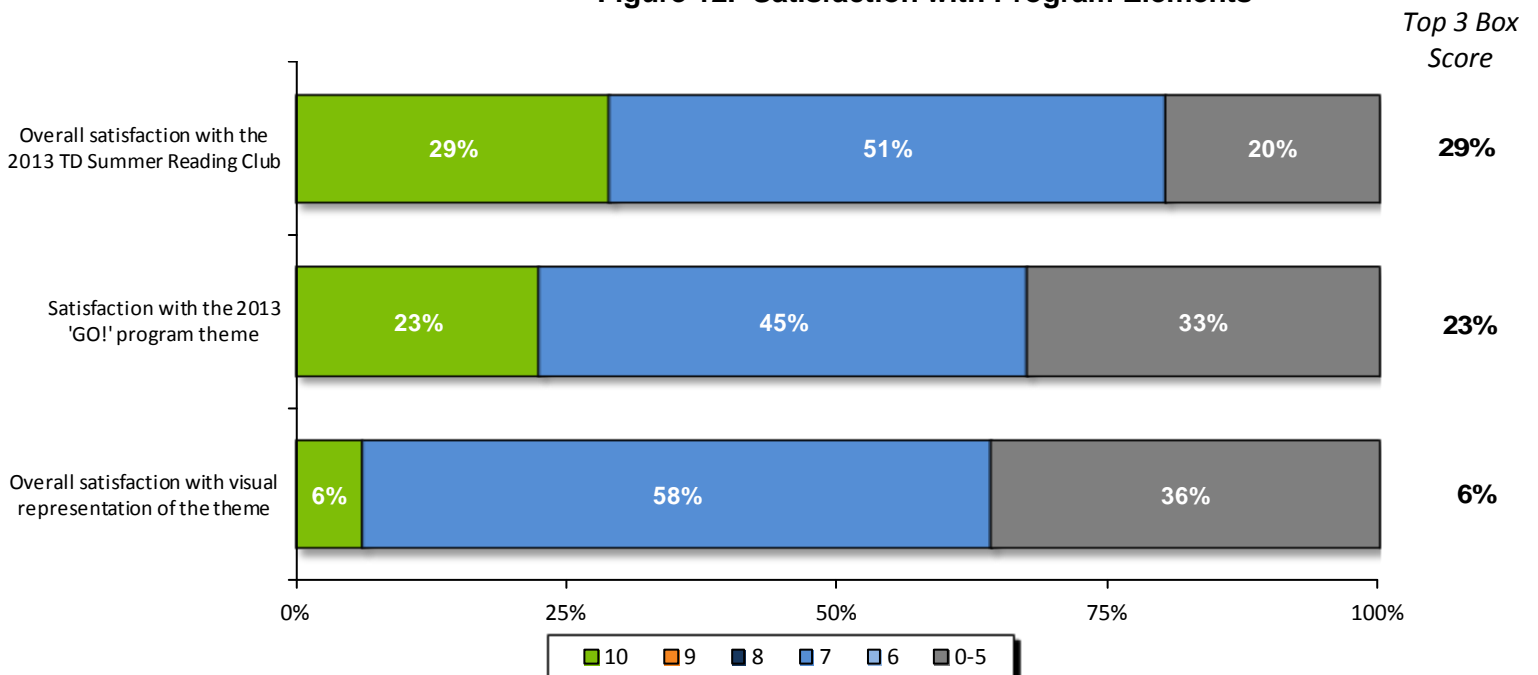
The following section will provide satisfaction scores for every question asked by giving the proportion of libraries who responded with each score from 10 down to 6, along with those who gave a score of 0-5. The overall satisfaction question for each section is reported first, followed by the individual element scores in the same order they were asked in the questionnaire. Libraries were also asked for their suggestions and comments in each section, and the results are included here in the order that they appeared in the online file.

Overall Program Satisfaction Section

A large proportion of the libraries in Nova Scotia gave responses of 7-out-of-10, and there was less variation among the libraries than in other regions. As a result the satisfaction graphs for the province are not as detailed as the other provinces or regions.

Overall satisfaction in Nova Scotia is very low, with only 29% of respondents giving a score of 8-out-of-10 or higher. One in five libraries gave a score from 0 to 5. Satisfaction was lowest with the visual representation of the theme, where only 6% of respondents gave a top 3 box score, and 36% were dissatisfied.

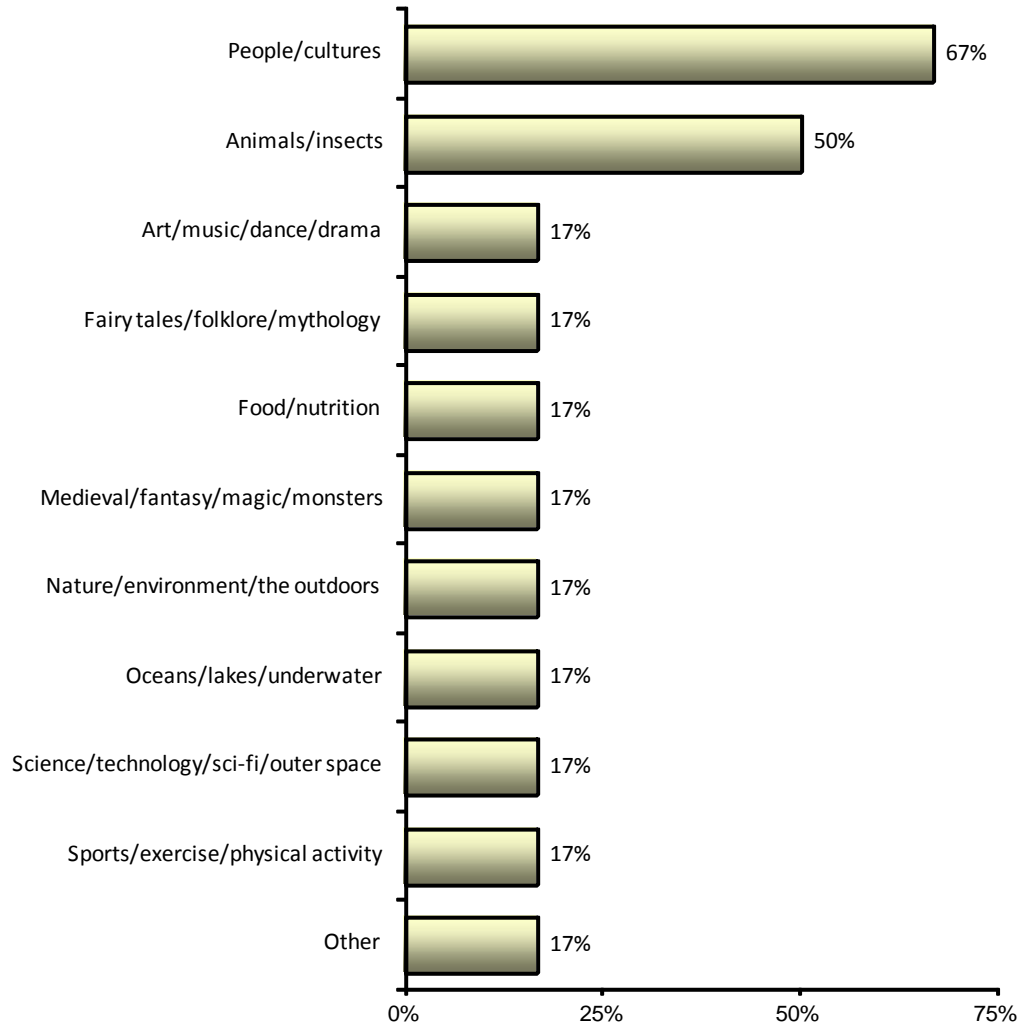**Figure 12. Satisfaction with Program Elements**

Top 3 Box Score

Overall satisfaction with the 2013 TD Summer Reading Club	29% / 51% / 20%	**29%**
Satisfaction with the 2013 'GO!' program theme	23% / 45% / 33%	**23%**
Overall satisfaction with visual representation of the theme	6% / 58% / 36%	**6%**

Legend: ■10 ■9 ■8 ■7 ■6 ■0-5

Source: *Q7. Overall satisfaction questions.*

Suggestions For Future Themes

Librarians were asked to provide suggestions for future themes. The most popular responses were for people/cultures (67%) and animals/insects (50%). There were a variety of other suggestions each mentioned by 17% of respondents.
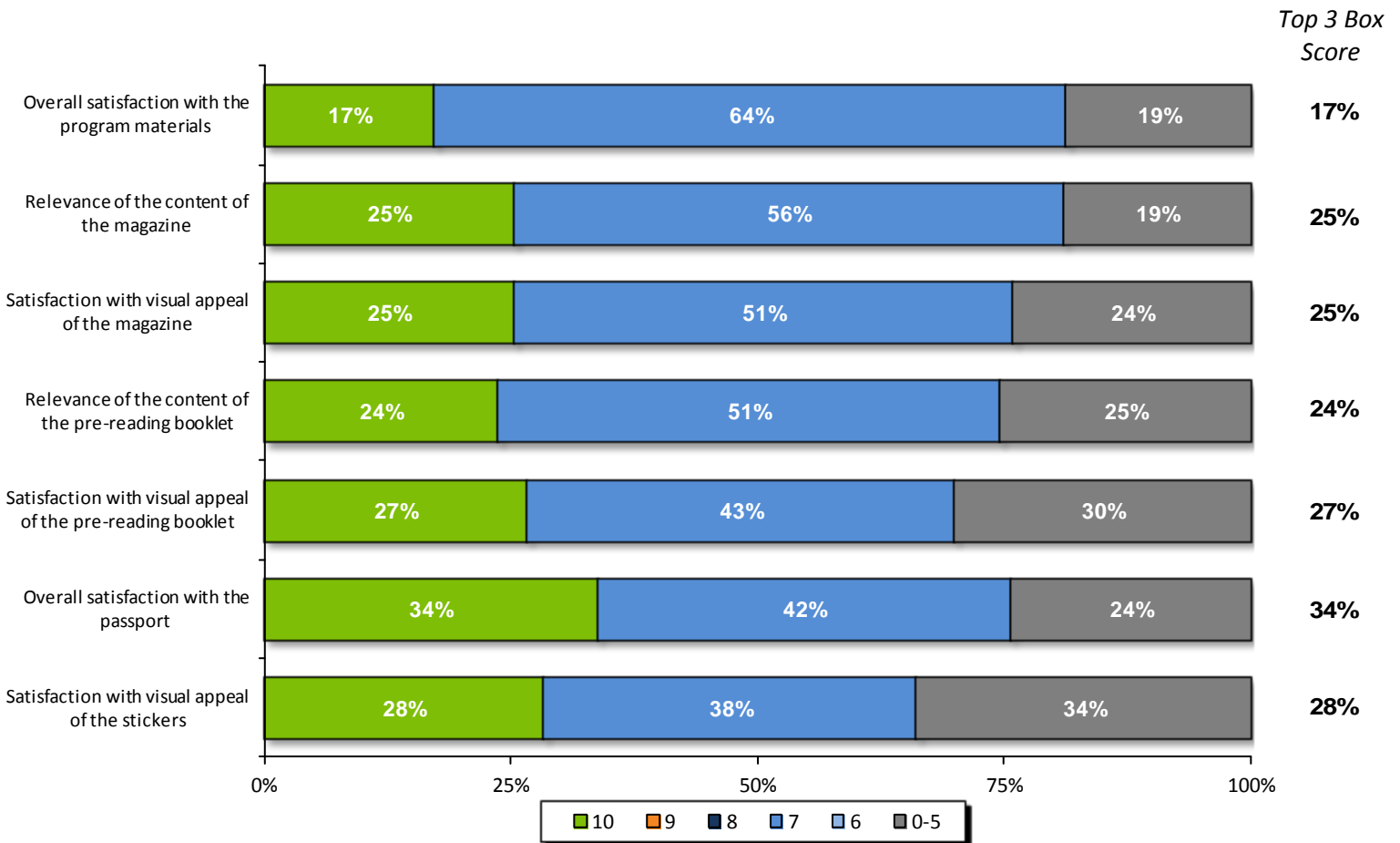
Figure 13. Suggestions For Future Themes

Theme	Percentage
People/cultures	67%
Animals/insects	50%
Art/music/dance/drama	17%
Fairy tales/folklore/mythology	17%
Food/nutrition	17%
Medieval/fantasy/magic/monsters	17%
Nature/environment/the outdoors	17%
Oceans/lakes/underwater	17%
Science/technology/sci-fi/outer space	17%
Sports/exercise/physical activity	17%
Other	17%

Source: *Q7B . Do you have any suggestions for the program's future themes?*

Program Materials Satisfaction Section

Libraries also rated their level of satisfaction with the program materials, such as the passport, the stickers, the magazine, and the pre-reading booklet.

Only 17% of libraries in Nova Scotia gave a satisfaction score in the top 3 for the program materials overall. Consistent with most regions, the element with the highest satisfaction was the passport, with 34% of libraries giving it the highest possible score. Satisfaction was generally similar for each of the other elements, but dissatisfaction was highest with the visual appeal of the stickers (34%).

Figure 14. Satisfaction with Program Materials

Top 3 Box
Score

Material	10	7/6	0-5	Top 3 Box Score
Overall satisfaction with the program materials	17%	64%	19%	**17%**
Relevance of the content of the magazine	25%	56%	19%	**25%**
Satisfaction with visual appeal of the magazine	25%	51%	24%	**25%**
Relevance of the content of the pre-reading booklet	24%	51%	25%	**24%**
Satisfaction with visual appeal of the pre-reading booklet	27%	43%	30%	**27%**
Overall satisfaction with the passport	34%	42%	24%	**34%**
Satisfaction with visual appeal of the stickers	28%	38%	34%	**28%**

Legend: ■10 ■9 ■8 ■7 ■6 ■0-5

Source: *Q8. Program Materials Satisfaction Questions.*

As part of the program materials satisfaction section, librarians were asked to provide suggestions for improving the content of the materials for future years.

More colourful art/eye catching material appeared to be the most common suggestion (mentioned by half of the libraries), followed by improving the magazines, improving the art style and better tying the theme into the program materials (25% each).

The table below details all of the responses given by Nova Scotia respondents.

Improvements for the Content of the Material for Future Programs	2013
More colourful art/visually appealing/eye-catching	50%
Improve magazines/declutter/too wordy	25%
Dislike the art style	25%
Improve demonstration of context/tie in the theme better	25%
Satisfied/no suggestions	13%
Passports were a good idea/children liked them	13%
Include more space in passport	13%
Improve bilingualism/have separate EN/FR editions	13%
Change the point system for books read	13%
Include blank spaces for library specific information	13%
Other	13%
Don't know/refused	0%

Source: *Q8B. Do you have any suggestions on how to improve the content of the material for future programs?*
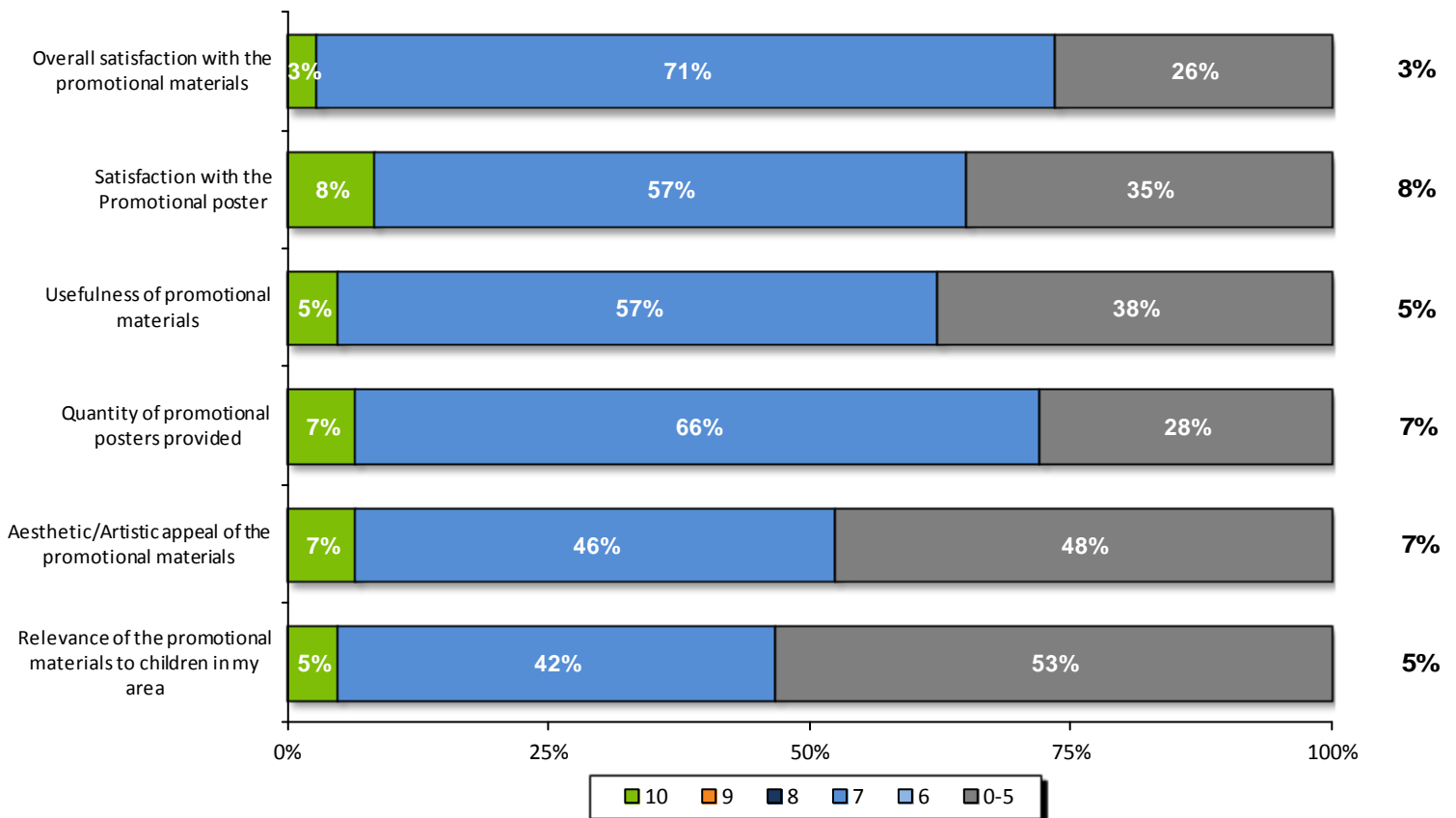
Promotional Materials Satisfaction Section

Libraries also rated their level of satisfaction with the promotional materials that they received from LAC. Although satisfaction is lower across the board in Nova Scotia, satisfaction with the promotional materials was still lower than with the programming materials, as it was in most other regions. Overall satisfaction with the promotional materials was 3%.

