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**2015 TD Summer Reading Club**  
**Final Report of Program Statistics**  
**Prepared For: Library and Archives Canada**

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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

Library and Archives Canada's (LAC) interest in conducting this study is to provide LAC and TD Bank Group with accurate information about the success of the TD Summer Reading Club (TDSRC). The TDSRC focuses on young Canadians, promoting the fun of reading with the goal of encouraging them to visit their local library over the summer months. The program gives children a structured reading environment and rewards personal achievements. In 2015, the TD Summer Reading Club (TDSRC) was offered in twelve provinces and territories across the country through the support of TD Bank Group.

As libraries are organized differently in each province and territory, a common denominator to respond to the evaluation was identified. 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 roughly 100 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 entered 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 2012, the online form was opened in mid-August for the past three years, much earlier than in the years before 2013. It also included a function that allowed for automatic generation of an electronic version of their results.

In 2015, Harris/Decima sent out 806 email invitations in both official languages to public libraries or systems within the twelve participating provinces and territories, explaining the process of evaluating the program. In total, 733 evaluations were collected between August 14<sup>th</sup> and October 6<sup>th</sup>, 2015. The completed evaluations

contained data for 1,899 of the 2,051 total service points that participated in the TDSRC in 2015, resulting in a response rate of 93%.

Wherever appropriate throughout the report, the results from the 2015 TDSRC program are compared to data obtained annually, beginning in 2005.

## Research Results

This section details the highlights of the research results.

### Statistics on Registration and Participation

Within the twelve participating provinces and territories, 806 library systems participated in the TDSRC program during the summer of 2015. Within these 806 systems, a total of 2,051 branches (localities) participated in the program.

An estimated 308,686 children registered for the TDSRC 2015 program. As has been the case in previous years, girls made up the majority of the participant with 165,850 or 54%. The 142,836 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=165,850)	Boys (N=142,836)
Between 0 and 5 years old	29%	31%
Between 6 and 8 years old	38%	39%
Between 9 and 12 years old	30%	28%
13 years old or older	3%	2%

There has been a general trend of increased registration since the program evaluation and statistics have been collected, beginning with an estimated total of 216,312 in 2005. The registration totals in 2015 were the highest ever recorded and were the first large increase over the previous year since 2011. 19,144 more children registered in 2015 than in 2014. This total represents a 43% increase since the numbers were first gathered in 2005.

A total of 35,974 programs and activities were organized around the 2015 club theme (entitled *Play!*). Total attendance at these programs and activities amounted to 652,000 children, which translates to an approximate average of 18 children per activity. The vast majority of all program-related activities (89%) were conducted in libraries, while 11% were conducted in the community.

### Promotion of the Program and Awareness

The majority of all libraries/systems indicated that their library staff made at least one visit to promote the program to children in their community. Almost six in ten (57%) visited schools, 23% visited child care centres and 16% made visits to day camps. Almost a fifth of all libraries (19%) made visits to other locations to promote their program.

In total, 10,874 visits were made to schools, day camps, child care centres and other locations. Approximately 652,658 children were reached by these visits – roughly 60 children per visit.

	Visits Made To:			
	Schools	Child Care Centres	Day Camps	Other
% That Made Visits	57%	22%	16%	19%
# Of Visits Made	7,060	1,352	898	1,565
Number of Children Reached	567,991	27,548	20,230	36,889

In 2015, when children registered, librarians recorded whether they had participated in the Summer Reading Program last year (or a previous year) or if this was their first time in the program. Although this split varied from region to region, slightly more than half of all children reported having joined in a previous year.

Joined in Previous Years?	
Participated in a previous year	New to the program
50% (154,796 children)	50% (153,890 children)

### Overall Satisfaction

Overall satisfaction with the program was again high in 2015. Roughly seven-in-ten libraries (69%) gave an overall satisfaction score of between 8 and 10, including almost a quarter (23%) giving the highest possible score of 10.

T3 Box Summary (8,9,10 on 10-point scale)	
Overall how satisfied were you with the 2015 TD Summer Reading Club	69%
Overall satisfaction with the program materials	66%
Overall satisfaction with the promotional materials	63%
Overall satisfaction with the website and web content for children	60%
Overall satisfaction with the website and web content for librarians	66%
Overall satisfaction with program evaluation process	61%

Wherever possible, the overall satisfaction scores for the individual modules are compared to the 2013 and 2014 results which use scales from 0 to 10. The level of satisfaction with the program elements and overall was relatively similar to those in 2013 but represent a modest decline in most areas compared to 2014.

The level of usage of resources on the librarians' website was measured for the first time in 2014 and were measured again in 2015. With the exception of the news feed, all of these resources were used by a majority of libraries, and satisfaction with each of them was high.

### Comments and Suggestions

The most common themes suggested for future programs were: Science/technology/sci-fi/outer space themes (18%), nature/environment/outdoors themes (17%), animal/insect themes (16%), medieval/fantasy/magic themes (11%) and art/music/drama themes (9%).

When discussing ways to improve the program materials, the most common suggestion was to provide more age appropriate materials (16%). The next most common suggestion was to improve the notebook/that the notebook was too plain (15%). Other suggestions were to improve/provide more stickers/more variety, mentioning a lack of interest/use of web access cards, that stickers were a good idea/popular, and to include more space in passport (9% each).

Slightly more than half of all libraries created promotional material of their own in 2015 (51%). The most common examples were creating banners/bunting (38% of libraries) and bookmarks (33%). The great majority of libraries both made use of the children’s website (79%) and promoted it to children while running their Summer Reading Club (80%). The main reason given for not doing these things was that the librarians just did not have time or had limited access to computers/internet in their library.

Librarians were also asked for suggestions on how to improve the librarian website for future programs. Almost a third of respondents said that they were satisfied or had nothing to suggest (32%) and those who did provide a suggestion were most likely to suggest making the materials available sooner (15%) or to provide simpler/more user friendly navigation (14%).

Regarding how the program evaluation and statistical collection process could be improved, the most popular request was to make the forms available sooner (20%). A third of all respondents did not have a suggestion to offer in this regard (32%).

### Overview

The following table summarize some of the key statistics collected in 2015.

Measure	Total
Children who registered for TDSRC	308,686
Programs or activities organized around club theme	35,974
Attendance at programs and activities	652,000
Visits made to schools	7,060
Visits made to day camps	898
Visits made to child care centres	1,352
Other visits made	1,565
Children reached by all visits	652,658
% who attended in previous years	50%



# 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 Bibliothèque et Archives Canada et le Groupe Banque TD. Le CLÉ TD cible les jeunes Canadiens et Canadiennes et cherche à promouvoir le plaisir de la lecture afin de les inciter à visiter leur bibliothèque locale au cours de l'été. Le programme permet de créer un environnement de lecture structuré pour les jeunes et encourage les réalisations personnelles. L'édition 2015 du Club de lecture d'été de la Banque TD (CLÉ TD) a été offerte dans douze provinces et territoires du Canada grâce au soutien du Groupe Banque TD.

Puisque les bibliothèques fonctionnent différemment selon la province et le territoire, un dénominateur commun a été défini de façon à ce 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 une centaine de 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 entraient leurs données. Afin de permettre aux bibliothèques autonomes et aux bibliothèques de réseaux de saisir leurs données, deux sondages différents 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 classaient 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 en 2012, depuis les trois dernières années le formulaire est en ligne à la mi-août, beaucoup plus tôt que lors des années antérieures à 2013. Il comporte également une fonction

permettant aux bibliothèques de générer automatiquement un document électronique incluant leurs résultats.

En 2015, Harris/Décima a envoyé des invitations à 806 bibliothèques publiques (réseaux) dans les douze provinces et territoires participants. Le courriel d'invitation, rédigé en français et en anglais, expliquait le processus d'évaluation du programme. En tout, 733 évaluations ont été recueillies pendant la période du 14 août au 6 octobre 2015. Les évaluations complétées contiennent les données de 1 899 des 2 051 points de service qui ont participé au CLÉ TD en 2015, soit un taux de réponse global de 93 %.

Partout où c'est possible de le faire dans le rapport, les résultats du programme CLÉ TD 2015 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 douze provinces et territoires participants, 806 réseaux de bibliothèques ont participé au Club de lecture d'été TD (CLÉ TD) pendant l'été 2015. Parmi ces 806 réseaux, 2 051 succursales (localités) ont participé au programme.

Environ 308 686 enfants se sont inscrits au programme CLÉ TD 2015. Tout comme lors des années précédentes, la majorité des enfants participant au programme étaient des filles. De fait, le programme comptait 54 % de filles, soit 165 850 participantes, et 46 % de garçons, soit 142 836 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=165 850)	Garçons (N=142 836)
0 à 5 ans	29 %	31 %
6 à 8 ans	38 %	39 %
9 à 12 ans	30 %	28 %
13 ans et plus	3 %	2 %

Depuis qu'il y a évaluation du programme et collecte de statistiques, les inscriptions suivent une tendance générale à la hausse. Lors de la première étude, en 2005, les inscriptions totales ont été estimées à 216 312. En 2015, les inscriptions totales ont atteint un nouveau sommet et c'était la première fois depuis 2011 qu'on enregistrait une augmentation importante par rapport à l'année précédente. En 2015, il y a eu 19 144 inscriptions de plus qu'en 2014. Il s'agit ici d'une augmentation de 43 % par rapport à 2005, la première année où les inscriptions ont été compilées.

Un total de 35 974 programmes et activités ont été organisés autour du thème de 2015 : *Le Jeu!* 652 000 enfants ont participé à ces activités et programmes, soit une

moyenne de 18 enfants par activité. La vaste majorité des activités organisées dans le cadre du programme (89 %) ont eu lieu dans les bibliothèques, alors que 11 % d'entre elles ont eu lieu dans la collectivité.

### Promotion du programme et notoriété

La majorité de l'ensemble des bibliothèques et des réseaux ont indiqué que leurs employés avaient fait au moins une visite dans leur collectivité pour faire la promotion du programme auprès des enfants de leur collectivité. Près de six bibliothèques ou réseaux sur dix (57 %) ont effectué des visites dans les écoles, 23 % ont visité des garderies et 16 %, des camps de jour. Près du cinquième de toutes les bibliothèques (19 %) indiquent que leurs employés se sont également rendus à d'autres endroits pour promouvoir leur programme.

En tout, les employés des bibliothèques ont effectué 10 874 visites dans des écoles, des camps de jour, des garderies et ailleurs. Environ 652 658 enfants ont été joints de cette façon – approximativement 60 enfants par visite.

	Visites effectuées dans des...			
	Écoles	Garderies	Camps de jour	Autre
% de bibliothèques dont les employés ont effectué des visites	57 %	22 %	16 %	19 %
Nombre de visites effectuées	7 060	1 352	898	1 565
Nombre d'enfants joints	567 991	27 548	20 230	36 889

En 2015, lorsque les enfants s'inscrivaient, les bibliothécaires notaient s'ils avaient participé au programme de lecture d'été l'été précédent (ou lors d'un été antérieur) ou si c'était leur première participation. Bien que la répartition varie d'une région à l'autre, globalement, un peu plus de la moitié des enfants ont dit qu'ils avaient déjà participé au programme antérieurement.

Participation lors d'une année antérieure?	
Ont participé lors d'une année antérieure	Nouveaux participants du programme
50 % (154 796 enfants)	50 % (153 890 enfants)

### Satisfaction globale

En 2015, la satisfaction à l'égard du programme est encore une fois élevée. Environ sept bibliothèques sur dix (69 %) accordent une note de 8 à 10 à leur satisfaction globale, et près du quart (23 %) de ces bibliothèques lui accordent un 10, soit la plus haute note.

3 notes les plus élevées (8, 9 et 10 sur une échelle de 10 points) – résumé	
Globalement, dans quelle mesure êtes-vous satisfait(e) du Club de lecture d'été TD 2015?	69 %
Satisfaction globale à l'égard du matériel du programme	66 %
Satisfaction globale à l'égard du matériel promotionnel	63 %
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	66 %
Satisfaction globale à l'égard du processus d'évaluation du programme	61 %

Chaque fois que c'était possible, les notes de satisfaction globale accordées aux modules individuels ont été comparées aux résultats de 2013 et de 2014, où des échelles de 0 à 10 ont été utilisées. Les niveaux de satisfaction à l'égard des aspects du programme et le niveau de satisfaction globale sont relativement similaires à ceux de 2013, mais représentent une baisse modeste par rapport à 2014 pour la plupart des aspects.

Le niveau d'utilisation des ressources sur le site Web pour les bibliothécaires a été mesuré en 2014, puis de nouveau en 2015. Exception faite des Nouvelles du Club, il s'avère que la majorité des bibliothèques utilisent l'ensemble de ces ressources et qu'elles sont très satisfaites de chacune d'entre elles.

### Commentaires et suggestions

Les suggestions de thèmes les plus fréquemment mentionnées pour les années à venir sont les suivantes : science/technologies/science-fiction/espace (18 %), nature/environnement/plein air (17 %), animaux/insectes (16 %), époque médiévale/fantaisie/magie (11 %) et arts/musique/théâtre (9 %).

Lorsqu'il est question des moyens d'améliorer le matériel du programme, la suggestion qui revient le plus souvent est de fournir du matériel plus approprié à l'âge des participants (16 %). La deuxième est d'améliorer le carnet de notes/que le carnet de notes était trop quelconque (15 %). Les autres suggestions sont d'améliorer les autocollants/d'en fournir plus/d'offrir plus de variété, tandis que d'autres mentionnent le manque d'intérêt/la faible utilité des cartes d'accès Web, disent que les autocollants étaient une bonne idée/populaires et qu'il devrait y avoir plus d'espace dans le carnet de notes (9 % chacune).

Un peu plus de la moitié de toutes les bibliothèques ont créé elles-mêmes du matériel promotionnel en 2015 (51 %). Les exemples les plus courants sont la création de bannières/banderoles (38 % des bibliothèques) et de signets (33 %). La grande majorité des bibliothèques ont utilisé le site Web pour les enfants (79 %) et en ont également fait la promotion auprès des enfants pendant qu'elles administraient le Club de lecture d'été (80 %). Les bibliothécaires qui ne l'ont pas fait s'expliquent surtout en indiquant qu'ils n'ont tout simplement pas eu le temps ou que l'accès aux ordinateurs/à Internet était limité dans leur bibliothèque.

Les bibliothécaires devaient également faire part de leurs suggestions sur les façons d'améliorer le site Web pour les bibliothécaires pour les années à venir. Près

du tiers des répondants (32 %) disent qu'ils sont satisfaits et n'ont rien à suggérer, et ceux qui ont des suggestions mentionnent le plus souvent qu'il faudrait donner accès au matériel plus tôt (15 %) ou proposer une navigation plus simple/conviviale (14 %).

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 (20 %). Le tiers de tous les répondants (32 %) n'avaient aucune suggestion à formuler à cet égard.

### Vue d'ensemble

Le tableau qui suit résume les principales statistiques recueillies en 2015.

Facteurs évalués	Total
Enfants inscrits au CLÉ TD	308 686
Programmes ou activités organisés autour du thème du club	35 974
Participation aux programmes et aux activités	652 000
Visites faites dans les écoles	7 060
Visites faites dans les camps de jour	898
Visites faites dans les garderies	1 352
Visites faites ailleurs	1 565
Enfants rejoints par toutes les visites	652 658
% qui y ont participé lors des années antérieures	50 %

## Background and Objectives



The TD Summer Reading Club (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 2015 TDSRC was offered in twelve provinces and territories across the country through the support of TD Bank Group<sup>1</sup> in addition to a series of independent libraries and systems. Beginning in Toronto in 1994, the program expanded across Ontario in 2001 and has been 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 fortune teller invitations and request that they be distributed with the children's report cards.

The TDSRC replaced the 'passport' from previous years with a 'school age and pre-school notebook' beginning in 2014. It was given to every child who registered for the TD Summer Reading Club. The notebooks allowed children to keep track of the books that they had read throughout the summer. Sticker sheets were also distributed to participating children by libraries over the course of the summer.

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<sup>1</sup> The province of New Brunswick did not participate in the program and are not included in this report. The territory of Nunavut participated, but no statistics were available so no extrapolations could be made about their participation statistics.

# Methodology

According to the data collected and the information provided by the provincial library services and associations coordinating the program regionally, 1,899 public library localities supplied their statistics from the 2015 TD Summer Reading Club program<sup>2</sup>. 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 and perform the analysis. 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.

The program evaluation began in 2005, but Harris/Decima developed a new online evaluation form in 2013 using the form from previous years as a starting point. This form was further refined in 2014 to streamline the data reporting process for libraries and systems so that fewer individual statistics would need to be gathered. The online form was made available in August, several weeks earlier than it was in the years before 2013. The 2015 version of the form has maintained the approach begun in 2013 that moved from an ‘electronic form’ approach to an ‘online library file’ format. This change involved librarians being able to:

- Open the file up in mid-August (August 14<sup>th</sup>) to allow libraries who have students/volunteers who are unavailable beginning in September to enter the data they had collected over the summer.
- Fill it out in individual sections which could be completed as the numbers became 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; and
- Access their form as many times as required between when 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 all participating systems. This database was 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

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<sup>2</sup> A library system may have many branches, but this number refers to the total number of individual libraries, regardless of whether they are part of a larger system or not.



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 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. A number of changes were made during the data collection window to allow for updates to system/library contact information and status (e.g. changing one system comprising 15 individual service points into 15 individual URLs to allow the 15 individual library coordinators to enter their own information).

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 1,899 of the 2,051 participating libraries reported data, translating to a 93% response rate. Evaluations were collected between August 14<sup>th</sup> and October 6<sup>th</sup>, 2015.

The numbers presented in this report are based on a weighting system that represents the estimated 2,051 participating branches and not just the 1,899 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 275 libraries participated in the Summer Reading Club in 2015, but statistics were available for only 249 of them (91%). This means that the responses from those 249 libraries are multiplied by 1.10 in order to represent the 26 missing libraries.



The final weights used in each region are presented below:

**Figure 1. Overall Weighting Scheme Used**

	(A)	(B)	(C)	(D)
Regions	# of Libraries Reporting	# of Libraries Participating	% of Libraries Reporting	Weight Used
Alberta	249	275	91%	1.10
ABPQ	163	182	90%	1.12
British Columbia	1	1	100%	1.00
Manitoba	78	82	95%	1.05
Newfoundland & Labrador	87	90	97%	1.03
OLS-North	83	106	78%	1.28
Northwest Territories	3	5	60%	1.67
Nova Scotia	69	69	100%	1.00
PEI	25	25	100%	1.00
Réseau BIBLIO	176	217	81%	1.23
Saskatchewan	239	256	93%	1.07
SOLS	623	639	97%	1.03
Toronto	99	99	100%	1.00
Yukon	4	5	80%	1.25
<b>Total</b>	<b>1899</b>	<b>2051</b>	<b>93%</b>	<b>1.08</b>

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

# National Program Statistics

## Response Rate

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 806 participating libraries/systems for which an online file was created, 733 submitted their results. The response rate refers to the total number of libraries whose data are represented in the responses received. When calculating the overall response rate, the unit of measure under consideration is ‘libraries’ (including individual service points within larger systems). Systems were recorded by including the number of participating and reporting service points 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 1,899 of the total 2,051 libraries being represented, the overall response rate was 93%.

**Figure 2. Response Rate by Region**

Regions	(A) Total Service Points Participated	(B) Total Service Points Responded	(C) Evaluation Response Rate
<b>Atlantic</b>	<b>184</b>	<b>181</b>	<b>98%</b>
Newfoundland & Labrador	90	87	97%
Nova Scotia	69	69	100%
PEI	25	25	100%
<b>Québec</b>	<b>399</b>	<b>339</b>	<b>85%</b>
ABPQ	182	163	90%
Réseau BIBLIO	217	176	81%
<b>Ontario</b>	<b>844</b>	<b>805</b>	<b>95%</b>
SOLS	639	623	97%
OLS-North	106	83	78%
Toronto	99	99	100%
<b>West</b>	<b>614</b>	<b>567</b>	<b>92%</b>
Manitoba	82	78	95%
Saskatchewan	256	239	93%
Alberta	275	249	91%
British Columbia	1	1	100%
<b>Territories</b>	<b>10</b>	<b>7</b>	<b>70%</b>
Yukon	5	4	80%
Northwest Territories	5	3	60%
Nunavut	-	-	-
<b>Totals</b>	<b>2,051</b>	<b>1,899</b>	<b>93%</b>

## 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 2015 program. This reflects the total number of children who were registered with a library and were given program materials.

Across Canada, an estimated 308,686 children registered for the TDSRC 2015 program<sup>3</sup>. This total is a sizeable increase over the previous three waves of research when between 289,097 and 289,542 children registered. This means that 2015 had the highest registration rate ever recorded by a sizeable margin. Although registration increased overall and in almost every region, the region with the largest increase over last year was ABPQ which accounted for roughly 43% of the overall increase. Despite an increase over 2014, registration in Atlantic Canada was still below that measured in 2012. The registration figures going back to 2005 are given below for comparison purposes.

**Figure 3. Registration Totals By Region (Tracking)**

	2015	2014	2013	2012	2011	2010	2009	2008	2007	2006	2005
Region	Province Totals	Province Totals	Province Totals	Province Totals	Province Totals	Province Totals	Province Totals	Province Totals	Province Totals	Province Totals	Province Totals
<b>Atlantic</b>	<b>16,979</b>	<b>13,395</b>	<b>17,847</b>	<b>20,365</b>	<b>17,909</b>	<b>16,762</b>	<b>17,369</b>	<b>12,375</b>	<b>14,632</b>	<b>13,700</b>	<b>14,941</b>
Nfld. & Lab.	2,453	2,497	2,608	3,788	3,148	3,388	2,912	2,840	1,691	2,905	2,090
Nova Scotia	12,739	9,518	13,848	15,131	13,348	12,003	13,197	8,380	11,927	9,639	11,719
PEI	1,787	1,380	1,391	1,447	1,413	1,371	1,260	1,156	1,014	1,156	1,132
<b>Quebec</b>	<b>47,229</b>	<b>38,570</b>	<b>28,517</b>	<b>32,808</b>	<b>27,391</b>	<b>27,068</b>	<b>29,813</b>	<b>24,276</b>	<b>23,321</b>	<b>22,193</b>	<b>18,339</b>
ABPQ	36,344	28,151	23,023	22,491	18,681	16,507	22,483	17,388	16,614	18,277	12,968
Reseau Biblio	10,885	10,418	5,494	10,317	8,710	10,561	7,330	6,888	6,707	3,916	5,371
<b>Ontario</b>	<b>159,437</b>	<b>153,232</b>	<b>154,153</b>	<b>143,213</b>	<b>153,779</b>	<b>153,003</b>	<b>161,275</b>	<b>161,057</b>	<b>149,827</b>	<b>145,619</b>	<b>132,530</b>
SOLS	116,924	113,634	119,687	107,589	113,490	114,861	125,244	120,991	111,232	110,811	98,476
OLS-North	4,411	4,841	4,025	4,365	5,078	5,377	6,590	5,693	6,892	3,858	3,404
Toronto	38,102	34,758	30,442	31,259	35,211	32,765	29,441	34,373	31,703	30,949	30,650
<b>West</b>	<b>84,746</b>	<b>83,517</b>	<b>86,198</b>	<b>92,101</b>	<b>81,207</b>	<b>61,285</b>	<b>64,062</b>	<b>70,847</b>	<b>60,109</b>	<b>55,814</b>	<b>49,883</b>
Manitoba	13,985	11,954	10,881	10,798	10,997	9,550	9,722	7,900	7,640	7,686	6,421
Saskatchewan	21,968	20,424	21,460	26,434	20,527	15,098	17,547	16,476	17,677	17,605	16,047
Alberta	48,661	51,138	53,857	54,869	49,683	36,637	36,793	46,471	34,792	30,523	27,415
British Columbia	132	-	-	-	-	-	-	-	-	-	-
<b>Territories</b>	<b>296</b>	<b>829</b>	<b>1,412</b>	<b>609</b>	<b>1,300</b>	<b>761</b>	<b>744</b>	<b>556</b>	<b>127</b>	<b>764</b>	<b>619</b>
Yukon	78	594	486	316	224	371	617	370	-	243	307
NWT	218	235	312	293	155	108	85	96	100	70	44
Nunavut	-	-	614	0	921	282	42	90	27	451	268
<b>Independent LAC</b>	<b>-</b>	<b>-</b>	<b>1,385</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>-</b>
<b>Age Totals:</b>	<b>308,686</b>	<b>289,542</b>	<b>289,512</b>	<b>289,097</b>	<b>281,586</b>	<b>258,878</b>	<b>273,263</b>	<b>269,112</b>	<b>248,016</b>	<b>238,090</b>	<b>216,312</b>

Source: Q1 Total number of children who registered for the TDSRC 2015.

<sup>3</sup> Based on the 1,899 libraries that submitted their information, extrapolations have been made to represent all 2,051 participating branches.

The table below summarizes the number of children who participated in the 2015 program by province, and by network for Quebec and Ontario. The table features detailed totals by both gender and age for each province.

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

Region	Total Registration								Province Totals
	BOYS				GIRLS				
	0-5	6-8	9-12	13+	0-5	6-8	9-12	13+	
<b>Atlantic</b>	<b>2,236</b>	<b>3,008</b>	<b>2,091</b>	<b>379</b>	<b>2,376</b>	<b>3,339</b>	<b>2,995</b>	<b>554</b>	<b>16,979</b>
Nfld. & Lab.	461	400	228	9	515	486	323	30	2,453
Nova Scotia	1,493	2,309	1,665	325	1,581	2,500	2,408	458	12,739
PEI	282	299	198	45	280	353	264	66	1,787
<b>Quebec</b>	<b>4,993</b>	<b>8,579</b>	<b>6,826</b>	<b>482</b>	<b>6,132</b>	<b>10,213</b>	<b>9,123</b>	<b>881</b>	<b>47,229</b>
ABPQ	3,934	6,721	5,625	377	4,339	7,556	7,164	629	36,344
Reseau Biblio	1,059	1,858	1,201	105	1,793	2,657	1,959	253	10,885
<b>Ontario</b>	<b>25,098</b>	<b>28,139</b>	<b>18,928</b>	<b>1,082</b>	<b>27,080</b>	<b>32,516</b>	<b>24,661</b>	<b>1,932</b>	<b>159,437</b>
SOLS	17,729	20,964	13,967	852	19,105	24,378	18,344	1,584	116,924
OLS-North	817	687	375	28	877	905	641	79	4,411
Toronto	6,552	6,488	4,586	202	7,097	7,232	5,676	269	38,102
<b>West</b>	<b>11,784</b>	<b>16,067</b>	<b>11,916</b>	<b>1,101</b>	<b>12,054</b>	<b>16,727</b>	<b>13,485</b>	<b>1,612</b>	<b>84,746</b>
Manitoba	1,900	2,533	1,940	160	2,092	2,841	2,358	163	13,985
Saskatchewan	3,402	4,053	2,656	140	3,480	4,521	3,448	267	21,968
Alberta	6,456	9,464	7,310	801	6,460	9,339	7,654	1,177	48,661
British Columbia	26	18	10	0	22	26	25	5	132
<b>Territories</b>	<b>54</b>	<b>38</b>	<b>33</b>	<b>0</b>	<b>75</b>	<b>43</b>	<b>52</b>	<b>0</b>	<b>296</b>
Yukon	34	0	0	0	44	0	0	0	78
NWT	20	38	33	0	32	43	52	0	218
Nunavut	-	-	-	-	-	-	-	-	-
<b>Age Totals:</b>	<b>44,165</b>	<b>55,832</b>	<b>39,794</b>	<b>3,045</b>	<b>47,717</b>	<b>62,838</b>	<b>50,316</b>	<b>4,979</b>	<b>308,686</b>
<b>Percentage By Age/Gender:</b>	<b>14%</b>	<b>18%</b>	<b>13%</b>	<b>1%</b>	<b>15%</b>	<b>20%</b>	<b>16%</b>	<b>2%</b>	<b>100%</b>

Source: Q1 Total number of children who registered for the TDSRC 2015.

With regard to the demographic breakdown of the registered children, girls comprise 165,850, or 54%, of the participants, while the 142,836 boys represent 46% of the participants, very similar to the proportions recorded in previous years. This proportion has not changed substantially since data collection began.

Year	% Girls	% Boys
2005	54%	46%
2006	55%	45%
2007	55%	45%
2008	55%	45%
2009	55%	45%
2010	55%	45%
2011	55%	45%
2012	54%	46%
2013	54%	46%
2014	54%	46%
2015	54%	46%

The distribution by age group also remains consistent from year to year. Age distributions are similar among both boys and girls. In 2015, 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, 39% aged 6-8, 28% 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 5. Percentage of Participating Children by Age**

GIRLS	2015	2014	2013	2012	2011	2010	2009	2008	2007	2006	2005
0-5	29%	29%	29%	28%	27%	27%	24%	25%	23%	22%	22%
6-8	38%	39%	38%	38%	38%	38%	38%	38%	37%	38%	38%
9-12	30%	30%	30%	31%	32%	32%	34%	34%	36%	35%	36%
13+	3%	3%	3%	3%	3%	3%	4%	3%	4%	4%	4%

BOYS	2015	2014	2013	2012	2011	2010	2009	2008	2007	2006	2005
0-5	31%	31%	31%	31%	30%	30%	28%	28%	26%	26%	25%
6-8	39%	40%	40%	40%	40%	40%	40%	40%	40%	41%	40%
9-12	28%	27%	27%	27%	28%	27%	30%	30%	31%	31%	32%
13+	2%	2%	2%	2%	2%	2%	2%	2%	3%	3%	3%

Source: Q1. Total number of children who registered for the TDSRC 2015 program.

Comparing the demographic breakdown by region, there are no major gender differences across the country. For example, there are no provinces where more boys than girls registered to participate and children. Regarding age, there is more variation, but the same general trends emerge. Children 6-8 years old make up the largest group in every region with the exceptions of Newfoundland and Labrador and British Columbia, where children aged 0-5 are the larger group.

**Figure 6. Percentage of Registered Children by Age & Gender**

Region	Total Registration								Province Totals
	BOYS				GIRLS				
	0-5	6-8	9-12	13+	0-5	6-8	9-12	13+	
<b>Atlantic</b>	<b>13%</b>	<b>18%</b>	<b>12%</b>	<b>2%</b>	<b>14%</b>	<b>20%</b>	<b>18%</b>	<b>3%</b>	<b>100%</b>
Nfld. & Lab.	19%	16%	9%	0%	21%	20%	13%	1%	100%
Nova Scotia	12%	18%	13%	3%	12%	20%	19%	4%	100%
PEI	16%	17%	11%	3%	16%	20%	15%	4%	100%
<b>Quebec</b>	<b>11%</b>	<b>18%</b>	<b>14%</b>	<b>1%</b>	<b>13%</b>	<b>22%</b>	<b>19%</b>	<b>2%</b>	<b>100%</b>
ABPQ	11%	18%	15%	1%	12%	21%	20%	2%	100%
Reseau Biblio	10%	17%	11%	1%	16%	24%	18%	2%	100%
<b>Ontario</b>	<b>16%</b>	<b>18%</b>	<b>12%</b>	<b>1%</b>	<b>17%</b>	<b>20%</b>	<b>15%</b>	<b>1%</b>	<b>100%</b>
SOLS	15%	18%	12%	1%	16%	21%	16%	1%	100%
OLS-North	19%	16%	9%	1%	20%	21%	15%	2%	100%
Toronto	17%	17%	12%	1%	19%	19%	15%	1%	100%
<b>West</b>	<b>14%</b>	<b>19%</b>	<b>14%</b>	<b>1%</b>	<b>14%</b>	<b>20%</b>	<b>16%</b>	<b>2%</b>	<b>100%</b>
Manitoba	14%	18%	14%	1%	15%	20%	17%	1%	100%
Saskatchewan	15%	18%	12%	1%	16%	21%	16%	1%	100%
Alberta	13%	19%	15%	2%	13%	19%	16%	2%	100%
British Columbia	20%	14%	8%	0%	17%	20%	19%	4%	100%
<b>Territories</b>	<b>18%</b>	<b>13%</b>	<b>11%</b>	<b>0%</b>	<b>25%</b>	<b>15%</b>	<b>17%</b>	<b>0%</b>	<b>100%</b>
Yukon	44%	0%	0%	0%	56%	0%	0%	0%	100%
NWT	9%	18%	15%	0%	15%	20%	24%	0%	100%
Nunavut	-	-	-	-	-	-	-	-	-
<b>Age Totals:</b>	<b>14%</b>	<b>18%</b>	<b>13%</b>	<b>1%</b>	<b>15%</b>	<b>20%</b>	<b>16%</b>	<b>2%</b>	<b>100%</b>

Source: Q1. Total number of children who registered for the TDSRC 2015 program.

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 2015 was highest among 6 to 8 year old children in almost every province and territory, but particularly in Saskatchewan (22.6%), Nova Scotia (18.2%), PEI (14.4%), Alberta (14.3%) and Ontario (14.2%). Conversely, reach continues to be lowest for teenagers between 13 and 17 years old with a national average reach of 0.5%.

Saskatchewan (9.1%) and Nova Scotia (7.4%) had the greatest percentage of children register overall for the Summer Reading Club in the country. Although in the past Quebec had usually had the lowest registration, in 2015 a greater percentage of children registered for the program (3.1%) than did in Newfoundland and Labrador (2.6%) or the Territories (1.0%). The national average increased slightly from 4.9% in 2013 and 2014 to 5.2% in 2015.