Among the elements tested, satisfaction was highest with the promotional poster (8%). Dissatisfaction was high with most elements, but was highest with regard to how relevant the promotional materials were to children in Nova Scotia (53%) and the aesthetic/artistic appeal of the promotional materials (48%).

Figure 15. Satisfaction with Promotional Material

Top 3 Box Score

	Top 3 Box Score
Overall satisfaction with the promotional materials: 3% — 71% — 26%	**3%**
Satisfaction with the Promotional poster: 8% — 57% — 35%	**8%**
Usefulness of promotional materials: 5% — 57% — 38%	**5%**
Quantity of promotional posters provided: 7% — 66% — 28%	**7%**
Aesthetic/Artistic appeal of the promotional materials: 7% — 46% — 48%	**7%**
Relevance of the promotional materials to children in my area: 5% — 42% — 53%	**5%**

Legend: ■ 10 ■ 9 ■ 8 ■ 7 ■ 6 ■ 0-5

Source: *Q9. Promotional Materials Satisfaction Questions.*

Librarians were invited to provide comments on the promotional materials (including the poster and invitation). About two in five libraries in Nova Scotia (38%) suggested that posters should have more colourful art. About a quarter reported that they dislike the art style and the same proportion mentioned that the posters should leave a blank space for library specific information.

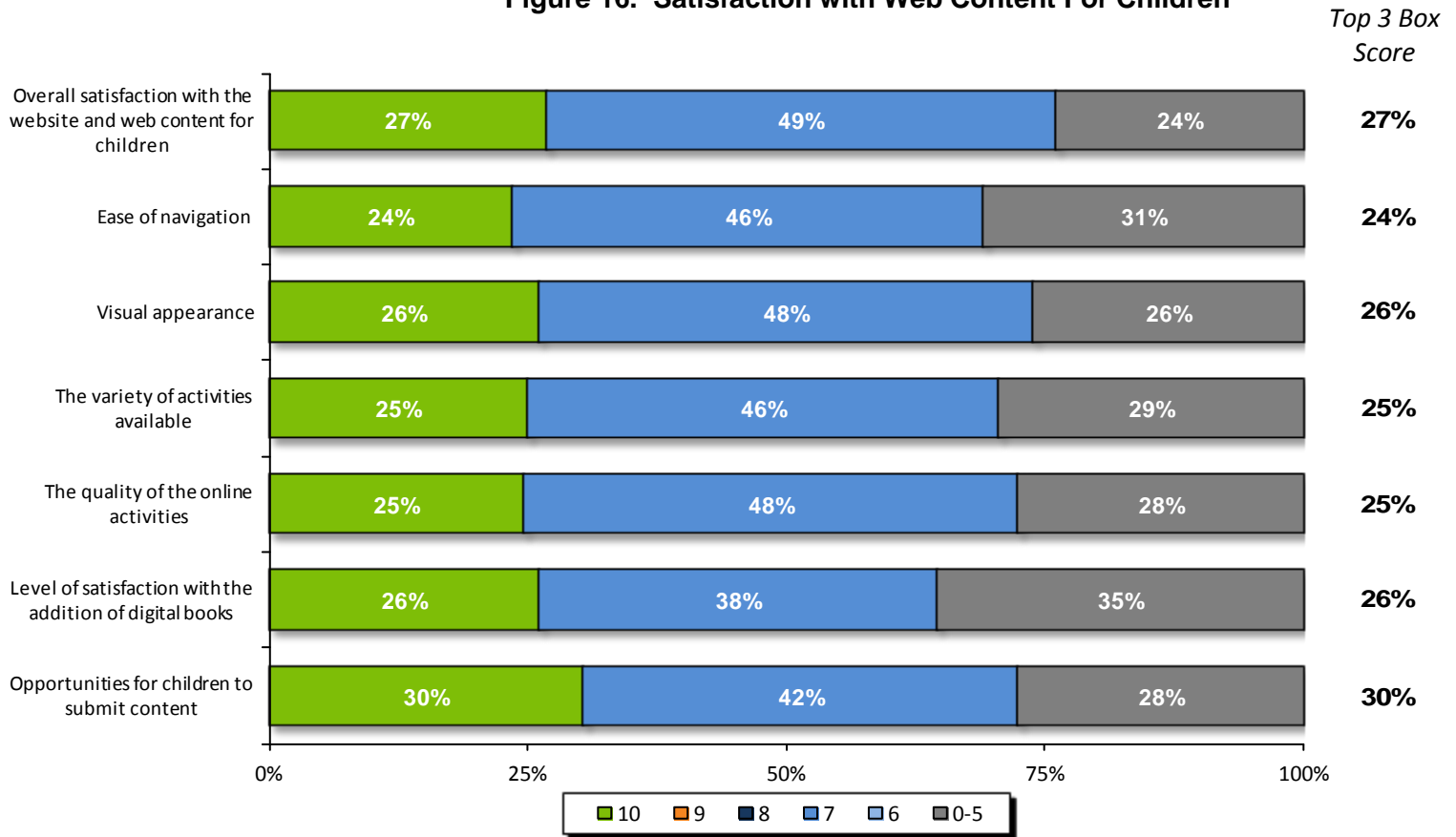The table below details all of the responses given by Nova Scotia respondents.

Comments On 2013 Promotional Materials	2013
More colourful art/visually appealing/eye-catching	38%
Dislike the art style	25%
Include blank space for library specific info	25%
Did not receive enough promotional material	13%
Include activities on the posters	13%
Children miss the old poster	13%
Lack of relevance/relation to theme/reading programs	13%
Too busy	13%
Other	13%
Don't know/refused	0%

Source: *Q9B. Do you have any comments on the 2013 promotional materials (program poster/invitation)?*

Web Content For Children Satisfaction Section

Libraries were asked to rate their level of satisfaction with the web content available to children in 2013. Overall satisfaction with this content was low, with just over a quarter (27%) giving a top 3 box satisfaction score. Satisfaction was similar for every element of this section, but was highest for the opportunities for children to submit content (30%). The element with the highest level of dissatisfaction was the addition of digital books, with 35% giving a score from 0 to 5 out of ten.

Figure 16. Satisfaction with Web Content For Children

Top 3 Box Score

				Top 3 Box Score
Overall satisfaction with the website and web content for children	27%	49%	24%	**27%**
Ease of navigation	24%	46%	31%	**24%**
Visual appearance	26%	48%	26%	**26%**
The variety of activities available	25%	46%	29%	**25%**
The quality of the online activities	25%	48%	28%	**25%**
Level of satisfaction with the addition of digital books	26%	38%	35%	**26%**
Opportunities for children to submit content	30%	42%	28%	**30%**

Legend: ■ 10 ■ 9 ■ 8 ■ 7 ■ 6 ■ 0-5

Source: *Q10. Web Content For Children Satisfaction Questions.*

The first open-ended question for this section asked whether the librarian was able to integrate the children's website into the print materials, and if so, how they did it. A vast majority (80%) of the respondents in Nova Scotia indicated that they were not able to integrate the children's website into the print materials. Among those who were able to integrate, 20% indicated integrating with branch activities and another 20% mentioned it in passing as something to be done from home.

The table below details all of the responses given by Nova Scotia respondents.

Able to integrate website into in-branch programming?	2013
Integrated with branch activities	20%
Mentioned in passing as something to be done from home	20%
No/unable to integrate	80%
Don't know/refused	0%

Source: *Q10BA. Were you able to integrate the website into your in-branch programming? If so, how?*

Next, librarians were asked if the children's website enhanced the print materials. In Nova Scotia, three quarters answered in the positive, that it enhanced the material, while 25% weren't sure about the impact.

Did the website enhance the print materials?	2013
Yes, enhanced the material	75%
Don't know/refused	25%

Source: *Q10BB Did the website enhance the print materials?*

Finally, librarians were asked for suggestions on how to improve the web content for children. A variety of suggestions were mentioned by around a quarter of the libraries, including having a greater variety of games, increasing interactivity, more promotion/link-sharing, and some libraries mentioning problems using or entering the codes. 25% of respondents also mentioned being satisfied, or were unable to provide a suggestion.

The table below details all of the responses given by Nova Scotia respondents.

Suggestions on how to improve the web content for children?	2013
Satisfied/no suggestions	25%
More/larger variety of games	25%
Increase interactivity	25%
More promotion/link-sharing	25%
Problems using/entering codes	25%
Other	25%
Don't know/refused	0%

Source: *Q10BC. Do you have any suggestions on how to improve the web content for children?*

Web Content For Librarians Satisfaction Section

Next, libraries were asked to rate their level of satisfaction with the web content available to them on the librarians website. Nova Scotia libraries were less satisfied with the librarian's website than they were with the children's website.

Overall satisfaction scores (23%) were higher than the individual elements rated in this section. Satisfaction with the ease of navigating the librarian's website was rated the highest of all of the elements (20%), and satisfaction with the printable elements had the lowest level of satisfaction (13%).

The level of dissatisfaction with the clip art was the highest of all of the elements (47%), but was also high for satisfaction with the booklists, and with the printable documents (35% dissatisfaction for both).

Figure 17. Satisfaction with Web Content For Librarians
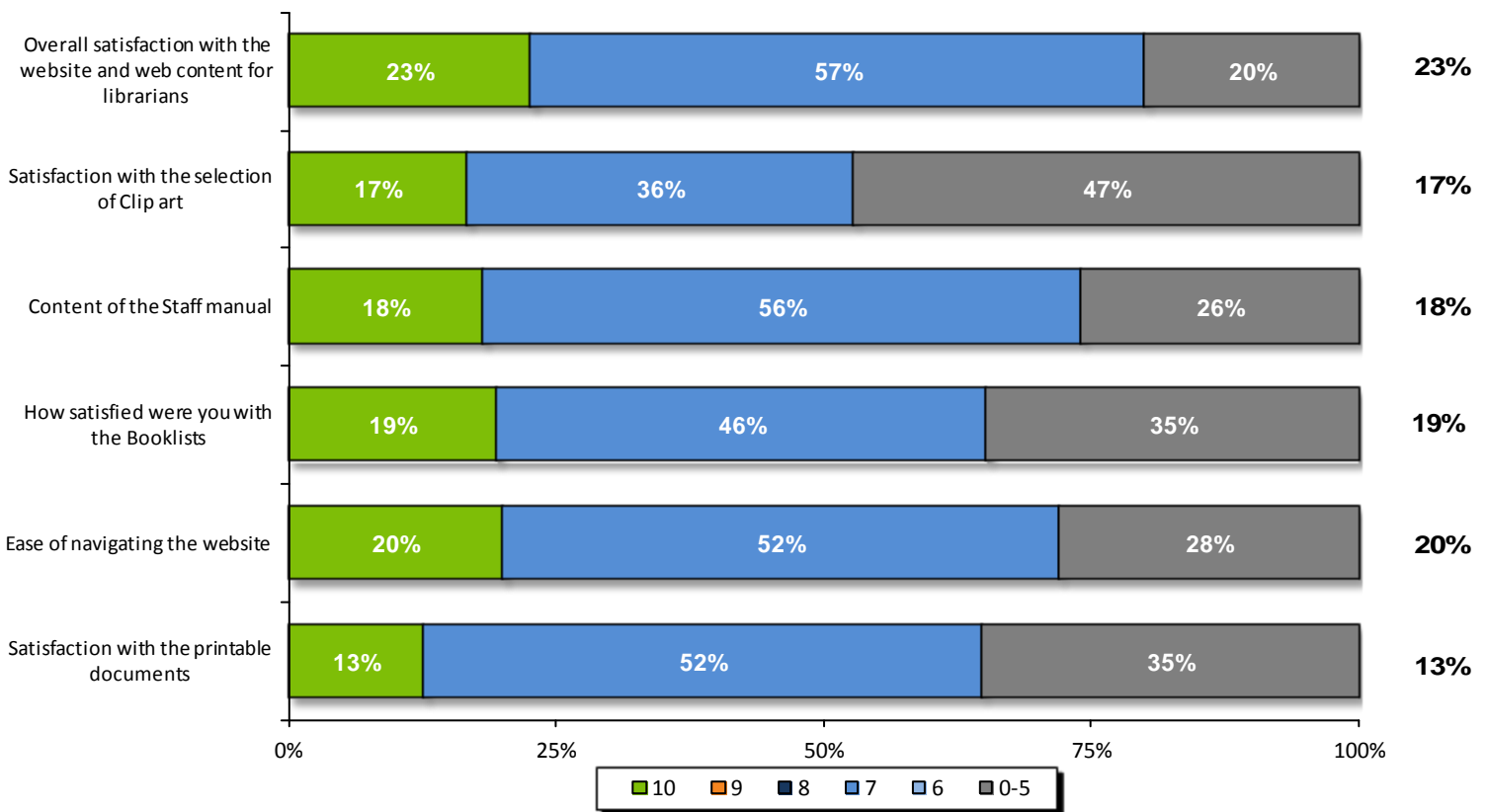
	10	9	8	7	6	0-5	
Overall satisfaction with the website and web content for librarians	23%			57%		20%	**23%**
Satisfaction with the selection of Clip art	17%			36%		47%	**17%**
Content of the Staff manual	18%			56%		26%	**18%**
How satisfied were you with the Booklists	19%			46%		35%	**19%**
Ease of navigating the website	20%			52%		28%	**20%**
Satisfaction with the printable documents	13%			52%		35%	**13%**

Source: *Q11. Web Content For Librarians Satisfaction Questions.*

Librarians were asked for suggestions on how to improve the librarian's website for future programs. Two in five respondents suggested making the material available sooner and improving on navigation/search and print functions. One in five indicated that they were satisfied and had no suggestions. Improving the clip art and making the reading programs more relevant to the theme were also mentioned by 20% of the respondents.

The table below details all of the responses given by respondents.

Suggestions on how to improve the web content for librarians?	2013
Make material available sooner	40%
Simpler/better navigation/search/print functions	40%
Satisfied/no suggestions	20%
Improve clip art/more visually appealing/more variety	20%
Lack of relevance/relation to theme/reading programs	20%
Don't know/refused	0%

Source: *Q11B Do you have any suggestions on how to improve the web content for librarians?*

Program Evaluation and Statistics Satisfaction Section

Finally, libraries were asked to rate their level of satisfaction with the program evaluation and statistics process for 2013.

In Nova Scotia, responses to these questions were given for only one question (and only by one system) so they cannot realistically be presented graphically.

Librarians were asked for their suggestions on how the program evaluation and statistical collection process could be improved. The most popular request was to make the forms available sooner (67% of librarians).

The table below details all of the responses given by Nova Scotia respondents.

Suggestions on how to improve the statistical collection and program evaluation process?	2013
Make forms available sooner/let us know what to track	67%
Other	33%
Don't know/refused	0%

Source: *Q12BA. Do you have any suggestions for how to improve the statistical collection and program evaluation process?*

More broadly, librarians were asked if they could suggest any improvements for the TD Summer Reading Club that they had not already mentioned. About two thirds (67%) indicated that passports were a good idea and children liked them. But others mentioned that they disliked the art style, suggested changing the point system for books read, providing posters containing blank spaces for library specific information and making the forms available sooner (33% each).