**Figure 7. Number of Registered Children**

	2011 CENSUS			2015 TD SRC REGISTRANTS			% PARTICIP. CHILDREN	% PARTICIP. CHILDREN	% PARTICIP. CHILDREN
	(A)	(B)	(C)	(D)	(E)	(F)	2015	2014	2013
Province / Territory	Total Children	Total Boys	Total Girls	Total Children	Total Boys	Total Girls	Total Children	Total Children	Total Children
<b>Newfoundland</b>	<b>94,150</b>	<b>43,525</b>	<b>41,475</b>	<b>2,453</b>	<b>1,099</b>	<b>1,354</b>	<b>2.61%</b>	<b>2.65%</b>	<b>2.77%</b>
0-5	29,415	14,150	13,580	977	461	515	3.32%	3.22%	3.62%
6-8	15,085	7,970	7,620	887	400	486	5.88%	6.20%	6.07%
9-12	21,030	11,545	10,965	550	228	323	2.62%	2.78%	2.80%
13+	19,170	9,860	9,310	39	9	30	0.21%	0.16%	0.20%
<b>Nova Scotia</b>	<b>171,790</b>	<b>87,820</b>	<b>83,985</b>	<b>12,739</b>	<b>5,792</b>	<b>6,947</b>	<b>7.42%</b>	<b>5.54%</b>	<b>8.06%</b>
0-5	52,725	27,070	25,660	3,074	1,493	1,581	5.83%	4.12%	5.96%
6-8	26,460	13,455	13,010	4,809	2,309	2,500	18.17%	14.51%	19.71%
9-12	38,310	19,545	18,765	4,073	1,665	2,408	10.63%	8.43%	12.26%
13+	54,295	27,750	26,550	783	325	458	1.44%	0.50%	1.46%
<b>PEI</b>	<b>28,795</b>	<b>14,645</b>	<b>14,130</b>	<b>1,787</b>	<b>824</b>	<b>963</b>	<b>6.21%</b>	<b>4.79%</b>	<b>4.83%</b>
0-5	8,665	4,385	4,275	562	282	280	6.49%	5.12%	5.53%
6-8	4,525	2,260	2,260	652	299	353	14.41%	12.55%	12.44%
9-12	6,380	3,250	3,120	462	198	264	7.24%	4.73%	4.56%
13+	9,225	4,750	4,475	111	45	66	1.20%	0.72%	0.63%
<b>Québec</b>	<b>1,546,480</b>	<b>789,240</b>	<b>757,230</b>	<b>47,229</b>	<b>20,880</b>	<b>26,349</b>	<b>3.05%</b>	<b>2.49%</b>	<b>1.84%</b>
0-5	523,395	267,610	255,785	11,124	4,993	6,132	2.13%	1.75%	1.23%
6-8	237,390	121,105	116,285	18,791	8,579	10,213	7.92%	6.54%	4.75%
9-12	322,760	164,720	158,030	15,949	6,826	9,123	4.94%	3.89%	3.15%
13+	462,935	235,805	227,130	1,364	482	881	0.29%	0.29%	0.14%
<b>Ontario</b>	<b>2,693,835</b>	<b>1,381,630</b>	<b>1,312,225</b>	<b>159,437</b>	<b>73,248</b>	<b>86,189</b>	<b>5.92%</b>	<b>5.69%</b>	<b>5.72%</b>
0-5	846,055	433,285	412,785	52,178	25,098	27,080	6.17%	5.93%	5.80%
6-8	427,470	219,230	208,245	60,655	28,139	32,516	14.19%	14.05%	14.36%
9-12	590,615	302,585	288,030	43,590	18,928	24,661	7.38%	6.76%	6.83%
13+	829,695	426,530	403,165	3,014	1,082	1,932	0.36%	0.37%	0.40%
<b>Manitoba</b>	<b>283,235</b>	<b>145,380</b>	<b>137,825</b>	<b>13,985</b>	<b>6,532</b>	<b>7,454</b>	<b>4.94%</b>	<b>4.22%</b>	<b>3.84%</b>
0-5	92,185	46,985	45,200	3,992	1,900	2,092	4.33%	3.80%	3.40%
6-8	44,480	22,865	21,605	5,373	2,533	2,841	12.08%	10.58%	9.73%
9-12	62,225	32,090	30,125	4,298	1,940	2,358	6.91%	5.58%	5.11%
13+	84,345	43,440	40,895	323	160	163	0.38%	0.33%	0.29%
<b>Saskatchewan</b>	<b>240,645</b>	<b>122,955</b>	<b>117,660</b>	<b>21,968</b>	<b>10,252</b>	<b>11,716</b>	<b>9.13%</b>	<b>8.49%</b>	<b>8.92%</b>
0-5	81,605	41,645	39,955	6,882	3,402	3,480	8.43%	7.56%	7.53%
6-8	37,925	19,375	18,540	8,574	4,053	4,521	22.61%	20.32%	21.85%
9-12	51,470	26,325	25,140	6,104	2,656	3,448	11.86%	12.03%	12.59%
13+	69,645	35,610	34,025	407	140	267	0.58%	0.51%	0.79%
<b>Alberta</b>	<b>826,285</b>	<b>423,780</b>	<b>402,515</b>	<b>48,661</b>	<b>24,031</b>	<b>24,630</b>	<b>5.89%</b>	<b>6.19%</b>	<b>6.52%</b>
0-5	290,125	148,815	141,315	12,916	6,456	6,460	4.45%	4.81%	5.71%
6-8	131,415	67,170	64,250	18,803	9,464	9,339	14.31%	14.96%	15.56%
9-12	173,625	88,935	84,695	14,964	7,310	7,654	8.62%	9.46%	9.09%
13+	231,120	118,860	112,255	1,978	801	1,177	0.86%	0.48%	0.46%
<b>Territories</b>	<b>30,490</b>	<b>15,560</b>	<b>14,915</b>	<b>296</b>	<b>125</b>	<b>170</b>	<b>0.97%</b>	<b>2.72%</b>	<b>4.63%</b>
0-5	10,845	5,530	5,310	129	54	75	1.19%	2.04%	4.64%
6-8	4,930	2,520	2,395	82	38	43	1.66%	6.13%	10.16%
9-12	6,310	3,150	3,155	85	33	52	1.35%	3.57%	5.74%
13+	8,405	4,360	4,055	0	0	0	0.00%	0.96%	0.54%
<b>Canada (Participating regions excl. BC)</b>	<b>5,915,705</b>	<b>3,024,535</b>	<b>2,881,960</b>	<b>308,554</b>	<b>142,782</b>	<b>165,772</b>	<b>5.22%</b>	<b>4.89%</b>	<b>4.89%</b>
0-5	1,935,015	989,475	943,865	91,882	44,165	47,717	4.75%	4.48%	4.50%
6-8	929,680	475,950	454,210	118,670	55,832	62,838	12.76%	12.19%	12.19%
9-12	1,272,725	652,145	622,025	90,110	39,794	50,316	7.08%	6.52%	6.46%
13+	1,768,835	906,965	861,860	8,024	3,045	4,979	0.45%	0.37%	0.39%

**Note:** BC is not included in the National totals here because only one library in the province participated and including the entire population of BC would skew the overall participation percentage calculation.

**Source:** Q1 Total number of children who registered for the TDSRC 2015, 2014, 2013. Columns (A) through (C) provided by Statistics Canada Census 2011. Columns (D) through (F) represent 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 and 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 35,974 organized programs and activities were scheduled in libraries across Canada in the summer of 2015, from which a full 89% were organized inside libraries. Total attendance at all activities was 652,000<sup>4</sup> children. This resulted in an average of approximately 18 children attending each activity.

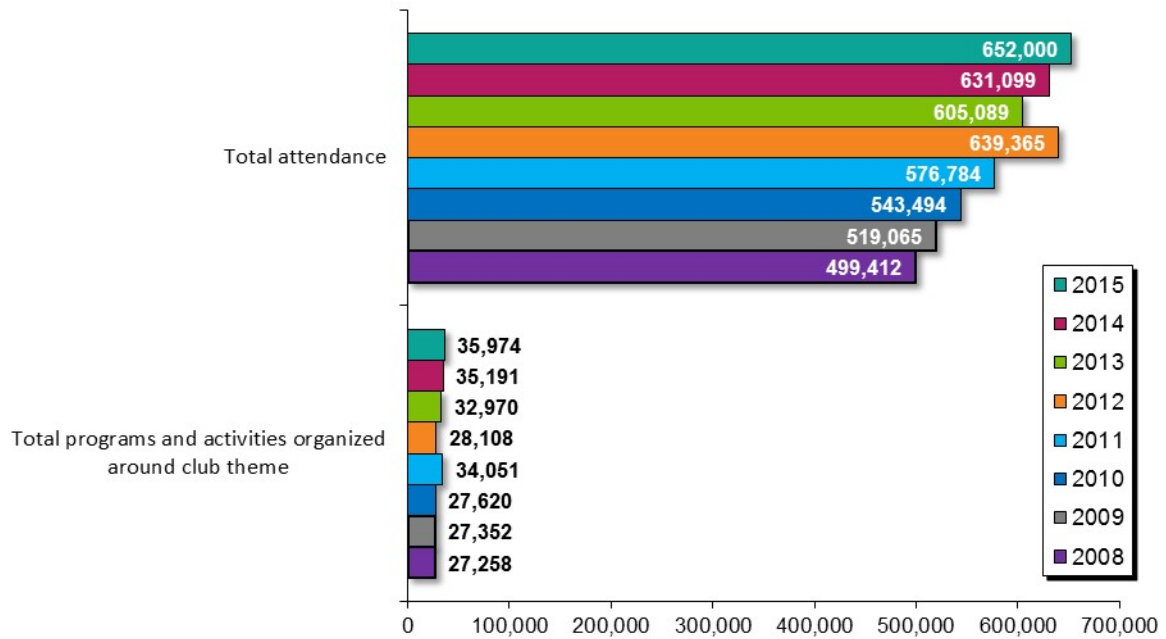
Attendance increased by 20,901 in 2015, an increase of 3%. The number of activities, however, increased only slightly over 2014 by 783 (or 2%). Although this means there was an increase in the ratio between attendance and activities in 2015 (more children attending each activity), the number was very similar to that recorded in 2013 and 2014. This number does vary from year to year, however, and could be influenced by factors such as the themes and activities available. The table below gives the average attendance per activity since data collection began.

2008	2009	2010	2011	2012	2013	2014	2015
18.3	19.0	19.7	16.9	22.7	18.4	17.9	18.1

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

<sup>4</sup> 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 8. Organized Programs and Activities and Attendance**



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

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. As mentioned above, the average attendance has been stable over the last three years despite the fact that both attendance and activities increased. Historically, average attendance was highest in 2012 (22.7) and lowest in 2011 (16.9).

**Figure 9. Organized Programs and Activities and Attendance by Region**

Region	2015					2014			2013		
	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
<b>Atlantic</b>	<b>2,580</b>	<b>52,401</b>	<b>20</b>	<b>91%</b>	<b>9%</b>	<b>2,132</b>	<b>37,487</b>	<b>18</b>	<b>2,722</b>	<b>43,345</b>	<b>16</b>
Nfld. & Lab.	747	6,732	9	94%	6%	759	8,325	11	799	9,567	12
Nova Scotia	1,245	40,110	32	92%	8%	824	23,694	29	1,340	28,372	21
PEI	588	5,559	9	85%	15%	548	5,468	10	583	5,406	9
<b>Quebec</b>	<b>4,187</b>	<b>83,245</b>	<b>20</b>	<b>81%</b>	<b>19%</b>	<b>4,515</b>	<b>73,953</b>	<b>16</b>	<b>2,977</b>	<b>61,215</b>	<b>21</b>
ABPQ	3,239	66,540	21	79%	21%	3,506	53,851	15	2,128	44,585	21
Reseau Biblio	948	16,704	18	89%	11%	1,009	20,102	20	849	16,630	20
<b>Ontario</b>	<b>19,410</b>	<b>363,232</b>	<b>19</b>	<b>93%</b>	<b>7%</b>	<b>18,500</b>	<b>359,645</b>	<b>19</b>	<b>16,933</b>	<b>333,154</b>	<b>20</b>
SOLS	16,442	287,917	18	93%	7%	15,185	284,631	19	14,263	263,788	18
OLS-North	1,024	21,621	21	92%	8%	1,445	19,245	13	1,143	17,737	16
Toronto	1,944	53,693	28	95%	5%	1,870	55,770	30	1,527	51,628	34
<b>West</b>	<b>9,745</b>	<b>152,415</b>	<b>16</b>	<b>83%</b>	<b>17%</b>	<b>9,889</b>	<b>157,506</b>	<b>16</b>	<b>9,762</b>	<b>160,684</b>	<b>16</b>
Manitoba	1,056	16,939	16	97%	3%	1,137	16,995	15	965	17,299	18
Saskatchewan	2,454	44,791	18	92%	8%	2,745	46,465	17	2,642	46,923	18
Alberta	6,198	89,935	15	77%	23%	6,006	94,046	16	6,155	96,463	16
British Columbia	37	750	20	92%	8%						
<b>Territories</b>	<b>52</b>	<b>707</b>	<b>14</b>	<b>98%</b>	<b>2%</b>	<b>155</b>	<b>2,508</b>	<b>16</b>	<b>379</b>	<b>4,025</b>	<b>11</b>
Yukon	39	397	10	97%	3%	103	868	8	127	977	8
NWT	13	310	23	100%	0%	52	1,640	32	126	1,058	8
Nunavut	0	0	-	-	-	0	0	-	126	1,990	16
Independent LAC	-	-	-	-	-	-	-	-	<b>197</b>	<b>2,666</b>	<b>14</b>
<b>Overall</b>	<b>35,974</b>	<b>652,000</b>	<b>18.1</b>	<b>89%</b>	<b>11%</b>	<b>35,191</b>	<b>631,099</b>	<b>17.9</b>	<b>32,970</b>	<b>605,089</b>	<b>18.4</b>

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

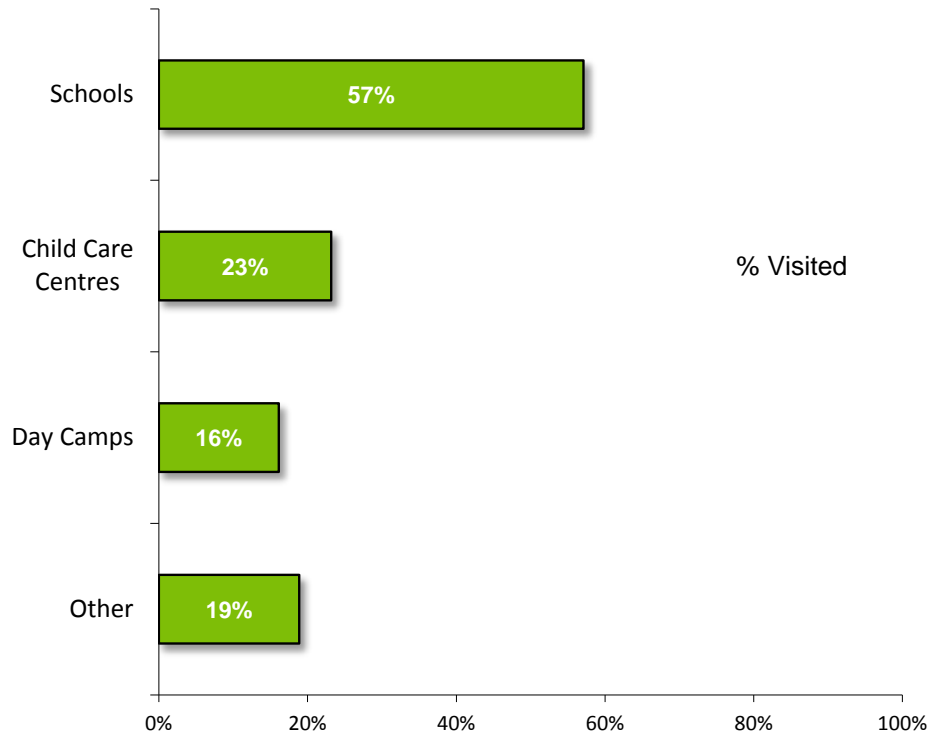
## Promotion of Program

### School and Daycare Visits by Library Staff

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.

Almost six in ten (57%) visited schools, 23% visited child care centres and 16% made visits to day camps. Almost one fifth of all libraries (19%) made visits to other locations to promote their program.

**Figure 10. School and Daycare Visits by Staff**



**Source:** Q3 Did any library staff promote the program at schools, day camps, child-care centres, or other locations (community/public housing projects/faith-based programs, etc.)? / How many of the libraries in your system made visits to promote the program at schools, day camps, child-care centres, or other locations (community/public housing projects/faith-based programs, etc.)?

The proportion of libraries who indicated their staff had made visits to schools was high in almost every region of the country. In NWT, Toronto, PEI, Manitoba, Alberta and Saskatchewan, more than 60% of libraries made visits to schools in their community. The rate was the lowest in the Yukon the two Quebec networks and the library in BC, where fewer than half of libraries made visits to schools. Visits to child care centres were the second most common type of promotional visit made, and were most common in NWT, Toronto, PEI and the Yukon.

**Figure 11. Promotional Visits by Staff By Region**

	Made Visits (%)			
	Schools	Child Care Centres	Day Camps	Other
<b>Atlantic</b>	<b>56%</b>	<b>19%</b>	<b>9%</b>	<b>13%</b>
Nfld. & Lab.	49%	18%	9%	20%
Nova Scotia	59%	7%	1%	1%
PEI	68%	56%	32%	20%
<b>Quebec</b>	<b>41%</b>	<b>15%</b>	<b>24%</b>	<b>14%</b>
ABPQ	37%	13%	22%	17%
Reseau Biblio	45%	17%	26%	11%
<b>Ontario</b>	<b>60%</b>	<b>28%</b>	<b>17%</b>	<b>19%</b>
SOLS	57%	20%	15%	16%
OLS-North	54%	37%	17%	18%
Toronto	90%	68%	26%	36%
<b>West</b>	<b>63%</b>	<b>22%</b>	<b>12%</b>	<b>24%</b>
Manitoba	65%	29%	9%	12%
Saskatchewan	62%	21%	5%	23%
Alberta	63%	21%	18%	29%
British Columbia	0%	0%	0%	100%
<b>Territories</b>	<b>63%</b>	<b>75%</b>	<b>33%</b>	<b>17%</b>
Yukon	25%	50%	0%	0%
NWT	100%	100%	67%	33%
Nunavut	-	-	-	-
<b>Overall</b>	<b>57%</b>	<b>23%</b>	<b>16%</b>	<b>19%</b>

**Source:** Q3 Did any library staff promote the program at schools, day camps, child-care centres, or other locations (community/public housing projects/faith-based programs, etc.)? / How many of the libraries in your system made visits to promote the program at schools, day camps, child-care centres, or other locations (community/public housing projects/faith-based programs, etc.)?

This table summarizes the percentage of library systems whose staff made promotional visits in 2015 and 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 were also responsible for the vast majority of the children reached by promotional visits with an average of around 80 children reached per visit.

**Figure 12. Promotional Visits by Staff by Location**

	Schools			Child Care Centres			Day Camps			Other Locations		
	School Visits (% Yes)	Total Visits	Children Attended	Childcare Visits (%)	Total Visits	Children Attended	Day Camp Visits (%)	Total Visits	Children Attended	Other Visits (%)	Total Visits	Children Attended
<b>Atlantic</b>	<b>56%</b>	<b>322</b>	<b>51,043</b>	<b>19%</b>	<b>57</b>	<b>1,367</b>	<b>9%</b>	<b>37</b>	<b>674</b>	<b>13%</b>	<b>50</b>	<b>508</b>
Nfld. & Lab.	49%	73	6,414	18%	23	696	9%	25	288	20%	44	309
Nova Scotia	59%	186	35,603	7%	5	130	1%	2	36	1%	1	40
PEI	68%	63	9,026	56%	29	541	32%	10	351	20%	5	159
<b>Quebec</b>	<b>41%</b>	<b>814</b>	<b>49,284</b>	<b>15%</b>	<b>113</b>	<b>2,274</b>	<b>24%</b>	<b>264</b>	<b>6,780</b>	<b>14%</b>	<b>224</b>	<b>9,257</b>
ABPQ	37%	578	36,911	13%	67	1,382	22%	176	4,897	17%	168	8,388
Reseau Biblio	45%	235	12,373	17%	46	893	26%	88	1,883	11%	55	870
<b>Ontario</b>	<b>60%</b>	<b>4,036</b>	<b>247,700</b>	<b>28%</b>	<b>609</b>	<b>13,620</b>	<b>17%</b>	<b>438</b>	<b>9,339</b>	<b>19%</b>	<b>434</b>	<b>13,357</b>
SOLS	57%	3064	202,618	20%	323	7,240	15%	281	7,227	16%	285	10,026
OLS-North	54%	185	7,583	37%	75	1,030	17%	108	679	18%	63	1,097
Toronto	90%	787	37,499	68%	211	5,350	26%	49	1,432	36%	86	2,234
<b>West</b>	<b>63%</b>	<b>1,852</b>	<b>219,193</b>	<b>22%</b>	<b>555</b>	<b>10,227</b>	<b>12%</b>	<b>139</b>	<b>3,252</b>	<b>24%</b>	<b>848</b>	<b>13,759</b>
Manitoba	65%	378	24,792	29%	45	677	9%	21	387	12%	45	1,314
Saskatchewan	62%	456	36,387	21%	82	904	5%	22	420	23%	155	4,510
Alberta	63%	1017	158,015	21%	427	8,646	18%	95	2,445	29%	647	7,856
British Columbia	0%	0	0	0%	0	0	0%	0	0	100%	1	80
<b>Territories</b>	<b>63%</b>	<b>36</b>	<b>770</b>	<b>75%</b>	<b>18</b>	<b>61</b>	<b>33%</b>	<b>20</b>	<b>185</b>	<b>17%</b>	<b>8</b>	<b>8</b>
Yukon	25%	3	25	50%	11	28	0%	0	0	0%	0	0
NWT	100%	33	745	100%	7	33	67%	20	185	33%	8	8
Nunavut	-	-	-	-	-	-	-	-	-	-	-	-
<b>Overall</b>	<b>57%</b>	<b>7,060</b>	<b>567,991</b>	<b>23%</b>	<b>1,352</b>	<b>27,548</b>	<b>16%</b>	<b>898</b>	<b>20,230</b>	<b>19%</b>	<b>1,565</b>	<b>36,889</b>
Average Attendance / Activity			<b>80</b>			<b>20</b>			<b>23</b>			<b>24</b>

**Source:** Q3 Did any library staff promote the program at schools, day camps, child-care centres, or other locations (community/public housing projects/faith-based programs, etc.)? / How many of the libraries in your system made visits to promote the program at schools, day camps, child-care centres, or other locations (community/public housing projects/faith-based programs, etc.)?

Before 2014, the specific number of individual libraries that made visits to schools, day camps and child care centres was never known precisely because systems were not asked what proportion of their libraries made visits, only whether any libraries in their system made promotional visits or not. That year the evaluation form included this information so more precise measurements were made for each type of visit. This method was carried forward in 2015.

In 2015, almost six in ten libraries across the country reported visiting a school (57%), which is similar to the proportion in 2014 (61%). With respect to both day camps and child care centres the proportion of libraries that made promotional visits in 2015 were virtually unchanged despite a decrease in the actual number of visits to day camps and an increase in visits to child care centres.

**Figure 13. Promotional Visits by Staff by Region (Tracking)**

	Schools				Child Care Centres				Day Camps			
	2015		2014		2015		2014		2015		2014	
	School Visits (% Yes)	Total Visits	School Visits (% Yes)	Total Visits	Childcare Visits (% Yes)	Total Visits	Childcare Visits (% Yes)	Total Visits	Day Camp Visits (% Yes)	Total Visits	Day Camp Visits (% Yes)	Total Visits
<b>Atlantic</b>	<b>56%</b>	<b>322</b>	<b>64%</b>	<b>332</b>	<b>19%</b>	<b>57</b>	<b>21%</b>	<b>62</b>	<b>9%</b>	<b>37</b>	<b>9%</b>	<b>45</b>
Nfld. & Lab.	49%	73	55%	95	18%	23	16%	37	9%	25	7%	28
Nova Scotia	59%	186	76%	173	7%	5	16%	10	1%	2	2%	1
PEI	68%	63	72%	64	56%	29	52%	15	32%	10	32%	16
<b>Quebec</b>	<b>41%</b>	<b>814</b>	<b>46%</b>	<b>901</b>	<b>15%</b>	<b>113</b>	<b>21%</b>	<b>149</b>	<b>24%</b>	<b>264</b>	<b>24%</b>	<b>638</b>
ABPQ	37%	578	45%	558	13%	67	16%	88	22%	176	25%	477
Reseau Biblio	45%	235	47%	343	17%	46	25%	61	26%	88	23%	161
<b>Ontario</b>	<b>60%</b>	<b>4,036</b>	<b>64%</b>	<b>4,529</b>	<b>28%</b>	<b>609</b>	<b>26%</b>	<b>560</b>	<b>17%</b>	<b>438</b>	<b>19%</b>	<b>398</b>
SOLS	57%	3,064	61%	3,235	20%	323	20%	289	15%	281	16%	238
OLS-North	54%	185	54%	227	37%	75	30%	54	17%	108	19%	82
Toronto	90%	787	90%	1,067	68%	211	64%	218	26%	49	35%	78
<b>West</b>	<b>63%</b>	<b>1,852</b>	<b>66%</b>	<b>3,109</b>	<b>22%</b>	<b>555</b>	<b>17%</b>	<b>165</b>	<b>12%</b>	<b>139</b>	<b>9%</b>	<b>156</b>
Manitoba	65%	378	65%	643	29%	45	29%	40	9%	21	9%	19
Saskatchewan	62%	456	58%	433	21%	82	13%	46	5%	22	5%	25
Alberta	63%	1,017	73%	2,032	21%	427	17%	80	18%	95	12%	111
British Columbia	0%	0	-	-	0%	0	-	-	0%	0	-	-
<b>Territories</b>	<b>63%</b>	<b>36</b>	<b>45%</b>	<b>19</b>	<b>75%</b>	<b>18</b>	<b>45%</b>	<b>13</b>	<b>33%</b>	<b>20</b>	<b>24%</b>	<b>7</b>
Yukon	25%	3	14%	7	50%	11	14%	2	0%	0	0%	0
NWT	100%	33	100%	12	100%	7	100%	11	67%	20	67%	7
Nunavut	-	-	-	-	-	-	-	-	-	-	-	-
<b>Overall</b>	<b>57%</b>	<b>7,060</b>	<b>61%</b>	<b>8,889</b>	<b>23%</b>	<b>1,352</b>	<b>22%</b>	<b>949</b>	<b>16%</b>	<b>898</b>	<b>16%</b>	<b>1,243</b>

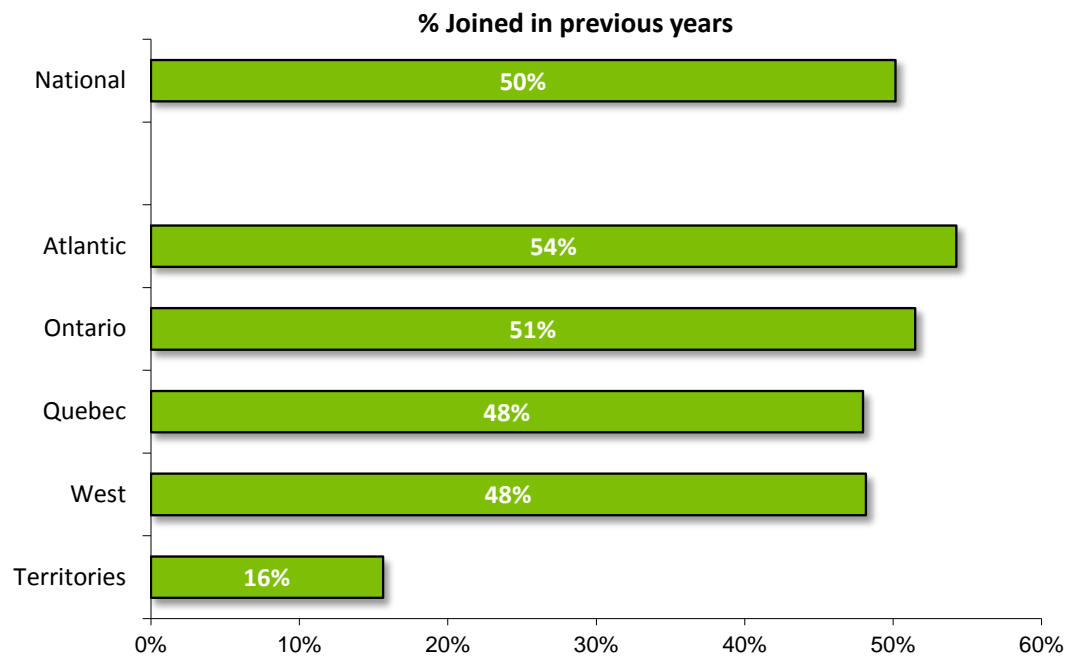
Source: Q3 Did any library staff promote the program at schools, day camps, child-care centres, or other locations (community/public housing projects/faith-based programs, etc.)? / How many of the libraries in your system made visits to promote the program at schools, day camps, child-care centres, or other locations (community/public housing projects/faith-based programs, etc.)?

## Previous Participation

In order to streamline the process of entering the data for each library/system, the question that asked how each of their registrants heard about the program was changed so that it asked only whether or not each registrant had joined in a previous year. In past years, the data which was gathered for this question was not provided for a large proportion of the libraries/systems that reported their data and extrapolations were always done in order to estimate what proportion of children who had found out about the program from each source. In 2014, the question of whether each child registering had participated in the past was changed to simply be a yes or no question during the registration process, and as a result, the numbers were available for virtually every library/system. While the results provided here are less detailed than in previous years, they are far more reliable.

Nationally, half of all registered children (50%) said that they had participated in previous years. Children in the Atlantic provinces were the most likely to say they had participated in the past (54%) with children in the Territories being the least likely to have been repeat participants (16%).

**Figures 14 & 15. Previous Participation By Region**





Region	Joined in previous years		New Registrants	
<b>Atlantic</b>	<b>9,211</b>	<b>54%</b>	<b>7,768</b>	<b>46%</b>
Nfld. & Lab.	1,170	48%	1,283	52%
Nova Scotia	7,353	58%	5,386	42%
PEI	688	39%	1,099	61%
<b>Quebec</b>	<b>22,653</b>	<b>48%</b>	<b>24,576</b>	<b>52%</b>
ABPQ	17,115	47%	19,229	53%
Reseau Biblio	5,538	51%	5,346	49%
<b>Ontario</b>	<b>82,075</b>	<b>51%</b>	<b>77,362</b>	<b>49%</b>
SOLS	65,110	56%	51,813	44%
OLS-North	2,691	61%	1,720	39%
Toronto	14,274	37%	23,828	63%
<b>West</b>	<b>40,810</b>	<b>48%</b>	<b>43,936</b>	<b>52%</b>
Manitoba	6,309	45%	7,676	55%
Saskatchewan	7,409	34%	14,559	66%
Alberta	27,017	56%	21,643	44%
British Columbia	75	57%	57	43%
<b>Territories</b>	<b>46</b>	<b>16%</b>	<b>250</b>	<b>84%</b>
Yukon	1	2%	76	98%
NWT	45	21%	173	79%
Nunavut	-	-	-	-
<b>Overall</b>	<b>154,796</b>	<b>50%</b>	<b>153,890</b>	<b>50%</b>

Source: Q4. 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?

The table below compares the responses received over the past two years. In every year since the project began, every child registering was asked whether they had participated in the past or not, but prior to 2014 they were also asked how they had heard about the program. The difference in approach to how this question was asked makes comparisons between the years before and after 2014 difficult so only the two most recent waves are included.

**Figure 16. Previous Participation By Region (Tracking)**

<b>% Joined in previous years</b>		
<b>Region</b>	<b>2015</b>	<b>2014</b>
<b>Atlantic</b>	<b>54%</b>	<b>58%</b>
Nfld. & Lab.	48%	49%
Nova Scotia	58%	62%
PEI	39%	50%
<b>Quebec</b>	<b>48%</b>	<b>50%</b>
ABPQ	47%	52%
Reseau Biblio	51%	47%
<b>Ontario</b>	<b>51%</b>	<b>47%</b>
SOLS	56%	49%
OLS-North	61%	62%
Toronto	37%	40%
<b>West</b>	<b>48%</b>	<b>57%</b>
Manitoba	45%	48%
Saskatchewan	34%	50%
Alberta	56%	62%
British Columbia	57%	-
<b>Territories</b>	<b>16%</b>	<b>39%</b>
Yukon	2%	40%
NWT	21%	38%
Nunavut	-	-
<b>Overall</b>	<b>50%</b>	<b>51%</b>

**Source: Q4. 2014 & 2015:** 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?

## Satisfaction and Suggestions

In 2013 changes to the satisfaction and suggestion section were made in order to streamline the process and lower the burden on library staff who are required to keep track of and enter a number of metrics. These changes involved switching 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’ (5) or ‘satisfied’ (4) and a lot of more nuanced differences might have been missed. A ten-point scale is also much more conducive to performing correlation and regression analysis – results of this analysis can be found at the end of the main report. Due to the changes made in 2013, direct comparisons can only be made with research done since that year and only in some instances.

In 2015, the Statistics and Evaluation Form was again updated to include questions asking about new elements in 2015, namely whether libraries created their own promotional materials and when libraries accessed resources from the Summer Reading Club website.

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 and directly compared to 2013 and 2014 data where possible, followed by the individual element scores, ranked by the proportion giving a score of 10 (unless otherwise noted). Libraries were also asked for their suggestions and comments in each section.

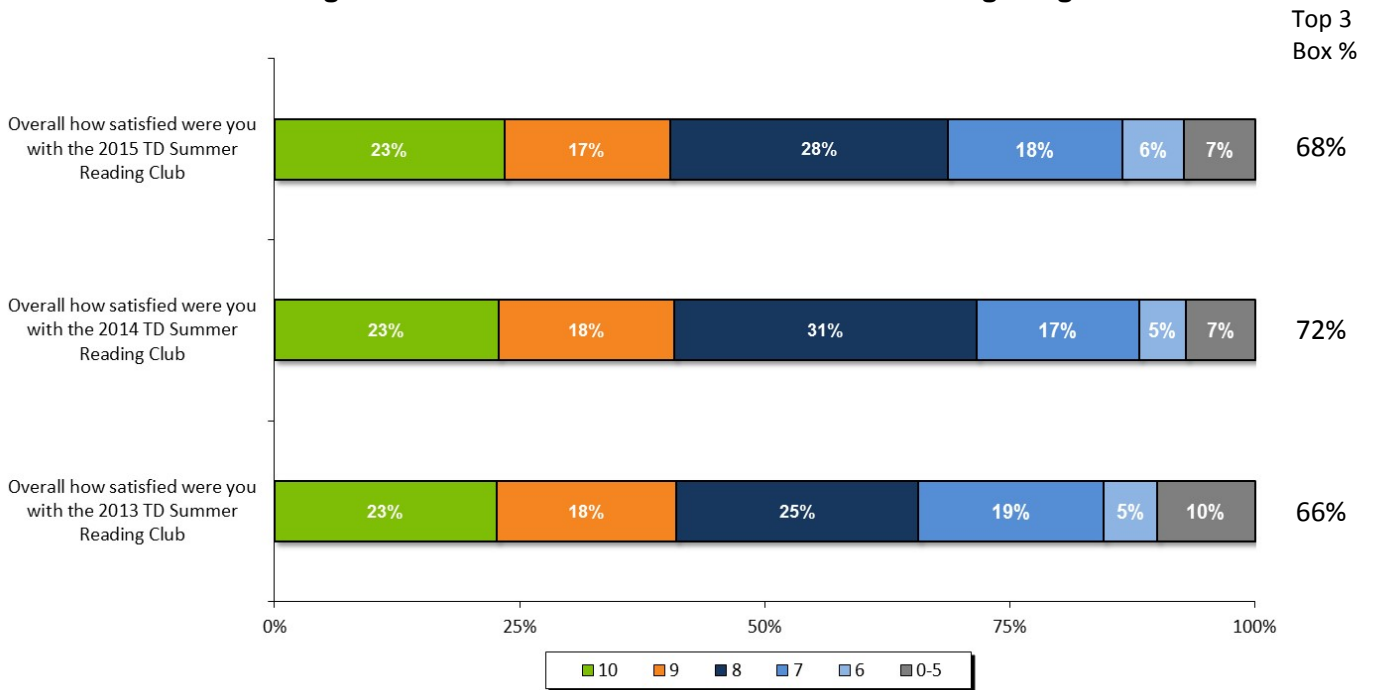
Please note that libraries that did not provide information for any given question are not considered in the percentages reported here so that each graph will sum to 100%.

## Overall Program Satisfaction

Individual overall satisfaction was asked as a stand-alone question for the first time in 2013 and was asked again in the same way this year.

Overall satisfaction has been remarkably consistent over time and was again high in 2015. Almost a quarter of libraries (23%) again gave the highest possible score (10) and the top three box satisfaction scores were only slightly lower at 68% compared to 72% in 2014. Again, less than one in ten (7%) were dissatisfied, giving scores of 0-5.

**Figure 17. Satisfaction With The Summer Reading Program Overall**



Source: Q5. Overall, how satisfied were you with the 2015/2014/2013 TD Summer Reading Club?

Satisfaction levels are compared across the regions in the table below by reporting the percentage of libraries in each region who gave a rating in the top three box (8-10). Overall satisfaction scores were high again in most regions, but there are some regional differences, and some scores have shifted since 2013.

The regions with the largest swings were Atlantic Canada, which saw a 12% decrease in top three box scores compared to 2014, and Ontario which saw a 6% decrease. Quebec had the highest satisfaction levels among every region in each of the last three years. In the same vein, the Territories have reported the lowest level of overall satisfaction in each of those years.

**Figure 18. Satisfaction With The Program Overall By Region (Tracking)**

Region	Overall Satisfaction (Top 3 Box)			
	2015 <i>Top 3 Box</i>	2014 <i>Top 3 Box</i>	2013 <i>Top 3 Box</i>	<i>Difference (2014 to 2015) %</i>
<b>Atlantic</b>	<b>63%</b>	<b>75%</b>	<b>55%</b>	<b>-12%</b>
Nfld. & Lab.	60%	61%	68%	-1%
Nova Scotia	54%	100%	29%	-46%
PEI	88%	75%	88%	13%
<b>Quebec</b>	<b>78%</b>	<b>77%</b>	<b>81%</b>	<b>2%</b>
ABPQ	77%	72%	72%	5%
Réseau Biblio	80%	81%	87%	-1%
<b>Ontario</b>	<b>69%</b>	<b>75%</b>	<b>68%</b>	<b>-6%</b>
SOLS	70%	75%	68%	-5%
OLS-North	73%	78%	79%	-4%
Toronto	58%	72%	57%	-14%
<b>West</b>	<b>64%</b>	<b>63%</b>	<b>57%</b>	<b>1%</b>
Manitoba	61%	68%	64%	-7%
Saskatchewan	65%	61%	49%	3%
Alberta	64%	62%	63%	2%
British Columbia	100%	-	-	-
<b>Territories</b>	<b>35%</b>	<b>39%</b>	<b>50%</b>	<b>-4%</b>
Yukon	67%	43%	67%	24%
NWT	0%	33%	50%	-33%
Nunavut	-	-	0%	-
<b>Total</b>	<b>68%</b>	<b>72%</b>	<b>66%</b>	<b>-3%</b>

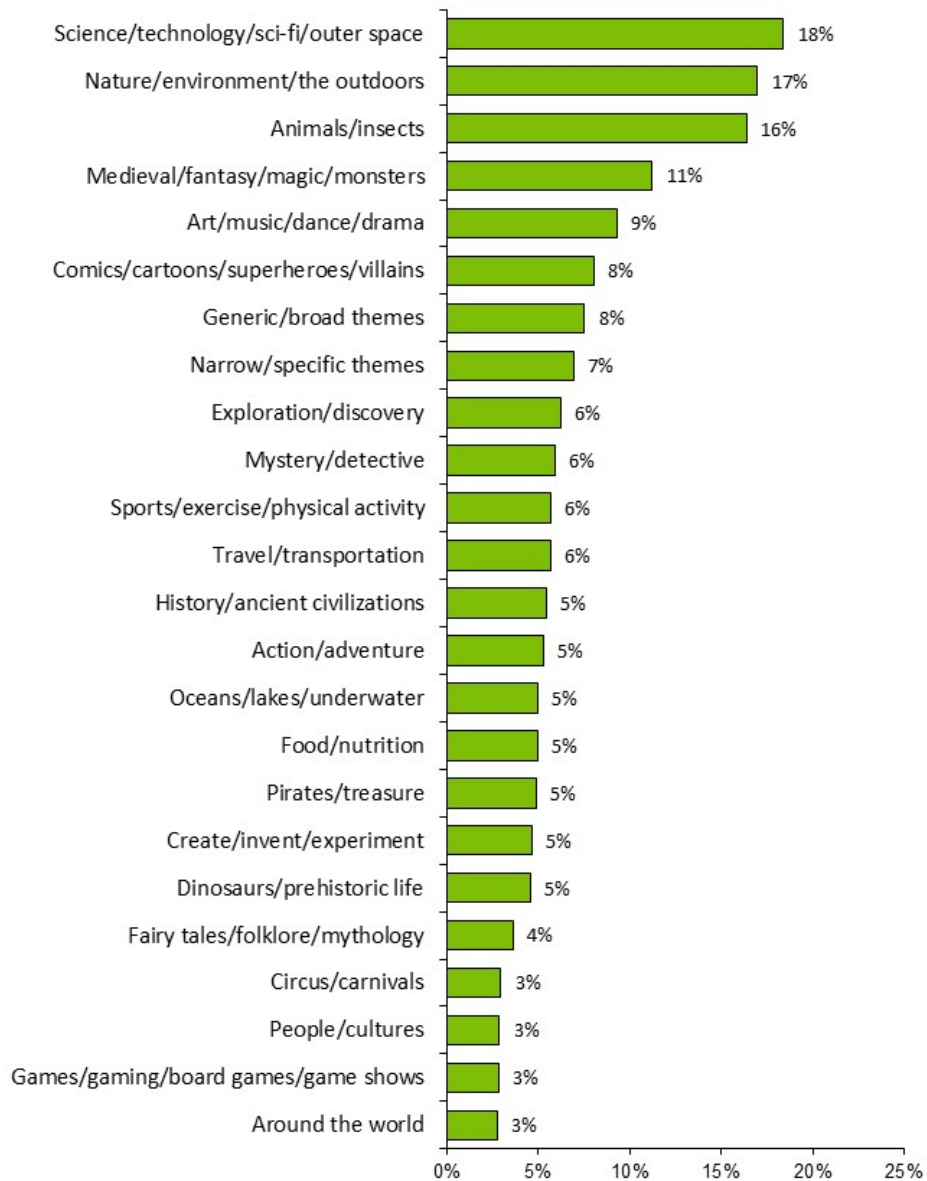
Source: Q5. Overall, how satisfied were you with the 2015/2014/2013 TD Summer Reading Club?

## Suggestions For Future Themes

Librarians were asked to provide suggestions for future themes. The most popular responses were for a science/technology/space theme (18%) and nature/environment/outdoors (17%). Other popular suggestions were animal/insect themes (16%) as well as medieval/fantasy/magic themes (11%) and art/music/dance/drama themes (9%).

The figure below presents the suggestions made by at least 3% of libraries in 2015.

**Figure 19. Suggestions For Future Themes**



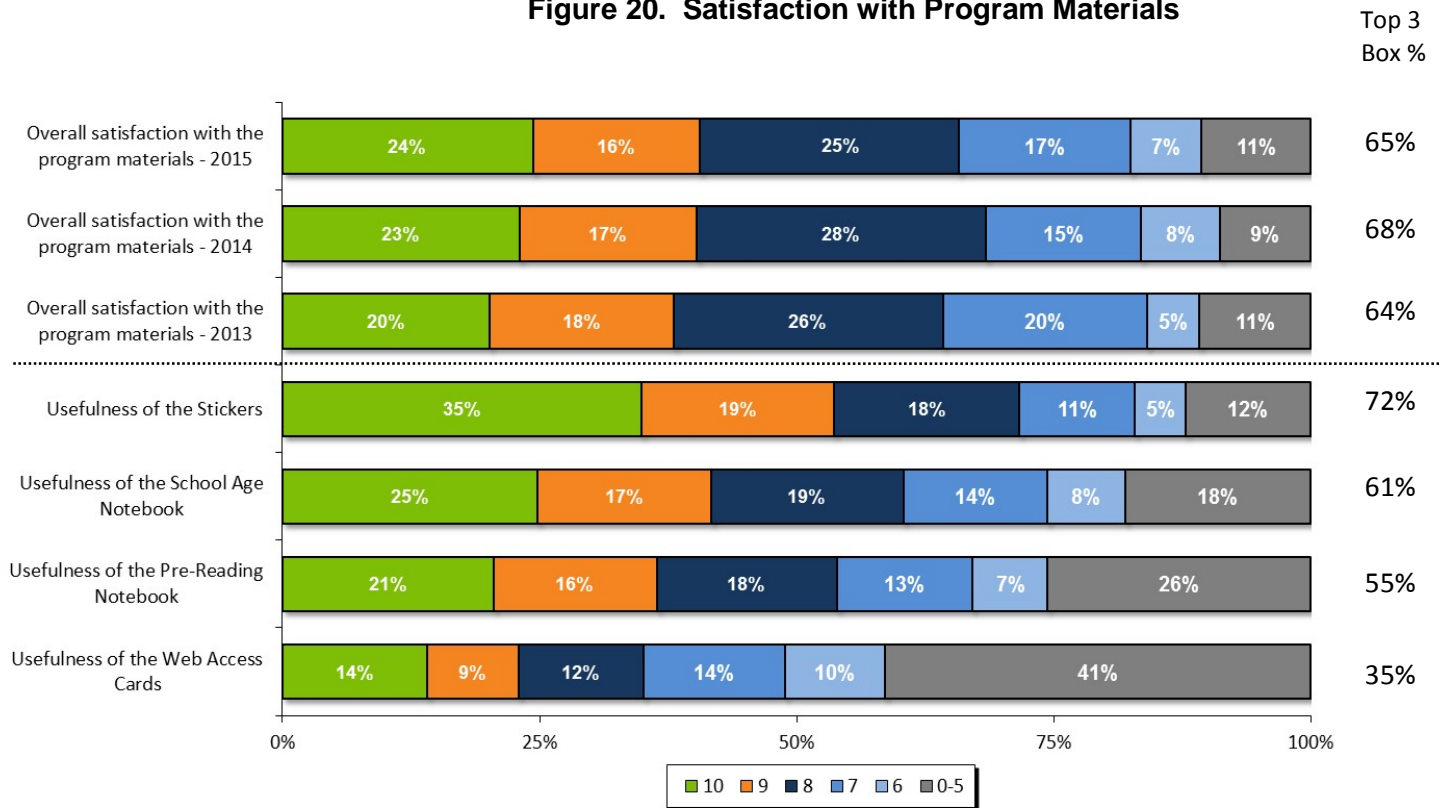
Source: Q5A. Do you have any suggestions for the program's future themes?

## Program Materials Satisfaction

Librarians were asked to rate their overall satisfaction with the program materials. Broadly speaking, the level of satisfaction with the materials was high in 2015. Comparing satisfaction with the materials across three years shows that satisfaction has been very consistent with roughly a quarter of all libraries (24%) giving the materials the highest possible score in 2015. When looking at the top three box scores, two thirds gave a score of 8 or higher in 2015 (65%).

In 2015, libraries were asked to rate the usefulness of the various program materials. Differences were noted among the materials with top three satisfaction box scores ranging from 72% to 35%. Libraries felt that the stickers were the most useful while the new web access cards were the least useful with 41% giving a score of 5 or lower on this question. In between these two extremes, six in ten gave a top three usefulness score for the school age notebook and 54% did for the pre-reading notebook.

**Figure 20. Satisfaction with Program Materials**



Source: Q6/Q7. Program Materials Satisfaction Questions.

The stickers were deemed the most useful by every region. Quebec was the region most satisfied with the program materials altogether and the West and Territories were the least satisfied. Ontario and Atlantic Canada gave scores that were between those two extremes. It should be noted that the scores given for Quebec have traditionally been higher than in the rest of the country for all measures in previous years as well.

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

**Figure 21. Satisfaction with Program Materials by Region  
Top 3 Box Scores**

Region	Program Material (Top 3 Box)				
	Satisfaction With Program Materials <i>Top 3 Box</i>	Usefulness of the School Age Notebook <i>Top 3 Box</i>	Usefulness of the Pre-Reading Notebook <i>Top 3 Box</i>	Usefulness of the Web Access Cards <i>Top 3 Box</i>	Usefulness of the Stickers <i>Top 3 Box</i>
<b>Atlantic</b>	<b>67%</b>	<b>61%</b>	<b>52%</b>	<b>43%</b>	<b>67%</b>
Nfld. & Lab.	62%	52%	49%	48%	64%
Nova Scotia	69%	74%	54%	26%	66%
PEI	80%	79%	59%	46%	79%
<b>Quebec</b>	<b>75%</b>	<b>71%</b>	<b>64%</b>	<b>51%</b>	<b>84%</b>
ABPQ	76%	73%	63%	39%	89%
Reseau Biblio	74%	71%	65%	62%	81%
<b>Ontario</b>	<b>65%</b>	<b>61%</b>	<b>54%</b>	<b>27%</b>	<b>73%</b>
SOLS	69%	61%	54%	26%	74%
OLS-North	60%	65%	61%	30%	74%
Toronto	45%	54%	44%	25%	68%
<b>West</b>	<b>61%</b>	<b>52%</b>	<b>48%</b>	<b>34%</b>	<b>62%</b>
Manitoba	58%	43%	37%	35%	70%
Saskatchewan	63%	60%	55%	42%	61%
Alberta	60%	47%	44%	25%	61%
British Columbia	100%	100%	100%	0%	0%
<b>Territories</b>	<b>62%</b>	<b>48%</b>	<b>62%</b>	<b>39%</b>	<b>100%</b>
Yukon	100%	67%	100%	50%	100%
NWT	33%	33%	33%	33%	100%
Nunavut	-	-	-	-	-
<b>Overall</b>	<b>66%</b>	<b>61%</b>	<b>55%</b>	<b>35%</b>	<b>72%</b>

Source: Q6/Q7. 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 single most popular response provided by librarians was to provide more age appropriate materials or to simplify them for younger children (16%). A sizeable proportion of librarians also suggested improvements to the notebook or suggested that it was too plain/ordinary (15%). Other common suggestions were to improve/provide more stickers/more variety/better formatting, mentioning a lack of interest/use of web access cards, that stickers were a good idea/popular, and to include more space in passport (9% each). Suggestions that the web access card should be included in the notebook or that some readers lost their cards were also fairly common (8%).

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

**Figure 22. Suggestions For Improving The Program Material**

<u>Improvements for the Content of the Material for Future Programs</u>	<u>2015</u>
More age appropriate/simplify for younger children	16%
Improve notebook/notebook was too plain/ordinary	15%
Improve/provide more stickers/more variety/better formatting	9%
Lack of interest/use of web access cards/some readers do not have internet access	9%
Stickers were a good idea/popular	9%
Include more space in passport	9%
Web access codes should be included in notebooks/not printed separately/readers lost cards	8%
Passports were a good idea/children liked them	7%
Improve posters/different sizes	6%
Satisfied/no suggestions	6%
More activities/games	6%
Fortune teller was a good idea/popular	5%
Poor participation/some participants don't bring in notebooks/didn't return reading logs	5%
Web access cards/codes were confusing/problematic	4%
More pre-reading activities/booklet specific	4%
Available earlier in the year	3%
More colourful art/visually appealing/eye-catching	3%
Passports should be simpler/more user friendly/less confusing	3%
Stickers were not popular/had many stickers left over	3%
Dislike the art style	2%
Improve magazines/de-clutter/too wordy	2%
Improve computer/online aspect	2%
Improve bilingualism/have separate English/French editions	2%
Provide a designated spot for stickers/children were uncertain where to apply stickers	2%
Other	33%
Don't know/refused	2%

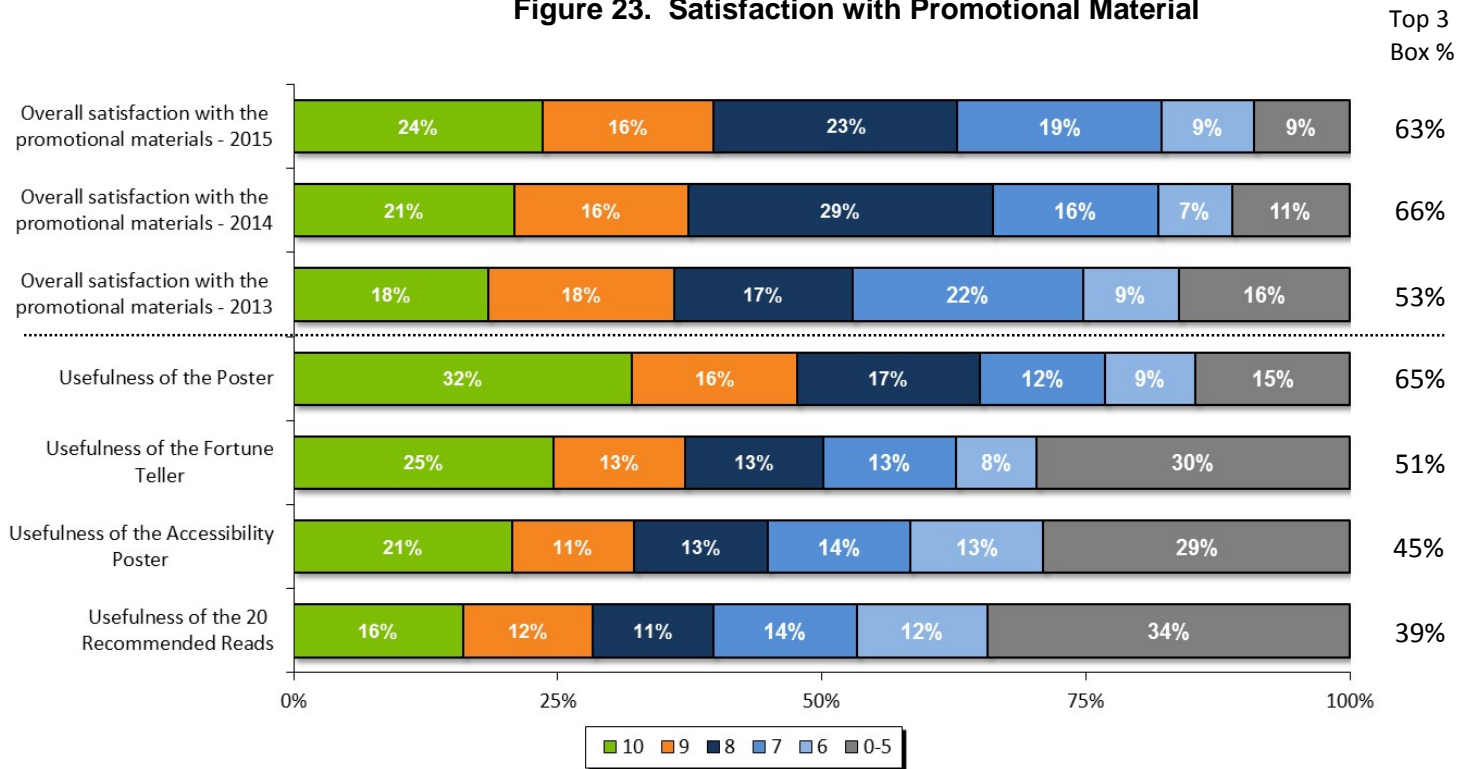
Source: Q7A. Do you have any suggestions on how to improve the content of the material for future programs?

## Promotional Materials Satisfaction

Libraries also rated their level of satisfaction with the promotional materials that they received from LAC. Overall, satisfaction with the promotional materials was similar to that of the programming materials with just shy of two thirds (63%) giving a top three box satisfaction score. It is clear that the promotional materials in both 2014 and 2015 were much more popular than those of 2013.

Librarians were also asked to rate the usefulness of the various promotional materials as well. The poster was far better received with almost a third (32%) rating their satisfaction at the highest level possible and almost two thirds (65%) giving a score of 8 or higher. The other three materials were not considered as useful with half of all librarians (51%) giving a top three usefulness score for the fortune teller, 45% for the accessibility poster and 39% for the recommended reads.

**Figure 23. Satisfaction with Promotional Material**



Source: Q8/Q10. Promotional Materials Satisfaction/Usefulness Questions.

The regional satisfaction scores for the promotional materials were broadly similar to those of the program materials with Quebec libraries again giving the highest scores. In this case, however, Ontario is the region which gave the lowest scores. Ontario rated each of the four promotional materials at or below the national average, with the recommended reads getting the lowest score. Overall, the poster was the best received material in virtually every region. Besides being generally lower, 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 24. Satisfaction with Promotional Materials by Region  
Top 3 Box Scores**

Region	Promotional Materials (Top 3 Box)				
	Satisfaction with the Promotional Materials <i>Top 3 Box</i>	Usefulness of the Fortune Teller <i>Top 3 Box</i>	Usefulness of the 20 Recommended Reads <i>Top 3 Box</i>	Usefulness of the Poster <i>Top 3 Box</i>	Usefulness of the Accessibility Poster <i>Top 3 Box</i>
<b>Atlantic</b>	<b>60%</b>	<b>43%</b>	<b>37%</b>	<b>61%</b>	<b>52%</b>
Nfld. & Lab.	57%	35%	40%	60%	58%
Nova Scotia	49%	52%	21%	52%	32%
PEI	88%	60%	52%	80%	58%
<b>Quebec</b>	<b>79%</b>	<b>63%</b>	<b>53%</b>	<b>82%</b>	<b>62%</b>
ABPQ	79%	63%	54%	81%	52%
Reseau Biblio	78%	64%	51%	83%	71%
<b>Ontario</b>	<b>57%</b>	<b>50%</b>	<b>37%</b>	<b>57%</b>	<b>34%</b>
SOLS	60%	47%	36%	58%	34%
OLS-North	49%	69%	65%	56%	44%
Toronto	46%	54%	20%	54%	30%
<b>West</b>	<b>60%</b>	<b>43%</b>	<b>35%</b>	<b>66%</b>	<b>46%</b>
Manitoba	64%	59%	38%	71%	39%
Saskatchewan	57%	40%	38%	63%	49%
Alberta	63%	40%	30%	68%	44%
British Columbia	100%	0%	100%	100%	100%
<b>Territories</b>	<b>81%</b>	<b>22%</b>	<b>20%</b>	<b>20%</b>	<b>20%</b>
Yukon	100%	0%	100%	100%	100%
NWT	67%	33%	0%	0%	0%
Nunavut	-	-	-	-	-
<b>Overall</b>	<b>63%</b>	<b>51%</b>	<b>39%</b>	<b>65%</b>	<b>45%</b>

Source: Q8/Q10. Promotional Materials Satisfaction/Usefulness Questions.

Librarians were invited to provide comments on the promotional materials provided by LAC. Although only half of librarians gave it a top three score when asked to provide a specific score, a quarter of the librarians actually mentioned the fortune teller positively (25%). Around a tenth of all libraries suggested providing more blank space on the posters while 9% actually commented on how eye-catching and colourful the poster was. Seven percent of all libraries mentioned that the fortune teller was not user friendly or was difficult to fold.

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

**Figure 25. Suggestions For Promotional Material**

<b>Comments On 2015 Promotional Materials</b>	<b>2015</b>
Children liked the fortune teller/was popular/effective	25%
Include blank space for library specific information on posters/too glossy to stamp info	10%
Poster was bright/eye catching/colourful	9%
Problems using Fortune Teller/not user friendly/difficult to fold	7%
Promotional material was helpful/effective	6%
More colourful art/visually appealing/eye-catching	6%
<i>Satisfied/no suggestions</i>	5%
Prefer smaller size/flyers/bookmarks rather than posters	5%
Did not receive enough promotional material	5%
Good graphics/illustrations	4%
Materials were not useful/not necessary/no significant impact	4%
Lack of information	4%
Bigger flyer/poster	3%
Keep it simple/child-friendly	3%
Did not receive promotional material in a timely fashion	2%
Dislike the art style	2%
Lack of relevance/relation to theme/reading programs	2%
Good size	2%
Received too much material/did not have room for all material	2%
Too busy	2%
Other	44%
Don't know/refused	3%

Source: Q10A. Do you have any comments on the promotional materials?

## Creating Own Promotional Material

In 2015, every library was asked for the first time whether they created their own promotional material for their program. Overall, just over half (51%) of libraries did create their own material. There were a number of regions where library-specific material was far less common such as Reseau Biblio (21%), Newfoundland & Labrador (31%), Saskatchewan (36%), and the Territories (29%).

**Figure 26. Creation Of Promotional Material**

Region	Libraries Create Own Promotional Materials?
	% Yes
<b>Atlantic</b>	<b>41%</b>
Nfld. & Lab.	31%
Nova Scotia	67%
PEI	48%
<b>Quebec</b>	<b>42%</b>
ABPQ	64%
Reseau Biblio	21%
<b>Ontario</b>	<b>58%</b>
SOLS	59%
OLS-North	48%
Toronto	64%
<b>West</b>	<b>49%</b>
Manitoba	49%
Saskatchewan	36%
Alberta	64%
British Columbia	100%
<b>Territories</b>	<b>29%</b>
Yukon	25%
NWT	33%
Nunavut	-
<b>Overall</b>	<b>51%</b>

Source: Q9A. Do libraries from your system create their own promotional materials for the program?

The libraries that did create their own promotional material were asked to provide examples of the sort of materials they created. The most common type was banners/buntings which was created by almost four in ten of these libraries. The other extremely common example was bookmarks, which were created by a third of these libraries. Other examples were bulletin/display boards (15%), calendars/schedules (13%), custom notebooks/passports (10%), and other flyers/brochures for the program or games/competitions (9% each).

**Figure 27. Examples of Created Promotional Material**

<b>Examples of promotional material libraries have created</b>	<b>2015</b>
Banners/buntings	38%
Bookmarks	33%
Bulletin/display board	15%
Calendars/schedules	13%
Custom notebooks/passports/reading trackers	10%
Flyers/brochures/pamphlets	9%
Games/challenges/contests/competitions	9%
Newsletters	8%
Postcards	7%
Posters/signs	3%
Took out an ad/notice in newspaper/community bulletin	3%
Tree installation	2%
Website/social media	1%
Other	36%
Don't know/refused	2%

Source: Q9C. Please give examples of what you/these libraries have created.

## Satisfaction With Web Content For Children

In 2015, every library was again asked whether they actually consulted the children’s website in the course of running their Summer Reading Club. Again in 2015, almost four in five libraries said they did consult the children’s website (79%). There was some regional variation, with Quebec libraries less likely to have consulted the website than most other regions (as well as being less likely to have than they were last year). The Atlantic Provinces were again the most likely to have consulted the site.

**Figure 28. Usage Of Children’s Website By Region**

	Libraries Consulted the Children's Web Site?	
	2015	2014
<b>Atlantic</b>	<b>88%</b>	<b>88%</b>
Nfld. & Lab.	86%	85%
Nova Scotia	86%	89%
PEI	96%	95%
<b>Quebec</b>	<b>72%</b>	<b>78%</b>
ABPQ	71%	100%
Reseau Biblio	74%	73%
<b>Ontario</b>	<b>79%</b>	<b>81%</b>
SOLS	75%	79%
OLS-North	84%	87%
Toronto	95%	85%
<b>West</b>	<b>81%</b>	<b>75%</b>
Manitoba	86%	81%
Saskatchewan	82%	74%
Alberta	79%	75%
British Columbia	100%	-
<b>Territories</b>	<b>42%</b>	<b>82%</b>
Yukon	50%	71%
NWT	33%	100%
Nunavut	-	-
<b>Overall</b>	<b>79%</b>	<b>79%</b>

Source: Q11. Did you consult the Children’s website in 2014/15?

The libraries that did not consult the children’s website were asked to explain why they did not. The main reason given was that they were too busy or just did not think to (45%). Many of these librarians said that they did not feel the children’s website was necessary for them or they used other resources (13%). Almost one in ten librarians said that they had no, or limited, access to computers/internet (8%) or felt that the content did not seem relevant/suited to participants (7%).

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

**Figure 29. Reasons For Not Using The Children’s Website**

<u>Why Did You Not Consult the Children's Website?</u>	<u>2015</u>
Too busy/didn't have time/forgot/didn't think about it	45%
Not necessary/didn't feel the need/visited other websites/used other resources	13%
Limited/no access to computers/internet	8%
Website content didn't seem relevant/not suited to age group of participants	7%
Website wasn't ready/didn't launch early enough to incorporate it into our program	5%
Discouraged computer use/parents preferred to have children engaged in non-computer related activities	5%
Lack of interest/children preferred offline activities	5%
Consulted the staff/librarian website instead	5%
Consulted the website previously/in past years	4%
Lack of awareness about the children's website/what kind of content it included	4%
Insufficient children enrolling in program/visiting the library	2%
We promoted the website but did not visit it this year	2%
Other	19%
Don't know/refused	3%

*Source: Q11A. Please explain why you did not consult the children’s website and what resources would make you more likely to visit the site in future years?*

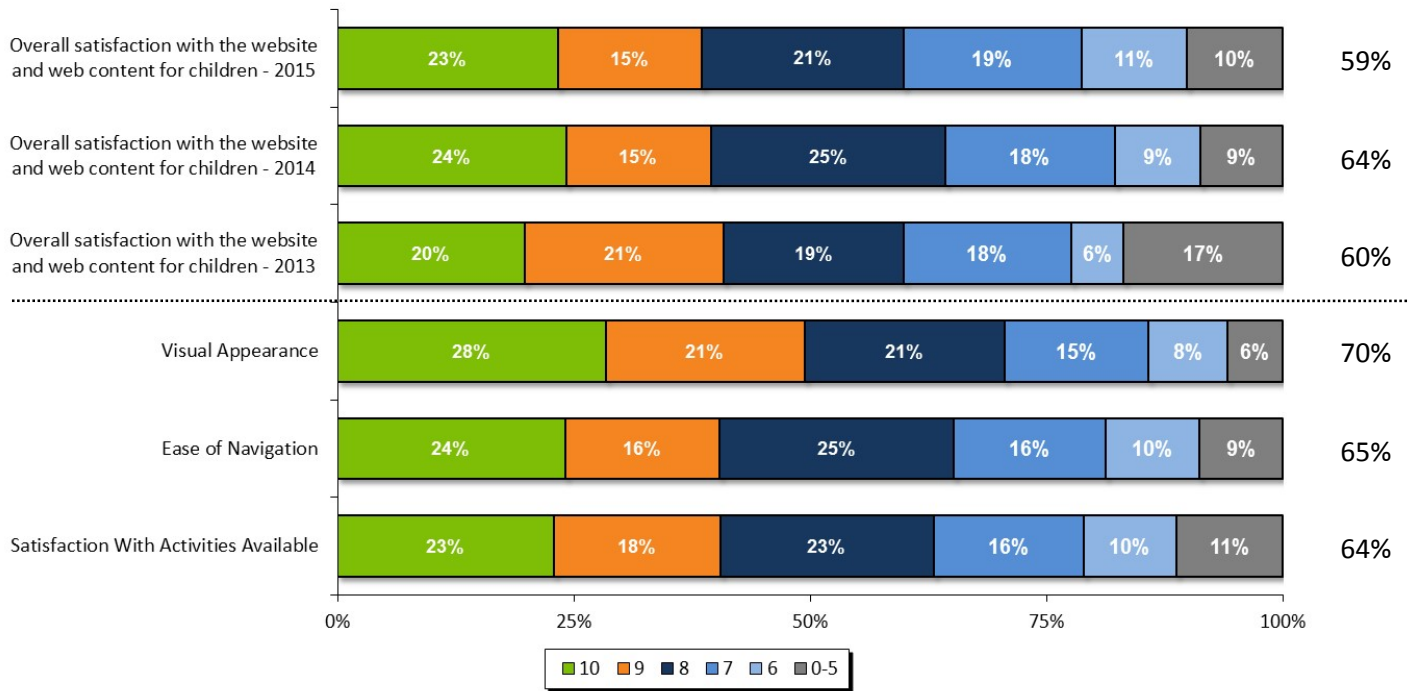


Libraries who had used the children’s website were asked to rate their level of satisfaction with the web content available to children. Overall satisfaction with the content was slightly lower in 2015 than it was in 2014 and is very similar to the level seen in 2013. Almost a quarter again gave the highest possible score (23%) and almost three in five gave a score of 8 or higher (59%).

Among the librarians who did visit the children’s website in 2015, the scores for the various elements were high overall. The visual appearance of the website was rated especially highly with more than a quarter of all respondents giving the highest possible satisfaction score (28%) and seven in ten (70%) giving a score of 8 or higher. There was slightly less satisfaction with the ease of navigating the website and with the activities available on the children’s website (top three box scores of 65% and 64% respectively).

**Figure 30. Satisfaction with Web Content For Children**

Top 3  
Box %



Source: Q12. Web Content For Children Satisfaction Questions.

As with the other areas of satisfaction, Quebec gave the highest scores (outside of the Territories, which had very small sample sizes) for the children’s web content with the Atlantic Provinces consistently giving the second highest levels. The visual appearance of the website was the highest scoring element of the children’s website.

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

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

	Web Content For Children (Top 3 Box)			
	Satisfaction with the Website/Content for Children <i>Top 3 Box</i>	Children's Website: Ease of Navigation <i>Top 3 Box</i>	Children's Website: Visual Appearance <i>Top 3 Box</i>	Children's Website: Activities Available <i>Top 3 Box</i>
<b>Atlantic</b>	<b>63%</b>	<b>68%</b>	<b>72%</b>	<b>68%</b>
Nfld. & Lab.	64%	69%	72%	68%
Nova Scotia	52%	56%	61%	57%
PEI	71%	79%	88%	83%
<b>Quebec</b>	<b>73%</b>	<b>80%</b>	<b>83%</b>	<b>79%</b>
ABPQ	68%	83%	85%	80%
Reseau Biblio	77%	77%	81%	79%
<b>Ontario</b>	<b>56%</b>	<b>63%</b>	<b>68%</b>	<b>57%</b>
SOLS	58%	64%	67%	57%
OLS-North	55%	70%	70%	65%
Toronto	48%	57%	69%	54%
<b>West</b>	<b>56%</b>	<b>58%</b>	<b>67%</b>	<b>59%</b>
Manitoba	51%	59%	66%	56%
Saskatchewan	54%	55%	63%	59%
Alberta	59%	62%	70%	61%
British Columbia	100%	100%	100%	100%
<b>Territories</b>	<b>100%</b>	<b>100%</b>	<b>100%</b>	<b>100%</b>
Yukon	100%	100%	100%	100%
NWT	100%	100%	100%	100%
Nunavut	-	-	-	-
<b>Overall</b>	<b>59%</b>	<b>65%</b>	<b>70%</b>	<b>64%</b>

Source: Q12. Web Content For Children Satisfaction Questions.

Librarians were also asked whether they promoted or made reference to the children’s website in their programming for the 2015 TD Summer Reading Club. Overall, 80% of libraries did promote the children’s website, a 10-point increase over 2014 when 70% promoted it. Promotion was again most likely to happen in the Atlantic Provinces and Quebec, and least likely to have happened in the Territories. The proportion of libraries that promoted the children’s website was at least 50% in every province.

**Figure 32. Promotion Of The Children’s Website By Region**

	Libraries Promote/Reference the Website in Programming?	
	2015	2014
<b>Atlantic</b>	<b>84%</b>	<b>76%</b>
Nfld. & Lab.	86%	87%
Nova Scotia	71%	48%
PEI	96%	95%
<b>Quebec</b>	<b>83%</b>	<b>76%</b>
ABPQ	80%	100%
Reseau Biblio	86%	71%
<b>Ontario</b>	<b>79%</b>	<b>70%</b>
SOLS	76%	67%
OLS-North	83%	70%
Toronto	87%	89%
<b>West</b>	<b>79%</b>	<b>64%</b>
Manitoba	87%	78%
Saskatchewan	84%	57%
Alberta	71%	66%
British Columbia	100%	-
<b>Territories</b>	<b>75%</b>	<b>53%</b>
Yukon	50%	67%
NWT	100%	33%
Nunavut	-	-
<b>Overall</b>	<b>80%</b>	<b>70%</b>

Source: Q13. Did you promote or make reference to the website in any of your programming for the 2015 TD Summer Reading Club?

The librarians who said that they did not promote or make reference to the children’s website were asked why they did not. By far the most common reason given was that the librarian was too busy and did not have the time (26%). One in five of these librarians said that they had limited or not access to internet (20%). Another common reason was that computer use was discouraged either by the librarians or parents (17%). Overall, the reasons for not promoting the children’s website were very similar to the reasons for not accessing it.