The table below details all of the responses given by Nova Scotia respondents.

Suggestions to improve the TD SRC?	2013
Passports were a good idea/children liked them	67%
Dislike the art style	33%
Change the point system for books read	33%
Include blank spaces for library specific information	33%
Make forms available sooner/let us know what to track	33%
Don't know/refused	0%

Source: *Q12BB. Do you have any suggestions about how to improve the TD Summer Reading Club in the future which have not been mentioned already?*

Libraries were asked to indicate whether they had any indicators of children's increased enjoyment of reading, reading successes or changes in attitudes toward reading. One third of respondents confirmed that they heard testimonials and mentioned that the program makes the kids excited and keeps them reading over the summer. Another 17% mentioned that children enjoy coming back each year and it makes them more willing to read at home/share the experience with family.

The table below details all of the responses given by Nova Scotia respondents.

Testimonials indicating increased love of reading?	2013
Yes, heard testimonials	33%
Makes them excited/keeps them reading over the summer	33%
Children enjoy coming back each year	17%
Children more willing to read at home/share with family	17%
Don't know/refused	0%

Source: *Q12BC. Do you have any testimonials from parents, caregivers or teachers that may indicate an increased love of reading*

Appendix 10

Newfoundland & Labrador

Newfoundland &Labrador Program Statistics

Response Rate

The participating libraries in Newfoundland & Labrador were asked to tally the results of participants in the summer reading club for all of their subsidiary branches. Within all systems, 89 of the 94 participating individual libraries submitted their results, representing an overall response rate of 95%.

Figure 1. Response Rate

	Newfoundland
(A) Total Participating Libraries	94
(B) Total Responded to Survey	89
(C) Survey Response Rate	95%

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

Statistics on Registration & Attendance

TD Summer Reading Program Registration

The first section of the Statistics and Evaluation Form asked librarians to indicate the total number of children registered for the TDSRC 2013.   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.
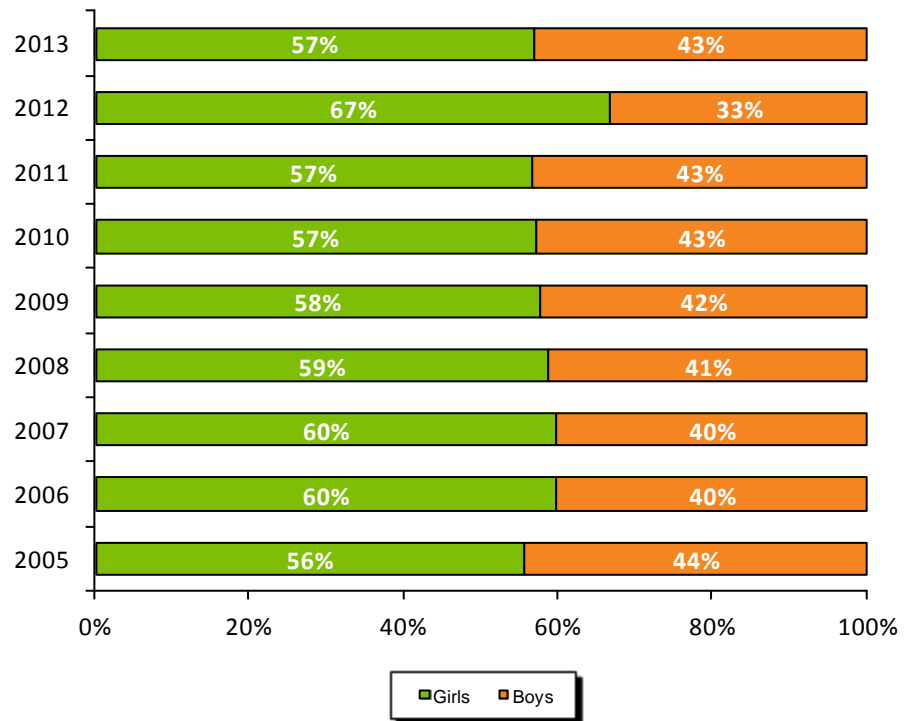
In Newfoundland & Labrador, an estimated 2,608 children registered for the TDSRC 2013 program, the lowest registration level since 2007. Girls comprise 1,486, or 57%, of the participants, while the 1,122 boys represent 43%.

Figure 2. Total Registration 2007 – 2013

	Total Registration						
Region	**2013**	**2012**	**2011**	**2010**	**2009**	**2008**	**2007**
Nfld. & Lab.	2,608	3,788	3,148	3,388	2,912	2,840	1,691

Source: *Q1. Total number of children who registered for the TDSRC program (2007 – 2013)*

Figure 3. Percentage of Participating Children by Gender

Year	Girls	Boys
2013	57%	43%
2012	67%	33%
2011	57%	43%
2010	57%	43%
2009	58%	42%
2008	59%	41%
2007	60%	40%
2006	60%	40%
2005	56%	44%

Source: *Q1. Total number of children who registered for the TDSRC 2013 program.*

Figure 4 below shows the age breakdown of registered children. For the summer 2013, 39% of the girls were in the 0-5 age group, 35% were 6-8, 25% were 9-12, and 1% were 13 years or older. Among boys, 43% were aged 0-5, 36% aged 6-8, 20% aged 9-12, and 2% aged 13 and older.

Figure 4. Percentage of Registered Children by Gender and Age

GIRLS	2013	2012	2011	2010	2009	2008	2007	2006	2005
0-5	39%	42%	35%	29%	25%	28%	27%	22%	24%
6-8	35%	23%	35%	35%	40%	41%	41%	39%	41%
9-12	25%	19%	27%	33%	32%	29%	31%	35%	31%
13+	1%	17%	2%	3%	3%	2%	1%	4%	4%

BOYS	2013	2012	2011	2010	2009	2008	2007	2006	2005
0-5	43%	38%	42%	37%	34%	31%	31%	28%	24%
6-8	36%	36%	36%	37%	40%	43%	44%	44%	42%
9-12	20%	22%	20%	24%	25%	25%	24%	25%	30%
13+	2%	3%	2%	2%	1%	2%	2%	3%	3%

Source: *Q1. Total number of children who registered for the TDSRC 2013 program*

Figure 5 below summarizes the participation rate for Newfoundland & Labrador by age and gender based on 2011 census data. The proportion of all children who were registered in 2013 was lower (2.77%) in 2013 than in 2012 or 2011.

Figure 5. Number of Registered Children

	2011 CENSUS			2013 TD SRC REGISTRANTS			% PARTICIP. CHILDREN	% PARTICIP. CHILDREN	% PARTICIP. CHILDREN
	(A)	(B)	(C)	(D)	(E)	(F)	2013	2012	2011
Province / Territory	Total Children	Total Boys	Total Girls	Total Children	Total Boys	Total Girls	Total Children	Total Children	Total Children
Newfoundland & Labrador	94,150	43,525	41,475	2,608	1,122	1,486	2.77%	4.02%	3.34%
0-5	29,415	14,150	13,580	1,065	481	584	3.62%	5.20%	4.06%
6-8	15,085	7,970	7,620	916	401	514	6.07%	6.79%	7.42%
9-12	21,030	11,545	10,965	589	222	368	2.80%	3.61%	3.63%
13+	19,170	9,860	9,310	38	18	20	0.20%	1.66%	0.38%

Source: *Q1. Total number of children who registered for the TDSRC 2013 program*

TD Summer Reading Program Attendance & Activities

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 the total attendance of children at these activities (not including parents or care givers).

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

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

A total of 9,567 children attended the 799 theme-related activities which were organized in libraries across Newfoundland & Labrador over the summer months of 2013. 86% of the activities were held in a library, while 14% took place in the community. An average of 12 children participated in each activity.

Figure 6. Total Activities and Attendance

Region	Activity Attendance				
	Theme-Related Activities	Total Attendance	Avg. Attendance per Activity	% of Activities In Library	% of Activities In Community
Nfld. & Lab.	799	9,567	12	86%	14%

Source: *Q2. Total number of activities in your libraries and in your community. Attendance at activities in your libraries and in your community.*

Attendance in 2013 is similar to 2012, despite having 132 fewer theme-related activities. Attendance remains higher than 2011, when about the same number of activities took place.

Figure 7. Activities and Attendance 2011 – 2013

Region	2013		2012		2011	
	Theme-Related Activities	Total Attendance	Theme-Related Activities	Total Attendance	Theme-Related Activities	Total Attendance
Nfld. & Lab.	799	9,567	931	9,531	798	8,172

Source: *Q2. Total number of activities in your libraries and in your community. Attendance at activities in your libraries and in your community.*

Materials Distributed

The libraries were also asked to indicate the total number of pre-reading booklets, magazines, passports and sticker sheets that were distributed to children coming into the library, including any materials provided to summer day camps, child-care centres, community/public housing projects, faith-based programs, *etc.* Registration for the TDSRC was not necessary and staff could choose how to distribute the material. The materials which were distributed in 2013 differed slightly from in previous years when only reading kits and posters were distributed. As a result, there is no comparison made here to previous years.

In total, 3,577 passports, 3,646 sticker sheets, 3,178 magazines and 2,669 pre-reading booklets were distributed across Newfoundland & Labrador in 2013 among the participating libraries.

Figure 8. Materials Distributed

Region	Materials Distributed			
	Passports	Sticker sheets	Magazines	Pre-Reading Booklets
Nfld. & Lab.	3,577	3,646	3,178	2,669

Source: *Q3. Materials distributed by your library / libraries in 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. Over one third of the programs were run as both drop-in and clubs (38%), while one third were run as clubs only. Approximately one quarter of the programs were run as drop-in only (23%).

Figure 9. Percentage of Drop-ins and Clubs by Segment

Region	How Program Was Structured (%)			
	Drop-In Only	Club Only	Both Drop-In and Club	Neither Format
Nfld. & Lab.	23%	33%	38%	7%

Source: Q4. *How was your program structured?*

Promotion of Program

Librarians were asked to indicate if anyone from their library branch made any visits to the local schools, child care centres, day camps, or to any other locations in order to promote the program.

In Newfoundland & Labrador, 52% of libraries indicated that their library staff made promotional visits to schools, while 16% visited day camps, 20% visited child care centres, and 21% made other promotional visits. A total of 285 visits were made, reaching a total of 9,146 children (the vast majority at schools).

Figure 10. Total Number of Visits and Children Reached by Segment

	Promotional Visits				
	Schools	Day Camps	Child Care Centres	Other	Total
% That Made Visits	52%	16%	20%	21%	-
# Of Visits Made	120	48	68	49	285
Number of Children Reached	6,476	953	1,190	527	9,146
Average Reached per Visit	54	20	18	11	32

Source: *Q5 Did any library staff promote the program at schools, day camps, child-care centres, or other locations?*

Method of Promotion

For the first time in 2013, the library registration sheets required libraries to ask whether children had participated in the program in previous years. Only those children who had not participated previously were then asked how they heard of the program. This change was made because the previous method underestimated the number of returning children, which LAC and participating library systems knew was higher.

In Newfoundland & Labrador, 32% of children heard about the program because they had participated in a previous year. The most common method of hearing about the program for those who had not previously participated was promotion at the library (40%). One in ten heard about the program at summer camp or a child care centre. Only 7% of children heard about it at school, with the same proportion hearing about it from a family member. 3% heard about the program from the media, and 1% heard in some other way.

Figure 11. How Participants First Heard About the Program

Region	How Did Children Hear About The Program?						
	Joined in previous years	At school	At the public library	Summer camp/ child care centre	Friend of family member	In the media	Other
Nfld. & Lab.	32%	7%	40%	10%	7%	3%	1%

Source: *Q6. How many of the children registered in your library had participated in the TD Summer Reading Club in previous years and how many were new to the program? If they were new to the program, how did they hear about the program?*

Satisfaction & Suggestions

In 2013, the Statistics and Evaluation Form was expanded and reconfigured in order to gather a much wider scope of opinions from librarians than it ever has in previous years. The scale was updated from a five-point scale to a ten-point scale in order to measure satisfaction with more precision

The following section will provide satisfaction scores for every question asked by giving the proportion of libraries who responded with each score from 10 down to 6, along with those who gave a score of 0-5. The overall satisfaction question for each section is reported first, followed by the individual element scores in the same order they were asked in the questionnaire. Libraries were also asked for their suggestions and comments in each section, and the results are included here in the order that they appeared in the online file.

Overall Program Satisfaction Section

Overall satisfaction in Newfoundland & Labrador is fairly high, with 45% of respondents giving the highest possible score, and 68% giving a score of 8-out-of-10 or higher.

Satisfaction with the 'GO!' program theme was also high, with 43% of respondents giving the highest possible scores, and 61% giving a score from 8 to 10. Satisfaction was lower for overall satisfaction with the visual representation of the theme (36% top box and 54% top 3 box).

**Figure 12. Satisfaction with Program Elements**
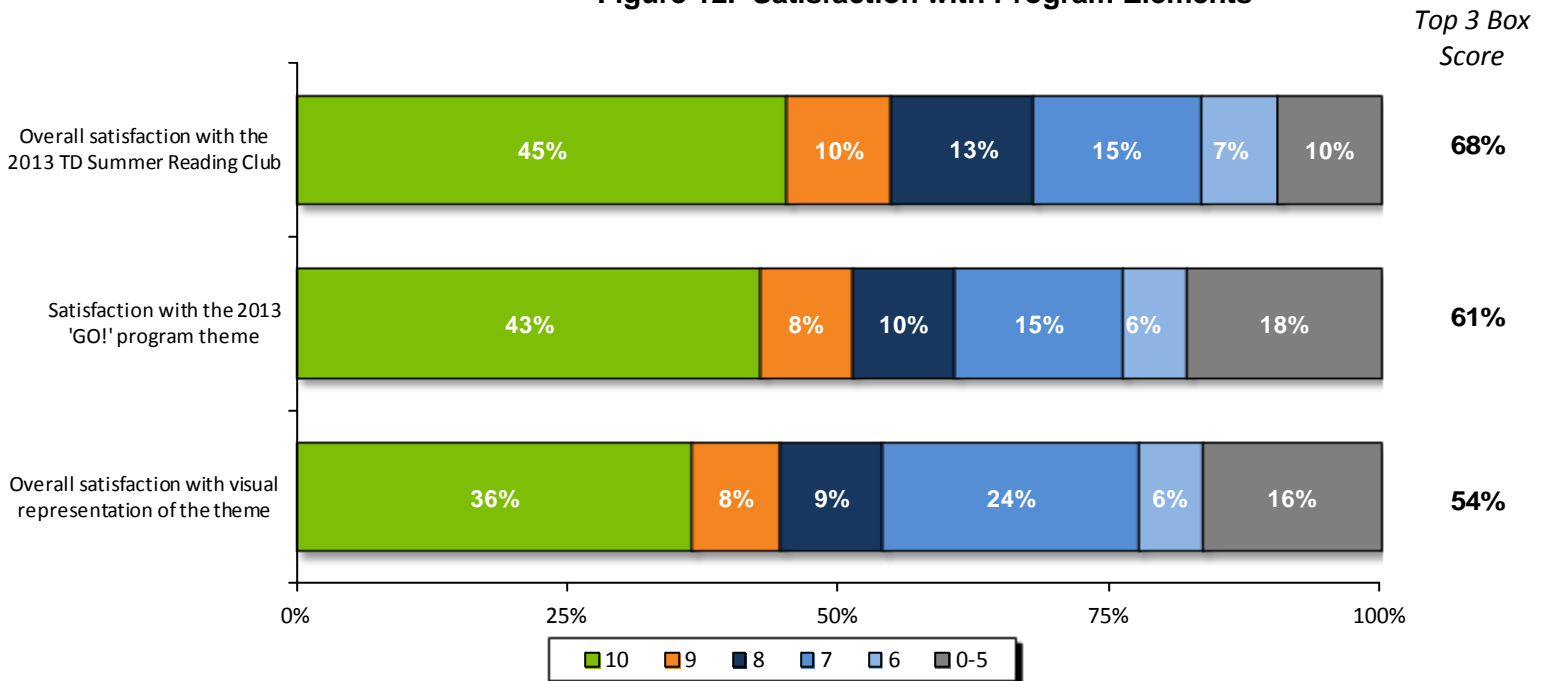
Source: Q7. Overall satisfaction questions.

Suggestions For Future Themes

Librarians were asked to provide suggestions for future themes. The vast majority of libraries did not offer a suggestion (73%), but those who did were most likely to suggest nature/environment/outdoors themes (8%), animal/insect themes, fairy tale/folklore themes, medieval/magic themes, science/technology/space themes, and travel/ transportation themes (each one suggested by 4% of libraries).