**Figure 33. Reasons For Not Promoting The Children’s Website**

<u>Why Did You Not Promote the Children's Website?</u>	<u>2015</u>
Too busy/didn't have time/forgot/didn't think about it	26%
Limited/no access to computers/internet	20%
Discouraged computer use/parents preferred to have children engaged in non-computer related activities	17%
Not necessary/didn't feel the need/visited other websites/used other resources	7%
Insufficient children enrolling in program/visiting the library	7%
Promoted it only on registration day/not during program/just mentioned it to parents	7%
Lack of interest/children preferred offline activities	6%
Website content didn't seem relevant/not suited to age group of participants	6%
Lack of awareness about the children's website/what kind of content it included	4%
Website wasn't ready/didn't launch early enough to incorporate it into our program	3%
Need information about website earlier in the year to be able to prepare/plan ahead	2%
Poor layout/web site is difficult to navigate	2%
Incentives would encourage visiting the website	2%
Other	27%
Don't know/refused	4%

**Source:** Q13A. Please explain why you did not promote or make reference to the children’s website and what would make you more likely to use it in promoting the TD Summer Reading Club in future years?

Librarians were also asked for suggestions of how to improve the children’s website. The largest single group, representing almost a third (31%) of respondents said they did not have any suggestions to offer. Among those who did, the most common suggestion was to have a larger variety of games available (14%) and to improve the navigation on the site to make it more child friendly (9%). Increased interactivity (8%) was also mentioned.

**Figure 34. Suggestions For The Children’s Website**

Suggestions on how to improve the web content for children?	2015
<i>Satisfied/no suggestions</i>	31%
More/larger variety of games	14%
Improve navigation/more child-friendly	9%
Increase interactivity	8%
Lack of interest in online activities/prefer to focus away from online activities	4%
More diversity in age related content	4%
Available earlier in the year	4%
Better/more engaging art/graphics/sound	3%
More contests/challenges/prizes available	3%
Improve promotion of reading	2%
Other	32%
Don't know/refused	6%

Source: Q13B. Do you have any suggestions on how to improve the web content for children?

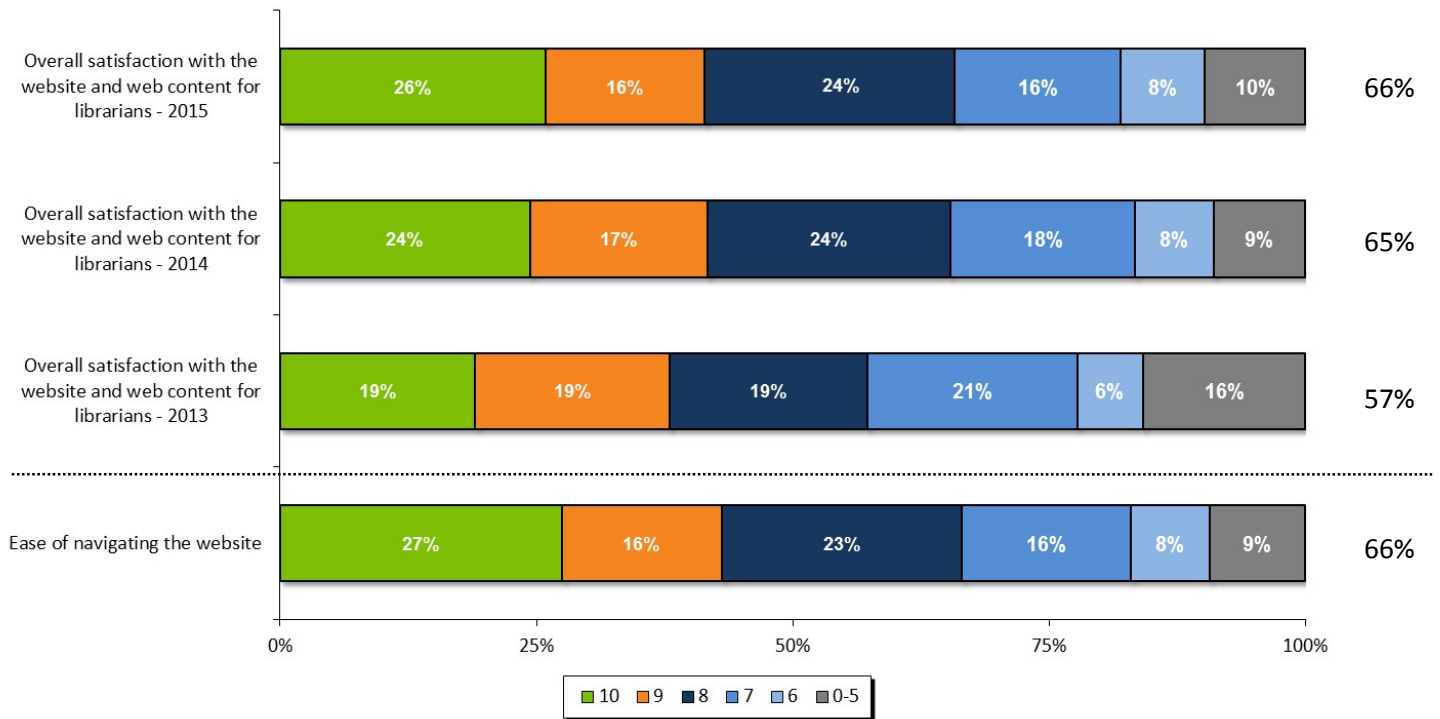
## Satisfaction With Web Content For Librarians

As in the past two years, libraries were asked to rate their level of satisfaction with the web content available to them on the librarians’ website. The levels of satisfaction in 2015 were higher than in the previous years, whether looking at the top box score (26% to 24% and 19%) or the top three box satisfaction score (66% to 65% and 57%).

The only element of the web content for librarians which was measured was the ease of navigating the website. The level of satisfaction with the navigation of the website closely mirrored the overall satisfaction with the site itself. More than a quarter of respondents (27%) gave the highest possible satisfaction score and two thirds (66%) gave a score of 8 or higher.

**Figure 35. Satisfaction with Web Content For Librarians**

Top 3  
Box %



Source: Q14. Web Content For Librarians Satisfaction Questions.

As with the other modules, Quebec was the most satisfied with the content on the librarians' website, with satisfaction scores being much lower for libraries in the West and Territories. PEI, Reseau Biblio, BC and Yukon had the highest overall satisfaction scores in the country. It should also be noted that the scores for the ease of navigating the website closely mirror those for the website overall.

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

**Figure 36. Satisfaction with Web Content For Librarians by Region  
Top 3 Box Scores**

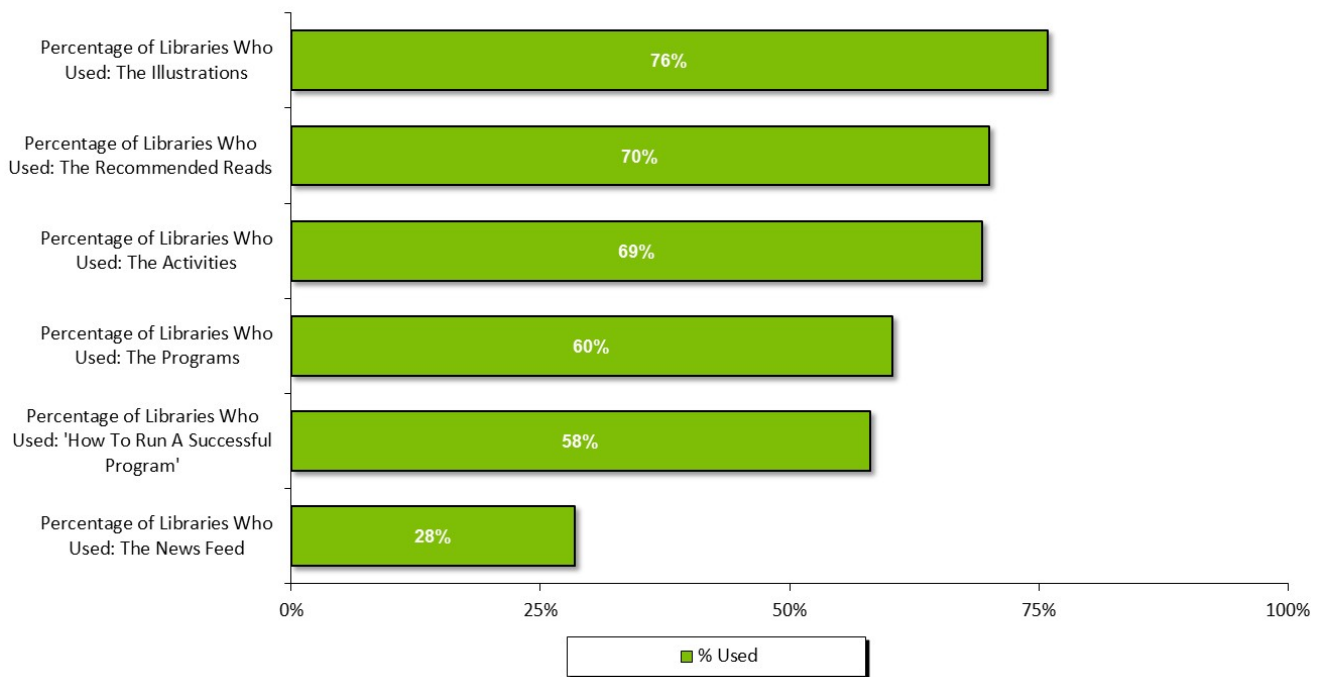
Region	Web Content For Librarians (Top 3 Box)	
	Overall Satisfaction With Librarians' Website Top 3 Box	Librarians' Website: Ease of Navigation Top 3 Box
<b>Atlantic</b>	<b>64%</b>	<b>63%</b>
Nfld. & Lab.	61%	64%
Nova Scotia	61%	56%
PEI	76%	72%
<b>Quebec</b>	<b>79%</b>	<b>76%</b>
ABPQ	83%	80%
Reseau Biblio	76%	72%
<b>Ontario</b>	<b>64%</b>	<b>66%</b>
SOLS	65%	67%
OLS-North	67%	73%
Toronto	58%	56%
<b>West</b>	<b>60%</b>	<b>63%</b>
Manitoba	69%	64%
Saskatchewan	61%	62%
Alberta	57%	63%
British Columbia	100%	100%
<b>Territories</b>	<b>62%</b>	<b>43%</b>
Yukon	100%	100%
NWT	33%	0%
Nunavut	-	-
<b>Overall</b>	<b>66%</b>	<b>66%</b>

Source: Q14. Web Content For Librarians Satisfaction Questions.

In 2015 the questions which asked about which librarian resources were used, and satisfaction with these, were asked of those who ran their program in English and those who ran them in French. Although this split closely mirrors the split between Quebec and the rest of Canada, there were a handful of libraries outside of Quebec that ran their program in French and some within Quebec (all in the ABPQ) who ran their program in English. The section begins by discussing only those libraries that ran their program in English before examining those who ran it in French.

Librarians were asked specifically which of the resources that were available to them were actually used in running their TD Summer Reading Club in 2015. Among libraries that ran their program in English, the illustrations were the only resources used by three quarters (76%) of all libraries. The recommended reads and the activities were both used by seven in ten libraries (70% and 69% respectively). The programs and the 'How To Run a Successful Program' were slightly less popular with 60% and 58% using these resources respectively. Only around a quarter of all libraries made use of the news feed offering (28%).

**Figure 37. Usage of Librarian Web Resources (English)**



**Source:** Q15. Please identify which of the resources on the Librarians' website you used and, for each resource that you did use, please give your level of satisfaction with it.



There were no clear regional patterns with regard to librarian usage of English web resources. Although the actual rate of usage varies from region to region, there are few cases where a resource was used in one region more or less than others. Generally speaking, libraries in Atlantic Canada and Ontario were more likely to have used all of the resources available except the illustrations. Similarly, the Territories were less likely to have made use of most of the resources than the other regions.

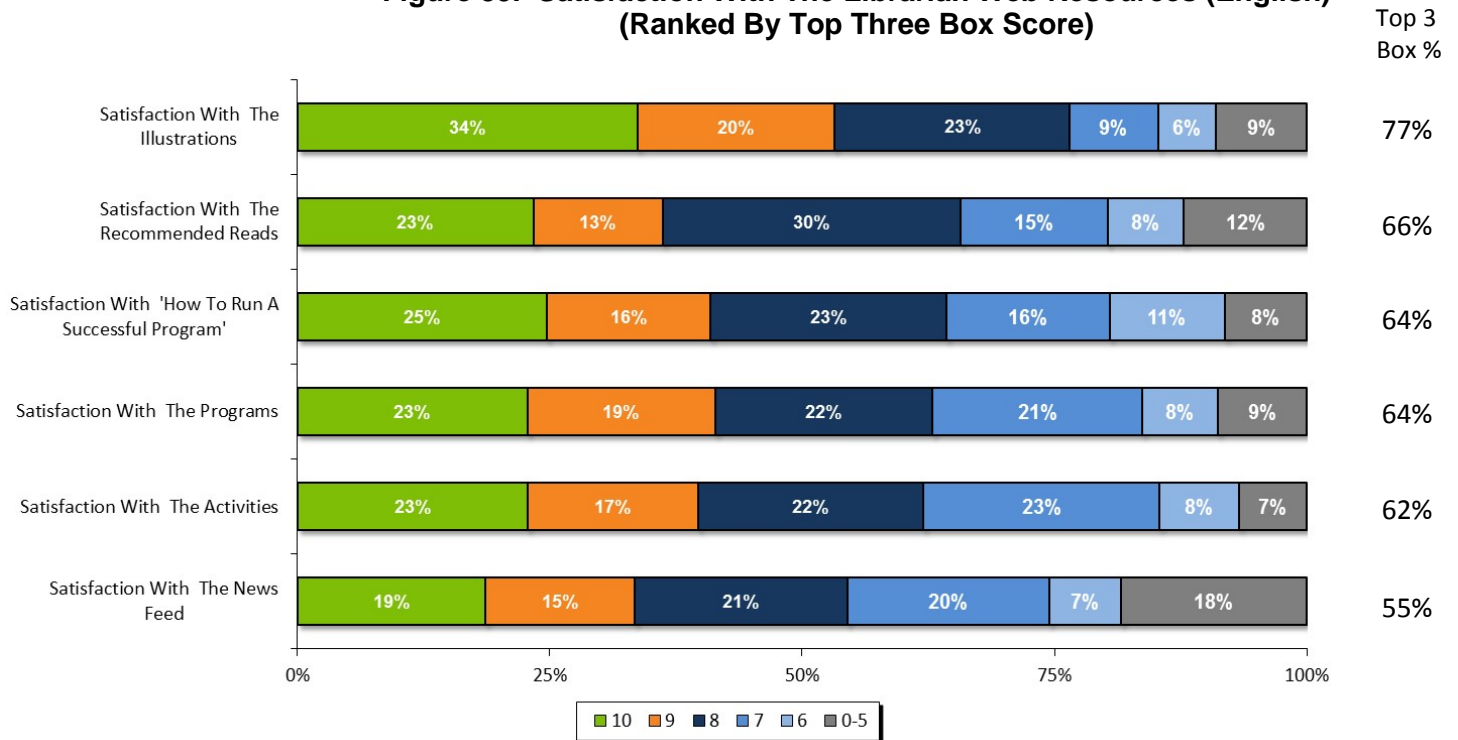
**Figure 38. Usage of Librarian Web Resources (English)**

Region	Librarian Web Resource Usage (% Yes)					
	Used The Recommended Reads	Used The Illustrations	Used The Activities	Used The Programs	Used The Newsfeed	Used 'How to Run a Successful Program'
	% Yes	% Yes	% Yes	% Yes	% Yes	% Yes
<b>Atlantic</b>	<b>74%</b>	<b>67%</b>	<b>82%</b>	<b>73%</b>	<b>36%</b>	<b>68%</b>
Nfld. & Lab.	69%	60%	76%	64%	32%	61%
Nova Scotia	88%	90%	89%	88%	79%	83%
PEI	77%	64%	100%	95%	23%	86%
<b>Quebec</b>	<b>43%</b>	<b>57%</b>	<b>29%</b>	<b>29%</b>	<b>14%</b>	<b>43%</b>
ABPQ	43%	57%	29%	29%	14%	43%
<b>Ontario</b>	<b>74%</b>	<b>85%</b>	<b>71%</b>	<b>64%</b>	<b>28%</b>	<b>58%</b>
SOLS	76%	88%	71%	64%	31%	58%
OLS-North	66%	73%	75%	64%	20%	63%
Toronto	69%	81%	70%	62%	19%	58%
<b>West</b>	<b>64%</b>	<b>66%</b>	<b>64%</b>	<b>53%</b>	<b>28%</b>	<b>56%</b>
Manitoba	67%	81%	66%	58%	17%	48%
Saskatchewan	64%	59%	61%	48%	22%	55%
Alberta	63%	69%	66%	56%	40%	61%
British Columbia	100%	100%	100%	100%	0%	100%
<b>Territories</b>	<b>63%</b>	<b>58%</b>	<b>75%</b>	<b>75%</b>	<b>17%</b>	<b>46%</b>
Yukon	25%	50%	50%	50%	0%	25%
NWT	100%	67%	100%	100%	33%	67%
Nunavut	-	-	-	-	-	-
<b>Overall</b>	<b>70%</b>	<b>76%</b>	<b>69%</b>	<b>60%</b>	<b>28%</b>	<b>58%</b>

**Source:** Q15. Please identify which of the resources on the Librarians' website you used and, for each resource that you did use, please give your level of satisfaction with it.

Those who reported using the web resources were then asked to rate their satisfaction with those resources. By a wide margin, the librarians reported being the most satisfied with the illustrations, with 34% giving the highest possible score and three quarters (77%) giving a top three box score. Beyond the illustrations, top three box satisfaction was between six in ten and two thirds for the recommended reads (66%), the 'How to Run a Successful Program' section (64%), the programs (64%) and the activities (62%). Despite being given the lowest scores among the resources, the news feed was still fairly well received by the minority who used it, with 55% giving a score of 8 or higher.

**Figure 39. Satisfaction With The Librarian Web Resources (English)  
(Ranked By Top Three Box Score)**



**Source:** Q15. Please identify which of the resources on the Librarians' website you used and, for each resource that you did use, please give your level of satisfaction with it.

As with all of the other measures, satisfaction with the various resources was generally highest in the West, and generally lower in the Atlantic Provinces. Due to small sample sizes, the Territories and English Quebec tended to have more extreme responses. It is also worth noting that splitting out the French responses from the English ones has the net effect of depressing the overall satisfaction scores since Quebec traditionally gives higher satisfaction score for their material (see the French resources section below). This means that the national satisfaction scores for librarian resources are not truly comparable to previous years.

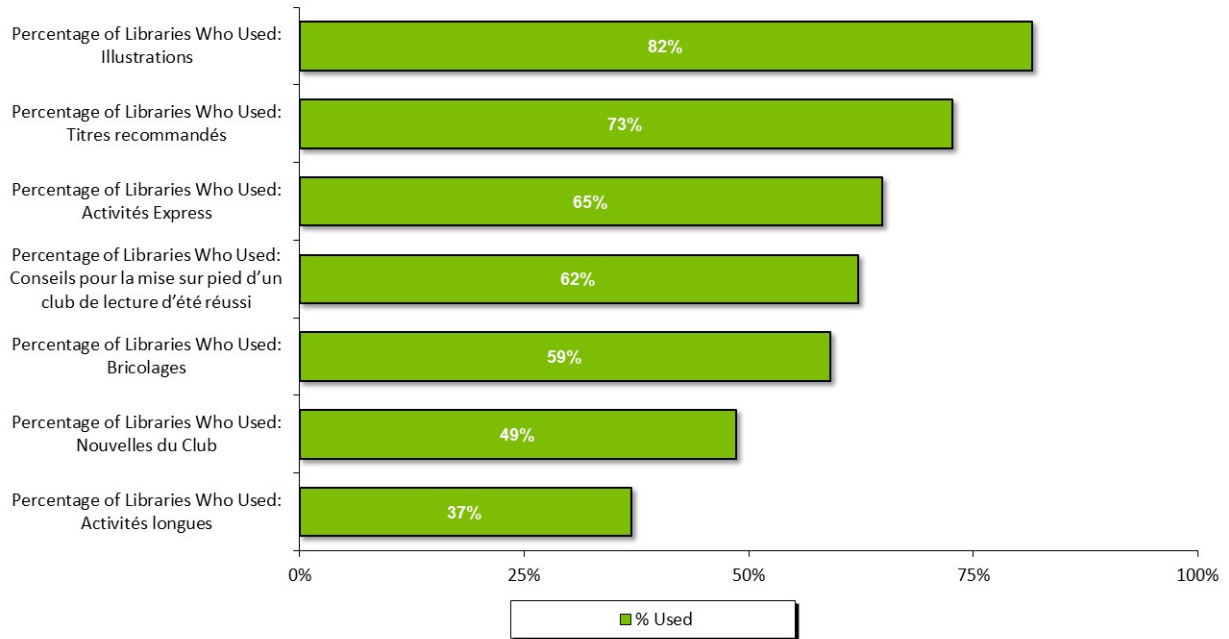
**Figure 40. Satisfaction With The Librarian Web Resources (English)**

Region	Satisfaction With Web Content For Librarians (Top 3 Box)					
	The Recommended Reads	The Illustrations	The Activities	The Programs	The Newsfeed	'How to Run a Successful Program'
	Top 3 Box	Top 3 Box	Top 3 Box	Top 3 Box	Top 3 Box	Top 3 Box
<b>Atlantic</b>	<b>57%</b>	<b>69%</b>	<b>58%</b>	<b>59%</b>	<b>58%</b>	<b>69%</b>
Nfld. & Lab.	59%	75%	62%	60%	57%	71%
Nova Scotia	36%	63%	33%	33%	60%	43%
PEI	75%	57%	73%	81%	60%	84%
<b>Quebec</b>	<b>100%</b>	<b>100%</b>	<b>50%</b>	<b>50%</b>	<b>0%</b>	<b>100%</b>
ABPQ	100%	100%	50%	50%	0%	100%
<b>Ontario</b>	<b>66%</b>	<b>78%</b>	<b>56%</b>	<b>57%</b>	<b>47%</b>	<b>59%</b>
SOLS	68%	80%	53%	54%	46%	55%
OLS-North	54%	83%	68%	72%	73%	69%
Toronto	63%	66%	64%	63%	37%	66%
<b>West</b>	<b>69%</b>	<b>75%</b>	<b>73%</b>	<b>75%</b>	<b>65%</b>	<b>69%</b>
Manitoba	63%	84%	82%	79%	54%	66%
Saskatchewan	64%	67%	71%	73%	56%	71%
Alberta	77%	79%	70%	76%	76%	68%
British Columbia	100%	100%	100%	100%	-	100%
<b>Territories</b>	<b>20%</b>	<b>79%</b>	<b>39%</b>	<b>33%</b>	<b>0%</b>	<b>100%</b>
Yukon	100%	50%	50%	100%	-	100%
NWT	0%	100%	33%	0%	0%	100%
Nunavut	-	-	-	-	-	-
<b>Overall</b>	<b>66%</b>	<b>77%</b>	<b>62%</b>	<b>64%</b>	<b>55%</b>	<b>64%</b>

**Source:** Q15. Please identify which of the resources on the Librarians' website you used and, for each resource that you did use, please give your level of satisfaction with it.

The libraries that ran their program in French were also asked about the resources that were available to them that they actually made use of. Among these libraries, the illustrations were also the most commonly used resource (82%). The *Titres recommandés* (73%) were also widely used. The *activités express* (65%), *conseils pour la mise sur pied d'un club de lecture d'été réussi* (62%) and *bricolages* (59%) were all used by the majority of libraries. The *nouvelles du club* (49%) and the *activités longues* (37%) were less popular with less than half of libraries making use of these resources.

**Figure 41. Usage of Librarian Web Resources (French)**



**Source:** Q15FR. Please identify which of the resources on the Librarians' website you used and, for each resource that you did use, please give your level of satisfaction with it (French).

The sample sizes among the regions outside Quebec were very small and it is difficult to draw conclusions about them based on such small sample sizes, but there are some notable differences between Réseau Biblio and ABPQ. ABPQ libraries were more likely to have used the *activités longues*, but Réseau Biblio libraries were more likely to have used the *bricolages*, the *nouvelles du club*, and the *conseils pour la mise sur pied d'un club de lecture d'été réussi*.

**Figure 42. Usage of Librarian Web Resources (French)**

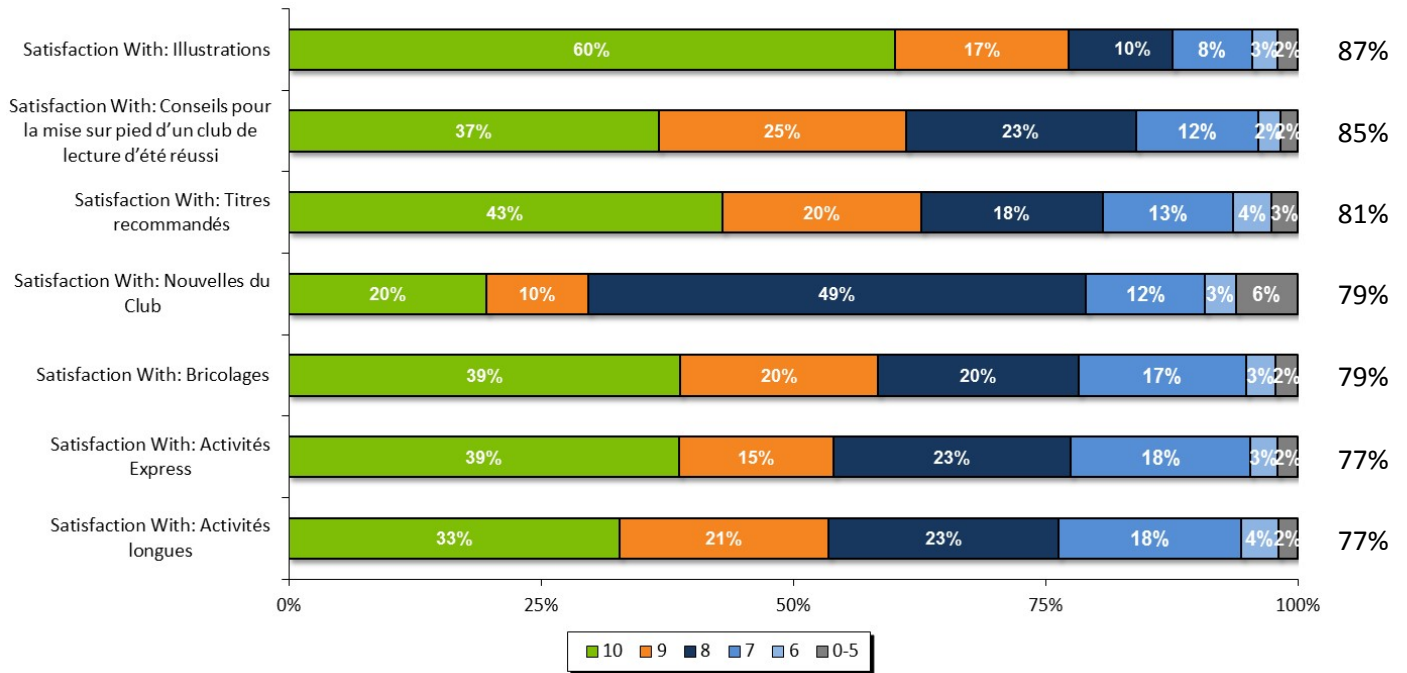
Region	Librarian Web Resource Usage (French - % Yes)							n=
	<i>Titres Recommandés</i>	<i>Illustrations</i>	<i>Activités Express</i>	<i>Activités Longues</i>	<i>Bricolages</i>	<i>Nouvelles du Club</i>	<i>'Conseils pour la mise sur pied d'un club de lecture d'été réussi'</i>	
	% Yes	% Yes	% Yes	% Yes	% Yes	% Yes	% Yes	
<b>Atlantic</b>	<b>67%</b>	<b>100%</b>	<b>100%</b>	<b>100%</b>	<b>100%</b>	<b>33%</b>	<b>67%</b>	<b>3</b>
PEI	67%	100%	100%	100%	100%	33%	67%	3
<b>Quebec</b>	<b>74%</b>	<b>82%</b>	<b>65%</b>	<b>37%</b>	<b>58%</b>	<b>48%</b>	<b>63%</b>	<b>339</b>
ABPQ	75%	86%	63%	45%	54%	38%	55%	163
Réseau Biblio	73%	78%	66%	29%	63%	60%	71%	176
<b>Ontario</b>	<b>35%</b>	<b>69%</b>	<b>69%</b>	<b>19%</b>	<b>85%</b>	<b>69%</b>	<b>19%</b>	<b>7</b>
SOLS	25%	50%	50%	0%	75%	50%	0%	4
OLS-North	50%	100%	100%	50%	100%	100%	50%	3
<b>Overall</b>	<b>73%</b>	<b>82%</b>	<b>65%</b>	<b>37%</b>	<b>59%</b>	<b>49%</b>	<b>62%</b>	<b>349</b>

Source: Q15FR. Please identify which of the resources on the Librarians' website you used and, for each resource that you did use, please give your level of satisfaction with it (French).

Those who reported using the web resources were then asked to rate their satisfaction with those resources. The scores for every resource were high when considering top three box scores which ranged from 88% for the *illustrations* to 76% for the *activités longues*. Looking at the highest satisfaction score, provides a slightly different view where the *illustrations* received by far the highest scores (60% of all French libraries) and the *nouvelles du club* receiving only 20%.

**Figure 43. Satisfaction With The Librarian Web Resources (French) (Ranked By Top Three Box Score)**

Top 3  
Box %



**Source:** Q15FR. Please identify which of the resources on the Librarians' website you used and, for each resource that you did use, please give your level of satisfaction with it (French).

As with all of the other measures, satisfaction with the various resources was higher in Quebec than elsewhere in the country. Again the small number of libraries that used French resources outside Quebec make direct comparisons difficult, but the scores are higher across the board compared to the scores for the English resources in the rest of the country. Generally speaking Réseau Biblio libraries were more satisfied with the resources than the ABPQ libraries were. The only exception to this trend was the *illustrations*.

**Figure 44. Satisfaction With The Librarian Web Resources (French)**

Region	Satisfaction With Web Content For Librarians (French - Top 3 Box)							n=
	<i>Titres Recommandés</i>	<i>Illustrations</i>	<i>Activités Express</i>	<i>Activités Longues</i>	<i>Bricolages</i>	<i>Nouvelles du Club</i>	<i>Conseils pour la mise sur pied d'un club de lecture d'été réussi</i>	
	<i>Top 3 Box</i>	<i>Top 3 Box</i>	<i>Top 3 Box</i>	<i>Top 3 Box</i>	<i>Top 3 Box</i>	<i>Top 3 Box</i>	<i>Top 3 Box</i>	
<b>Atlantic</b>	<b>50%</b>	<b>100%</b>	<b>100%</b>	<b>67%</b>	<b>100%</b>	<b>100%</b>	<b>100%</b>	<b>3</b>
PEI	50%	100%	100%	67%	100%	100%	100%	3
<b>Quebec</b>	<b>81%</b>	<b>88%</b>	<b>78%</b>	<b>77%</b>	<b>79%</b>	<b>80%</b>	<b>84%</b>	<b>269</b>
ABPQ	81%	90%	70%	71%	78%	77%	84%	138
Réseau Biblio	81%	85%	84%	84%	80%	82%	84%	131
<b>Ontario</b>	<b>55%</b>	<b>69%</b>	<b>38%</b>	<b>-</b>	<b>29%</b>	<b>0%</b>	<b>-</b>	<b>5</b>
SOLS	0%	50%	0%	-	0%	0%	-	2
OLS-North	100%	100%	100%	-	100%	-	-	3
<b>Overall</b>	<b>81%</b>	<b>87%</b>	<b>77%</b>	<b>77%</b>	<b>79%</b>	<b>79%</b>	<b>85%</b>	<b>349</b>

Source: Q15FR. Please identify which of the resources on the Librarians' website you used and, for each resource that you did use, please give your level of satisfaction with it (French).

Librarians were asked about the time of year in which they accessed the librarians' resources from the web. As expected, the months in which it was most common to access these resources are those in the lead up to, and during the execution of the Summer Reading Club from May to August. Accessing these resources is uncommon in the months after the program (September to December) but increase steadily beginning in January.

**Figure 45. Use Of Web Resources Throughout The Year**

Web Resources Consulted	Jan	Feb	March	April	May	June	July	Aug	Sept	Oct	Nov	Dec
TD Summer Reading Club staff website	7%	10%	17%	29%	53%	73%	65%	49%	6%	2%	1%	1%
Other web resources	6%	8%	12%	19%	31%	40%	36%	28%	4%	3%	2%	2%

**Source:** QD16. Please identify the months that libraries from your system consulted the TD Summer Reading Club website for library staff/other resources.



Librarians were asked for suggestions on how to improve the librarians’ website for future years. Almost a third (32%) of respondents said that they were satisfied or had nothing to suggest. Those who did provide a suggestion were most likely to request that the materials be made available sooner (15%) or simpler/better navigation and search/print functions (14%). One in ten librarians requested the ability to share ideas/resources among libraries (10%) and almost that many requested more suggestions/ideas for programs and activities (9%).

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

**Figure 46. Suggestions For Librarian Web Resources**

<b>Suggestions on how to improve the web content for librarians?</b>	<b>2015</b>
<i>Satisfied/no suggestions</i>	32%
Make material available sooner	15%
Simpler/more user friendly/better navigation/search/print functions	14%
Ability to share ideas/information between libraries/through social media/online forum	10%
More suggestions/ideas for programs/activities	9%
Improve clip art/more visually appealing/more variety	5%
Better craft ideas	5%
Age specific content/separate by age/school level	4%
Better/more recent/broader booklists	3%
Offer downloadable documents/spreadsheets/manuals	2%
Have previous years content available/accessible	2%
Improve material available in black and white	2%
Other	21%
Don't know/refused	5%

*Source: Q16A. Do you have any suggestions on how to improve the web content for librarians?*

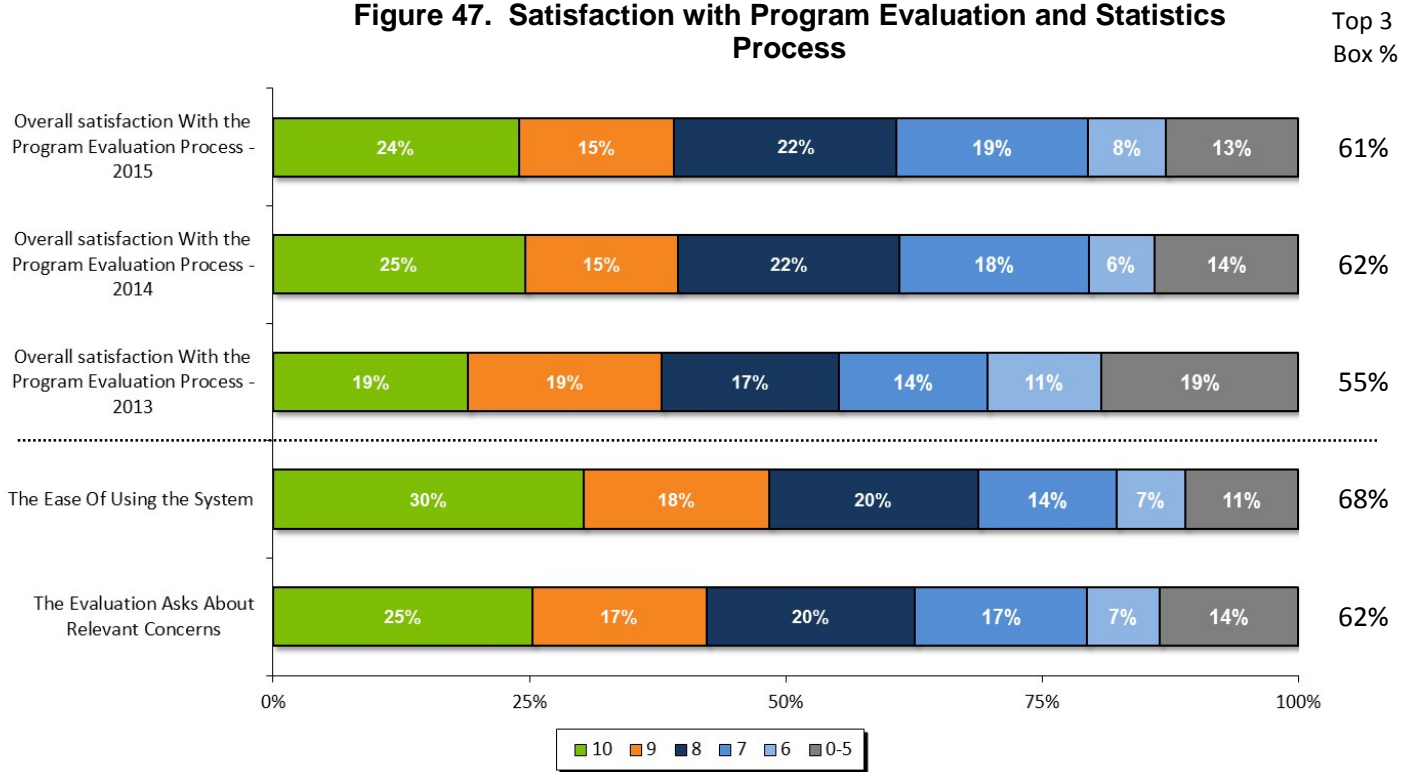
## Satisfaction With Program Evaluation

Finally, libraries were asked to rate their level of satisfaction with the program evaluation and statistics process. Overall, satisfaction was relatively high with 61% of respondents giving top three box satisfaction scores. Just shy of a quarter of respondents (24%) gave the highest possible score. Only 13% of respondents gave a score which would indicate dissatisfaction with the process.

The top three box score in 2013 was 55%, meaning there was a modest increase of 7 percentage points in 2014 but satisfaction was virtually unchanged from 2014 to 2015.

Among the elements of the program evaluation process, the score for ‘ease of using the system’ were higher than ‘the evaluation asks about relevant concerns’ with the top box satisfaction score for ‘ease of using the system’ being five percentage points higher and the top three box score being six percentage points higher.

**Figure 47. Satisfaction with Program Evaluation and Statistics Process**



Source: Q17. Program Evaluation and Statistics Process Questions.

Quebec again 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. In almost every region, libraries were more likely to be satisfied with the individual elements of the program evaluation than they were with the process overall.

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

**Figure 48. Satisfaction with Program Evaluation and Statistics Process by Region - Top 3 Box Scores**

Region	Satisfaction With The Program Evaluation Process (Top 3 Box)		
	Satisfaction With The Program Evaluation Process <i>Top 3 Box</i>	Ease of Using The Program Evaluation System <i>Top 3 Box</i>	Evaluation Asks About Relevant Concerns <i>Top 3 Box</i>
<b>Atlantic</b>	<b>62%</b>	<b>70%</b>	<b>63%</b>
Nfld. & Lab.	62%	66%	65%
Nova Scotia	35%	-	24%
PEI	80%	88%	84%
<b>Quebec</b>	<b>72%</b>	<b>79%</b>	<b>72%</b>
ABPQ	64%	76%	76%
Reseau Biblio	80%	82%	68%
<b>Ontario</b>	<b>57%</b>	<b>68%</b>	<b>63%</b>
SOLS	57%	67%	63%
OLS-North	61%	71%	64%
Toronto	55%	70%	61%
<b>West</b>	<b>57%</b>	<b>62%</b>	<b>56%</b>
Manitoba	55%	67%	58%
Saskatchewan	58%	62%	58%
Alberta	57%	61%	52%
British Columbia	100%	100%	100%
<b>Territories</b>	<b>62%</b>	<b>62%</b>	<b>62%</b>
Yukon	100%	100%	100%
NWT	33%	33%	33%
Nunavut	-	-	-
<b>Overall</b>	<b>61%</b>	<b>68%</b>	<b>62%</b>

Source: Q17. 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 single response, given by a third of librarians (32%), was that they had no suggestions to give. Among those who had something to suggest, the most common comment was to make the questions/forms available earlier (20%). Others commented that the questions did not apply or could not be collected (8%) or requested that there be fewer questions (6%).

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

**Figure 49. Suggestions For Improving The Program Evaluation and Statistics Process**

<b>Suggestions on how to improve the statistical collection and program evaluation process?</b>	<b>2015</b>
<i>Satisfied/no suggestions</i>	32%
Make questions/forms available sooner/let us know what to track	20%
Questions don't apply/we can't collect certain statistics	8%
Fewer questions/reduce survey length	6%
Clarify/better define information requested	5%
Problems recording male/female stats	3%
Standardized forms/Excel format to accommodate formulas	3%
Problems recording children who weren't officially registered	2%
Include stats on number of books read	2%
Other	26%
Don't know/refused	3%

**Source:** Q17A. Do you have any suggestions for how to improve the statistical collection and program evaluation process?

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 response was that children said they enjoyed the program and that it motivated them to read more (28%). Librarians, hearing from parents also reported that the program made the kids excited and kept them reading over the summer (22%) and that the challenges/incentives were a motivating factor for their children (12%). One in ten mentioned that the program brings more kids to the library (11%), parents reported a noticeable improvement in reading level and children exceeded the goals of the club or were reading extra (9%).

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

**Figure 50. Testimonials Indicating An Increased Love Of Reading**

<b>Testimonials indicating increased love of reading?</b>	<b>2015</b>
Children enjoyed the program/enjoyed reading/were motivated to read more	28%
Makes them excited/keeps them reading over the summer	22%
Challenges/incentives were a motivating factor	12%
Brings more children to the library/they enjoy coming	11%
Noticeable improvement in reading level	9%
Children exceeding goals of club/reading extra	9%
Children/parents enjoyed the activities/crafts/website	5%
Improved confidence/communication skills	5%
Children enjoy coming back each year	4%
Children more willing to read at home/share with family	4%
Children love adding stickers to their passports	3%
Families continue book reporting/reward system afterwards	2%
Children enjoyed story time/hearing stories recited	2%
Higher program registration numbers	2%
Children checking out more books from library	2%
Increased interest/abilities in school	2%
Other	19%
Don't know/refused	17%

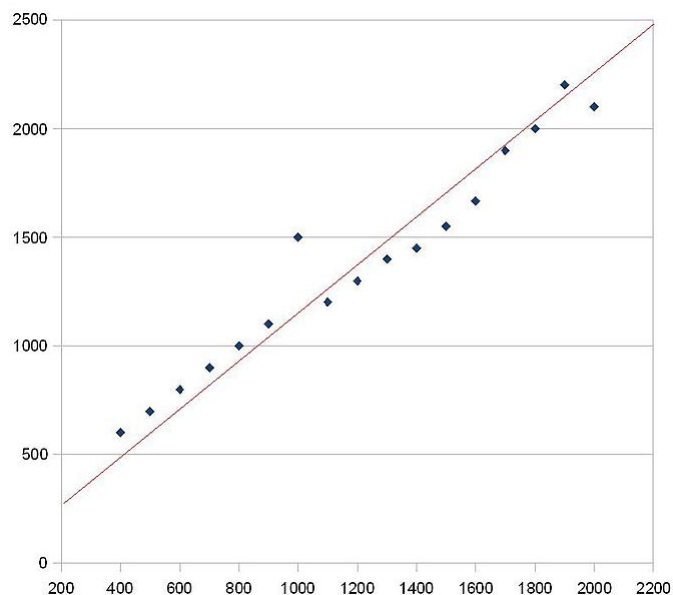
**Source:** Q17B. Do you have any testimonials from parents, caregivers or teachers that may indicate an increased love of reading?

## Multivariate Analysis

Beginning with the 2013 version of the study, the scale of the satisfaction questions was widened in order to better capture the nuance in the responses given by libraries. In 2014 and 2015 many of the same satisfaction questions were asked again, while some were dropped in order to focus more on measuring the usefulness of the materials that LAC sent to libraries. Overall, fewer questions were asked of librarians, and only a handful of satisfaction questions were asked of all libraries.

A correlation analysis compares the connection of these satisfaction variables to the score given for overall satisfaction with the program. The table on the next page gives the results of the correlation analysis using *Pearson's r* (a type of correlation technique). This is the same type of analysis which was performed in 2013, and the table compares the results for the satisfaction question for each of the sections to overall satisfaction.

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 18<sup>th</sup> 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).

As mentioned, many of the satisfaction questions which were asked in 2013 were not asked in 2014 and 2015. As a result, there are fewer questions used in this year's analysis. The results below compare how the variables which were asked in each of the three years correlate with overall satisfaction in each year. If a variable has a higher correlation coefficient, it 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.

Every single variable measured in each year 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 promotional materials, 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.

<u>Satisfaction Element</u>	<u>Pearson's <i>r</i></u>		
	<u>2013</u>	<u>2014</u>	<u>2015</u>
Overall satisfaction with the program materials	.72	.64	.66
Overall satisfaction with the promotional materials	.65	.56	.62
Overall satisfaction with the website and web content for librarians	.64	.53	.55
Overall satisfaction with the website and web content for children	.61	.43	.53
Overall satisfaction with program evaluation process	.55	.40	.51

The correlation coefficients in 2015 are broadly similar to those in 2014 and 2013, ranging from .51 to .66. Although the absolute strength of the correlations are slightly higher in 2015 than in 2014, the most interesting finding is that the relative strength of the correlations in each year is exactly the same among all questions. This means that although the absolute strength of the correlations may differ from year to year, the take-away message is consistent.

The program materials and the promotional materials are the most closely related to overall satisfaction. Satisfaction with the web content for librarians, with the web content for children and with the program evaluation process were not correlated as strongly.

### ***Regression Analysis***

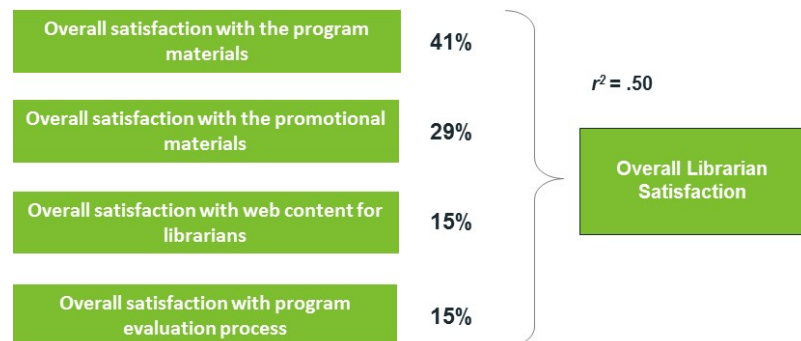
A *regression analysis* allows researchers to identify how a set of variables influences a single dependent variable – for this analysis, overall librarian satisfaction with the TD Summer Reading Club. To perform a regression, you need both a dependent variable (overall satisfaction) and independent variables in order to see how the relationship between them works. The elements of satisfaction that were asked to every librarian in 2015 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 showed how close the relationship was between each variable and overall satisfaction. It does not help us to build a model to predict overall librarian satisfaction, however, because the individual elements are all closely related to each other. 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. 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 in 2015 considered the same variables as in 2014, but this wave of the analysis was stronger, explaining around 50% of the variation in overall satisfaction, compared to only 42% last year. Only four of the main satisfaction questions which were asked to every library are part of the model. Among them, satisfaction with the program materials is by far the strongest part of the model. Satisfaction with the promotional materials was also a major component of the model. Satisfaction with the web content for children and with the program evaluation process added less to the model but were also significant. The other satisfaction questions were not significant, and were therefore not used.





## **Appendix 1 - Evaluation Forms**

## **TD Summer Reading Club**

### **STATISTICS AND EVALUATION FORM 2015**

#### **Library System Form**

#### **Introduction / Splash Screen**

Thank you for participating in the 2015 TD Summer Reading Club. The form below contains the statistics and feedback that you will be asked to provide at the conclusion of your library system's 2015 program.

Our interest in conducting this study is to provide information about the success of the program to the program's partners (Toronto Public Library, Library and Archives Canada 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.

The online file will be accessible between August 13<sup>th</sup> and September 21<sup>st</sup> and will allow you to enter the results for your library system. You will also be able to print your results and/or have an electronic version emailed to you for your records.

**How many service points/branches in total participated in the TDSRC 2015 in your system?**

\_\_\_\_\_

**How many of the service points/branches that participated in the TDSRC 2015 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 2015 at all of the libraries in your system. 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 ‘Program Participation Statistics and Materials Module’ for more information).

<u>Boys Registered For The Summer Reading Program</u>	<u>TOTAL</u>	<u>Girls Registered For The Summer Reading Program</u>	<u>TOTAL</u>
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	

<b>TOTAL # of registrants – boys + girls</b>	
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## Program Participation Statistics & Materials Module

**Q2 - PARTICIPATION:** Participation refers to the total number of children who attended any or all of the programs\* conducted at **ALL** of the **libraries in your system** – it is designed to measure the total reach of the TDSRC program. This number refers to the total attendance (**children only**) at activities/programs 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/programs within the libraries or outside of them. **PLEASE NOTE:** this section is asking about **program** outreach (i.e. activities), NOT **promotional** outreach\*.

\*Include programming activities such as story time, author readings, arts and crafts, etc.

\*Exclude promotional activities such as school visits, contests, newspaper articles, etc.

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

Number of Club programs <b>in your libraries</b>	
Number of Club programs <b>in your community</b>	
= Total number of programs	

Attendance at programs for <b>children in your libraries</b>	
Attendance at programs for <b>children in your community</b>	
= Total attendance by children at programs	

## Promotion of Program

**Q3 - STAFF PROMOTION:** How many of **the libraries** in your system made visits to promote the program at schools, day camps, child-care centres, or other locations (community/public housing projects/faith-based programs, etc.)?

	Schools	Day Camps	Child Care Centres	Other
<b># of libraries in your system that made visits to:</b>				

**If any libraries made visits, fill in the total number of individual visits made in total and the total number of children in attendance at each type of visit**

	Total Number of Visits	Number of Children in Attendance
Schools		
Day Camps		
Child Care Centres		
Other		

**Q4 – AWARENESS METHODS:** 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(s) below.

**Note:** Please ensure the total number of registrants (previous years + new to the program) is equal to the total number of registrants listed in Q1- Registration.

<b>How many registrants joined the TDSRC last year (or in previous years)?</b>	
<b>How many registrants are new to the TDSRC?</b>	

## 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.

<u>Q5 - Overall Satisfaction</u>	<u>0 - Not Satisfied At All</u>	<u>1</u>	<u>2</u>	<u>3</u>	<u>4</u>	<u>5</u>	<u>6</u>	<u>7</u>	<u>8</u>	<u>9</u>	<u>10 - Completely Satisfied</u>	<u>No Information Provided</u>
Overall, how satisfied were you with the 2015 TD Summer Reading Club												

Do you have any suggestions for the program's future themes?	
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<u>Q6 - Program Materials Module</u>	<u>0 - Not Satisfied At All</u>	<u>1</u>	<u>2</u>	<u>3</u>	<u>4</u>	<u>5</u>	<u>6</u>	<u>7</u>	<u>8</u>	<u>9</u>	<u>10 - Completely Satisfied</u>	<u>No Information Provided</u>
Overall satisfaction with the program materials												

<u>Q7 - Usefulness of Program Materials Module</u>	<u>0 - Not Useful At All</u>	<u>1</u>	<u>2</u>	<u>3</u>	<u>4</u>	<u>5</u>	<u>6</u>	<u>7</u>	<u>8</u>	<u>9</u>	<u>10 - Extremely useful</u>	<u>No Information Provided</u>
Usefulness of the school age notebook												
Usefulness of the Pre-reading notebook												
Usefulness of the web access cards												
Usefulness of the stickers												

<p>Do you have any comments regarding program materials or suggestions for their improvement?</p>	
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<u>Q8 - Promotional Materials Module</u>	<u>0 - Not Satisfied At All</u>	<u>1</u>	<u>2</u>	<u>3</u>	<u>4</u>	<u>5</u>	<u>6</u>	<u>7</u>	<u>8</u>	<u>9</u>	<u>10 - Completely Satisfied</u>	<u>No Information Provided</u>
Overall satisfaction with the promotional materials												

**Q9A** - Do libraries from your system create their own promotional materials for the program?

<u>Yes</u>	<u>No</u>

<p>(If yes to Q9A) Q9B – Please indicate which libraries from your system would be willing to share their ideas with program developers for future consideration?</p>	
<p>(If yes to Q9A) Q9C - Please give examples of what these libraries in your system have created.</p>	
<p>(If yes to Q9A) Q9D - Please provide email addresses so program developers can contact the interested libraries:</p>	

Q10 - Usefulness of Promotional Materials Module	0 - Not Useful At All	1	2	3	4	5	6	7	8	9	10 – Extremely useful	No Information Provided
Did you find the Fortune teller useful in promoting the program												
Did you find the 20 Recommended Reads useful in promoting the program and providing information to parents?												
Did you find the poster useful in promoting the program												
Did you find the accessibility poster useful in promoting the accessibility of the Club at your library?												

Do you have any comments on the promotional materials?	
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**Q11 – CHILDREN’S WEBSITE:** How many of **the libraries** in your system consulted the children’s web site in 2015?

Yes	No

**If any libraries answered YES:** Please answer the follow-up questions (Q12) below.

**If any libraries answered NO:** Please explain why they did not consult the children’s website and what resources would make them more likely to visit the site in future years?

<u>Q12- Web Content For Children Module</u>	<u>0 - Not Satisfied At All</u>	<u>1</u>	<u>2</u>	<u>3</u>	<u>4</u>	<u>5</u>	<u>6</u>	<u>7</u>	<u>8</u>	<u>9</u>	<u>10 - Completely Satisfied</u>	<u>No Information Provided</u>
Overall satisfaction with the website and web content for children												
Ease of navigation												
Visual appearance												
Level of satisfaction with activities available												

**Q13 – CHILDREN’S WEBSITE:** Did the libraries in your system promote or make reference to the website in any of their programming for the 2015 TD Summer Reading Club? Please enter the number of **libraries** in your system that did or did not promote or make reference to the Children’s website below.

<u>Yes</u>	<u>No</u>

**If any libraries answered NO:** Please explain why they did not promote or make reference to the children’s website and what would make them more likely to use it in promoting the TD Summer Reading Club in future years?

Do you have any suggestions on how to improve the web content for children?	
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<u>Q14 - Web Content For Librarians Module</u>	<u>0 - Not Satisfied At All</u>	<u>1</u>	<u>2</u>	<u>3</u>	<u>4</u>	<u>5</u>	<u>6</u>	<u>7</u>	<u>8</u>	<u>9</u>	<u>10 - Completely Satisfied</u>	<u>No Information Provided</u>
Overall satisfaction with the website and web content for librarians												
Ease of navigation												

**Q15 – LIBRARIAN’S WEBSITE:** Please enter the **number of libraries** that used each resource below and the number that did not use the resource.

<u>Q15 - Resources For Librarians Module</u>	<u># of Libraries that used this resource</u>	<u># of Libraries that DID NOT use this resource</u>	<u>No Information Provided</u>
The Recommended Reads			
The Illustrations			
The Activities			
The Programs			
The News Feed			
The ‘How to run a Successful Program’ section			

If any libraries in your system used the resources above, please enter the number of libraries who gave each satisfaction score for that resource on the 10-point scales below.

<u>Q15A – Satisfaction With Resources For Librarians</u>	<u>0 - Not Satisfied At All</u>	<u>1</u>	<u>2</u>	<u>3</u>	<u>4</u>	<u>5</u>	<u>6</u>	<u>7</u>	<u>8</u>	<u>9</u>	<u>10 - Completely Satisfied</u>	<u>No Information Provided</u>
The Recommended Reads												
The Illustrations												
The Activities												
The Programs												
The News Feed												
The ‘How to run a successful program’ section												

**Q16 - LIBRARY STAFF WEBSITE:** Please identify the months that libraries from your system consulted the TD Summer Reading Club website for library staff. Please enter the number of libraries in your system who indicate that they consulted the website, or other resources, for each month.

<u>Web resources consulted</u>	<u>Jan</u>	<u>Feb</u>	<u>March</u>	<u>April</u>	<u>May</u>	<u>June</u>	<u>July</u>	<u>Aug</u>	<u>Sept</u>	<u>Oct</u>	<u>Nov</u>	<u>Dec</u>	<u>No Information Provided</u>
TD Summer Reading Club staff website													
Other web resources													

Do you have any suggestions on how to improve the web content for librarians?	
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<u>Q17 - Program Evaluation and Statistics Process</u>	<u>0 - Not Satisfied At All</u>	<u>1</u>	<u>2</u>	<u>3</u>	<u>4</u>	<u>5</u>	<u>6</u>	<u>7</u>	<u>8</u>	<u>9</u>	<u>10 - Completely Satisfied</u>	<u>No Information Provided</u>
Overall satisfaction with program evaluation process												
The ease of using the system												
The evaluation asks about relevant concerns												

<p>Do you have any suggestions for how to improve the statistical collection and program evaluation process?</p>	
--	--

<p>Do you have any testimonials from parents, caregivers or teachers that may indicate an increased love of reading?</p>	
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<p>Please provide your contact information if you would like to be contacted to discuss the TDSRC program further with program partners</p>	<p>Name: _____ Email address: _____ Phone number: _____ Library branch/system : _____</p>
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**Thank You for Your Participation!**

## **Club de lecture d'été TD**

# **FORMULAIRE D'ÉVALUATION ET DE STATISTIQUES 2015**

### **Formulaire pour les réseaux de bibliothèques**

#### **Introduction/Écran de démarrage**

Merci de participer à l'édition 2015 du Club de lecture d'été TD. Le formulaire ci-dessous vous servira à inscrire les données statistiques et les commentaires qui vous seront demandés à la fin du programme 2015 dans votre réseau de bibliothèques.

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

Ce fichier en ligne, accessible en tout temps du 13 août au 21 septembre, vous permettra d'enregistrer les statistiques relatives à votre réseau. Vous pourrez aussi imprimer vos résultats et en obtenir une version électronique par courriel pour vos dossiers.

**Combien de points de service/de succursales ont participé au Club de lecture d'été TD 2015 dans votre réseau?**

\_\_\_\_\_

**Pour combien de points de service/de succursales fournissez-vous des données?**

\_\_\_\_\_

## Module sur l’inscription au programme

**Q1 - INSCRIPTION :** Veuillez indiquer le nombre total d’enfants qui se sont inscrits au Club de lecture d’été TD 2015 dans toutes les bibliothèques de votre réseau (c’est-à-dire le 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 d’inscription. À noter que l’inscription diffère de la participation aux activités : pour être comptabilisés ici, les enfants doivent être inscrits au Club, et non pas seulement participer aux activités. *(Veuillez-vous reporter au « Module sur les statistiques de participation aux activités et sur le matériel » pour de plus amples renseignements.)*

<u>Garçons inscrits au Club</u>	<u>TOTAL</u>	<u>Filles inscrites au Club</u>	<u>TOTAL</u>
Garçons, 0-5 ans		Filles, 0-5 ans	
Garçons, 6-8 ans		Filles, 6-8 ans	
Garçons, 9-12 ans		Filles, 9-12 ans	
Garçons, 13 ans +		Filles, 13 ans +	

<b>NOMBRE TOTAL D’INSCRIPTIONS — garçons + filles</b>	
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## 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 plusieurs des activités\* organisées par vos bibliothèques dans le cadre du Club de lecture d’été TD dans **TOUTES** les **bibliothèques de votre réseau** (ce qui nous permet de mesurer la portée globale du programme). Svp inclure les activités de nature littéraire, culturelle ou éducatives planifiées, offertes et animées par vos bibliothèques (y compris sur le site Web) pour faire connaître ses services, et ses collections à l’intérieur ou à l’extérieur de ses locaux. (Les statistiques sur la participation nous permettent de mesurer la portée globale du programme.) Ce nombre fait référence à la participation totale des **enfants seulement** aux activités que votre réseau de bibliothèques a organisées dans le cadre du Club de lecture d’été TD, qu’ils soient inscrits ou non au Club (voir la description fournie à la section « Inscription »). On considère qu’un enfant a participé s’il a pris part à une ou à plusieurs des activités, organisées tant dans les bibliothèques que dans votre collectivité.

**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.

\*Inclure les activités d’animation telles que les heures du conte, les rencontres avec les écrivains ainsi que les arts et le bricolage.

\*Exclure les activités de promotion telles que les visites dans les écoles, les tirages et les articles dans les journaux.

**Veillez entrer le total pour toutes les bibliothèques de votre réseau :**

Nombre d'activités organisées <b>dans vos bibliothèques</b>	
Nombre d'activités organisées <b>dans votre collectivité</b>	
<b>= NOMBRE TOTAL d'activités</b>	

Nombre <b>d'enfants</b> ayant participé aux activités <b>dans vos bibliothèques</b>	
Nombre <b>d'enfants</b> ayant participé aux activités <b>dans votre collectivité</b>	
<b>= NOMBRE TOTAL d'enfants</b>	

### Promotion du programme

**Q3 - PROMOTION PAR LE PERSONNEL :** Combien de **bibliothèques** de votre réseau ont fait des visites pour promouvoir le programme dans les écoles, les camps de jour, les garderies ou d'autres endroits (projets communautaires ou ensembles de logements publics, programmes confessionnels, etc.)?

	Écoles	Camps de jour	Garderies	Autres
<b>Nombre de bibliothèques qui ont fait des visites :</b>				

**S'il y a des bibliothèques qui ont fait des visites, veuillez indiquer le nombre total de visites effectuées, ainsi que le nombre total d'enfants présents pour chaque type de visite.**

	Nombre total de visites	Nombre d'enfants présents
Écoles		
Camps de jour		
Garderies		
Autres		

**Q4 - MÉTHODES DE SENSIBILISATION :** 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 y participaient pour la première fois? Veuillez transcrire dans le tableau ci-dessous les totaux inscrits dans votre formulaire d'inscription.

**Note :** Veuillez vous assurer que le nombre total d'enfants inscrits (enfants des années antérieures + nouvelles inscriptions) est égal au nombre total d'enfants inscrits indiqué à la Question 1 - Inscription.

Combien d’enfants inscrits avaient participé au Club de lecture d’été TD l’an dernier (ou lors d’années antérieures)?	
Combien d’enfants inscrits participaient pour la première fois au Club?	

### Évaluation du programme par les bibliothécaires et suggestions d’améliorations

Vous fournissez des données pour plusieurs points de service ou succursales. Sur l’échelle de 0 à 10 ci-dessous, veuillez inscrire sous chaque échelon le nombre de bibliothèques qui ont accordé cette note au programme. 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.

<u>Q5 - Satisfaction globale</u>	<u>0 - Pas du tout satisfait</u>	<u>1</u>	<u>2</u>	<u>3</u>	<u>4</u>	<u>5</u>	<u>6</u>	<u>7</u>	<u>8</u>	<u>9</u>	<u>10 - Entièrement satisfait</u>	<u>Aucune information fournie</u>
Globalement, dans quelle mesure êtes-vous satisfait du Club de lecture d’été TD 2015?												

Avez-vous des suggestions de thèmes pour les futurs programmes?	
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<u>Q6 - Module sur le matériel du programme</u>	<u>0 - Pas du tout satisfait</u>	<u>1</u>	<u>2</u>	<u>3</u>	<u>4</u>	<u>5</u>	<u>6</u>	<u>7</u>	<u>8</u>	<u>9</u>	<u>10 - Entièrement satisfait</u>	<u>Aucune information fournie</u>
Satisfaction globale à l’égard du matériel du programme												

<b>Q7 - Utilité du matériel du programme</b>	<b>0 - Pas du tout utile</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>	<b>6</b>	<b>7</b>	<b>8</b>	<b>9</b>	<b>10 - Extrêmement utile</b>	<b>Aucune information fournie</b>
Utilité du carnet de notes pour les enfants d’âge scolaire												
Utilité du carnet de notes pour les enfants d’âge préscolaire												
Utilité de la carte d’accès Web												
Utilité des autocollants												

<p>Avez-vous des commentaires concernant le matériel ou des suggestions pour l’améliorer?</p>	
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<b>Q8 - Module sur le matériel promotionnel</b>	<b>0 - Pas du tout satisfait</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>	<b>6</b>	<b>7</b>	<b>8</b>	<b>9</b>	<b>10 - Entièrement satisfait</b>	<b>Aucune information fournie</b>
Satisfaction globale à l’égard du matériel promotionnel												

**Q9A - Les bibliothèques de votre réseau créent-elles leur propre matériel promotionnel pour le programme?**

<b>Oui</b>	<b>Non</b>

<p>(Si « Oui » à Q9A) Q9B – Veuillez indiquer quelles bibliothèques de votre réseau seraient disposées à partager leurs idées avec les personnes qui conçoivent le programme afin que leurs idées soient prises en considération ultérieurement.</p>	
<p>(Si « Oui » à Q9A) Q9C - Veuillez donner des exemples de ce que les bibliothèques de votre réseau ont créé.</p>	
<p>(Si « Oui » à Q9A) Q9D - Veuillez fournir les adresses courriels des bibliothèques intéressées afin que les personnes qui conçoivent le programme puissent communiquer avec elles :</p>	



<b>Q10 - Utilité du matériel promotionnel</b>	<b>0 - Pas du tout utile</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>	<b>6</b>	<b>7</b>	<b>8</b>	<b>9</b>	<b>10 – Extrêmement utile</b>
Trouvez-vous que le jeu du coin-coin (cocotte en papier à plier) est utile pour promouvoir le programme?											
Trouvez-vous que le dépliant présentant les titres vedettes du Club est utile pour promouvoir le programme et informer les parents?											
Trouvez-vous que l’affiche est utile pour promouvoir le programme?											
Trouvez-vous que l’affiche sur l’accessibilité est utile pour promouvoir le fait que le Club est accessible à tous à votre bibliothèque?											

Avez-vous des commentaires au sujet du matériel promotionnel?	
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**Q11 – SITE WEB POUR LES ENFANTS** : Combien de **bibliothèques** de votre réseau ont visité ou non le site Web pour les enfants en 2015?

<b>Oui</b>	<b>Non</b>

**S’il y a des bibliothèques qui ont répondu OUI**, veuillez répondre aux questions complémentaires ci-dessous (voir Q12).

**S’il y a des bibliothèques qui ont répondu NON : Q10B** - Veuillez expliquer pourquoi elles n’ont pas visité le site Web pour les enfants. Qu’est-ce qui pourrait les inciter à visiter le site les prochaines années?

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<b>Q12 - Module sur le site Web pour les enfants</b>	<b>0 - Pas du tout satisfait</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>	<b>6</b>	<b>7</b>	<b>8</b>	<b>9</b>	<b>10 - Entièrement satisfait</b>	<b>Aucune information fournie</b>
Satisfaction globale à l’égard du site Web et du contenu Web pour les enfants												
Facilité de la navigation												
Apparence visuelle												
Degré de satisfaction en ce qui concerne les activités disponibles sur le site Web												

**Q13 – SITE WEB POUR LES ENFANTS :** Les bibliothèques de votre réseau ont-elles fait la promotion du site Web ou en ont-elles fait mention dans leur programme d’activités pour le Club de lecture d’été TD 2015? Veuillez inscrire ci-dessous le nombre de **bibliothèques** de votre réseau qui ont fait ou non la promotion du site Web pour les enfants, ou mentionné le site dans leur programme.

<b>Oui</b>	<b>Non</b>

**S’il y a des bibliothèques qui ont répondu NON :** Veuillez expliquer pourquoi elles n’ont pas fait la promotion du site Web pour les enfants ou n’en ont pas fait mention. Qu’est-ce qui pourrait les inciter à utiliser ce site pour promouvoir le Club de lecture d’été TD lors des années à venir?

<p>Avez-vous des suggestions à formuler pour améliorer le site Web pour les enfants?</p>	
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<u>Q14 - Module sur le site Web pour les bibliothécaires</u>	<u>0 - Pas du tout satisfait</u>	<u>1</u>	<u>2</u>	<u>3</u>	<u>4</u>	<u>5</u>	<u>6</u>	<u>7</u>	<u>8</u>	<u>9</u>	<u>10 - Entièrement satisfait</u>	<u>Aucune information fournie</u>
Satisfaction globale à l’égard du site Web pour les bibliothécaires												
Facilité de la navigation												

**Q15 – SITE WEB POUR LES BIBLIOTHÉCAIRES :** Veuillez inscrire le **nombre de bibliothèques** qui ont utilisé chacune des ressources ci-dessous et le nombre de bibliothèques qui ne l’ont pas fait.

<u>Q15 - Module sur les ressources pour les bibliothécaires</u>	<u>Nombre de bibliothèques qui ONT UTILISÉ cette ressource</u>	<u>Nombre de bibliothèques qui N’ONT PAS UTILISÉ cette ressource</u>	<u>Aucune information fournie</u>
Titres recommandés			
Illustrations			
Activités Express			
Activités longues			
Bricolages			
Nouvelles du Club			
Conseils pour la mise sur pied d’un club de lecture d’été réussi			

Si des bibliothèques de votre réseau ont utilisé ces ressources, veuillez l’indiquer ci-dessous, en mentionnant combien de bibliothèques ont attribué quelle note à chaque ressource.

<b>Q15A – Satisfaction à l’égard des ressources pour les bibliothécaires</b>	<b>0 - Pas du tout satisfait</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>	<b>6</b>	<b>7</b>	<b>8</b>	<b>9</b>	<b>10 - Entièrement satisfait</b>	<b>Aucune information fournie</b>
Titres recommandés												
Illustrations												
Activités Express												
Activités longues												
Bricolages												
Nouvelles du Club												
Conseils pour la mise sur pied d’un club de lecture d’été réussi												

**Q16 - SITE WEB POUR LES BIBLIOTHÉCAIRES :** Veuillez indiquer les mois au cours desquels les bibliothèques de votre réseau ont consulté le site Web du Club de lecture d’été TD pour les bibliothécaires. Pour chaque mois, veuillez préciser le nombre de bibliothèques de votre réseau qui indiquent avoir consulté le site Web ou d’autres ressources.

<b>Q16 - Consultation de ressources Web</b>	<b>Janv.</b>	<b>Févr.</b>	<b>Mars</b>	<b>Avril</b>	<b>Mai</b>	<b>Juin</b>	<b>Juil.</b>	<b>Août</b>	<b>Sept.</b>	<b>Oct.</b>	<b>Nov</b>	<b>Déc.</b>	<b>Aucune information fournie</b>
Site des bibliothécaires sur le site Web du Club de lecture d’été TD													
Autres ressources Web													

Avez-vous des suggestions pour améliorer le site Web pour les bibliothécaires?	
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<b>Q17 - Processus d'évaluation du programme et de collecte de statistiques</b>	<b>0 - Pas du tout satisfait</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>	<b>6</b>	<b>7</b>	<b>8</b>	<b>9</b>	<b>10 - Entièrement satisfait</b>	<b>Aucune information fournie</b>
Satisfaction globale à l'égard du processus d'évaluation du programme												
Facilité d'utilisation du système												
Pertinence des éléments examinés dans le cadre des processus d'évaluation et de collecte												

Avez-vous des suggestions pour améliorer le processus de collecte de statistiques et d'évaluation du programme?	
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Avez-vous des témoignages de parents, d'accompagnateurs ou d'enseignants qui témoignent d'un accroissement de l'intérêt des enfants envers la lecture?	
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Veuillez indiquer vos coordonnées si vous souhaitez que l'on communique avec vous pour discuter davantage du Club de lecture d'été TD avec les différents partenaires du programme.	Nom : _____ Courriel : _____ Téléphone : _____ Succursale/réseau de bibliothèques : _____
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**Merci de votre participation!**

# **Appendix 2**

## **Ontario (SOLS, NOLS, and Toronto)**

# 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, 805 of the 844 participating individual libraries submitted their results, representing an overall response rate of 95%.