The figure below presents all of the suggestions made by systems and libraries in Newfoundland & Labrador for 2013.

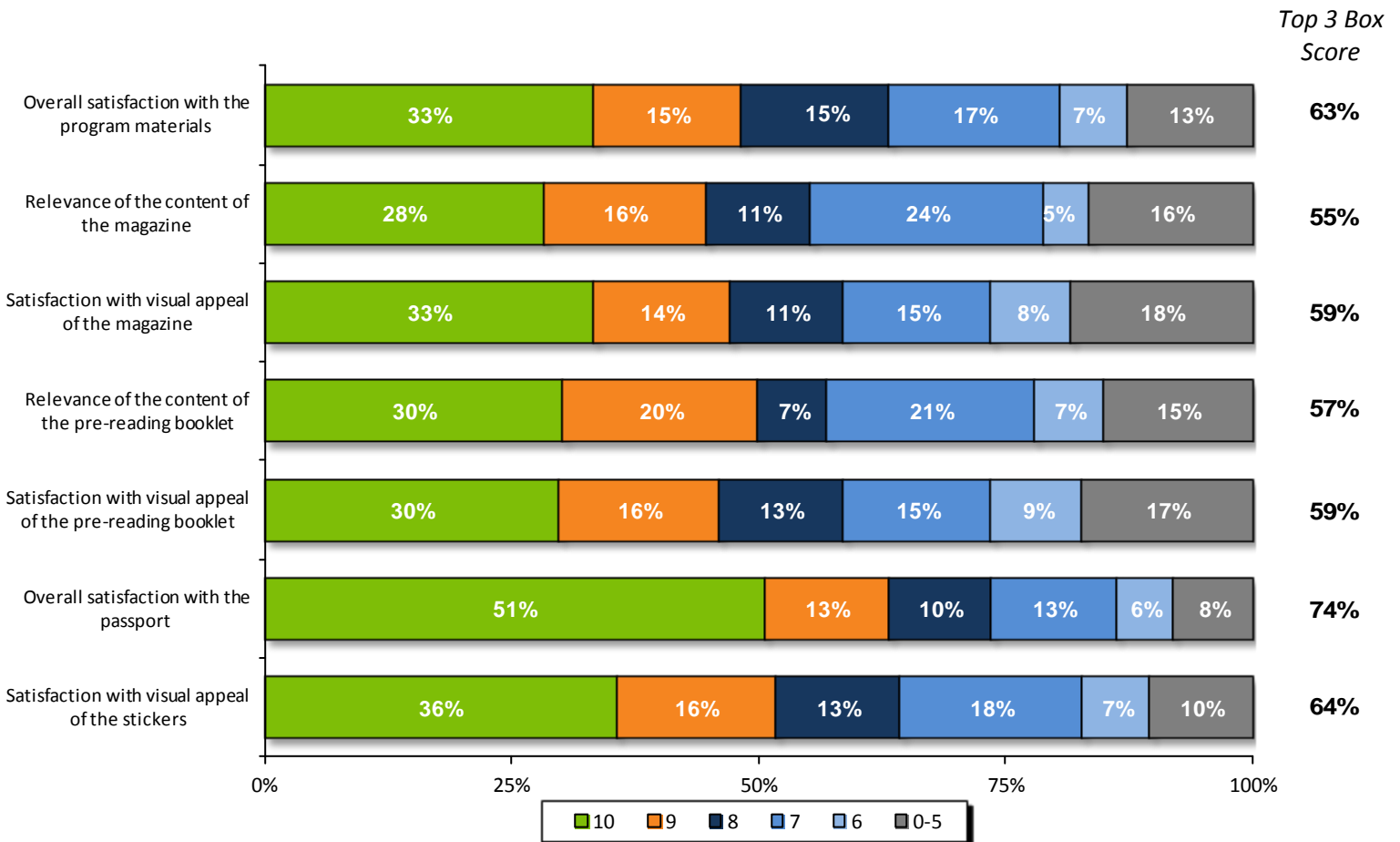### Figure 13. Suggestions For Future Themes
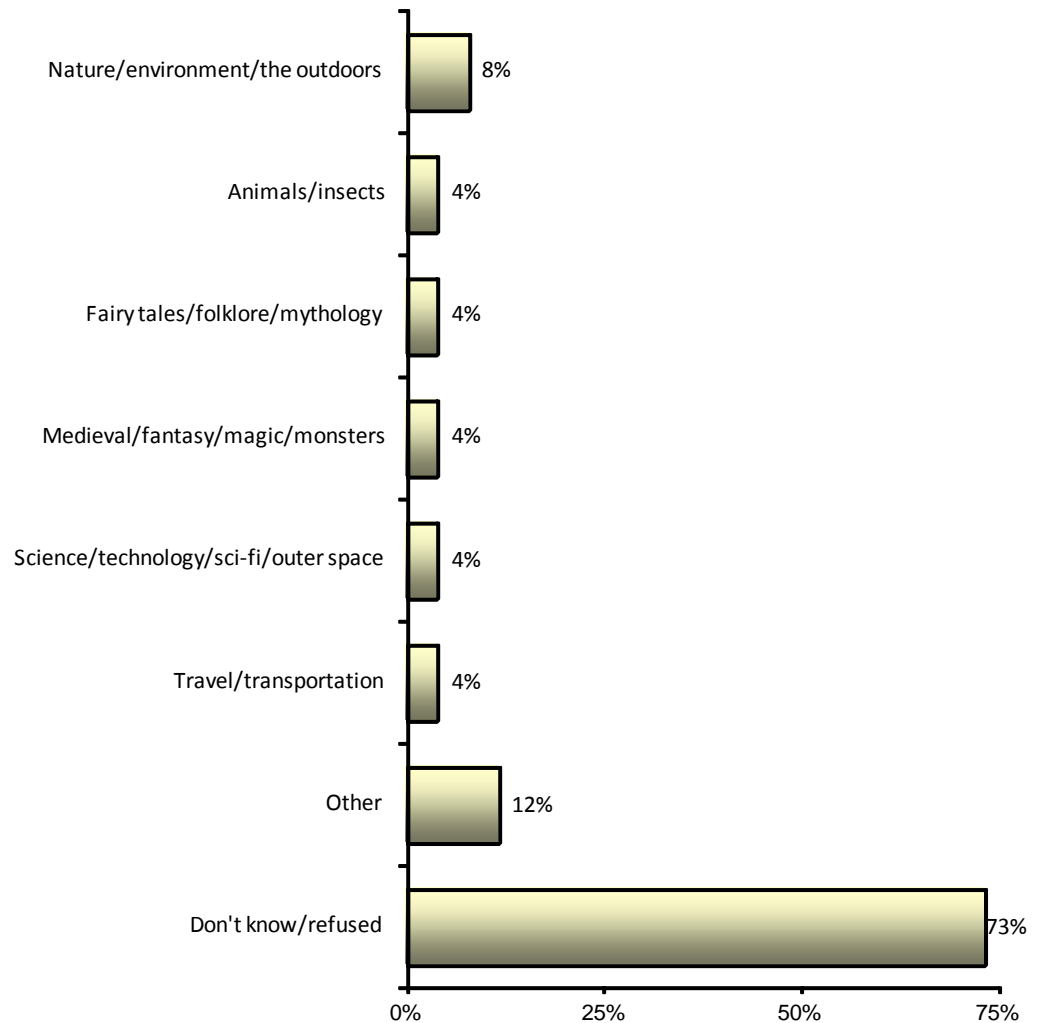
Program Materials Satisfaction Section

Libraries also rated their level of satisfaction with the program materials, such as the passport, the stickers, the magazine, and the pre-reading booklet.

63% of libraries in Newfoundland & Labrador gave a satisfaction score in the top 3 for the program materials overall. The element with the highest satisfaction was the passport, with 74% of libraries giving it a top 3 box score.

Satisfaction was generally high for each of the elements tested with each one receiving a score of 8 or higher from more than half of all libraries, and no element receiving a dissatisfaction score above 18%.

Figure 14. Satisfaction with Program Materials

Top 3 Box Score

Category	10	9	8	7	6	0-5	Top 3 Box Score
Overall satisfaction with the program materials	33%	15%	15%	17%	7%	13%	63%
Relevance of the content of the magazine	28%	16%	11%	24%	5%	16%	55%
Satisfaction with visual appeal of the magazine	33%	14%	11%	15%	8%	18%	59%
Relevance of the content of the pre-reading booklet	30%	20%	7%	21%	7%	15%	57%
Satisfaction with visual appeal of the pre-reading booklet	30%	16%	13%	15%	9%	17%	59%
Overall satisfaction with the passport	51%	13%	10%	13%	6%	8%	74%
Satisfaction with visual appeal of the stickers	36%	16%	13%	18%	7%	10%	64%

Source: *Q8. Program Materials Satisfaction Questions.*

As part of the program materials satisfaction section, librarians were asked to provide suggestions for improving the content of the materials for future years.

Half of the librarians in Newfoundland and Labrador gave positive feedback or had nothing in particular to suggest. The passports proved to be very popular as a quarter of libraries mentioned them favourably, suggesting that they be made available again in future years. Other suggestions were made by a smaller proportion of libraries, including more age-appropriate materials (6%).

The table below details all of the responses given by Newfoundland & Labrador respondents.

Improvements for the Content of the Material for Future Programs	2013
Satisfied/no suggestions	50%
Passports were a good idea/children liked them	25%
More age appropriate/simplify for younger children	6%
Improve magazines/declutter/too wordy	6%
Dislike the art style	6%
Improve posters/different sizes	6%
Don't know/refused	0%

Source: *Q8B. Do you have any suggestions on how to improve the content of the material for future programs?*
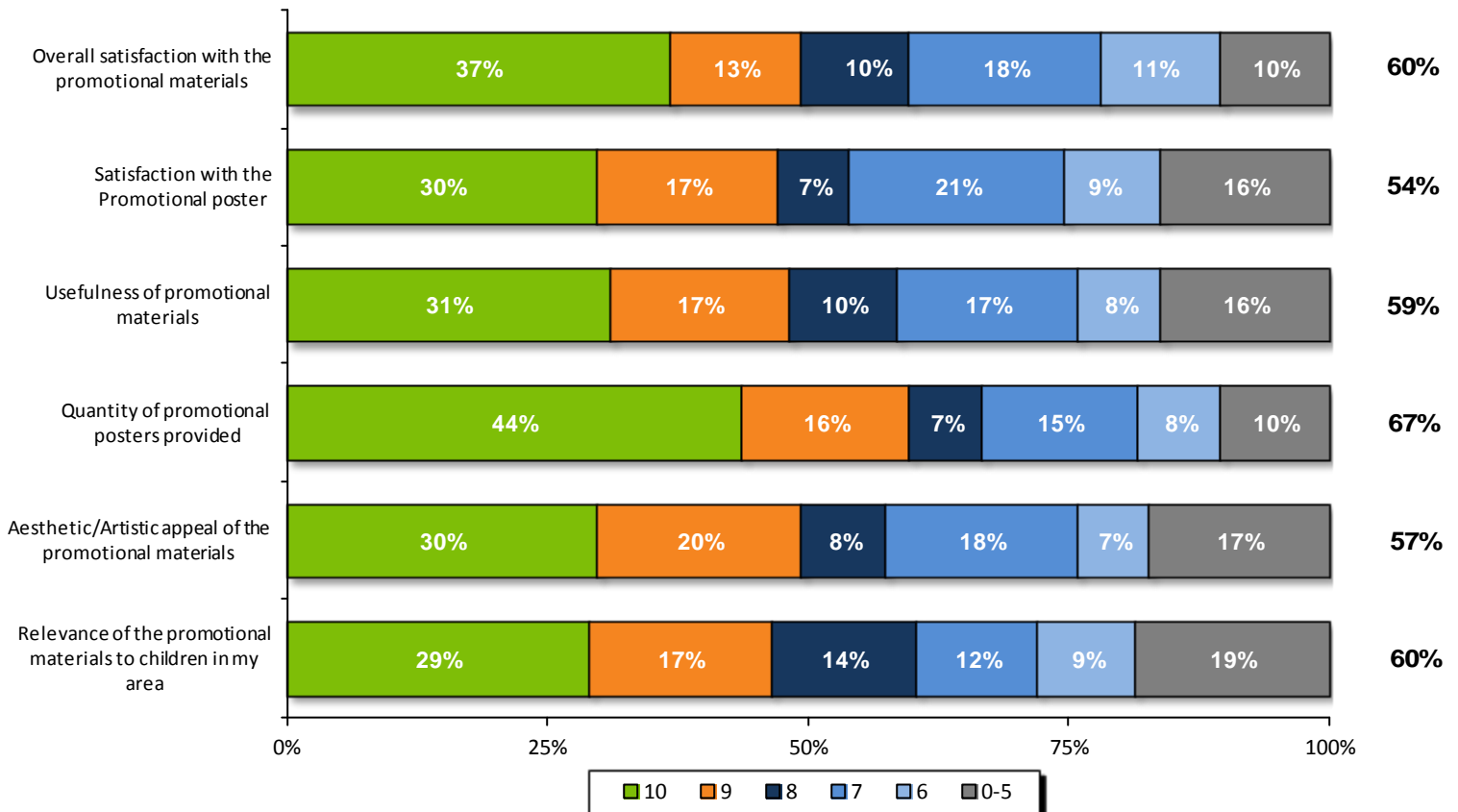
Promotional Materials Satisfaction Section

Libraries also rated their level of satisfaction with the promotional materials that they received from LAC. Satisfaction with the promotional materials was about the same as with the programming materials in Newfoundland and Labrador. 60% of respondents gave top three satisfaction score for the promotional materials overall.

Satisfaction was highest for the quantity of promotional posters provided (67%). However, satisfaction was lower when asked about the quality of the promotional poster itself, where only 54% were satisfied. The other elements scored very similarly in Newfoundland and Labrador.

Figure 15. Satisfaction with Promotional Material

Top 3 Box Score

	Top 3 Box Score
Overall satisfaction with the promotional materials	**60%**
Satisfaction with the Promotional poster	**54%**
Usefulness of promotional materials	**59%**
Quantity of promotional posters provided	**67%**
Aesthetic/Artistic appeal of the promotional materials	**57%**
Relevance of the promotional materials to children in my area	**60%**

Overall satisfaction with the promotional materials: 37% (10), 13% (9), 10% (8), 18% (7), 11% (6), 10% (0-5)
Satisfaction with the Promotional poster: 30% (10), 17% (9), 7% (8), 21% (7), 9% (6), 16% (0-5)
Usefulness of promotional materials: 31% (10), 17% (9), 10% (8), 17% (7), 8% (6), 16% (0-5)
Quantity of promotional posters provided: 44% (10), 16% (9), 7% (8), 15% (7), 8% (6), 10% (0-5)
Aesthetic/Artistic appeal of the promotional materials: 30% (10), 20% (9), 8% (8), 18% (7), 7% (6), 17% (0-5)
Relevance of the promotional materials to children in my area: 29% (10), 17% (9), 14% (8), 12% (7), 9% (6), 19% (0-5)

Legend: ■ 10 ■ 9 ■ 8 ■ 7 ■ 6 ■ 0-5

Source: *Q9. Promotional Materials Satisfaction Questions.*

Librarians were invited to provide comments on the promotional materials (including the poster and invitation). The vast majority (71%) was satisfied or had no suggestions to give. Those who did have suggestions mentioned including activities on the promotional posters (12%), including blank space for library specific info, that the promotional materials were not useful/necessary, or that the materials were too busy (6% each).

The table below details all of the responses given by Newfoundland & Labrador respondents.

Comments On 2013 Promotional Materials	2013
Satisfied/no suggestions	71%
Include activities on the posters	12%
Include blank space for library specific info	6%
Materials were not useful/necessary/no significant impact	6%
Too busy	6%
Don't know/refused	0%

Source: *Q9B. Do you have any comments on the 2013 promotional materials (program poster/invitation)?*

Web Content For Children Satisfaction Section

Libraries were asked to rate their level of satisfaction with the web content available to children in 2013. Overall satisfaction with this content was high, with 63% giving a top 3 box satisfaction score.

Satisfaction was similar for every element of this section, but the highest scores were given for the visual appearance of the web content for children, and the variety of activities available (63% each). The level of satisfaction with the addition of digital books was the element that received the lowest top 3 box score (58%).

Figure 16. Satisfaction with Web Content For Children
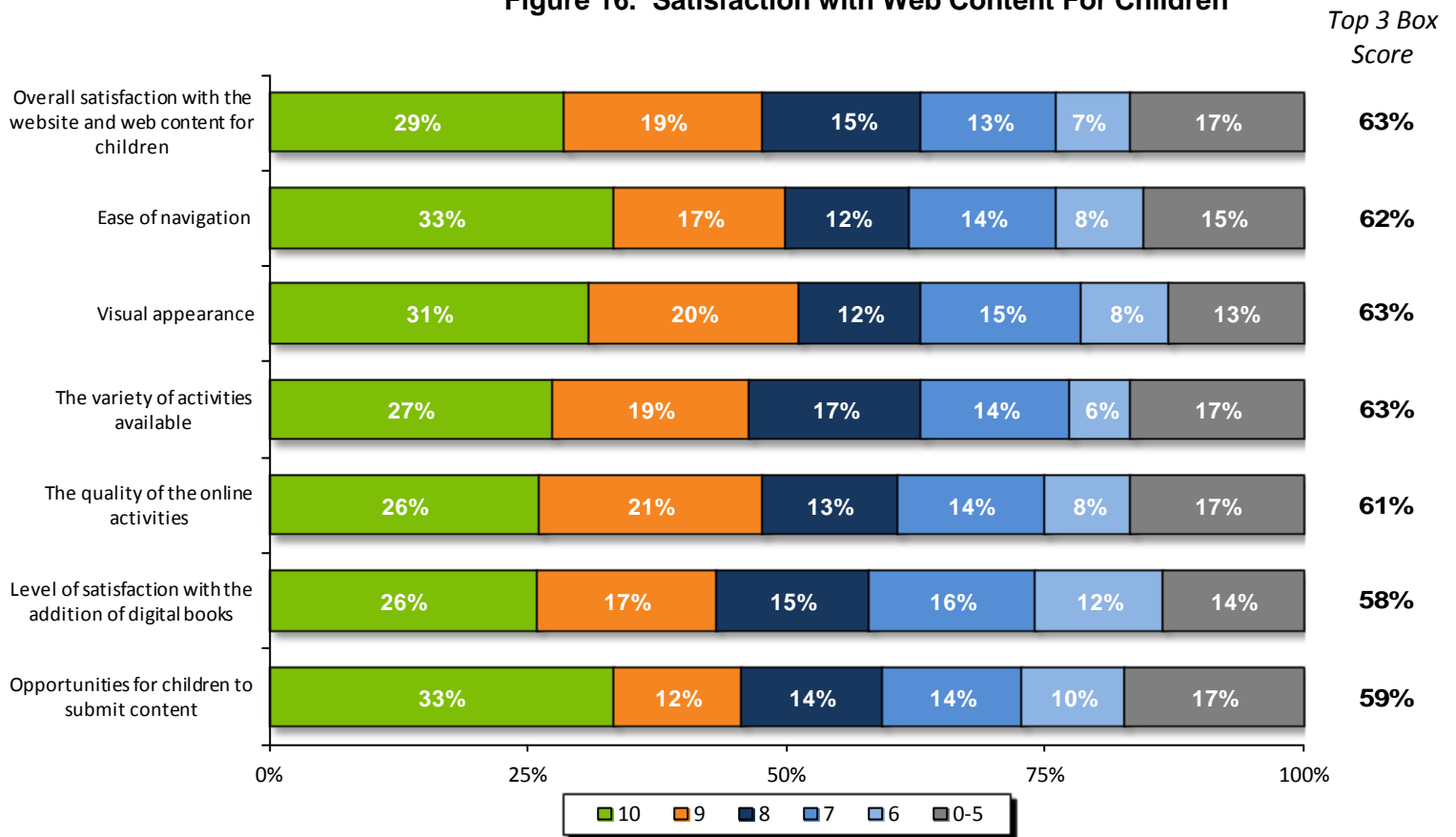
Top 3 Box Score

	Top 3 Box Score
Overall satisfaction with the website and web content for children	63%
Ease of navigation	62%
Visual appearance	63%
The variety of activities available	63%
The quality of the online activities	61%
Level of satisfaction with the addition of digital books	58%
Opportunities for children to submit content	59%

Source: *Q10. Web Content For Children Satisfaction Questions.*

The first open-ended question for this section asked whether the librarian was able to integrate the children's website into the print materials, and if so, how they did it. A majority (58%) said that they did not, or were not able to integrate the website into in-branch programming. Among those who did, however, the most common responses were that the librarian integrated them with branch activities (9%). Others mentioned the website in passing as something that could be done from home, organized specific days or times for online activities, or used the website for planning/inspiration (7% each).

The table below details all of the responses given by Newfoundland & Labrador respondents.

Able to integrate website into in-branch programming?	2013
Integrated with branch activities	9%
Mentioned in passing as something to be done from home	7%
Organized specific days/times of online activities	7%
Used for program planning/inspiration	7%
Mentioned the website in reference to sticker codes	4%
Looked at jokes/silly stories	4%
Used for advertising/promotion/linked from our website	2%
Other	2%
No/unable to integrate	58%
Don't know/refused	7%

Source: Q10BA. Were you able to integrate the website into your in-branch programming? If so, how?

Next, librarians were asked if the children's website enhanced the print materials. In Newfoundland & Labrador, almost two thirds (62%) answered in the positive, that it enhanced them, while 27% gave a negative response.

Did the website enhance the print materials?	2013
Yes, enhanced the material	62%
No, did not enhance material	27%
Other	2%
Don't know/refused	9%

Source: Q10BB Did the website enhance the print materials?

Finally, librarians were asked for suggestions on how to improve the web content for children. The vast majority of libraries (85%) simply stated that they had no suggestions on how to prove it. Suggestions included more diversity in age related content, better/more engaging art/graphics, or increased interactivity (4% each).

The table below details all of the responses given by Newfoundland & Labrador respondents.

Suggestions on how to improve the web content for children?	2013
Satisfied/no suggestions	85%
More diversity in age related content	4%
Better/more engaging art/graphics/sound	4%
Increase interactivity	4%
Other	4%
Don't know/refused	0%

Source: *Q10BC. Do you have any suggestions on how to improve the web content for children?*

Web Content For Librarians Satisfaction Section

Next, libraries were asked to rate their level of satisfaction with the web content available to them on the librarians website. Newfoundland & Labrador libraries were roughly as satisfied with the librarian's website as they were with the children's website.

Regarding the individual elements, satisfaction was highest with the printable documents (70%) and the ease of navigating the website (69%). The top 3 Box satisfaction scores were lowest for the selection of the clip art made available (57%).

Figure 17. Satisfaction with Web Content For Librarians   *Top 3 Box Score*
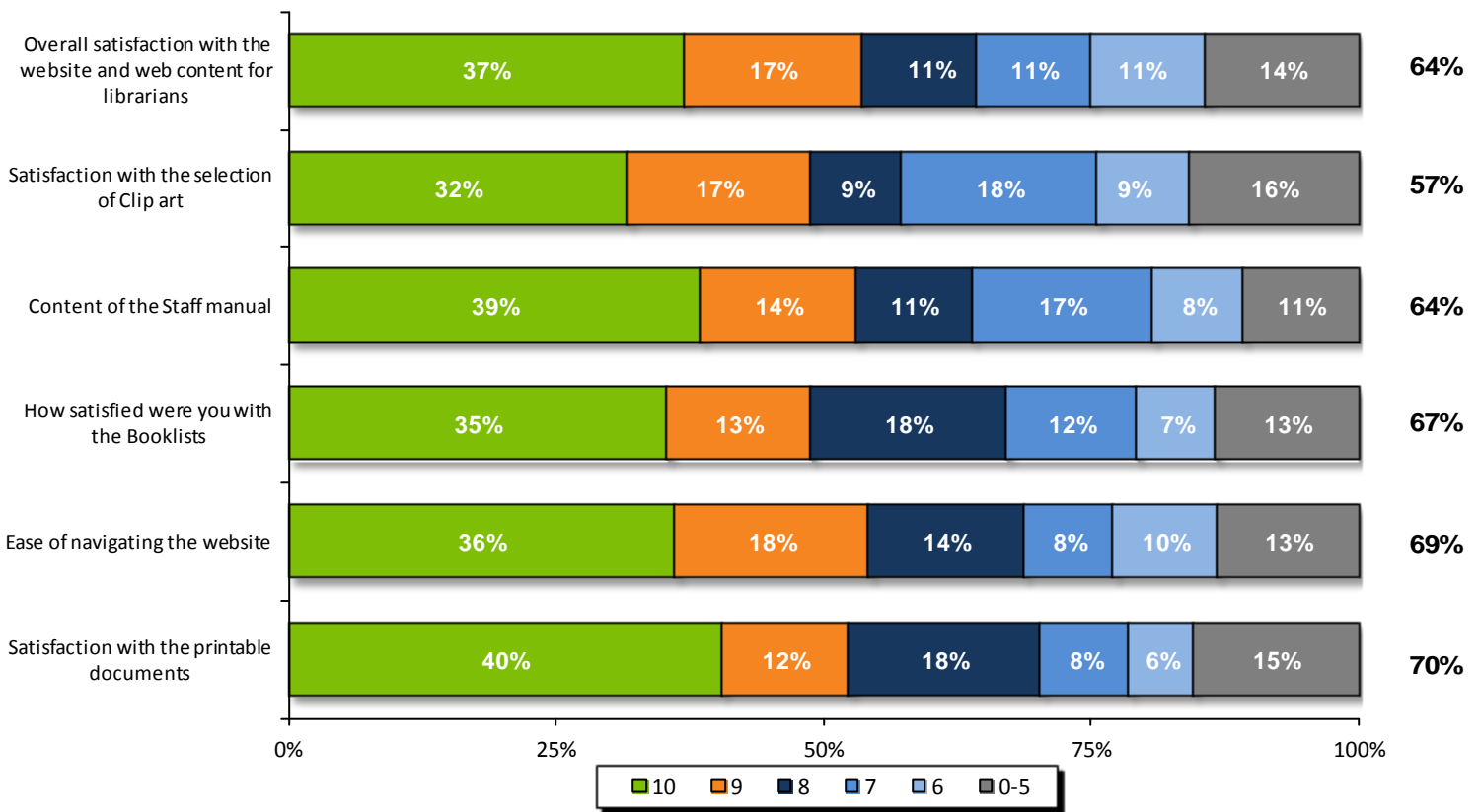
Category	10	9	8	7	6	0-5	Top 3 Box Score
Overall satisfaction with the website and web content for librarians	37%	17%	11%	11%	11%	14%	**64%**
Satisfaction with the selection of Clip art	32%	17%	9%	18%	9%	16%	**57%**
Content of the Staff manual	39%	14%	11%	17%	8%	11%	**64%**
How satisfied were you with the Booklists	35%	13%	18%	12%	7%	13%	**67%**
Ease of navigating the website	36%	18%	14%	8%	10%	13%	**69%**
Satisfaction with the printable documents	40%	12%	18%	8%	6%	15%	**70%**

Legend: ■10 ■9 ■8 ■7 ■6 ■0-5

Source: *Q11. Web Content For Librarians Satisfaction Questions.*

Librarians were asked for suggestions on how to improve the librarian's website for future programs. The great majority said that they were satisfied or had nothing to suggest (86%). Those who did provide a suggestion were most likely to request better or broader booklists, or printable certificates/participation awards (7% each).

The table below details all of the responses given by Newfoundland & Labrador respondents.

Suggestions on how to improve the web content for librarians?	2013
Satisfied/no suggestions	86%
Better/more recent/broader booklists	7%
Printable certificate/participation award	7%
Don't know/refused	0%

Source: *Q11B Do you have any suggestions on how to improve the web content for librarians?*

Program Evaluation and Statistics Satisfaction Section

Finally, libraries were asked to rate their level of satisfaction with the program evaluation and statistics process for 2013. Satisfaction was high in Newfoundland & Labrador, with two thirds of libraries giving a score of 8 or above overall. Only 12% gave a score which would indicate dissatisfaction with the process.

Among the elements of the program evaluation process, the score for the date of the opening of the evaluation website was the highest (73%) but the scores for the ease of using the system and the level of effort needed to record the statistics were also high (72%). The lowest satisfaction scores came from the question about whether they were asked about relevant concerns (67%). The highest level of dissatisfaction was with the length of time it takes to complete the questionnaire (22% giving a score from 0 to 5).

Figure 18. Satisfaction with Program Evaluation and Statistics Process

Top 3 Box Score

	Top 3 Box Score
Overall satisfaction with program evaluation process	66%
The date of the opening of the evaluation website	73%
The ease of using the system	72%
Asks about relevant concerns	67%
The level of effort needed to record the statistics	72%
The length of time it takes to complete the questionnaire	63%

Legend: ■ 10 ■ 9 ■ 8 ■ 7 ■ 6 ■ 0-5
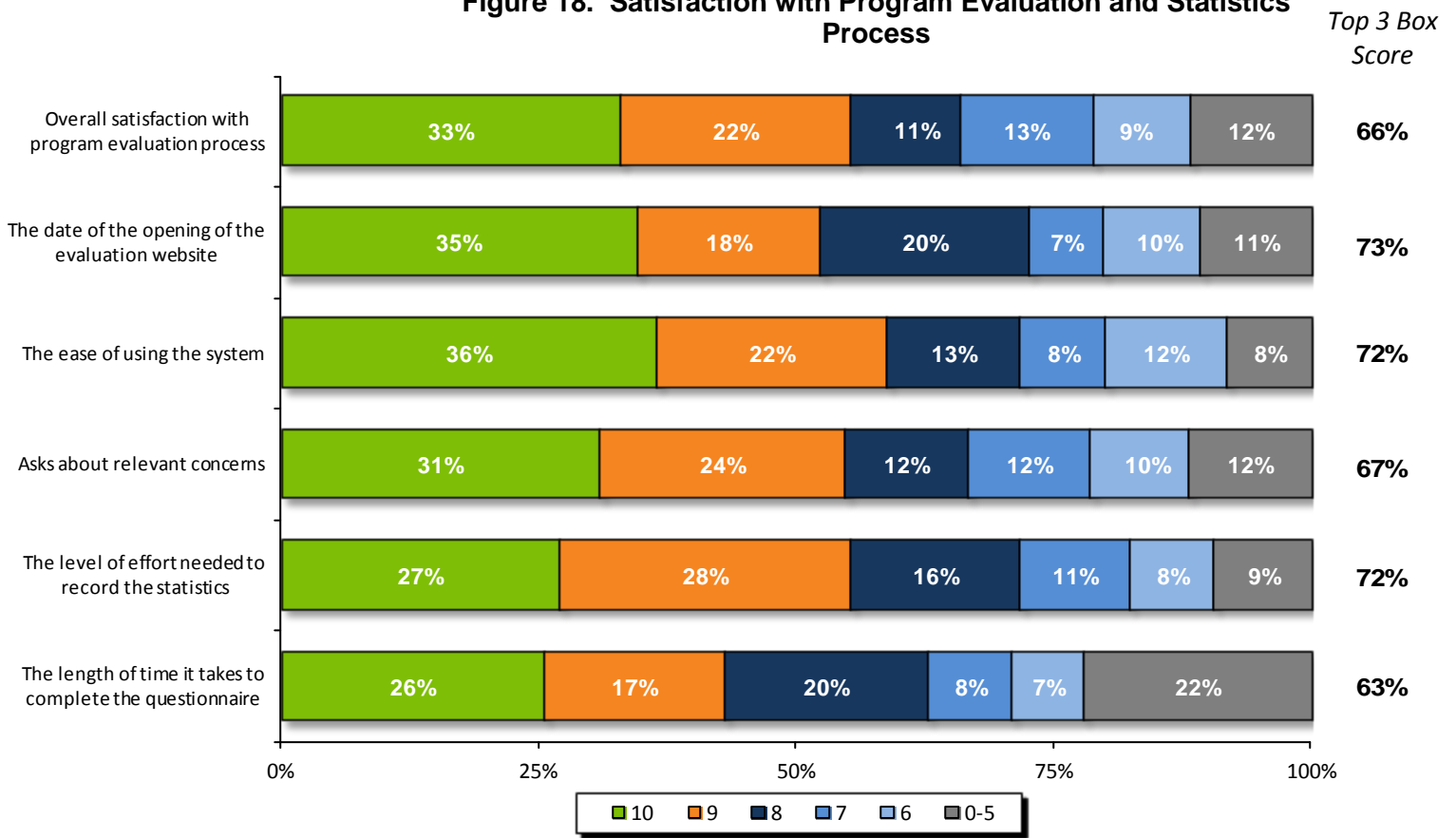
Source: *Q12. Program Evaluation and Statistics Process Questions.*

Librarians were asked for their suggestions on how the program evaluation and statistical collection process could be improved. The great majority of libraries were satisfied or had no suggestions to make (90%). The most popular request was to make the questionnaire shorter or cut the number of questions.

The table below details all of the responses given by Newfoundland & Labrador respondents.

Suggestions on how to improve the statistical collection and program evaluation process?	2013
Satisfied/no suggestions	90%
Fewer questions/reduce survey length	10%
Other	5%
Don't know/refused	0%

Source: *Q12BA. Do you have any suggestions for how to improve the statistical collection and program evaluation process?*

More broadly, librarians were asked if they could suggest any improvements for the TD Summer Reading Club that they had not already mentioned. Almost three quarters (70%) did not have a suggestion at all or were satisfied with the program. There were a series of suggestions offered by a small proportion of libraries and the table below details all of the responses given.