**Figure 1. Response Rate**

	Ontario	TPL	SOLS	OLS-N
<b>(A) Total Participating Libraries</b>	844	99	639	106
<b>(B) Total Responded to Survey</b>	805	99	623	83
<b>(C) Survey Response Rate</b>	95%	100%	97%	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 2015. 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 159,437 children registered for the TDSRC 2015 program, which is a moderate increase over 2014. Registration increased in SOLS and Toronto, but declined slightly in Northern Ontario. The split by gender in Ontario was similar to previous years with 54%, of the participants being girls and boys representing 46% of the participants.

**Figure 2. Total Registration 2008 – 2015**

Total Registration								
Region	2015	2014	2013	2012	2011	2010	2009	2008
<b>Ontario</b>	<b>159,437</b>	<b>153,232</b>	<b>154,153</b>	<b>143,213</b>	<b>153,779</b>	<b>153,003</b>	<b>161,275</b>	<b>161,057</b>
SOLS	116,924	113,634	119,687	107,589	113,490	114,861	125,244	120,991
OLS-North	4,411	4,841	4,025	4,365	5,078	5,377	6,590	5,693
Toronto	38,102	34,758	30,442	31,259	35,211	32,765	29,441	34,373

Source: Q1 Total number of children who registered for the TDSRC 2015.

**Figure 3. Percentage of Participating Children by Gender (Tracking)**

Year	% Girls	% Boys
2005	54%	46%
2006	54%	46%
2007	55%	45%
2008	55%	45%
2009	55%	45%
2010	55%	45%
2011	55%	45%
2012	55%	45%
2013	54%	46%
2014	55%	45%
2015	54%	46%

Source: Q1. Total number of children who registered for the TDSRC 2015 program



The figure below shows the age breakdown of registered children. For the summer 2015, 31% of the girls were in the 0-5 age group, 38% were 6-8, 29% were 9-12, and 2% were 13 years or older. The distribution by age of boys and girls was broadly similar in 2015 with 34% of boys aged 0-5, 38% aged 6-8, 26% aged 9-12, and 1% aged 13 and older.

**Figure 4. Percentage of Registered Children by Gender and Age**

BOYS	2015	2014	2013	2012	2011	2010	2009	2008	2007	2006	2005
0-5	34%	34%	33%	34%	32%	32%	30%	30%	28%	27%	28%
6-8	38%	39%	41%	39%	40%	40%	39%	40%	39%	40%	40%
9-12	26%	24%	24%	25%	26%	26%	28%	28%	30%	30%	30%
13+	1%	2%	2%	2%	2%	2%	2%	2%	2%	3%	3%

GIRLS	2015	2014	2013	2012	2011	2010	2009	2008	2007	2006	2005
0-5	31%	31%	30%	30%	29%	29%	27%	27%	25%	24%	24%
6-8	38%	39%	39%	38%	39%	38%	38%	37%	36%	38%	38%
9-12	29%	27%	28%	29%	30%	30%	32%	32%	34%	34%	34%
13+	2%	2%	2%	3%	3%	3%	3%	3%	5%	4%	4%

Source: Q1. Total number of children who registered for the TDSRC 2015 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 2015 was comparable with previous years and increased from 5.69% to 5.92% in the most recent wave.

**Figure 5. Number of Registered Children**

	2011 CENSUS			2015 TD SRC REGISTRANTS			% PARTICIP. CHILDREN	% PARTICIP. CHILDREN	% PARTICIP. CHILDREN
	(A)	(B)	(C)	(D)	(E)	(F)	2015	2014	2013
Province / Territory	Total Children	Total Boys	Total Girls	Total Children	Total Boys	Total Girls	Total Children	Total Children	Total Children
<b>Ontario</b>	<b>2,693,835</b>	<b>1,381,630</b>	<b>1,312,225</b>	<b>159,437</b>	<b>73,248</b>	<b>86,189</b>	<b>5.92%</b>	<b>5.69%</b>	<b>5.72%</b>
0-5	846,055	433,285	412,785	52,178	25,098	27,080	6.17%	5.93%	5.80%
6-8	427,470	219,230	208,245	60,655	28,139	32,516	14.19%	14.05%	14.36%
9-12	590,615	302,585	288,030	43,590	18,928	24,661	7.38%	6.76%	6.83%
13+	829,695	426,530	403,165	3,014	1,082	1,932	0.36%	0.37%	0.40%

Source: Q1 Total number of children who registered for the TDSRC 2015, 2014, 2013. Columns (A) through (C) provided by Statistics Canada Census 2011. Columns (D) through (F) represent data collected by Harris/Decima.

## 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 363,232 children attended the 19,410 theme-related activities which were organized in libraries across Ontario over the summer months of 2015. Within Ontario, SOLS organized the majority of the activities and as a result, the majority of children who attended did so at SOLS libraries. Overall, an average of 19 children attended each activity in 2015, with the average attendance per activity in Toronto being the highest of any of the regions. Provincially, 93% 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
<b>Ontario</b>	<b>19,410</b>	<b>363,232</b>	<b>19</b>	<b>93%</b>	<b>7%</b>
SOLS	16,442	287,917	18	93%	7%
OLS-North	1,024	21,621	21	92%	8%
Toronto	1,944	53,693	28	95%	5%

**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 at those activities increased again in 2015 in Ontario. SOLS recorded more activities and higher attendance whereas OLS-North reported higher attendance with fewer activities and Toronto ran more activities but had slightly lower attendance.

**Figure 7. Activities and Attendance 2013 – 2015**

Region	2015		2014		2013	
	Theme-Related Activities	Total Attendance	Theme-Related Activities	Total Attendance	Theme-Related Activities	Total Attendance
<b>Ontario</b>	<b>19,410</b>	<b>363,232</b>	<b>18,500</b>	<b>359,645</b>	<b>16,933</b>	<b>333,154</b>
SOLS	16,442	287,917	15,185	284,631	14,263	263,788
OLS-North	1,024	21,621	1,445	19,245	1,143	17,737
Toronto	1,944	53,693	1,870	55,770	1,527	51,628

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

## 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, 60% of libraries indicated that their library staff made promotional visits to schools, while 28% visited child care centres, 17% visited day camps, and 19% made other promotional visits. A total of 5,517 promotional visits were made, reaching a total of 284,016 children (the vast majority at schools).

**Figure 8. Total Number of Visits and Children Reached by Segment**

Made Visits 2015 (%)						
Schools			Day Camps			
School Visits (% Yes)	Total Visits	Children Attended	Day Camp Visits (%)	Total Visits	Children Attended	
Ontario	60%	4036	247,700	17%	438	9,339
Child Care Centres			Other Locations			
Childcare Visits (%)	Total Visits	Children Attended	Other Visits (%)	Total Visits	Children Attended	
Ontario	28%	609	13,620	19%	434	13,357

Source: Q3 Did any library staff promote the program at schools, day camps, child-care centres, or other locations?

## Previous Participation

In order to streamline the process of entering the data for each library/system, the question that asked how each of their registrants heard about the program was changed so that it asked only whether or not each registrant had joined in a previous year. Beginning in 2014, the question was asked simply as a ‘yes or no’ during the registration process and, as a result, the numbers were available for virtually every library/system. While the results provided here may be less detailed than in previous years, they are more reliable.

In Ontario, just over half of all registered children (51%) said that they had participated in previous years. This number was highest in Northern Ontario (61%) and lowest in Toronto (37%). The proportion of children who reported having participated in a previous year has increased in Ontario for every year since 2013.

**Figure 9. Previous Participation**

Region	Joined in previous years		New Registrants	
<b>Ontario</b>	<b>82,075</b>	<b>51%</b>	<b>77,362</b>	<b>49%</b>
SOLS	65,110	56%	51,813	44%
OLS-North	2,691	61%	1,720	39%
Toronto	14,274	37%	23,828	63%

% Joined in Previous Years			
Region	2015	2014	2013
<b>Ontario</b>	<b>51%</b>	<b>47%</b>	<b>33%</b>
SOLS	56%	49%	34%
OLS-North	61%	62%	34%
Toronto	37%	40%	28%

**Source:** Q4. 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?

## Satisfaction & Suggestions

Over the past three years, the Statistics and Evaluation Form was streamlined and refocused in order to gather more specific data while lessening the burden on library staff who are required to keep track of and enter a number of metrics. Additionally, the satisfaction questions were converted from a five-point scale to a ten-point scale to measure satisfaction with more precision. Due to these changes, direct comparisons can only be made for the last three waves, and only in some instances.

In 2015, the Statistics and Evaluation Form was again updated to include questions asking about new elements in 2015, namely whether libraries created their own promotional materials and when libraries accessed resources from the Summer Reading Club website.

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 and directly compared to previous waves of data (wherever applicable). It is followed by the individual element scores, ranked by the proportion giving a score of 10 (unless otherwise noted). Libraries were also asked for their suggestions and comments in each section.

Please note that libraries that did not provide information for any given question are not considered in the percentages reported here so that each graph will sum to 100%.

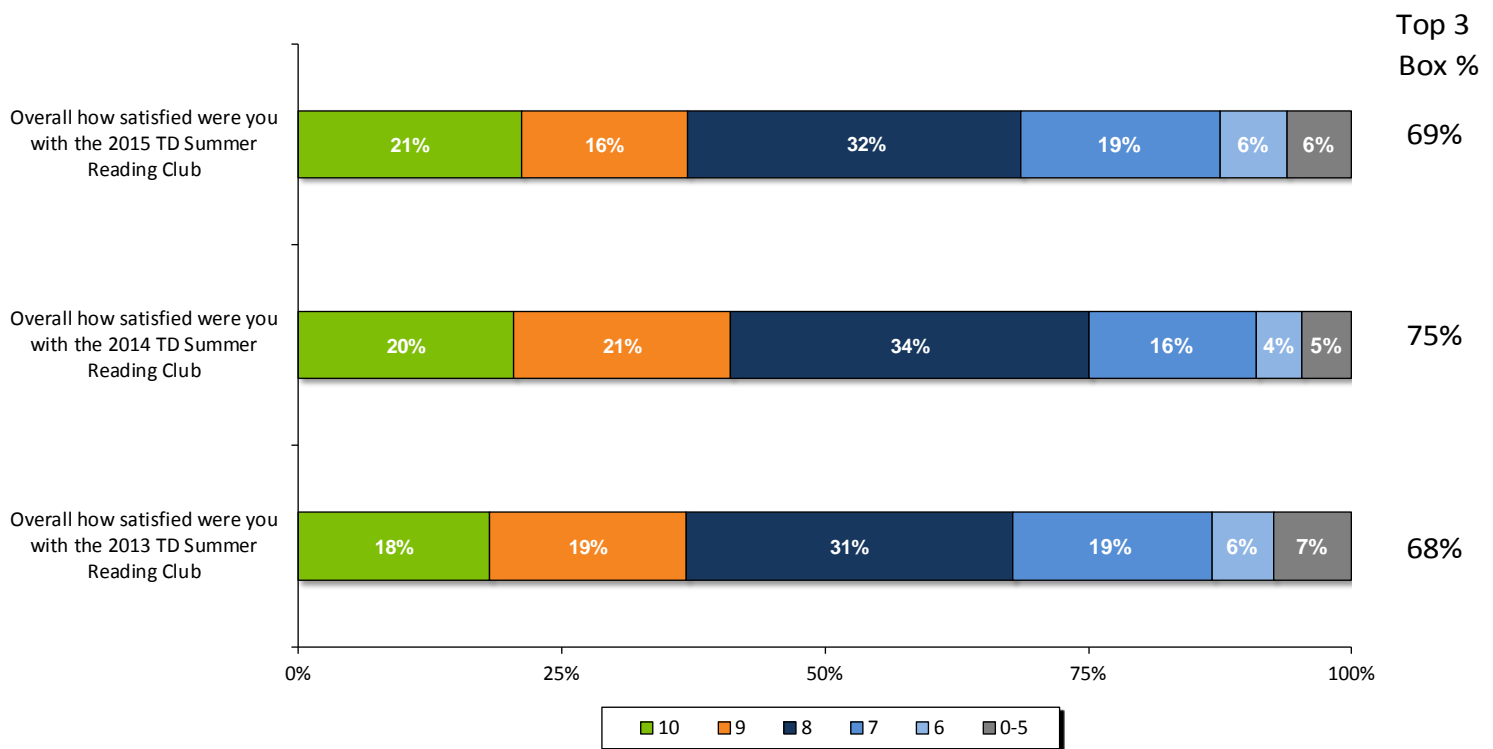
## Overall Program Satisfaction

Individual overall satisfaction was asked as a stand-alone question for the first time in 2013 and has been asked that way in the years since.

Satisfaction was again high in Ontario in 2015 but with a slight decline compared to 2014. One in five libraries (21%) gave the highest possible score of 10 and a top three box satisfaction score was given by just shy of seven in ten libraries (69%). Only 6% of Ontario libraries gave a score which would indicate dissatisfaction with the program.

The decline in satisfaction compared to 2014 was recorded in each of the three regions but was largest in Toronto.

**Figure 10. Satisfaction With The Summer Reading Program Overall**



Region	Overall Satisfaction (Top 3 Box)		
	2015	2014	2013
Ontario	69%	75%	68%
SOLS	70%	75%	68%
OLS-North	73%	78%	79%
Toronto	58%	72%	57%

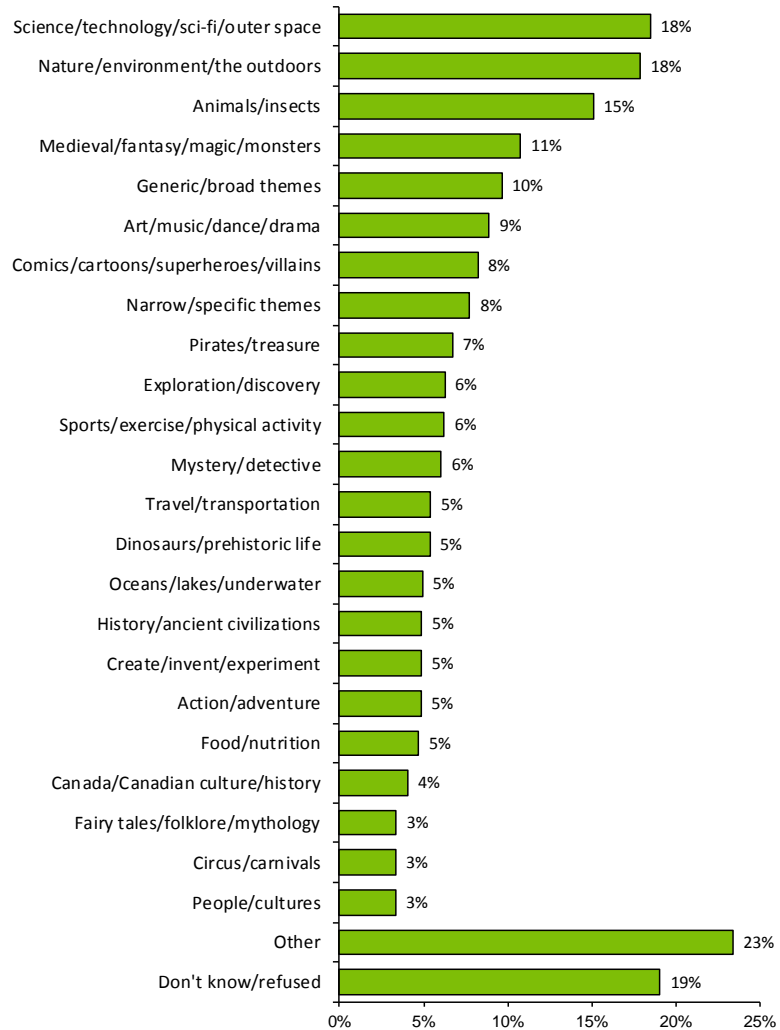
Source: Q5. Overall, how satisfied were you with the 2015/2014/2013 TD Summer Reading Club?

## Suggestions For Future Themes

Librarians were asked to provide suggestions for future themes. The most popular suggestions received were science/technology/sci-fi/outer space and nature/environment/the outdoors (18% each). Animals/insects was also a popular suggestion (15%) as was a medieval/fantasy/monsters theme (11%).

The figure below presents the suggestions made by at least 3% of libraries in 2015.

**Figure 11. Suggestions For Future Themes**



Source: Q5A. Do you have any suggestions for the program's future themes?

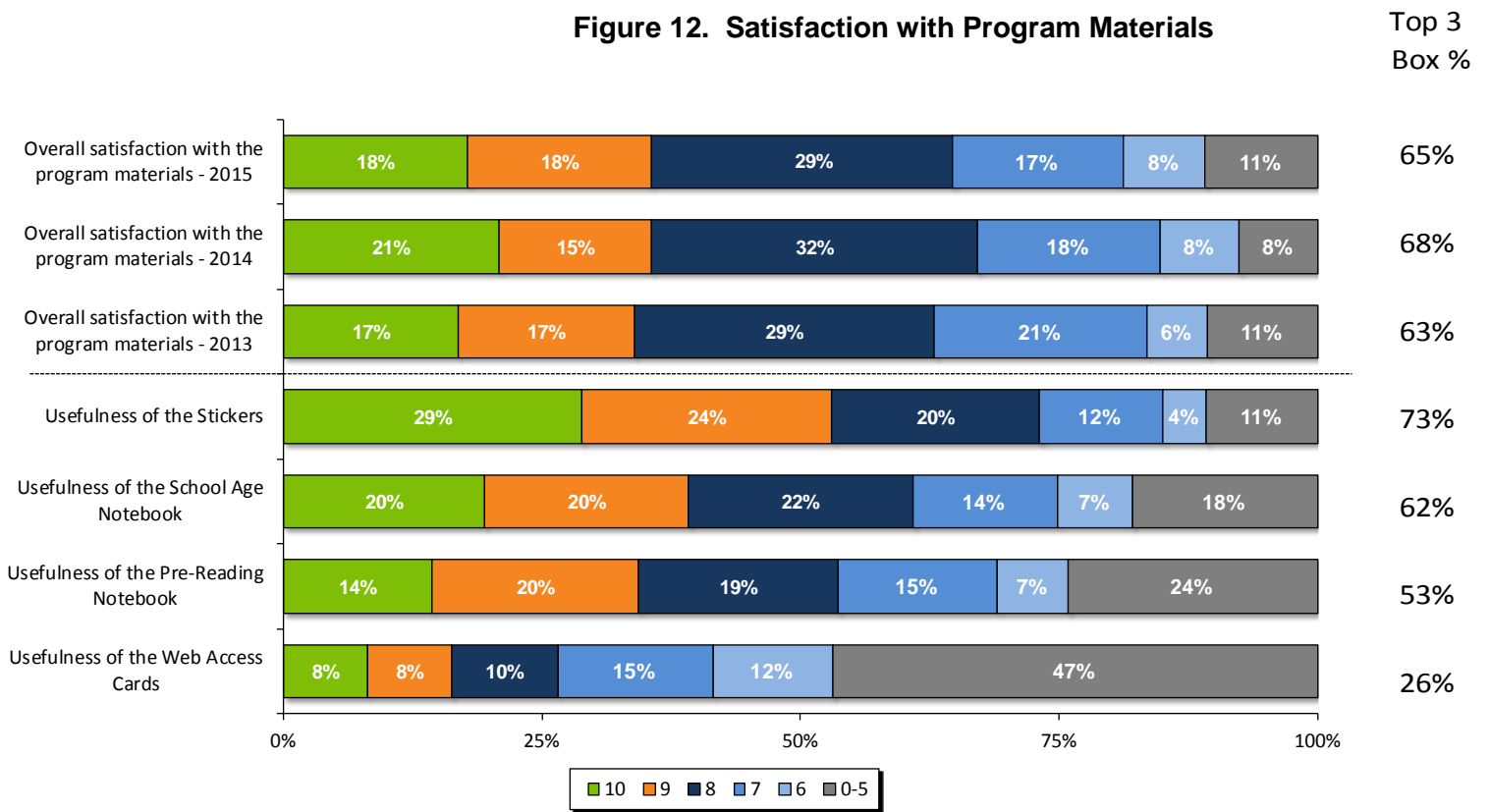


## Program Materials Satisfaction

Librarians were asked to rate their overall satisfaction with the program materials. Satisfaction was high overall with almost three quarters of Ontario libraries providing a top three box satisfaction score (65%), but it has declined slightly compared to 2014.

Libraries were asked to rate the usefulness of the various program materials. The proportion of people giving a top three box usefulness score varied among the four materials they were asked about. Librarians felt the stickers were the most useful whether looking at the top box score (29%) or the top three box score (73%). The school age notebook was rated the second most useful resource with 62% providing a top three box score and the pre-reading notebook was third with 53%. The web access card was considered the least useful with only a quarter of libraries giving a top three box score (26%) and almost half (47%) giving a score between 0-5.

**Figure 12. Satisfaction with Program Materials**



Source: Q6/Q7. 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 single most popular suggestion provided by librarians was to improve the notebook or that it was too plain/ordinary (21%). A fifth of all libraries (20%) suggested more age appropriate material that would be easier for young children to use. Improving the stickers or providing more of them was a common suggestion (16%) as was asking that the web access codes should be included in the notebooks themselves (14%). One in ten Ontario libraries also mentioned that there was a lack of interest in the web access cards.

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

**Figure 13. Suggestions For Improving The Program Material**

<u>Comments/Improvements for the Content of the Program Material for Future Programs</u>	<u>2015</u>
Improve notebook/notebook was too plain/ordinary	21%
More age appropriate/simplify for younger children	20%
Improve/provide more stickers/more variety/better formatting	16%
Web access codes should be included in notebooks/not printed separately/readers would lose their card	14%
Lack of interest/use of web access cards/some readers do not have internet access	10%
Improve posters/different sizes	9%
Stickers were a good idea/popular	9%
Include more space in notebook	7%
More activities/games	6%
Fortune teller was a good idea/popular	6%
Notebooks were a good idea/children liked them	5%
Web access cards/codes were confusing/problematic	4%
Improve magazines/declutter/too wordy	4%
Available earlier in the year	4%
<i>Satisfied/no suggestions</i>	4%
Stickers were not popular/had many stickers left over	3%
Poor participation/some participants don't bring in their notebooks/didn't return their reading logs	3%
Dislike the art style	3%
Provide a designated spot for stickers/children were uncertain where to apply stickers	3%
Notebooks should be simpler/more user friendly/less confusing	3%
More colourful art/visually appealing/eye-catching	2%
Improve bilingualism/have separate English/French editions	2%
More pre-reading activities/booklet specific	2%
Change the point system for books read	2%
Other	29%
Don't know/refused	1%

Source: Q7A. Do you have any suggestions on how to improve the content of the material for future programs?

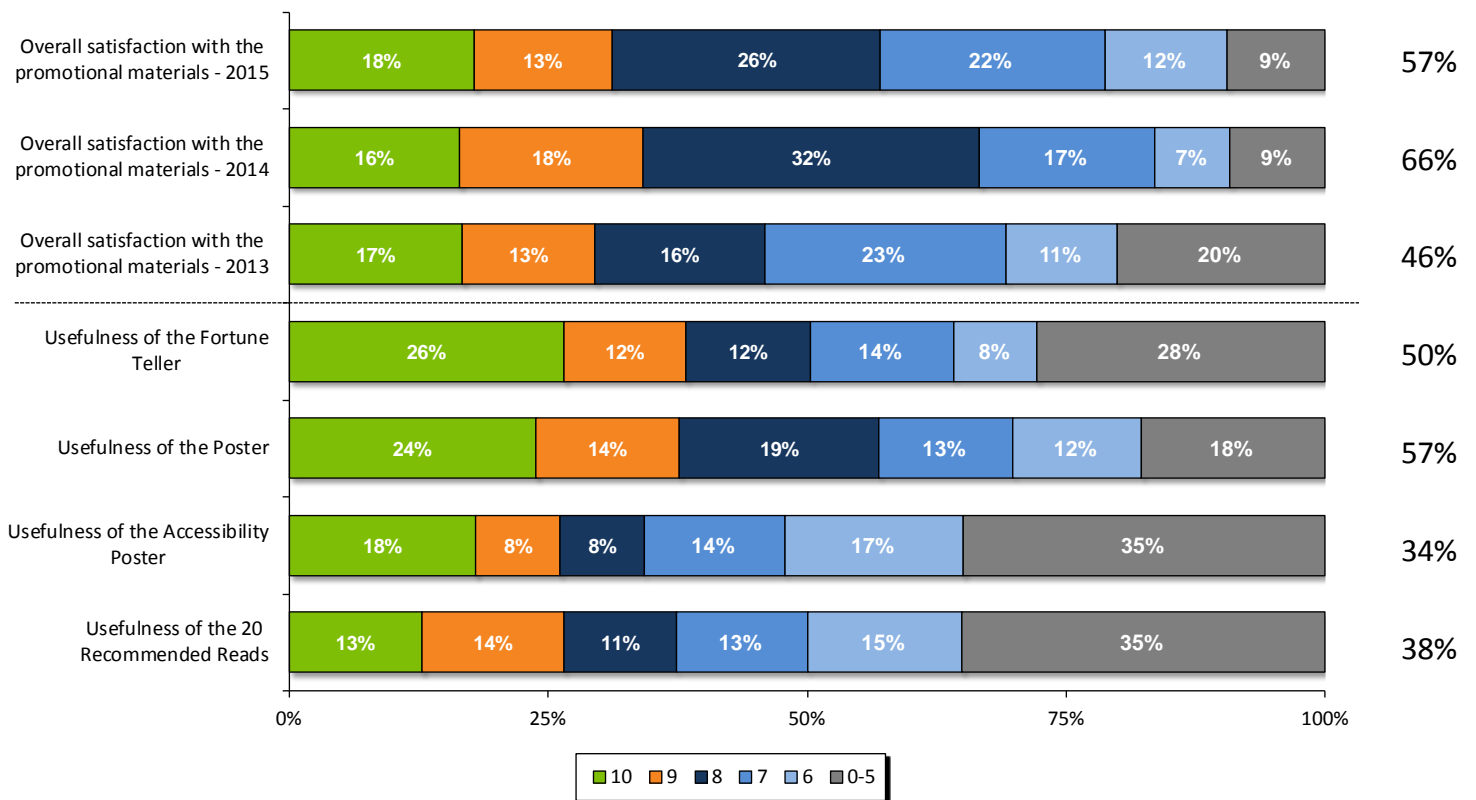
## Promotional Materials Satisfaction

Libraries also rated their level of satisfaction with the promotional materials that they received from LAC. In Ontario, satisfaction with the promotional materials was lower than that of the programming materials with less than six in ten (57%) giving a top three box satisfaction score for the promotional materials. Although the scores are high, the 2015 results represent a decline compared to 2014 where two thirds gave a top three box score.

Librarians were also asked to rate the usefulness of the individual promotional tools. The fortune teller received the highest proportion of top box scores of any material (26%) but actually received a smaller proportion of top three box usefulness scores than the program poster (57% to 50%). Beyond these materials, usefulness was lower with the accessibility poster and the 20 recommended reads receiving only 34% and 38% top three box usefulness scores respectively with more than a third of libraries giving a score between 0-5 (35% each).

**Figure 14. Satisfaction with Promotional Material**

Top 3  
Box %



Source: Q8/Q10. Promotional Materials Satisfaction/Usefulness Questions.

Librarians were invited to provide comments on the promotional materials provided by LAC. Although it did not rate as highly when asked to provide a usefulness score, almost three in ten librarians actually mentioned the fortune teller positively (29%). Other comments were that the 2015 poster was bright/eye catching (10%), that the promotional material was helpful/effective and that there were requests for a blank space on the poster for library-specific information (9% each). Other libraries requested more colourful and eye-catching art (8%).

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

**Figure 15. Suggestions For Promotional Material**

<b>Comments On 2015 Promotional Materials</b>	<b>2015</b>
Children liked the fortune teller/was popular/effective	29%
Poster was bright/eye catching/colourful	10%
Promotional material was helpful/effective	9%
Include blank space for library specific information on posters/too glossy to stamp info	9%
More colourful art/visually appealing/eye-catching	8%
Problems using Fortune Teller/not user friendly/difficult to fold	7%
Good graphics/illustrations	5%
Did not receive enough promotional material	5%
Bigger flyer/poster	5%
Keep it simple/child-friendly	5%
Materials were not useful/not necessary/no significant impact	4%
Lack of information	4%
<i>Satisfied/no suggestions</i>	3%
Prefer smaller size/flyers/bookmarks rather than posters	3%
Received too much material/did not have room for all material	3%
Dislike the art style	3%
Lack of relevance/relation to theme/reading programs	2%
Other	42%
Don't know/refused	1%

**Source:** Q10A. Do you have any comments on the promotional materials?

## Creating Own Promotional Material

In 2015, every library was asked for the first time whether they created their own promotional material for their program. Overall in Ontario 58% of libraries reported that they had with the Toronto libraries being the most likely to have done so. Each region of Ontario was more likely to have created promotional material than the national average (51%) except Northern Ontario.

**Figure 16. Creation Of Promotional Material**

Region	Libraries Create Own Promotional Materials?
	% Yes
<b>Ontario</b>	<b>58%</b>
SOLS	59%
OLS-North	48%
Toronto	64%

Source: Q9A. Do libraries from your system create their own promotional materials for the program?

The libraries that did create their own promotional material were asked to provide examples of the sort of materials they created. In Ontario, the most common type were flyers/brochures/pamphlets (46% of these libraries) followed by posters/signs (21%). Other common examples were games/challenges (17%), calendars/schedules and bookmarks (15% each).

**Figure 17. Examples of Created Promotional Material**

Examples of promotional material libraries have created	2015
Flyers/brochures/pamphlets	46%
Posters/signs	21%
Games/challenges/contests/competitions	17%
Calendars/schedules	15%
Bookmarks	15%
Banners/buntings	9%
Website/social media	8%
Custom notebooks/reading trackers	8%
Bulletin/display board	7%
Took out an ad/notice in newspaper/community bulletin	3%
Newsletters	3%
Tree installation	3%
Other	29%
Don't know/refused	2%

Source: Q9C. Please give examples of what you/these libraries have created.

## Satisfaction With Web Content For Children

Every library was asked whether they actually consulted the children’s website in the course of running their 2015 Summer Reading Club. Overall, roughly four in five libraries (79%) did consult the children’s website in 2015. This is very similar to the 2014 Ontario proportion but there was a ten percentage point increase in Toronto over last year.

The minority of libraries that did not consult the children’s website were asked to explain why they did not. The main reason given by these libraries was that they were too busy or just did not think to (37%). A fifth of libraries said that they felt it was not necessary and another 14% said the website content did not seem relevant to them. Almost one in ten Ontario libraries (9%) cited limited or no access to the internet.

**Figure 18. Usage Of Children’s Website / Reasons For Not Using The Children’s Website**

	Libraries Consulted the Children's Web Site?	
	2015	2014
<b>Ontario</b>	<b>79%</b>	<b>81%</b>
SOLS	75%	79%
OLS-North	84%	87%
Toronto	95%	85%

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

<u>Why Did You Not Consult the Children's Website?</u>	<u>2015</u>
Too busy/didn't have time/forgot/didn't think about it	37%
Not necessary/didn't feel the need/visited other websites/used other resources	20%
Website content didn't seem relevant/not suited to age group of participants	14%
Limited/no access to computers/internet	9%
Website wasn't ready/didn't launch early enough to incorporate it into our program	8%
Lack of interest/children preferred offline activities	5%
Lack of awareness about the children's website/what kind of content it included	3%
Discouraged computer use/parents preferred to have children engaged in non-computer related activities	3%
Consulted the staff/librarian website instead	3%
We promoted the website but did not visit it this year	3%
Incentives would encourage visiting the website (e.g. stickers with codes to unlock games/activities)	3%
Other	14%

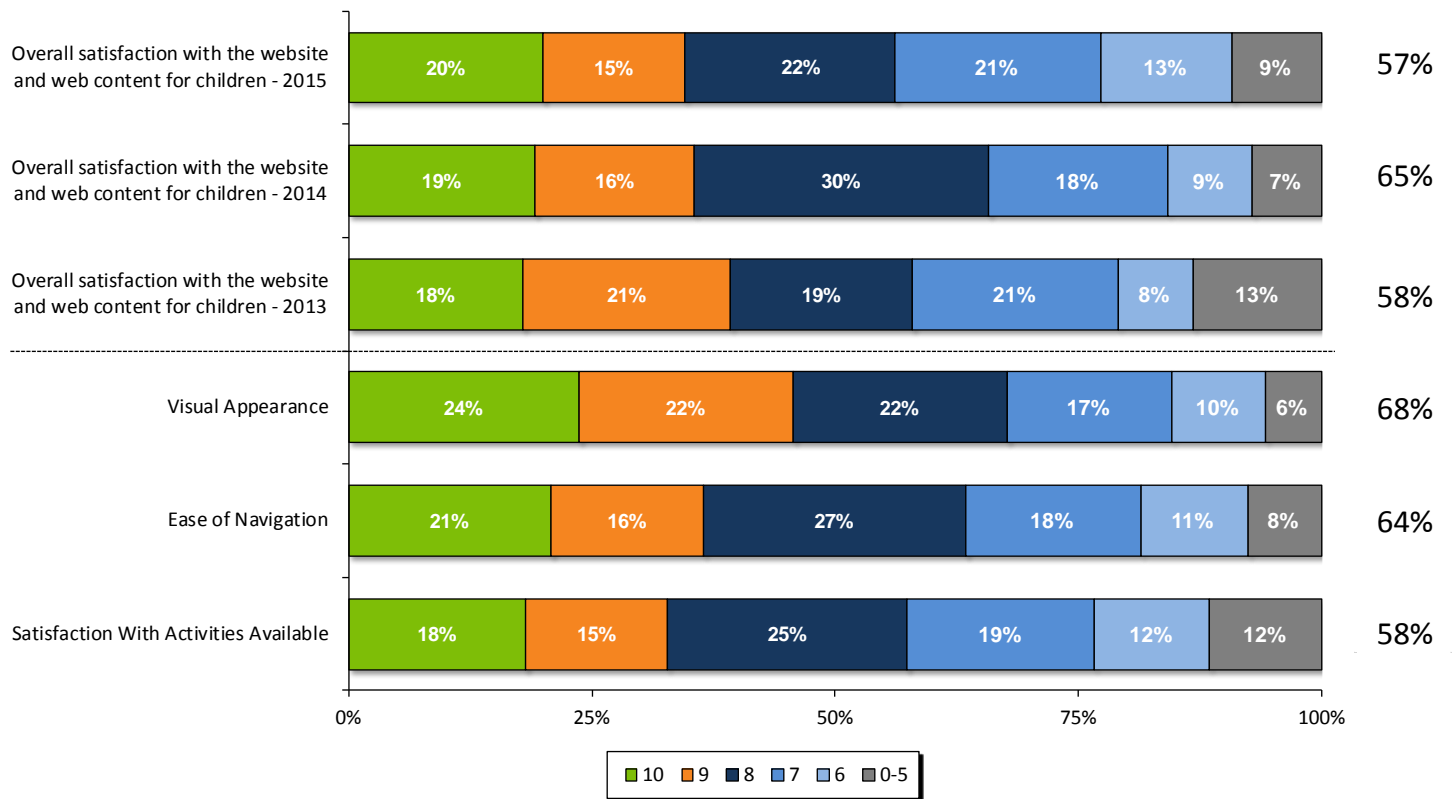
**Source:** Source: Q11. Did you consult the Children's website in 2014/15? / Q11A. Please explain why you did not consult the children's website and what resources would make you more likely to visit the site in future years?

Libraries who had used the children’s website were asked to rate their level of satisfaction with the web content available to children. Overall satisfaction with the children’s content was high in 2015 with more than half (57%) giving a top three box satisfaction score, but slipped compared to 2014.

Among the librarians who did visit the children’s website, the scores for the elements were high overall. The visual appearance of the website was rated highly with almost a quarter (24%) of all respondents giving the highest possible satisfaction score and more than two thirds (68%) giving a score of 8 or higher. Satisfaction was also high for the ease of navigating the website (64% top three box score) and with the activities available on the children’s website (58%).

Top 3  
Box %

**Figure 19. Satisfaction with Web Content For Children**



Source: Q12. Web Content For Children Satisfaction Questions.

Librarians were also asked for suggestions of how to improve the children’s website. The largest single group, representing more than a quarter of libraries (26%) of respondents said they did not have any suggestions to offer. Among those who did, the most common suggestion was to have a larger variety of games available and to improve navigation on the website to be more child-friendly (12% each). Others suggest increasing the level of interactivity on the website (7%) and to make it available earlier in the year (6%).

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

**Figure 20. Suggestions For The Children’s Website**

<b>Suggestions on how to improve the web content for children?</b>	<b>2015</b>
<i>Satisfied/no suggestions</i>	26%
More/larger variety of games	12%
Improve navigation/more child-friendly	12%
Increase interactivity	7%
Available earlier in the year	6%
Lack of interest in online activities/prefer to focus away from online activities	4%
More/varied content/expansion	4%
More contests/challenges/prizes available	4%
More diversity in age related content	3%
More codes/unlockable content	3%
Improve promotion of reading	2%
Better/more engaging art/graphics/sound	2%
Problems using/entering codes	2%
Other	34%
Don't know/refused	4%

**Source:** Q13B. Do you have any suggestions on how to improve the web content for children?



Librarians were also asked whether they promoted or made reference to the children’s website in their programming for the TD Summer Reading Club. 79% of Ontario libraries promoted the children’s website in 2015, an increase over 2014 when 70% said that they did. Toronto libraries were the most likely and SOLS libraries were the least likely to have done so.

The librarians who said that they did not promote or make reference to the children’s website were asked why they did not. By far the most common reason given was that the librarian was too busy and did not have the time (20%). Many mentioned limited internet access (13%) and others mentioned that they promoted the website without visiting it (11%). Some libraries mentioned that the website did not seem relevant to them and that they/parents discouraged computer usage in the program (9% each).

**Figure 21. Promotion Of The Children’s Website & Reasons For Not Promoting The Children’s Website**

	Libraries Promote/Reference the Website in Programming?	
	2015	2014
<b>Ontario</b>	<b>79%</b>	<b>70%</b>
SOLS	76%	67%
OLS-North	83%	70%
Toronto	87%	89%

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

<u>Why Did You Not Promote the Children's Website?</u>	<u>2015</u>
Too busy/didn't have time/forgot/didn't think about it	20%
Limited/no access to computers/internet	13%
Promoted it only on registration day/not during program/just mentioned it to parents	11%
Website content didn't seem relevant/not suited to age group of participants	9%
Discouraged computer use/parents preferred to have children engaged in non-computer related activities	9%
Not necessary/didn't feel the need/visited other websites/used other resources	7%
Lack of awareness about the children's website/what kind of content it included	6%
Website wasn't ready/didn't launch early enough to incorporate it into our program	5%
Insufficient children enrolling in program/visiting the library	4%
Lack of interest/children preferred offline activities	4%
Poor layout/web site is difficult to navigate	4%
Need information about website earlier in the year to be able to prepare/plan ahead	2%
Incentives would encourage visiting the website (e.g. stickers with codes to unlock games/activities)	2%
Other	23%
Don't know/refused	2%

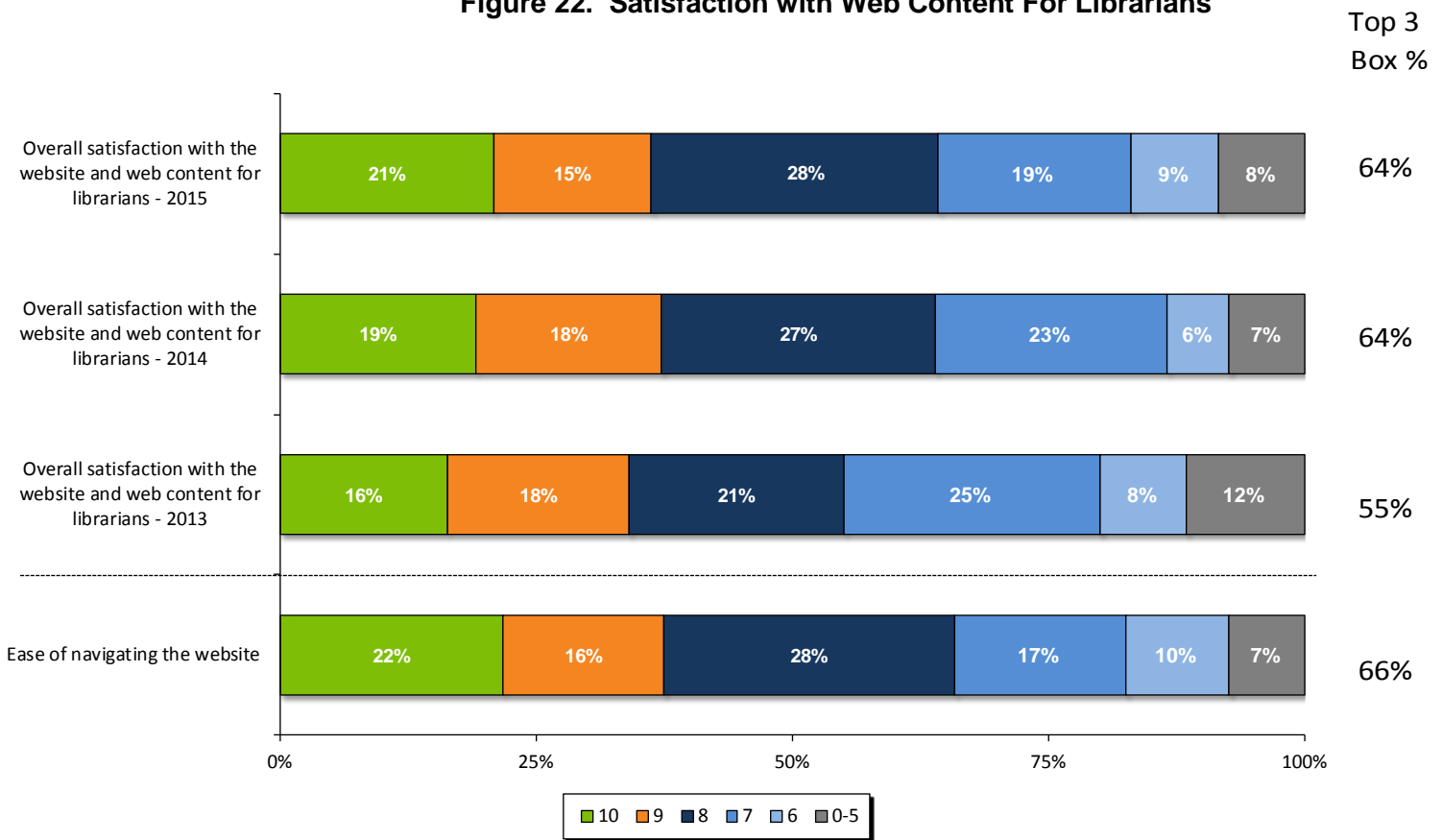
**Source:** Source: Q13. Did you promote or make reference to the website in any of your programming for the 2015 TD Summer Reading Club? / Q13A. Please explain why you did not promote or make reference to the children’s website and what would make you more likely to use it in promoting the TD Summer Reading Club in future years?

## Satisfaction With Web Content For Librarians

Libraries were asked to rate their level of satisfaction with the web content available to them on the librarian’s website. The levels of satisfaction in 2015 are virtually identical to those in 2014 and higher than in 2013. Although there was no change in the top three box scores since last year, the top box score increased by two percentage points.

The only element of the web content for librarians which was measured was the ease of navigating the website. The level of satisfaction with the navigation of the website mirrored the overall satisfaction with the site itself. More than a fifth of respondents (22%) gave the highest possible satisfaction score and two thirds (66%) gave a score of 8 or higher.

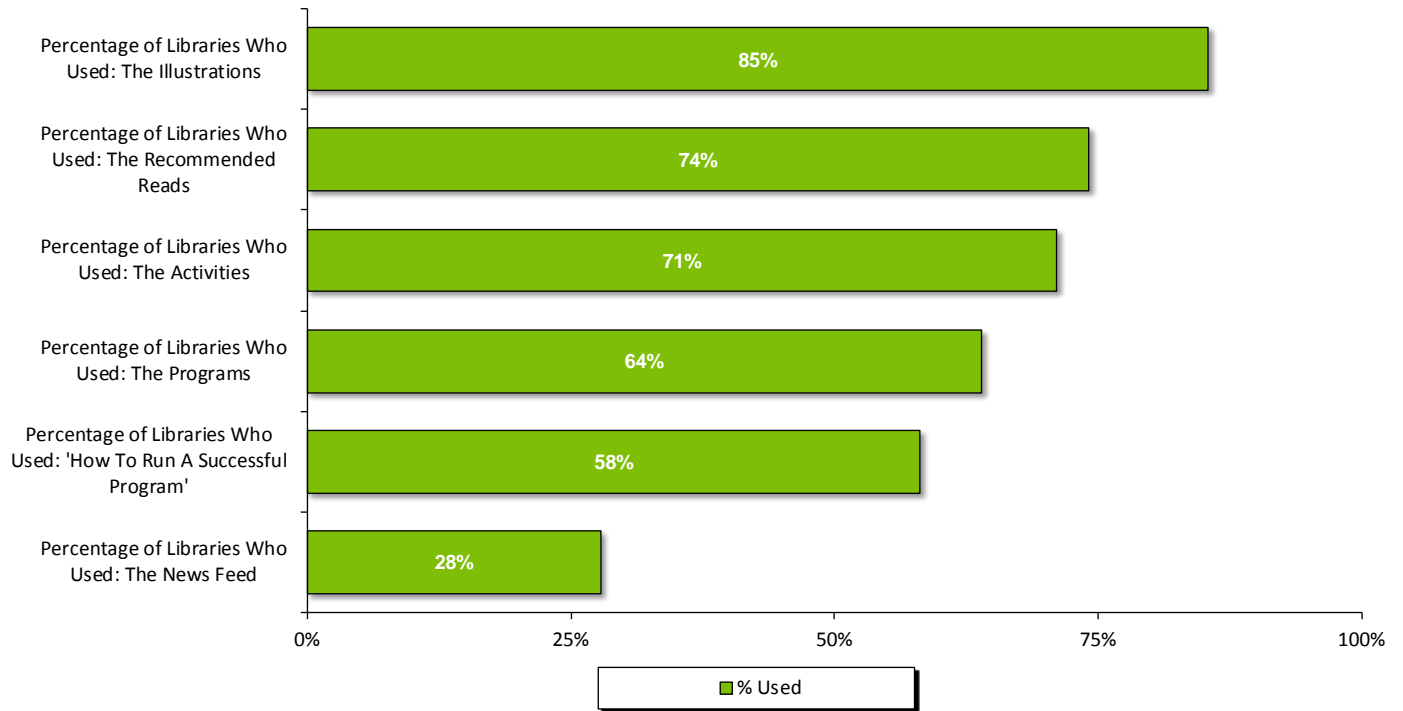
**Figure 22. Satisfaction with Web Content For Librarians**



Source: Q14. Web Content For Librarians Satisfaction Questions.

Librarians were asked specifically which of the resources that were available to them were actually used in running their TD Summer Reading Club in 2015. Usage of the resources was varied and ranged from the illustrations (85% of Ontario libraries) and the recommended reads (74%) to the news feed which was used by only 28% of libraries.

**Figure 23. Usage of Librarian Web Resources**

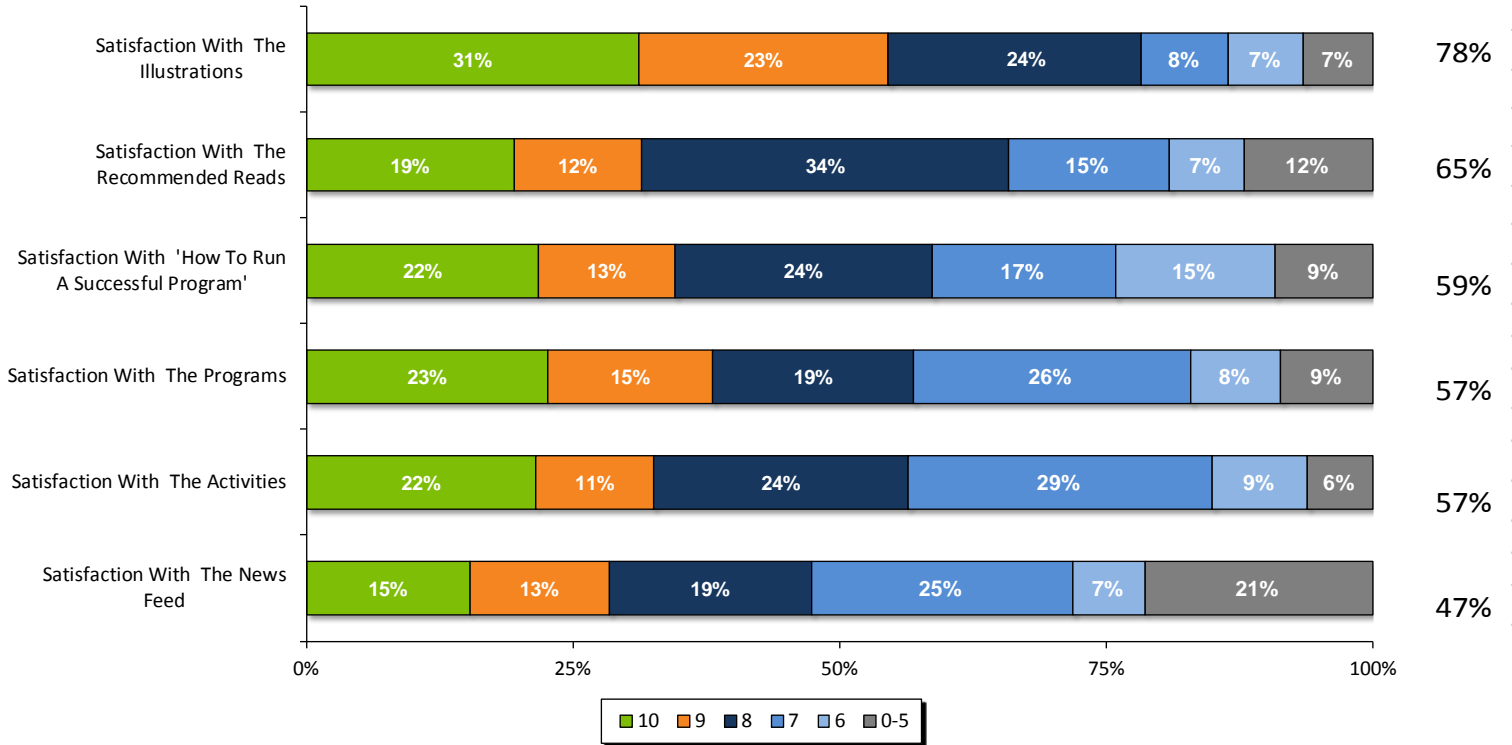


**Source:** Q15. Please identify which of the resources on the Librarians' website you used and, for each resource that you did use, please give your level of satisfaction with it.

Those who reported using the web resources were then asked to rate their satisfaction with those resources. Although satisfaction was high for the librarian resources in general, it was highest for the illustrations where almost a third (31%) gave the highest possible satisfaction score and more than three quarters of libraries gave a top three box score (78%). The other resources were also well received, however, from the recommended reads to the news feed (ranging from 65% top three box satisfaction to 47%).

**Figure 24. Satisfaction With The Librarian Web Resources (Ranked By Top Three Box Score)**

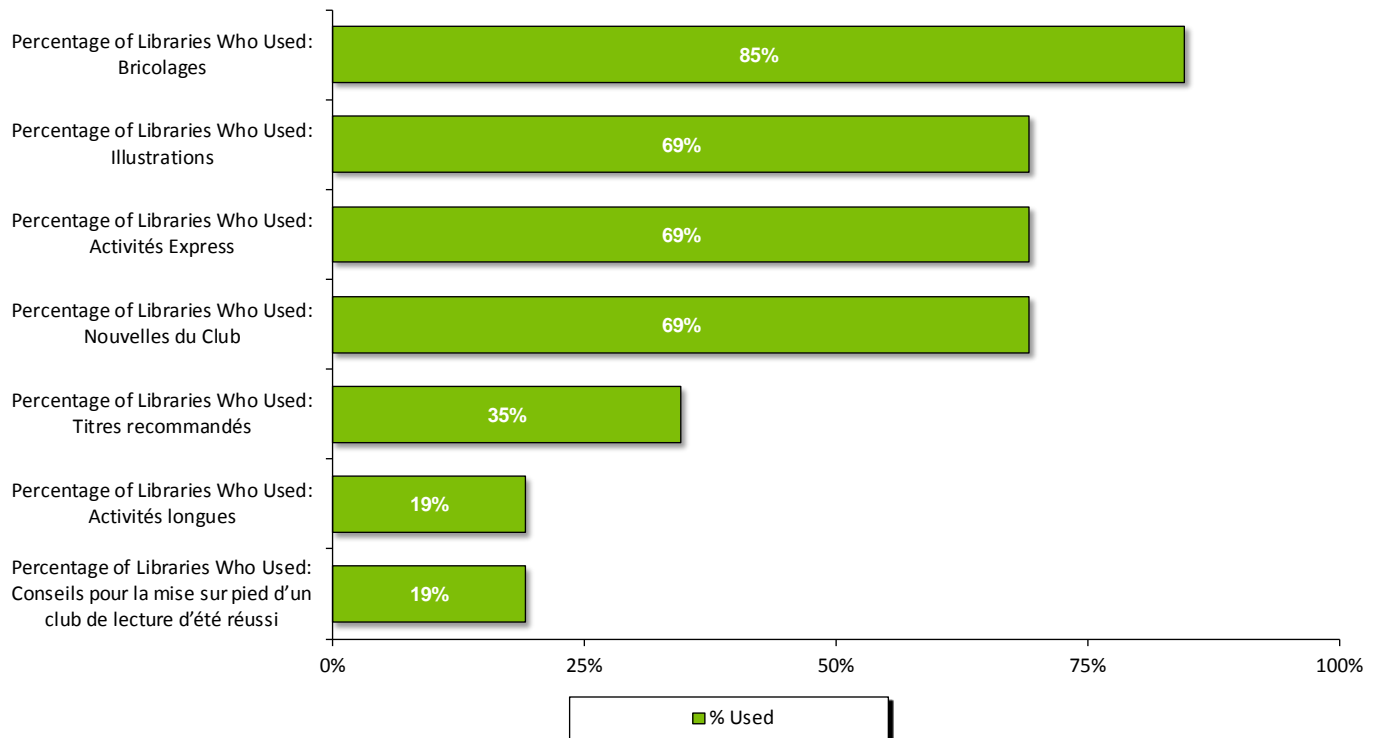
Top 3  
Box %



Source: Q15. Please identify which of the resources on the Librarians' website you used and, for each resource that you did use, please give your level of satisfaction with it.

The libraries that ran their program in French were also asked about the resources that were available to them that they actually made use of. The *bricolages* were the most commonly used with 85% of the libraries in Ontario (there were 8 in total) making use of them. The *illustrations*, the *activités express* and the *nouvelles du club* were all used by 69% of these libraries. The *activités longues* and the *conseils pour la mise sur pied d'un club de lecture d'été réussi* were the least popular with only 19% of libraries using them.

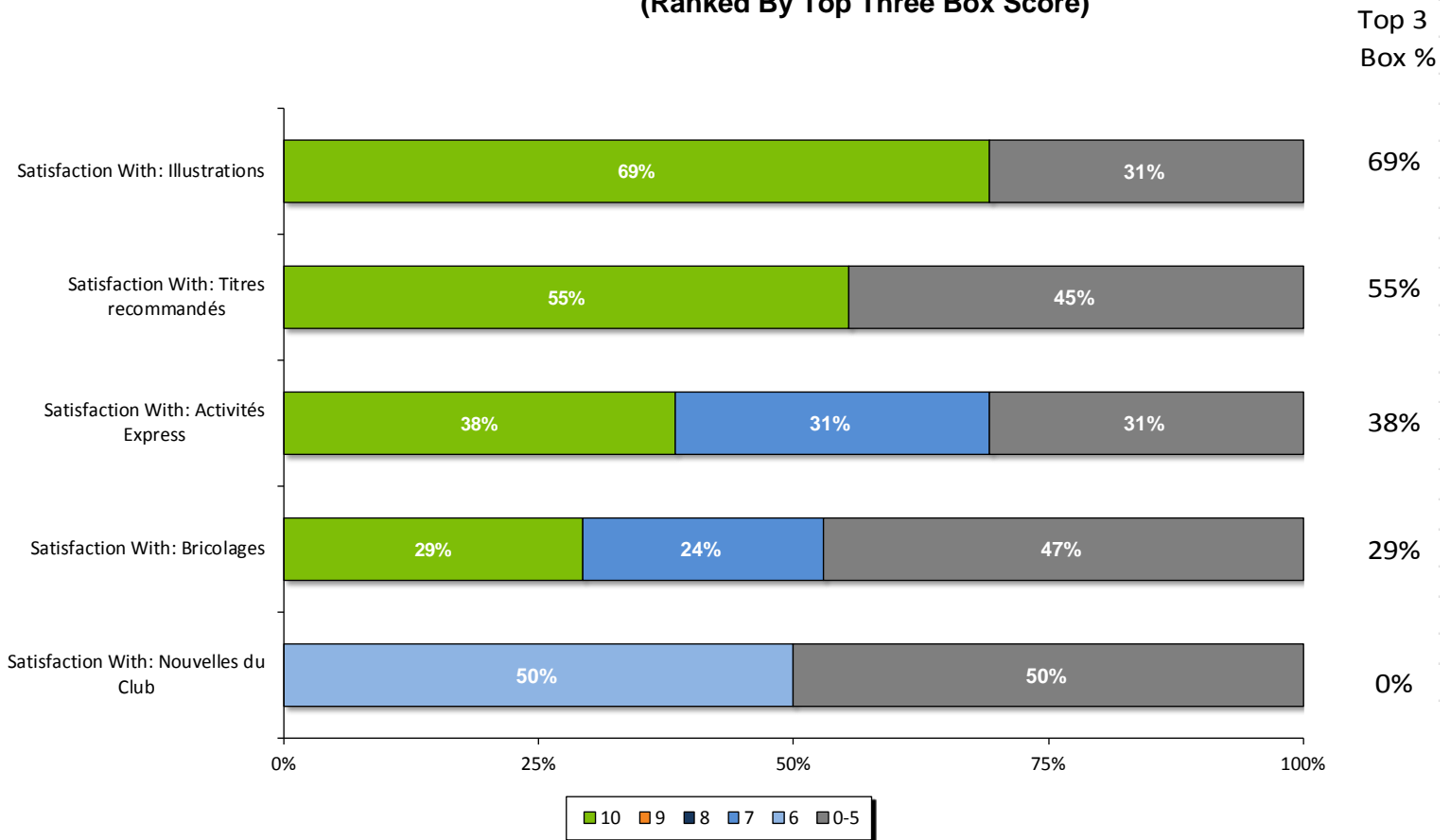
**Figure 25. Usage of Librarian Web Resources (French)**



**Source:** Q15FR. Please identify which of the resources on the Librarians' website you used and, for each resource that you did use, please give your level of satisfaction with it (French).

Those who reported using the web resources were then asked to rate their satisfaction with those resources. Although the number of responses received was low (no one provided a response for the *conseils pour la mise sur pied d'un club de lecture d'été réussi*), the *illustrations* were the best received resource with 69% of libraries giving the highest possible satisfaction score. The *titres recommandés* and the *activités express* also received high satisfaction scores. The *nouvelles du club* had the lowest satisfaction scores with none of these libraries giving it a top three box satisfaction score.

**Figure 26. Satisfaction With The Librarian Web Resources (French)  
(Ranked By Top Three Box Score)**



**Source:** Q15FR. Please identify which of the resources on the Librarians' website you used and, for each resource that you did use, please give your level of satisfaction with it (French).

Librarians were asked about the time of year in which they accessed the librarians' resources from the web. As expected, the months in which it was most common to access these resources are those in the lead up to, and during the execution of the Summer Reading Club from May to August. Accessing these resources is uncommon in the months after the program (September to December) but increases steadily beginning in January.

**Figure 27. Use Of Web Resources Throughout The Year**

Web Resources Consulted	Jan	Feb	March	April	May	June	July	Aug	Sept	Oct	Nov	Dec
TD Summer Reading Club staff website	9%	13%	18%	32%	56%	74%	63%	49%	8%	3%	2%	2%
Other web resources	8%	11%	14%	22%	37%	45%	38%	30%	6%	3%	3%	3%

**Source:** QD16. Please identify the months that libraries from your system consulted the TD Summer Reading Club website for library staff/other resources.

Librarians were asked for suggestions on how to improve the librarian’s website for future years. Almost a quarter of respondents (22%) said that they were satisfied or had nothing to suggest. Those who did provide a suggestion were most likely to request simpler/more user-friendly navigation (18%). Others suggested making the materials available sooner (13%) or requested more suggestions/ideas for activities and the ability to share information/ideas between libraries (11% each). A further 9% requested better craft ideas.

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

**Figure 28. Suggestions For Librarian Web Resources**

<b>Suggestions on how to improve the web content for librarians?</b>	<b>2015</b>
<i>Satisfied/no suggestions</i>	22%
Simpler/more user friendly/better navigation/search/print functions	18%
Make material available sooner	13%
More suggestions/ideas for programs/activities	11%
Ability to share ideas/information between libraries/through social media/online forum	11%
Better craft ideas	9%
Age specific content/separate by age/school level	7%
Have previous years content available/accessible	4%
Improve clip art/more visually appealing/more variety	3%
Better/more recent/broader booklists	2%
Offer downloadable documents/spreadsheets/manuals	2%
More useful staff manual/more suggestions	2%
Other	19%
Don't know/refused	4%

*Source: Q16A. Do you have any suggestions on how to improve the web content for librarians?*

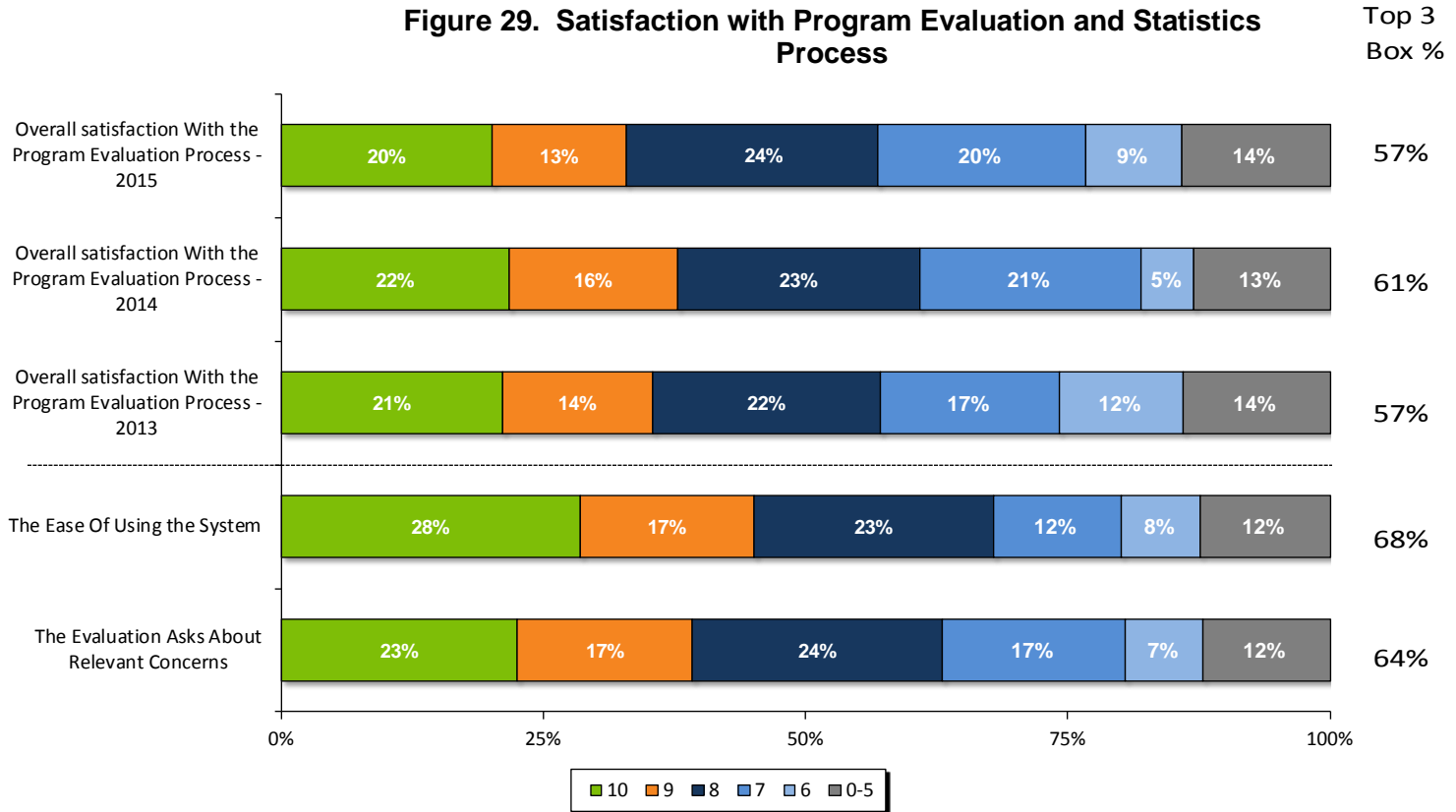


## Satisfaction With Program Evaluation

Finally, libraries were asked to rate their level of satisfaction with the program evaluation and statistics process for 2015. Overall, satisfaction was relatively high with 57% of respondents giving top three box satisfaction scores. A fifth of librarians gave the highest possible score. Although satisfaction with the process was slightly lower in 2015 than it was in 2014 (down four percentage point in the top three satisfaction box), only 14% 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 higher than ‘the evaluation asks about relevant concerns.’ The top three box scores for both elements were high, though, with roughly two thirds of libraries (68% and 64%) giving a top three box satisfaction score.

**Figure 29. Satisfaction with Program Evaluation and Statistics Process**



Source: Q17. 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 suggestion was to make the questions/forms available sooner (23%). More than a fifth of libraries said they had no suggestions to give (22%). Other common responses were to clarify/better define the information being requested (8%) and to reduce the number of questions that are asked (7%).

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

**Figure 30. Suggestions For Improving The Program Evaluation and Statistics Process**

<u>Suggestions on how to improve the statistical collection and program evaluation process?</u>	<u>2015</u>
Make questions/forms available sooner/let us know what to track	23%
Satisfied/no suggestions	22%
Clarify/better define information requested	8%
Fewer questions/reduce survey length	7%
Questions don't apply/we can't collect certain statistics	5%
Standardized forms/Excel format to accommodate formulas	5%
Include stats on number of books read	4%
Problems recording children who weren't officially registered	3%
Offer a printable version	2%
Other	29%
Don't know/refused	3%

Source: Q17A. Do you have any suggestions for how to improve the statistical collection and program evaluation process?

Libraries were asked to share whether they had any indicators of children’s increased enjoyment of reading, reading successes or changes in attitudes toward reading. A third of Librarians, hearing from parents, reported that the program made kids excited and kept them reading over the summer while another 22% reported that children enjoyed the program and it motivated them to read more. Challenges/incentives were also mentioned as a motivating factor (15%) and librarians also stated that it brought more children into the library as well as noting that children exceed the goals of the club (13% each).

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

**Figure 31. Testimonials Indicating An Increased Love Of Reading**

<u>Testimonials indicating increased love of reading?</u>	<u>2015</u>
Makes them excited/keeps them reading over the summer	33%
Children enjoyed the program/enjoyed reading/were motivated to read more	22%
Challenges/incentives were a motivating factor	15%
Brings more children to the library/they enjoy coming	13%
Children exceeding goals of club/reading extra	13%
Noticeable improvement in reading level	10%
Children love adding stickers to their notebook/passports	7%
Improved confidence/communication skills	5%
Children more willing to read at home/share with family	4%
Children enjoyed story time/hearing stories recited	4%
Families continue book reporting/reward system afterwards	4%
Children enjoy coming back each year	3%
Children/parents enjoyed the activities/crafts/website	3%
Increased interest/abilities in school	2%
Other	21%
Don't know/refused	14%

Source: Q17B. Do you have any testimonials from parents, caregivers or teachers that may indicate an increased love of reading?

## **Appendix 3**

### **Quebec (ABPQ and RBQ)**

# 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, 339 of the 399 participating individual libraries submitted their results, representing an overall response rate of 85%.

**Figure 1. Response Rate**

	Quebec	ABPQ	RBQ
<b>(A) Total Participating Libraries</b>	399	182	217
<b>(B) Total Responded to Survey</b>	339	163	176
<b>(C) Survey Response Rate</b>	85%	90%	81%

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 2015. 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 47,229 children registered for the TDSRC 2015 program, which is a sizeable increase over 2014 and is the highest total ever reported for Quebec. The increase happened almost entirely in the ABPQ libraries. The split by gender is stable with 56% of the participants being girls and boys representing 44% of the participants.

**Figure 2. Total Registration 2008 – 2015**

Total Registration								
Region	2015	2014	2013	2012	2011	2010	2009	2008
Quebec	47,229	38,570	28,517	32,808	27,391	27,068	29,813	24,276
ABPQ	36,344	28,151	23,023	22,491	18,681	16,507	22,483	17,388
Reseau Biblio	10,885	10,418	5,494	10,317	8,710	10,561	7,330	6,888

Source: Q1 Total number of children who registered for the TDSRC 2015.

**Figure 3. Percentage of Participating Children by Gender (Tracking)**

Year	% Girls	% Boys
2005	56%	44%
2006	55%	45%
2007	57%	43%
2008	56%	44%
2009	56%	44%
2010	56%	44%
2011	56%	44%
2012	54%	46%
2013	53%	47%
2014	56%	44%
2015	56%	44%

Source: Q1. Total number of children who registered for the TDSRC 2015 program

The figure below shows the age breakdown of registered children. For the summer 2015, 24% of the boys were in the 0-5 age group, 41% were 6-8, 33% were 9-12, and 2% were 13 years or older. There has been no real change in 2015 and there is little difference by age distribution between boys and girls with 23% of girls aged 0-5, 39% aged 6-8, 35% aged 9-12, and 3% aged 13 and older.