Suggestions to improve the TD SRC?	2013
Satisfied/no suggestions	70%
More colourful art/visually appealing/eye-catching	5%
More age appropriate/simplify for younger children	5%
Improve computer/online aspect	5%
More interactive content	5%
Programs/themes should be more fun/interesting/exciting	5%
Other	5%
Don't know/refused	5%

Source: *Q12BB. Do you have any suggestions about how to improve the TD Summer Reading Club in the future which have not been mentioned already?*

Libraries were asked to indicate whether they had any indicators of children's increased enjoyment of reading, reading successes or changes in attitudes toward reading. 11% of libraries replied in the positive without giving any specific details, and the same proportion said that the children loved adding the stickers to their passport. Some librarians reported that the challenges and incentives offered to children were a motivating factor for them to read more.

The table below details all of the responses given by Newfoundland & Labrador respondents.

Testimonials indicating increased love of reading?	2013
Yes, heard testimonials	11%
Children love adding stickers to their passports	11%
Challenges/incentives were a motivating factor	7%
Makes them excited/keeps them reading over the summer	4%
Children more willing to read at home/share with family	4%
Children checking out more books from library	4%
Higher program registration numbers	4%
Improved confidence/communication skills	4%
Other	11%
Don't know/refused	52%

Source: *Q12BC. Do you have any testimonials from parents, caregivers or teachers that may indicate an increased love of reading*

Appendix 11

Northwest Territories, Yukon and Nunavut

Northwest Territories, Yukon and Nunavut Program Statistics

Response Rate

The participating libraries in the Territories were asked to tally the results of participants in the summer reading club for all of their subsidiary branches. Taking the three Territories together, there were 12 individual participating libraries, 10 of whom submitted their results, representing an overall response rate of 83%.

Figure 1. Response Rate

	Territories	NWT	Nunavut	Yukon
(A) Total Participating Libraries	12	3	2	7
(B) Total Responded to Survey	10	2	1	7
(C) Survey Response Rate	83%	67%	50%	100%

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

Statistics on Registration & Attendance

TD Summer Reading Program Registration

The first section of the Statistics and Evaluation Form asked librarians to indicate the total number of children registered for the TDSRC 2013.   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 overall, an estimated 1,412 children registered for the TDSRC 2013 program, an increase over 2012, but similar to the registration in 2011. Girls comprise 763, or 53%, of the participants, while the 650 boys represent 46% of the participants.

Figure 2. Total Registration 2007 – 2013

Region	Total Registration						
	2013	2012	2011	2010	2009	2008	2007
Territories	**1,412**	**609**	**1,300**	**761**	**744**	**556**	**127**
Yukon	486	316	224	371	617	370	-
NWT	312	293	155	108	85	96	100
Nunavut	614	0	921	282	42	90	27

Source: *Q1. Total number of children who registered for the TDSRC program (2007 – 2013)*

Figure 3. Percentage of Participating Children by Gender
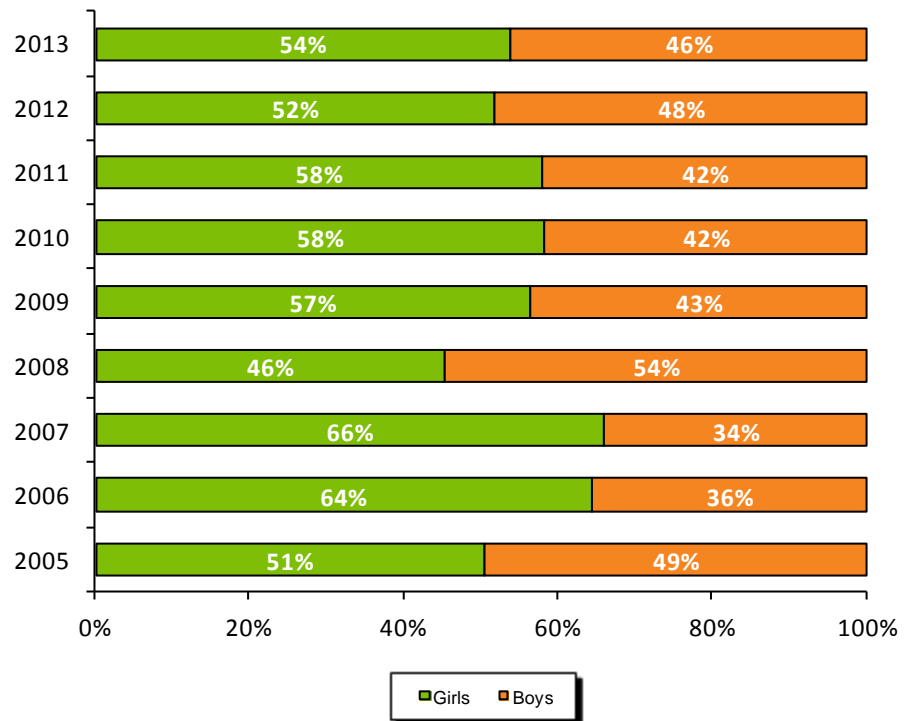
Source: *Q1. Total number of children who registered for the TDSRC 2013 program.*

Figure 4 below shows the age breakdown of registered children. For the summer 2013, 34% of the girls were in the 0-5 age group, 32% were 6-8, 29% were 9-12, and 5% were 13 years or older. There were differences in age between boys and girls in 2013 with 37% aged 0-5, 39% aged 6-8, 22% aged 9-12, and 2% aged 13 and older. This year, boys who participated were generally younger than girls.

Figure 4. Percentage of Registered Children by Gender and Age

GIRLS	2013	2012	2011	2010	2009	2008	2007	2006	2005
0-5	34%	29%	25%	27%	22%	24%	13%	32%	21%
6-8	32%	37%	39%	43%	38%	44%	39%	36%	43%
9-12	29%	23%	32%	26%	34%	30%	45%	25%	33%
13+	5%	11%	4%	4%	6%	2%	2%	7%	3%

BOYS	2013	2012	2011	2010	2009	2008	2007	2006	2005
0-5	37%	32%	28%	35%	28%	28%	21%	28%	21%
6-8	39%	36%	42%	46%	38%	44%	28%	47%	39%
9-12	22%	19%	28%	17%	31%	27%	47%	22%	34%
13+	2%	12%	2%	2%	3%	2%	5%	3%	6%

Source: *Q1. Total number of children who registered for the TDSRC 2013 program*

Figure 5 below summarizes the participation rate for the Territories by age and gender based on 2011 census data. The proportion of all children who were registered in 2013 was higher (4.63%) in 2013 than in 2012 or even 2011.

Figure 5. Number of Registered Children

Province / Territory	2011 CENSUS			2013 TD SRC REGISTRANTS			% PARTICIP. CHILDREN 2013	% PARTICIP. CHILDREN 2012	% PARTICIP. CHILDREN 2011
	(A)	(B)	(C)	(D)	(E)	(F)			
	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	1,412	650	763	4.63%	2.00%	4.10%
0-5	10,845	5,530	5,310	504	241	263	4.64%	1.73%	3.37%
6-8	4,930	2,520	2,395	501	254	247	10.16%	4.52%	10.86%
9-12	6,310	3,150	3,155	362	145	218	5.74%	2.03%	5.59%
13+	8,405	4,360	4,055	46	10	36	0.54%	0.83%	0.73%

Source: *Q1. Total number of children who registered for the TDSRC 2013 program*

TD Summer Reading Program Attendance & Activities

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 the total attendance of children at these activities (not including parents or care givers).

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

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

A total of 4,025 children attended the 379 theme-related activities which were organized in libraries across the Territories over the summer months of 2013. The activities conducted in the Territories were evenly distributed across the three Territories, but activities in Nunavut were attended by roughly twice as many children on average than in the Northwest Territories or the Yukon. Overall, an average of 11 children attended each activity in 2013.

Figure 6. Total Activities and Attendance

Region	Activity Attendance				
	Theme-Related Activities	Total Attendance	Avg. Attendance per Activity	% of Activities In Library	% of Activities In Community
Territories	379	4,025	11	74%	26%
Yukon	127	977	8	65%	35%
NWT	126	1,058	8	100%	0%
Nunavut	126	1,990	16	56%	44%

Source: *Q2. Total number of activities in your libraries and in your community. Attendance at activities in your libraries and in your community.*

Both the number of activities and total attendance increased in 2013 over previous years. The number of activities increased in every Territory, but attendance was actually lower in the Northwest Territories than in 2012.

Figure 7. Activities and Attendance 2011 – 2013

Region	2013		2012		2011	
	Theme-Related Activities	Total Attendance	Theme-Related Activities	Total Attendance	Theme-Related Activities	Total Attendance
Territories	379	4,025	53	2,062	294	2,554
Yukon	127	977	26	786	139	864
NWT	126	1,058	27	1,276	96	769
Nunavut	126	1,990	-	-	59	921

Source: *Q2. Total number of activities in your libraries and in your community. Attendance at activities in your libraries and in your community.*

Materials Distributed

The libraries were also asked to indicate the total number of pre-reading booklets, magazines, passports and sticker sheets that were distributed to children coming into the library, including any materials provided to summer day camps, child-care centres, community/public housing projects, faith-based programs, *etc*. Registration for the TDSRC was not necessary and staff could choose how to distribute the material. The materials which were distributed in 2013 differed slightly from in previous years when only reading kits and posters were distributed. As a result, there is no comparison made here to previous years.

In total, 802 passports, 1,670 sticker sheets, 1,328 magazines and 1,158 pre-reading booklets were distributed across the Territories in 2013. The table below shows how many materials were distributed by each of the Territories in 2013.

Figure 8. Materials Distributed

Region	Materials Distributed			
	Passports	Sticker sheets	Magazines	Pre-Reading Booklets
Territories	802	1,670	1,328	1,158
Yukon	467	480	468	459
NWT	335	390	540	405
Nunavut	0	800	320	294

Source: *Q3. Materials distributed by your library / libraries in 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. In the Northwest Territories and Nunavut, every library ran their program as both a club and a drop-in, while in the Yukon, libraries used a variety of approaches.

Figure 9. Percentage of Drop-ins and Clubs by Segment

Region	How Program Was Structured (%)			
	Drop-In Only	Club Only	Both Drop-In and Club	Neither Format
Territories	25%	8%	67%	0%
Yukon	43%	14%	43%	0%
NWT	0%	0%	100%	0%
Nunavut	0%	0%	100%	0%

Source: Q4. *How was your program structured?*

Promotion of Program

Librarians were asked to indicate if anyone from their library branch made any visits to the local schools, child care centres, day camps, or to any other locations in order to promote the program.

In the Territories as a whole, 58% of libraries indicated that their library staff made promotional visits to schools, while 46% visited day camps, 67% visited child care centres, and 25% made other promotional visits. A total of 153 visits were made, reaching a total of 4,323 children (the plurality of these at schools).

Figure 10. Total Number of Visits and Children Reached by Segment (Territories Totals)

	Promotional Visits				
	Schools	Day Camps	Child Care Centres	Other	Total
% That Made Visits	58%	46%	67%	25%	-
# Of Visits Made	95	22	26	11	153
Number of Children Reached	2,017	264	489	1,554	4,323
Average Reached per Visit	21	12	19	148	28

Source: *Q5 Did any library staff promote the program at schools, day camps, child-care centres, or other locations?*

Method of Promotion

For the first time in 2013, the library registration sheets required libraries to ask whether children had participated in the program in previous years. Only those children who had not participated previously were then asked how they heard of the program. This change was made because the previous method underestimated the number of returning children, which LAC and participating library systems knew was higher.

In the Territories, 51% of children heard about the program because they had participated in a previous year (the highest proportion in the country). The most common method of hearing about the program for those who had not previously participated was promotion at the library (18%). Learning about the program at school was also common (13%), while other children heard about the program at their summer camp/child care centre (11%), through the media (5%), from a friend or family member (1%), or some other method (<1%).

Figure 11. How Participants First Heard About the Program

Region	How Did Children Hear About The Program?						
	Joined in previous years	At school	At the public library	Summer camp/ child care centre	Friend of family member	In the media	Other
Territories	51%	13%	18%	11%	1%	5%	0%
Yukon	38%	19%	36%	4%	0%	4%	0%
NWT	22%	8%	16%	37%	4%	12%	1%
Nunavut	77%	11%	6%	4%	0%	3%	0%

Source: Q6. How many of the children registered in your library had participated in the TD Summer Reading Club in previous years and how many were new to the program? If they were new to the program, how did they hear about the program?

Satisfaction & Suggestions

In 2013, the Statistics and Evaluation Form was expanded and reconfigured in order to gather a much wider scope of opinions from librarians than it ever has in previous years. The scale was updated from a five-point scale to a ten-point scale in order to measure satisfaction with more precision
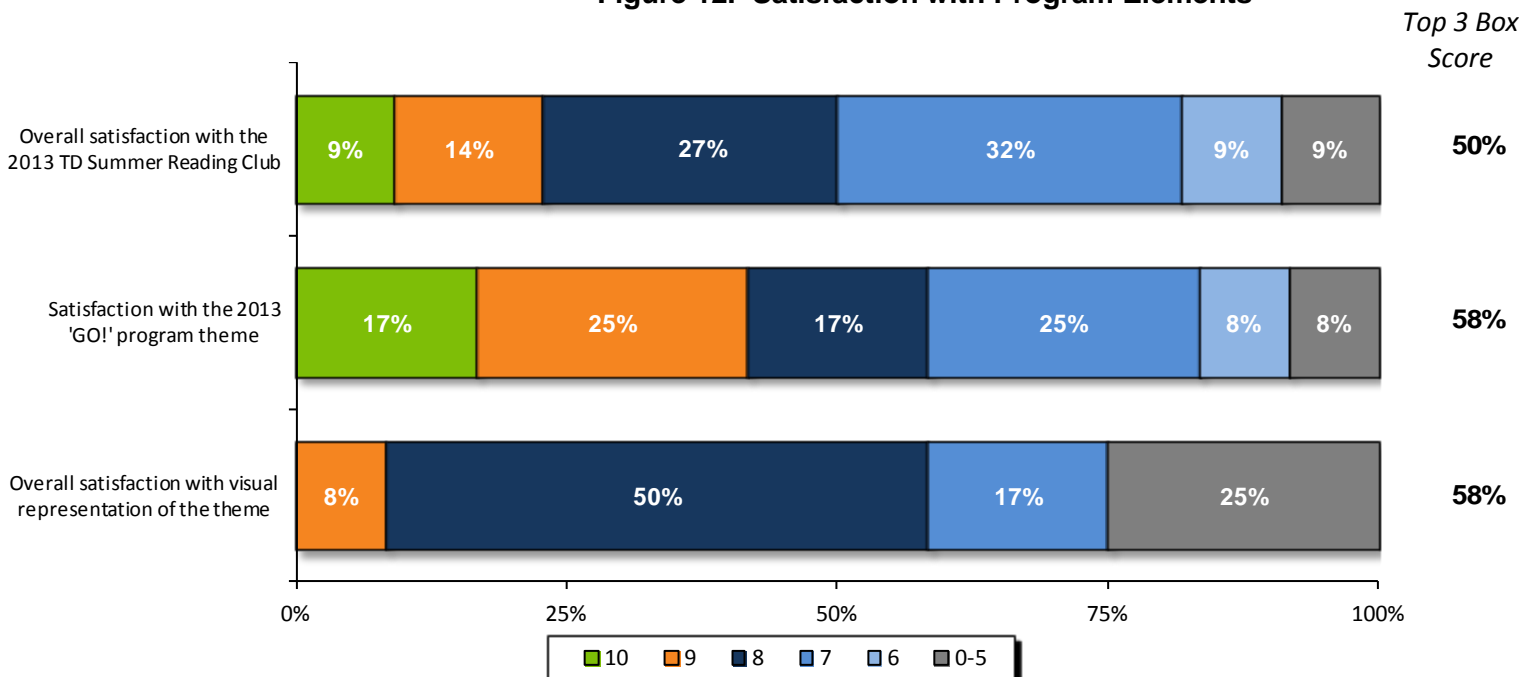
The following section will provide satisfaction scores for every question asked by giving the proportion of libraries who responded with each score from 10 down to 6, along with those who gave a score of 0-5. The overall satisfaction question for each section is reported first, followed by the individual element scores in the same order they were asked in the questionnaire. Libraries were also asked for their suggestions and comments in each section, and the results are included here in the order that they appeared in the online file.

Overall Program Satisfaction Section

Overall satisfaction in the Territories is moderate with 50% giving a score of 8-out-of-10 or higher. Satisfaction scores in the Territories appear somewhat inconsistent due to a small sample sizes compared to other regions.

Satisfaction with the 'GO!' program theme included 17% of libraries giving the highest possible score, and 58% giving a top 3 box score. Although the top 3 box satisfaction for the visual representation of the theme was similar (58% top 3 box for both), no libraries gave the highest score possible, and the proportion who expressed dissatisfaction (a score from 0-5) was a quarter of the responding libraries.

### Figure 12. Satisfaction with Program Elements

Top 3 Box Score

Category	Top 3 Box Score
Overall satisfaction with the 2013 TD Summer Reading Club	**50%**
Satisfaction with the 2013 'GO!' program theme	**58%**
Overall satisfaction with visual representation of the theme	**58%**

Legend: ☐10 ☐9 ☐8 ☐7 ☐6 ☐0-5

Source: *Q7. Overall satisfaction questions.*

Suggestions For Future Themes

Librarians were asked to provide suggestions for future themes. The most popular responses were science/technology/space themes (40%), action/adventure themes and themes about people/cultures (30% each) were also mentioned.

The figure below presents all of the suggestions made by systems and libraries in the Territories for 2013.

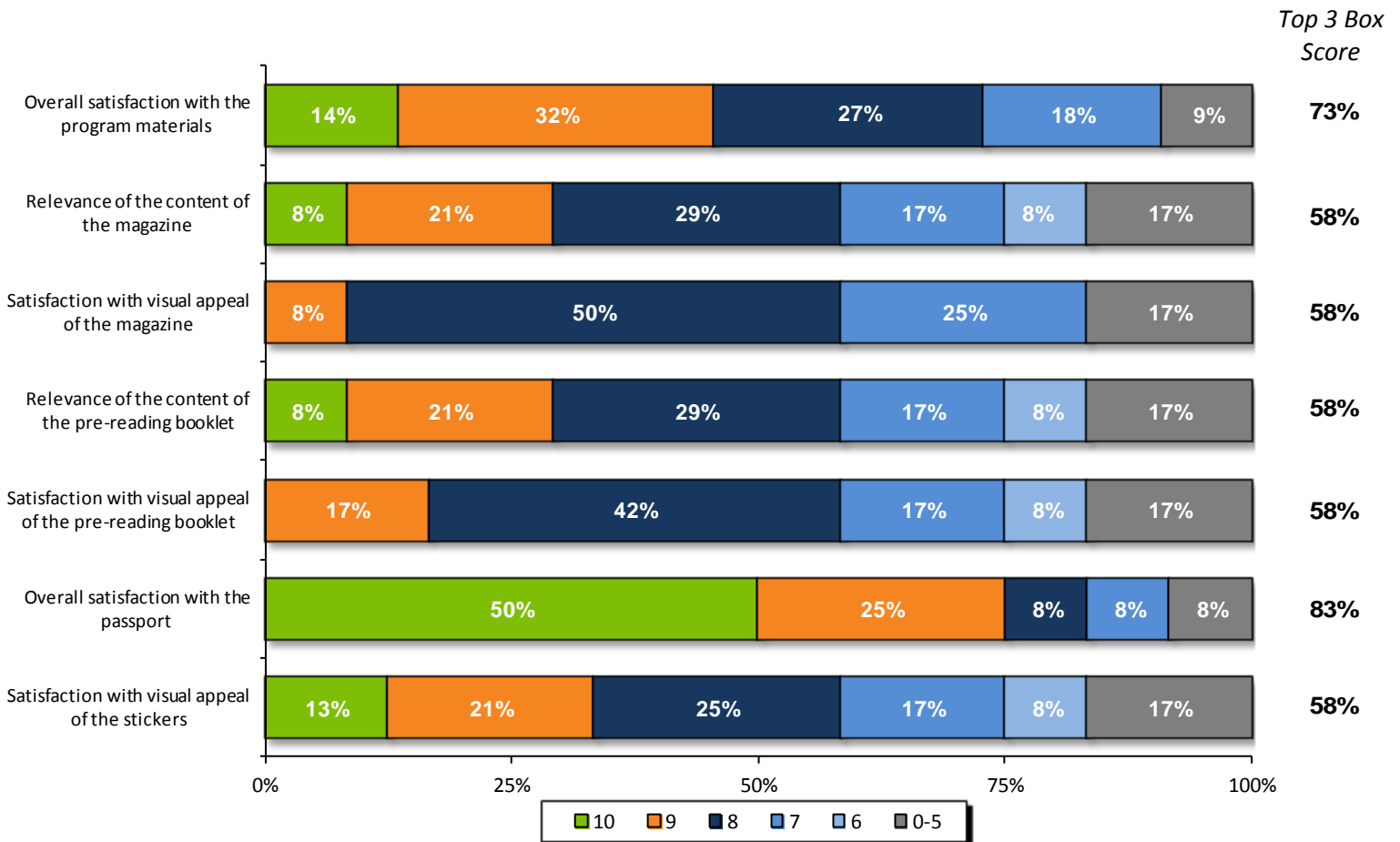**Figure 13. Suggestions For Future Themes**
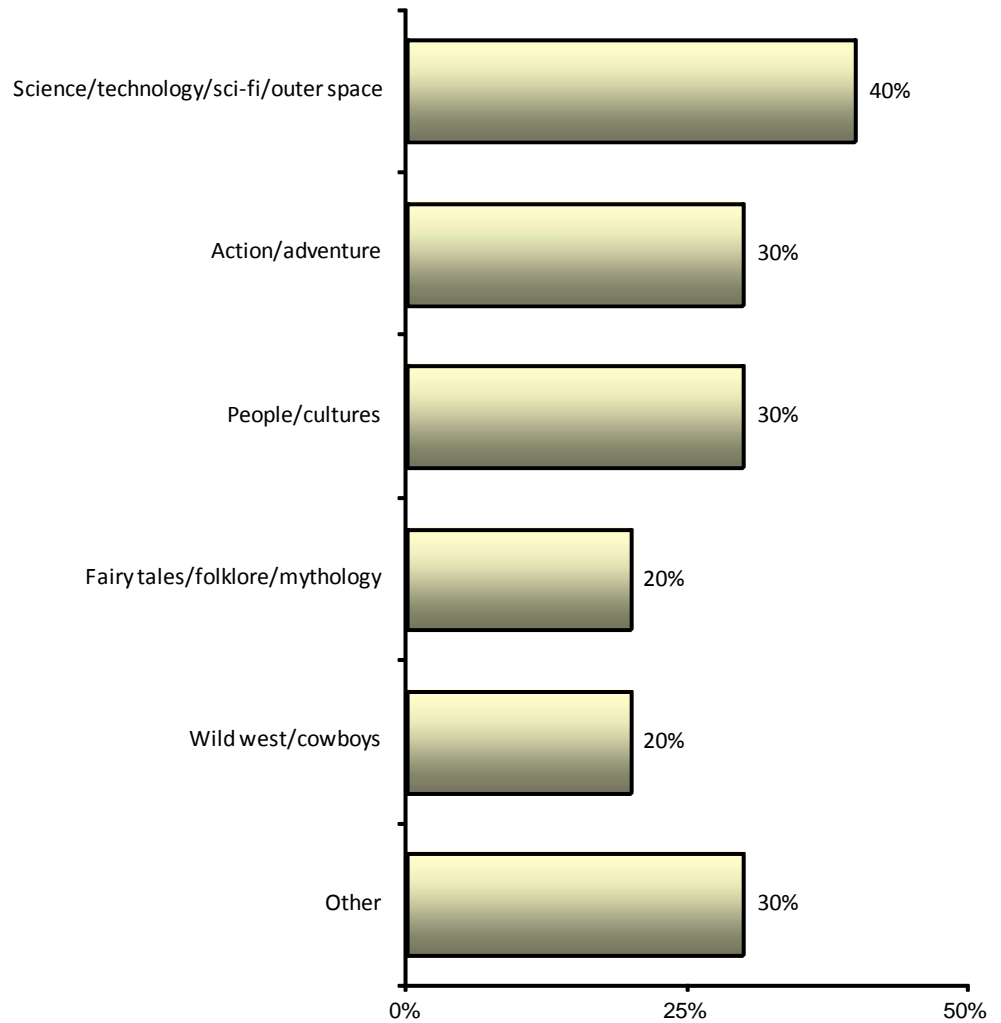
Program Materials Satisfaction Section

Libraries also rated their level of satisfaction with the program materials, such as the passport, the stickers, the magazine, and the pre-reading booklet.

73% of libraries in the Territories gave a satisfaction score in the top 3 for the program materials overall. The element with the highest satisfaction was the passport, with 83% of libraries giving it a score of 8 or higher. Satisfaction was relatively high for each of the elements tested with each one receiving a score of 8 or higher from 58% of libraries in the Territories.

Figure 14. Satisfaction with Program Materials

Top 3 Box Score

Category	10	9	8	7	6	0-5	Top 3 Box Score
Overall satisfaction with the program materials	14%	32%	27%	18%		9%	**73%**
Relevance of the content of the magazine	8%	21%	29%	17%	8%	17%	**58%**
Satisfaction with visual appeal of the magazine		8%	50%	25%		17%	**58%**
Relevance of the content of the pre-reading booklet	8%	21%	29%	17%	8%	17%	**58%**
Satisfaction with visual appeal of the pre-reading booklet		17%	42%	17%	8%	17%	**58%**
Overall satisfaction with the passport	50%	25%	8%	8%		8%	**83%**
Satisfaction with visual appeal of the stickers	13%	21%	25%	17%	8%	17%	**58%**

Legend: 10, 9, 8, 7, 6, 0-5

Source: *Q8. Program Materials Satisfaction Questions.*

As part of the program materials satisfaction section, librarians were asked to provide suggestions for improving the content of the materials for future years.

The passports proved to be very popular as half of librarians gave positive feedback for the passports in 2013 suggesting that they be made available again in future years. The most common improvement offered was to improve the online aspect of the program (40%), providing more activities/games (30%), and to include more space in the passports (20%).

The table below details all of the responses given by respondents in the Territories.

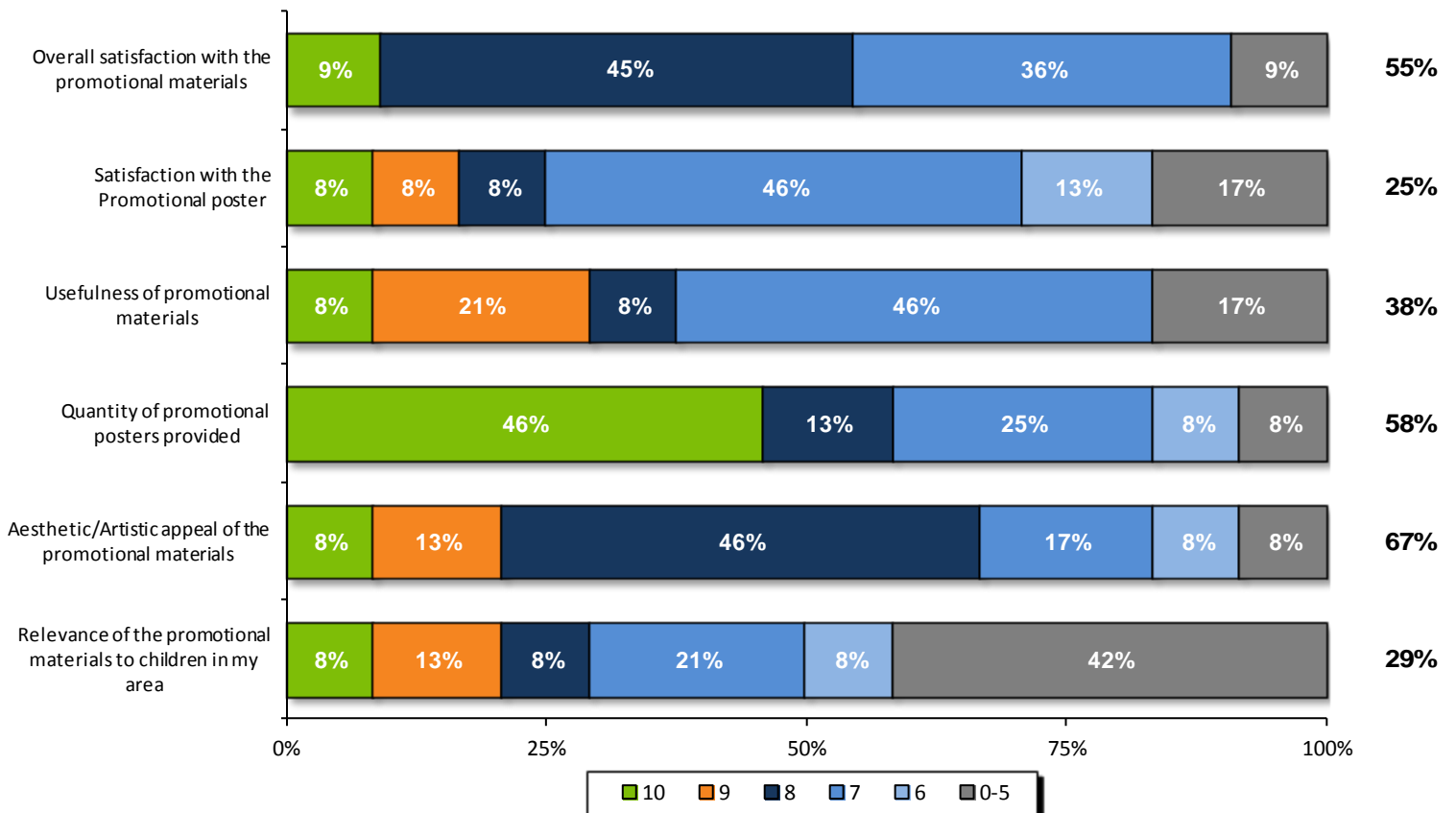| Improvements for the Content of the Material for Future Programs	2013
Passports were a good idea/children liked them	50%
Improve computer/online aspect	40%
More activities/games	30%
Include more space in passport	20%
Don't know/refused	0%

Source: *Q8B. Do you have any suggestions on how to improve the content of the material for future programs?*

Promotional Materials Satisfaction Section

Libraries also rated their level of satisfaction with the promotional materials that they received from LAC. Overall satisfaction with the promotional materials was lower than with the program materials (55% top 3 box). The highest rated element was the two thirds (67%) of respondents gave a top 3 satisfaction score for the aesthetic/artistic appeal of the promotional materials. The lowest levels of satisfaction were for the relevance of the promotional materials to children in the Territories (29% top 3 box and 42% of libraries giving a score that is considered dissatisfaction) and satisfaction with the promotional poster (with only 25% giving a top 3 box score).

Figure 15. Satisfaction with Promotional Material

Top 3 Box Score

	Top 3 Box Score
Overall satisfaction with the promotional materials	**55%**
Satisfaction with the Promotional poster	**25%**
Usefulness of promotional materials	**38%**
Quantity of promotional posters provided	**58%**
Aesthetic/Artistic appeal of the promotional materials	**67%**
Relevance of the promotional materials to children in my area	**29%**

Legend: 10 | 9 | 8 | 7 | 6 | 0-5

Source: *Q9. Promotional Materials Satisfaction Questions.*

Librarians were invited to provide comments on the promotional materials (including the poster and invitation). Just less than a third (30%) of libraries were satisfied/had no suggestions or they stated that the promotional material was helpful/effective. The same proportion suggested including activities on the posters.

The table below details all of the responses given by respondents in the Territories.

Comments On 2013 Promotional Materials	2013
Satisfied/no suggestion	30%
Promotional material was helpful/effective	30%
Include activities on the posters	30%
Poster was bright/eye catching/colourful	20%
Other	20%
Don't know/refused	0%

Source: *Q9B. Do you have any comments on the 2013 promotional materials (program poster/invitation)?*

Web Content For Children Satisfaction Section

Libraries were asked to rate their level of satisfaction with the web content available to children in 2013. Overall satisfaction with the website content for children was high, with 60% giving a top 3 box satisfaction score and only 10% giving a score that would imply dissatisfaction.

Satisfaction was high for almost every element, but was highest for both the addition of digital books, and the opportunities for children to submit content (69% top 3 box for each). The element with the lowest satisfaction score was the ease of navigating the children's website, where only 41% gave a score from 8 to 10. Although satisfaction was high (67% top 3 box), the proportion of libraries that gave a negative score for the variety of activities available was higher than the other elements (22% giving a score from 0 to 5).

Figure 16. Satisfaction with Web Content For Children
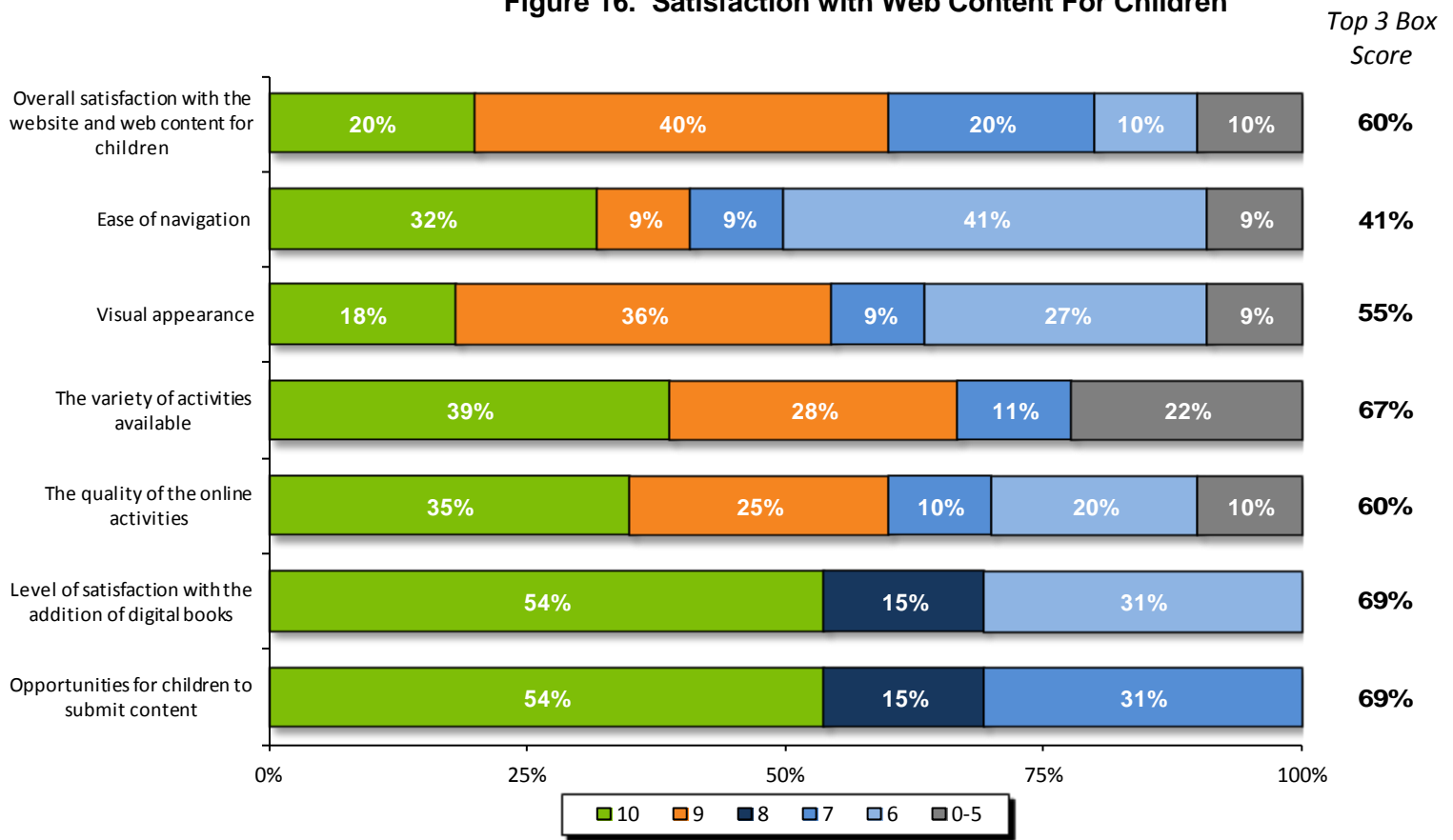
Top 3 Box Score

Category	Top 3 Box Score
Overall satisfaction with the website and web content for children	**60%**
Ease of navigation	**41%**
Visual appearance	**55%**
The variety of activities available	**67%**
The quality of the online activities	**60%**
Level of satisfaction with the addition of digital books	**69%**
Opportunities for children to submit content	**69%**

Legend: 10, 9, 8, 7, 6, 0-5

Source: *Q10. Web Content For Children Satisfaction Questions.*

The first open-ended question for this section asked whether the librarian was able to integrate the children's website into the print materials, and if so, how they did it. A plurality (33%) said that they did not, or were not able to integrate the website into in-branch programming. Among those who did, however, the most common responses were that the librarian integrated the website into branch activities, or mentioned the website in reference to sticker codes (25% each). Another 17% said they included it in presentations/introductions.

The table below details all of the responses given by respondents in the Territories.

Able to integrate website into in-branch programming?	2013
Integrated with branch activities	25%
Mentioned the website in reference to sticker codes	25%
Included it in presentations/introductions	17%
No/unable to integrate	33%
Don't know/refused	0%

Source: *Q10BA. Were you able to integrate the website into your in-branch programming? If so, how?*

Next, librarians were asked if the children's website enhanced the print materials. In the Territories, half answered in the positive, that it enhanced them, while 20% gave a negative response.

The table below details all of the responses given by respondents in the Territories.

Did the website enhance the print materials?	2013
Yes, enhanced the material	50%
No, did not enhance material	20%
Other	30%
Don't know/refused	0%

Source: *Q10BB Did the website enhance the print materials?*

Finally, librarians were asked for suggestions on how to improve the web content for children. Half of the libraries simply stated that they had no suggestions on how to improve it. With regard to suggestions for the web content, 30% suggested more interactivity in the web content.

The table below details all of the responses given by respondents in the Territories.

Suggestions on how to improve the web content for children?	2013
Satisfied/no suggestions	50%
Increase interactivity	30%
Don't know/refused	20%

Source: *Q10BC. Do you have any suggestions on how to improve the web content for children?*

Web Content For Librarians Satisfaction Section

Next, libraries were asked to rate their level of satisfaction with the web content available to them on the librarian's website. Libraries in the Territories were more satisfied with the librarian's website than they were with the children's website overall (63% to 60% top 3 box score) but especially with the specific elements.

Every single library in the Territories gave a top 3 box satisfaction score for the printable documents. Satisfaction was also very high for the content of the staff manual (88% top 3 box), the booklists (80% top 3 box), and the selection of clip art (79% top 3 box). Satisfaction was lowest with the ease of navigating the children's website (60%).

Figure 17. Satisfaction with Web Content For Librarians
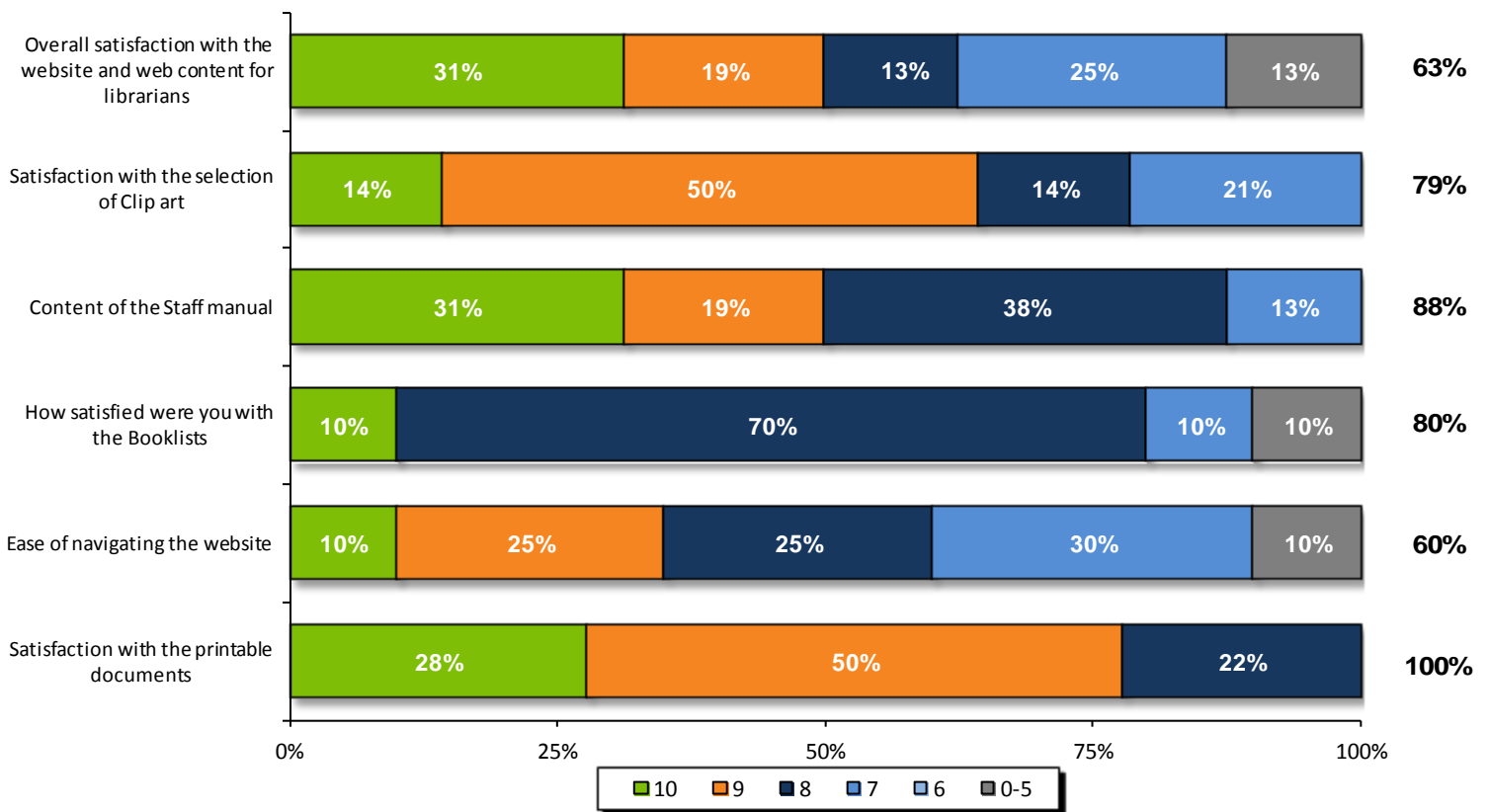
Librarians were asked for suggestions on how to improve the librarian's website for future programs. More than half of respondents (56%) said that they were satisfied or had nothing to suggest. Those who did provide a suggestion requested better/broader/newer booklists (22%).

The table below details all of the responses given by respondents in the Territories.

| Suggestions on how to improve the web content for librarians?	2013
Satisfied/no suggestions	56%
Better/more recent/broader booklists	22%
Don't know/refused	22%

Source: *Q11B Do you have any suggestions on how to improve the web content for librarians?*

Program Evaluation and Statistics Satisfaction Section

Finally, libraries were asked to rate their level of satisfaction with the program evaluation and statistics process for 2013. Satisfaction with the program evaluation and statistics process overall was high in the Territories, with almost six in ten libraries (59%) giving a score of 8 or above. More than four in five (82%) were satisfied with the ease of using the system.

Among the elements of the program evaluation process, satisfaction was still high, but the level of dissatisfaction is also high. When asked about whether the questionnaire asks about relevant concerns, libraries were as likely to give the highest possible score as to give a score that implies dissatisfaction (41% in both cases). Satisfaction with the length of time it takes to complete the questionnaire was 45% (top 3 box), but 41% of libraries gave a score between 0 and 5. Libraries were also relatively dissatisfied with the level of effort needed to record the statistics (32% giving a score from 0 to 5).

Figure 18. Satisfaction with Program Evaluation and Statistics Process

	Top 3 Box Score
Overall satisfaction with program evaluation process	59%
The date of the opening of the evaluation website	68%
The ease of using the system	82%
Asks about relevant concerns	59%
The level of effort needed to record the statistics	68%
The length of time it takes to complete the questionnaire	45%
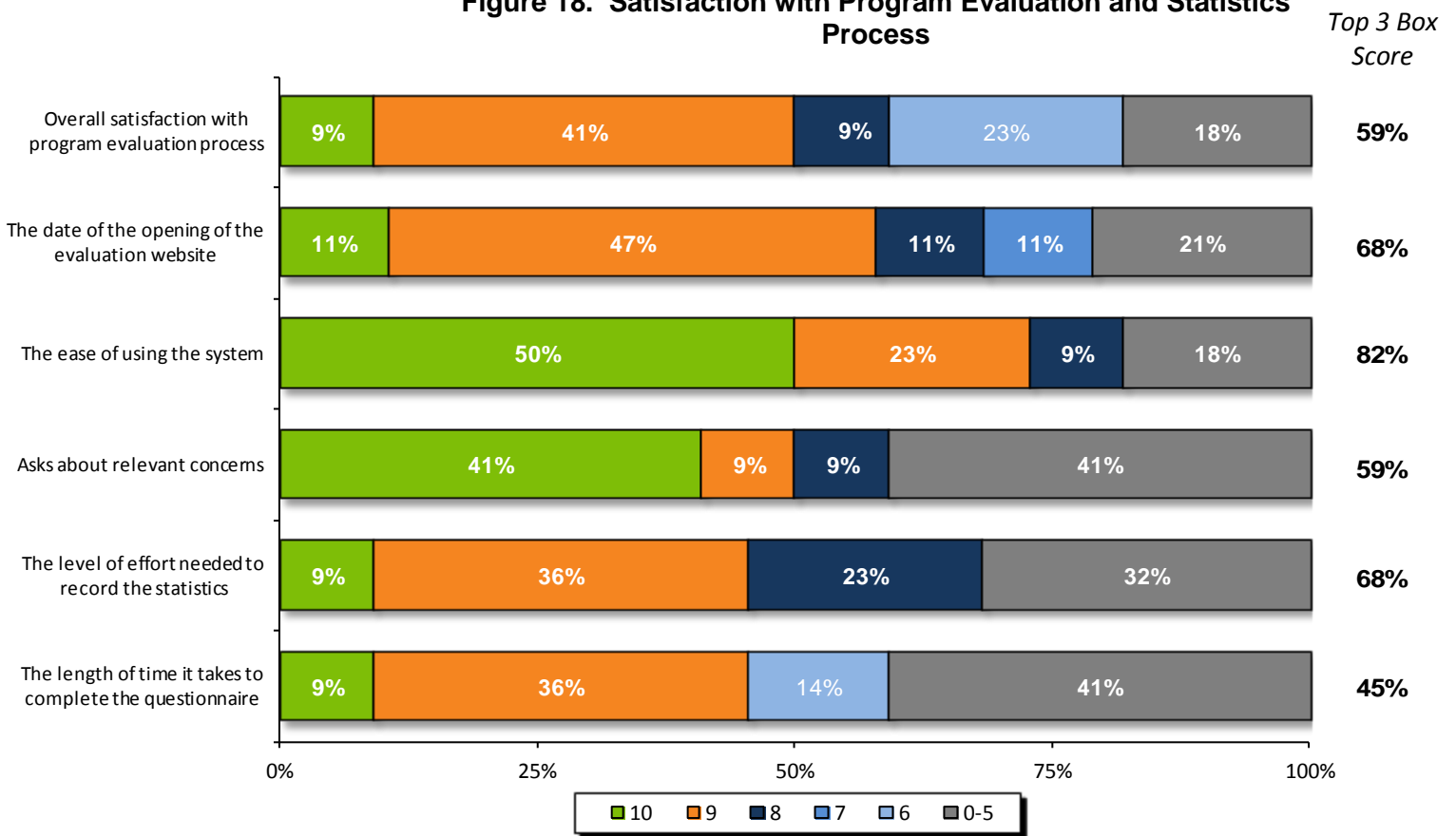
Source: *Q12. Program Evaluation and Statistics Process Questions.*

Librarians were asked for their suggestions on how the program evaluation and statistical collection process could be improved. The most popular requests were to ask fewer questions, to stop asking about male/female numbers because they had issues with recording those stats, and to better clarify/define the information requested (30% each).

The table below details all of the responses given by respondents in the Territories.

Suggestions on how to improve the statistical collection and program evaluation process?	2013
Fewer questions/reduce survey length	30%
Problems recording male/female stats	30%
Clarify/better define information requested	30%
Satisfied/no suggestions	20%
Other	20%
Don't know/refused	0%

Source: *Q12BA. Do you have any suggestions for how to improve the statistical collection and program evaluation process?*

More broadly, librarians were asked if they could suggest any improvements for the TD Summer Reading Club that they had not already mentioned. The only suggestion given was to make the forms available sooner and let the libraries know what to track (60%). 40% of the libraries did not have a suggestion at all or were satisfied with the program (40%).

The table below details all of the responses given by respondents in the Territories.

Suggestions to improve the TD SRC?	2013
Make forms available sooner/let us know what to track	60%
Satisfied/no suggestions	40%
Don't know/refused	0%

Source: *Q12BB. Do you have any suggestions about how to improve the TD Summer Reading Club in the future which have not been mentioned already?*

Libraries were asked to indicate whether they had any indicators of children's increased enjoyment of reading, reading successes or changes in attitudes toward reading. The most common indicator was children checking out more books from the library (43%)

The table below details all of the responses given by respondents in the Territories.

Testimonials indicating increased love of reading?	2013
Children checking out more books from library	43%
Don't know/refused	57%

Source: *Q12BC. Do you have any testimonials from parents, caregivers or teachers that may indicate an increased love of reading*