**Figure 4. Percentage of Registered Children by Gender and Age**

BOYS	2015	2014	2013	2012	2011	2010	2009	2008	2007	2006	2005
0-5	24%	25%	23%	23%	20%	23%	18%	19%	17%	19%	20%
6-8	41%	41%	40%	39%	40%	39%	41%	41%	41%	39%	39%
9-12	33%	31%	36%	34%	38%	35%	39%	38%	38%	38%	37%
13+	2%	3%	2%	3%	3%	3%	2%	2%	4%	4%	4%

GIRLS	2015	2014	2013	2012	2011	2010	2009	2008	2007	2006	2005
0-5	23%	23%	22%	21%	18%	18%	17%	18%	15%	16%	18%
6-8	39%	39%	39%	37%	38%	37%	38%	39%	37%	38%	36%
9-12	35%	34%	36%	36%	40%	39%	42%	40%	43%	42%	42%
13+	3%	4%	3%	6%	5%	7%	3%	3%	5%	5%	4%

Source: Q1. Total number of children who registered for the TDSRC 2015 program

Figure 5 below summarizes the participation rate for Quebec by age and gender based on 2011 census data. Due to increased registration, the proportion of all children who were registered in 2015 was higher than in the two previous years, increasing from 2.49% to 3.05% since 2014.

**Figure 5. Number of Registered Children**

	2011 CENSUS			2015 TD SRC REGISTRANTS			% PARTICIP. CHILDREN	% PARTICIP. CHILDREN	% PARTICIP. CHILDREN
	(A)	(B)	(C)	(D)	(E)	(F)	2015	2014	2013
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	47,229	20,880	26,349	3.05%	2.49%	1.84%
0-5	523,395	267,610	255,785	11,124	4,993	6,132	2.13%	1.75%	1.23%
6-8	237,390	121,105	116,285	18,791	8,579	10,213	7.92%	6.54%	4.75%
9-12	322,760	164,720	158,030	15,949	6,826	9,123	4.94%	3.89%	3.15%
13+	462,935	235,805	227,130	1,364	482	881	0.29%	0.29%	0.14%

Source: Q1 Total number of children who registered for the TDSRC 2015, 2014, 2013. Columns (A) through (C) provided by Statistics Canada Census 2011. Columns (D) through (F) represent data collected by Harris/Decima.

## 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 83,245 children attended the 4,187 theme-related activities which were organized in libraries across Quebec over the summer months of 2015. Within Quebec, the majority of activities were organized and run by ABPQ and as a result, the majority of children who attended did so at BQP libraries. Overall, an average of 20 children attended each activity, with the average attendance per activity in Réseau Biblio being slightly lower than those at BQP. Provincially, 81% 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
<b>Quebec</b>	<b>4,187</b>	<b>83,245</b>	<b>20</b>	<b>81%</b>	<b>19%</b>
ABPQ	3,239	66,540	21	79%	21%
Réseau Biblio	948	16,704	18	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.



With the increase in registration in 2015, attendance at activities planned around the theme increased by almost 10,000. Despite this increase, however, the number of activities was actually lower in 2015 than it was in 2014. Due to running fewer activities with higher attendance in 2015, average attendance at each activity was higher than it was in 2014.

**Figure 7. Activities and Attendance 2013 – 2015**

Region	2015		2014		2013	
	Theme-Related Activities	Total Attendance	Theme-Related Activities	Total Attendance	Theme-Related Activities	Total Attendance
<b>Quebec</b>	<b>4,187</b>	<b>83,245</b>	<b>4,515</b>	<b>73,953</b>	<b>2,977</b>	<b>61,215</b>
ABPQ	3,239	66,540	3,506	53,851	2,128	44,585
Reseau Biblio	948	16,704	1,009	20,102	849	16,630

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

## 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, 41% of libraries indicated that their library staff made promotional visits to schools, while 15% visited child care centres, 24% visited day camps, and 14% made other promotional visits. A total of 1,415 visits were made, reaching a total of 67,595 children (the vast majority of them at schools).

**Figure 8. Total Number of Visits and Children Reached by Segment**

	Made Visits 2015 (%)					
	Schools			Day Camps		
	School Visits (% Yes)	Total Visits	Children Attended	Day Camp Visits (%)	Total Visits	Children Attended
Quebec	41%	814	49,284	24%	264	6,780
	Child Care Centres			Other Locations		
	Childcare Visits (%)	Total Visits	Children Attended	Other Visits (%)	Total Visits	Children Attended
Quebec	15%	113	2,274	14%	224	9,257

Source: Q3 Did any library staff promote the program at schools, day camps, child-care centres, or other locations?

## Previous Participation

In order to streamline the process of entering the data for each library/system, the question that asked how each of their registrants heard about the program was changed so that it asked only whether or not each registrant had joined in a previous year. Beginning in 2014, the question was asked simply as a ‘yes or no’ during the registration process and, as a result, the numbers were available for virtually every library/system. While the results provided here may be less detailed than in previous years, they are more reliable.

In Quebec, just shy of half of all registered children (48%) said that they had participated in previous years. This number was higher in Reseau Biblio (51%) than in ABPQ (47%). The proportion of children who reported having participated in a previous year increased for Reseau Biblio, but actually declined for ABPQ when compared to 2014.

**Figure 9. Previous Participation**

Region	Joined in previous years		New Registrants	
<b>Quebec</b>	<b>22,653</b>	<b>48%</b>	<b>24,576</b>	<b>52%</b>
ABPQ	17,115	47%	19,229	53%
Reseau Biblio	5,538	51%	5,346	49%

% Joined in Previous Years			
Region	2015	2014	2013
<b>Quebec</b>	<b>48%</b>	<b>50%</b>	<b>43%</b>
ABPQ	47%	52%	40%
Reseau Biblio	51%	47%	57%

**Source:** Q4. 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?

## Satisfaction & Suggestions

Over the past three years, the Statistics and Evaluation Form was streamlined and refocused in order to gather more specific data while lessening the burden on library staff who are required to keep track of and enter a number of metrics. Additionally, the satisfaction questions were converted from a five-point scale to a ten-point scale to measure satisfaction with more precision. Due to these changes, direct comparisons can only be made for the last three waves, and only in some instances.

In 2015, the Statistics and Evaluation Form was again updated to include questions asking about new elements in 2015, namely whether libraries created their own promotional materials and when libraries accessed resources from the Summer Reading Club website.

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 and directly compared to previous waves of data (wherever applicable). It is followed by the individual element scores, ranked by the proportion giving a score of 10 (unless otherwise noted). Libraries were also asked for their suggestions and comments in each section.

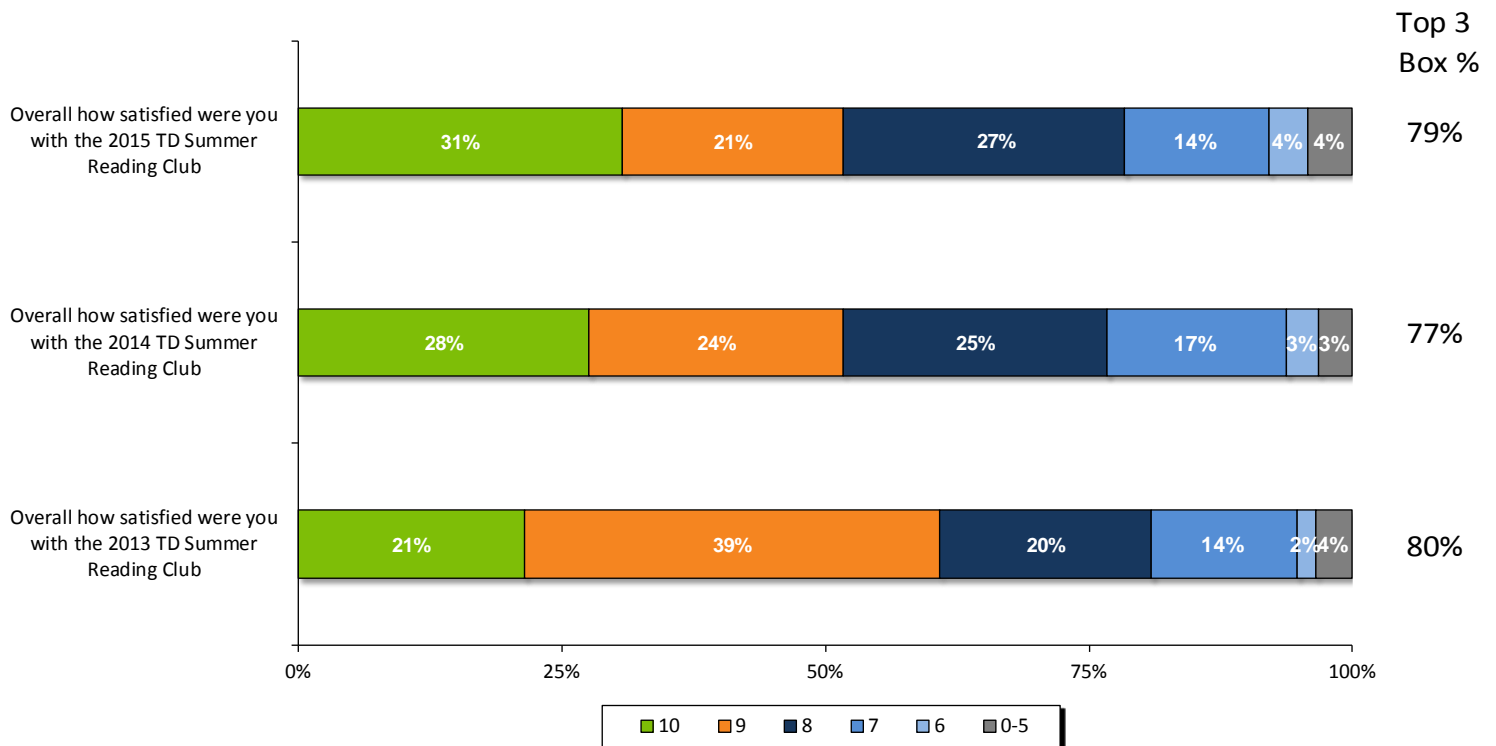
Please note that libraries that did not provide information for any given question are not considered in the percentages reported here so that each graph will sum to 100%.

## Overall Program Satisfaction

Individual overall satisfaction was asked as a stand-alone question for the first time in 2013 and has been asked that way in the years since.

Satisfaction was again high 2015, with the results being a slight improvement over last year. Almost a third of libraries (31%) in Quebec gave the highest possible score (10) and four in five libraries (79%) gave a top three box satisfaction score. Only 4% gave a score which would indicate dissatisfaction with the program. In 2015 there was very little difference in satisfaction between ABPQ and Réseau Biblio.

**Figure 10. Satisfaction With The Summer Reading Program Overall**



Region	Overall Satisfaction (Top 3 Box)		
	2015	2014	2013
Quebec	79%	77%	80%
ABPQ	77%	72%	72%
Réseau Biblio	80%	81%	87%

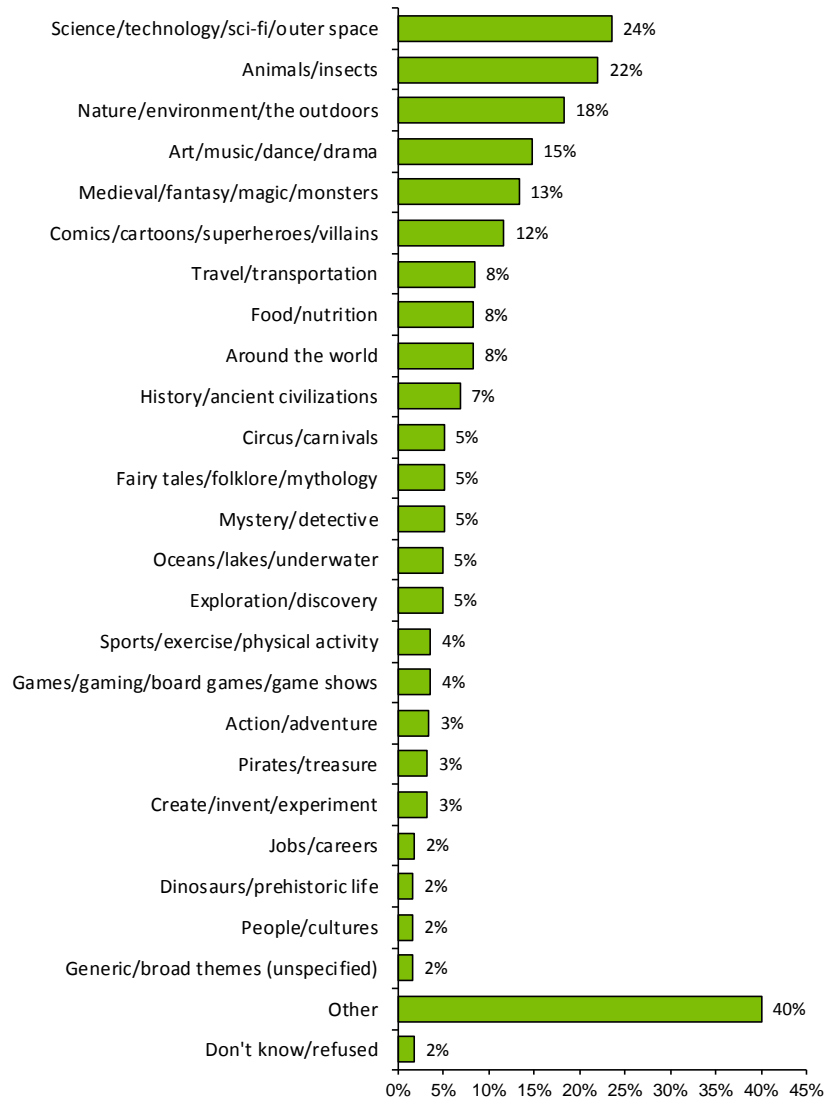
Source: Q5. Overall, how satisfied were you with the 2015/2014/2013 TD Summer Reading Club?

## Suggestions For Future Themes

Librarians were asked to provide suggestions for future themes. The most popular suggestions received were science/technology/sci-fi/outer space (24%) and Animals/insects (22%). Nature/environment/the outdoors (18%), art/music/drama (15%), medieval/fantasy/magic (13%) and comics/cartoons (12%) were also popular suggestions.

The figure below presents the suggestions made by at least 3% of libraries in 2015.

**Figure 11. Suggestions For Future Themes**



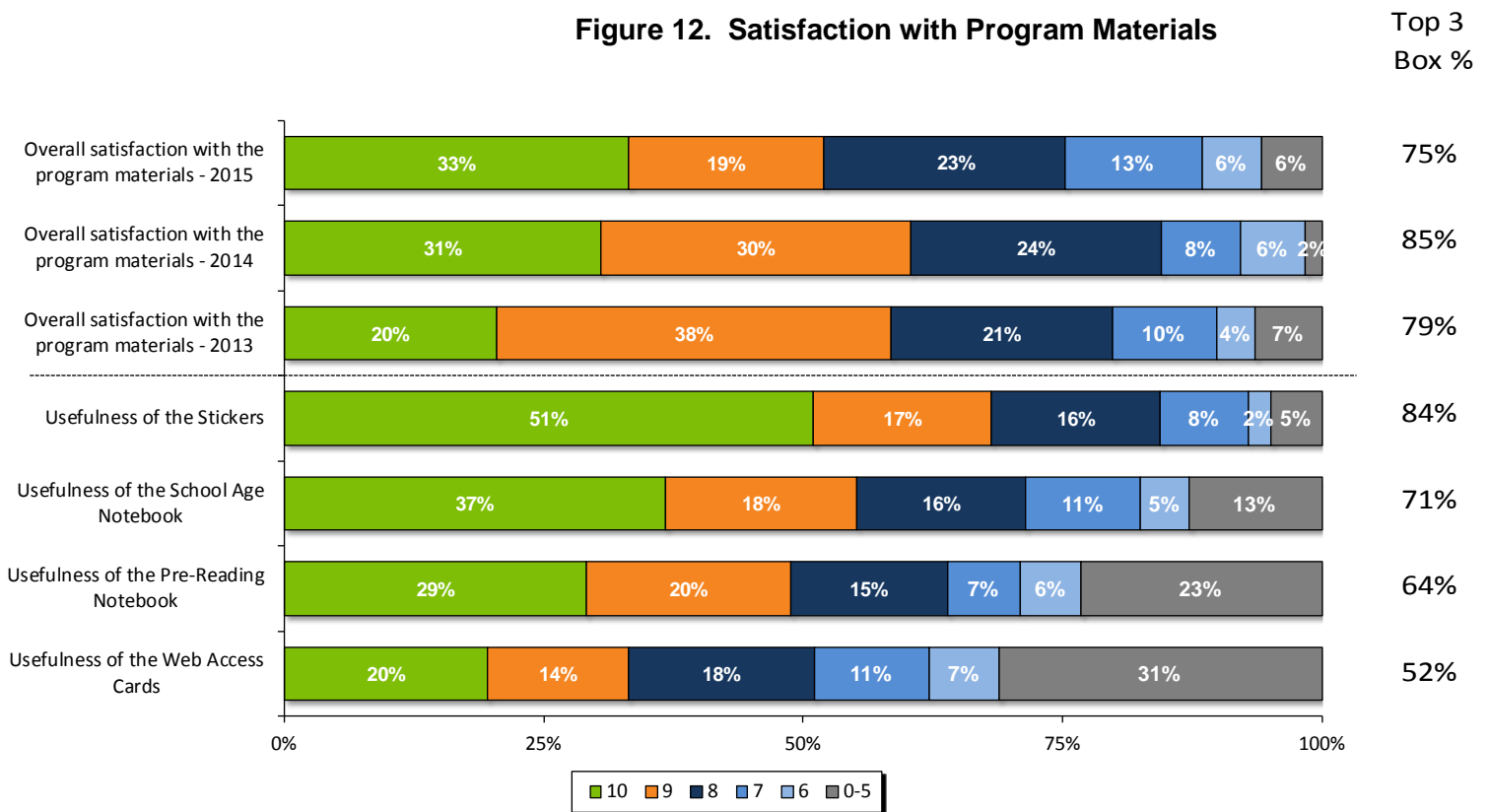
Source: Q5A. Do you have any suggestions for the program's future themes?

## Program Materials Satisfaction

Librarians were asked to rate their overall satisfaction with the program materials. Although the level of satisfaction with the materials was high in 2015, it has fallen since 2014. A third of all libraries gave the materials the highest possible score but the proportion who gave them a top three box score fell by ten percentage points compared to 2014.

Libraries were asked to rate the usefulness of the various program materials. The stickers were considered the most useful of these resources with more than half of all libraries (51%) giving it the highest possible score and 84% of libraries giving it a top three box score. The school age notebook was also very well received with almost three quarters of libraries (71%) reporting a top three box usefulness score. The pre-reading notebook was also seen to be useful as almost two thirds of librarians (64%) gave it a top three box score. Even the web access cards were considered useful by more than half of the librarians (52%).

**Figure 12. Satisfaction with Program Materials**



Source: Q6/Q7. 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 single most popular request was to improve the notebook as it was too ordinary/plain (15%). Others requested more space in the notebook (14%) while other just mentioned that the notebooks were a good idea (12%). One in ten libraries requested more age appropriate materials for younger children and mentioned that the stickers were a good idea (10% each). 9% of libraries requested more pre-reading activities.

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

**Figure 13. Suggestions For Improving The Program Material**

<u>Comments/Improvements for the Content of the Program Material for Future Programs</u>	<u>2015</u>
Improve notebook/notebook was too plain/ordinary	15%
Include more space in notebooks	14%
Notebooks were a good idea/children liked them	12%
More age appropriate/simplify for younger children	10%
Stickers were a good idea/popular	10%
More pre-reading activities/booklet specific	9%
More activities/games	7%
Poor participation/some participants don't bring in their notebooks/didn't return their reading logs	7%
More colourful art/visually appealing/eye-catching	5%
Available earlier in the year	5%
Improve computer/online aspect	3%
Lack of interest/use of web access cards/some readers do not have internet access	3%
Web access codes should be included in notebooks/not printed separately/readers would lose their card	3%
Satisfied/no suggestions	2%
Improve magazines/declutter/too wordy	2%
Improve bilingualism/have separate English/French editions	2%
Improve posters/different sizes	2%
Notebooks should be simpler/more user friendly/less confusing	2%
Solicit feedback/children's involvement	2%
Door hangers were a good idea/popular	2%
Stickers were not popular/had many stickers left over	2%
Web access cards/codes were confusing/problematic	2%
Fortune teller was a good idea/popular	2%
Other	41%

Source: Q7A. Do you have any suggestions on how to improve the content of the material for future programs?

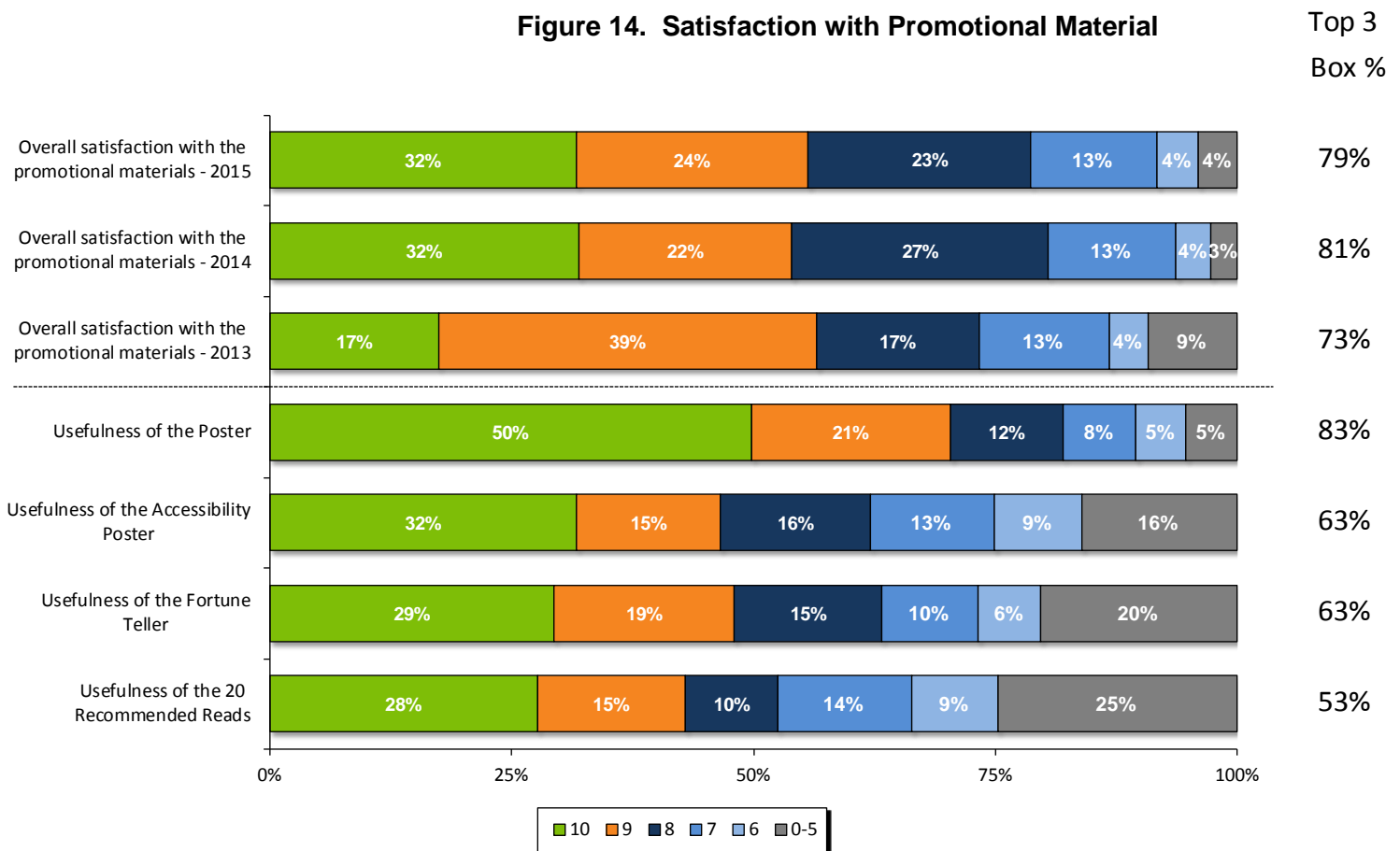


## Promotional Materials Satisfaction

Libraries also rated their level of satisfaction with the promotional materials that they received from LAC. Satisfaction with the promotional materials in 2015 was virtually identical in Quebec to the levels seen in 2014. Four in five libraries (79%) gave a top three box satisfaction score including a third of libraries (32%) giving the highest possible satisfaction score.

Librarians were also asked to rate the usefulness of the individual promotional tools as well. When comparing them, it is clear that the poster was the most useful to Quebec librarians with half of all libraries giving the highest possible usefulness score and 83% giving a top three box score. The accessibility poster and the fortune received very similar usefulness scores with almost two thirds giving a top three box score (63% for each). The 20 recommended reads was still seen as useful by more than half of all of the libraries (53%) that responded.

**Figure 14. Satisfaction with Promotional Material**



Source: Q8/Q10. Promotional Materials Satisfaction/Usefulness Questions.

Librarians were invited to provide comments on the promotional materials provided by LAC. Although it did not rate as high when asked to provide a specific score, almost a quarter of librarians actually mentioned the fortune teller positively (22%). Other common requests were smaller size flyers/bookmarks instead of posters and that there was a lack of information for the promotional materials (8% each). Others mentioned that they did not receive the promotional material in a timely manner, that the materials were not useful, that there were problems with the fortune teller and that librarians were too busy to use the promotional material (6%).

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

**Figure 15. Suggestions For Promotional Material**

<b>Comments On 2015 Promotional Materials</b>	<b>2015</b>
Children liked the fortune teller/was popular/effective	22%
Prefer smaller size/flyers/bookmarks rather than posters	8%
Lack of information	8%
Did not receive promotional material in a timely fashion	6%
Materials were not useful/not necessary/no significant impact	6%
Problems using Fortune Teller/not user friendly/difficult to fold	6%
Too busy	6%
<i>Satisfied/no suggestions</i>	4%
Poster was bright/eye catching/colourful	4%
More colourful art/visually appealing/eye-catching	4%
Did not receive enough promotional material	4%
Dislike the art style	2%
Include blank space for library specific information on posters/too glossy to stamp info	2%
Theme/materials weren't sufficiently upbeat/inspirational/engaging	2%
Other	56%
Don't know/refused	2%

**Source:** Q10A. Do you have any comments on the promotional materials?

## Creating Own Promotional Material

In 2015, every library was asked for the first time whether they created their own promotional material for their program. In Quebec, four in ten libraries (42%) did create their own material. The ABPQ libraries were much more likely than the Réseau Biblio libraries to have created their own promotional material.

**Figure 16. Creation Of Promotional Material**

Region	Libraries Create Own Promotional Materials?
	% Yes
Quebec	42%
ABPQ	64%
Réseau Biblio	21%

Source: Q9A. Do libraries from your system create their own promotional materials for the program?

The libraries that did create their own promotional material were asked to provide examples of the sort of materials they created. In Quebec, the most common type were posters/signs (36% of these libraries) but flyers/brochures/pamphlets and were also popular (33%). Other examples were custom notebooks and bookmarks (10% each) as well as custom games/challenges/contests (6% of these libraries).

**Figure 17. Examples of Created Promotional Material**

Examples of promotional material libraries have created	2015
Posters/signs	36%
Flyers/brochures/pamphlets	33%
Custom notebooks/reading trackers	10%
Bookmarks	10%
Games/challenges/contests/competitions	6%
Bulletin/display board	4%
Took out an ad/notice in newspaper/community bulletin	4%
Calendars/schedules	4%
Banners/buntings	2%
Newsletters	2%
Tree installation	2%
Other	49%
Don't know/refused	2%

Source: Q9C. Please give examples of what you/these libraries have created.

## Satisfaction With Web Content For Children

Every library was asked whether they actually consulted the children’s website in the course of running their 2015 Summer Reading Club. Overall, almost three quarters of Quebec libraries did consult the children’s website (72%) in 2015. This represents a small decrease of 6 percentage points compared to 2014. Across the country, 79% of all libraries did consult the children’s website in 2015.

The minority of libraries that did not consult the children’s website were asked to explain why they did not. The main reason given was that they were too busy or just did not think to (59%). 14% of librarians said that they had limited or no access to the internet and another 8% said they had consulted the website in previous years.

**Figure 18. Usage Of Children’s Website / Reasons For Not Using The Children’s Website**

	Libraries Consulted the Children's Web Site?	
	2015	2014
<b>Quebec</b>	<b>72%</b>	<b>78%</b>
ABPQ	71%	100%
Reseau Biblio	74%	73%

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

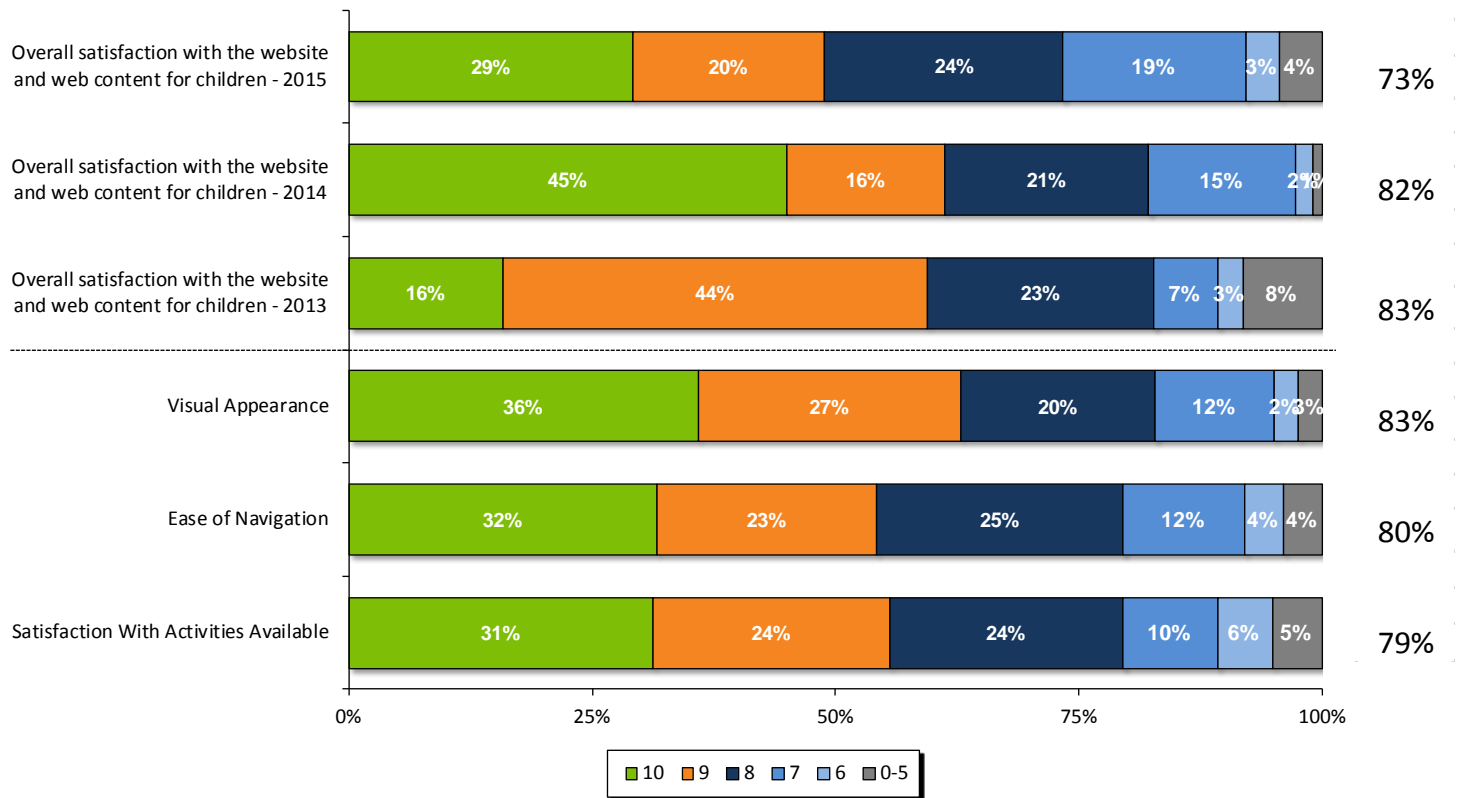
<u>Why Did You Not Consult the Children's Website?</u>	<u>2015</u>
Too busy/didn't have time/forgot/didn't think about it	59%
Limited/no access to computers/internet	14%
Consulted the website previously/in past years	8%
Website wasn't ready/didn't launch early enough to incorporate it into our program	3%
Lack of interest/children preferred offline activities	3%
Not necessary/didn't feel the need/visited other websites/used other resources	2%
Consulted the staff/librarian website instead	2%
Other	26%
Don't know/refused	3%

**Source:** Source: Q11. Did you consult the Children’s website in 2014/15? / Q11A. Please explain why you did not consult the children’s website and what resources would make you more likely to visit the site in future years?

Libraries who had used the children’s website were asked to rate their level of satisfaction with the web content available to children. Overall satisfaction with the content was high in 2015 with almost three quarters (73%) giving a top three box satisfaction score. Although this is a large proportion of the libraries in Quebec, the 2015 scores are actually lower than in 2014 when 82% of libraries gave a top three box satisfaction score.

Among the librarians who did visit the children’s website, the scores for the elements were high. The visual appearance of the website was rated highly with more than a third (36%) of all respondents giving the highest possible satisfaction score and more than four in five (83%) giving a score of 8 or higher. The scores for ease of navigation and satisfaction with the activities available were also very high with roughly four in five libraries also providing a top three box score (80% and 79% respectively).

**Figure 19. Satisfaction with Web Content For Children**



Source: Q12. Web Content For Children Satisfaction Questions.

Librarians were also asked for suggestions of how to improve the children’s website. The largest single group, representing more than a third of librarians (34%) said they did not have any suggestions to offer. Among those who did, the most common suggestion was to have a larger variety of games available (16%) and to increase interactivity (8%).

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

**Figure 20. Suggestions For The Children’s Website**

<b>Suggestions on how to improve the web content for children?</b>	<b>2015</b>
<i>Satisfied/no suggestions</i>	34%
More/larger variety of games	16%
Increase interactivity	8%
More promotion/link-sharing	3%
Include more e-books	3%
Better/more engaging art/graphics/sound	3%
Improve navigation/more child-friendly	3%
Lack of interest in online activities/prefer to focus away from online activities	3%
Other	48%

Source: Q13B. Do you have any suggestions on how to improve the web content for children?

Librarians were also asked whether they promoted or made reference to the children’s website in their programming for the TD Summer Reading Club. 83% of Quebec libraries promoted the children’s website in 2015, an increase over 2014 when only 76% said that they did.

The librarians who said that they did not promote or make reference to the children’s website were asked why they did not. The most common reasons given were limited or no internet access (38%) and that the librarian was too busy and did not have the time (26%). Others mentioned that they/parents discouraged computer use and preferred that children engaged in non-computer related activities (21%).

**Figure 21. Promotion Of The Children’s Website & Reasons For Not Promoting The Children’s Website**

	Libraries Promote/Reference the Website in Programming?	
	2015	2014
<b>Quebec</b>	<b>83%</b>	<b>76%</b>
ABPQ	80%	100%
Reseau Biblio	86%	71%

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

<u>Why Did You Not Promote the Children's Website?</u>	<u>2015</u>
Limited/no access to computers/internet	38%
Too busy/didn't have time/forgot/didn't think about it	26%
Discouraged computer use/parents preferred to have children engaged in non-computer related activities	21%
Insufficient children enrolling in program/visiting the library	4%
Need information about website earlier in the year to be able to prepare/plan ahead	4%
Other	41%

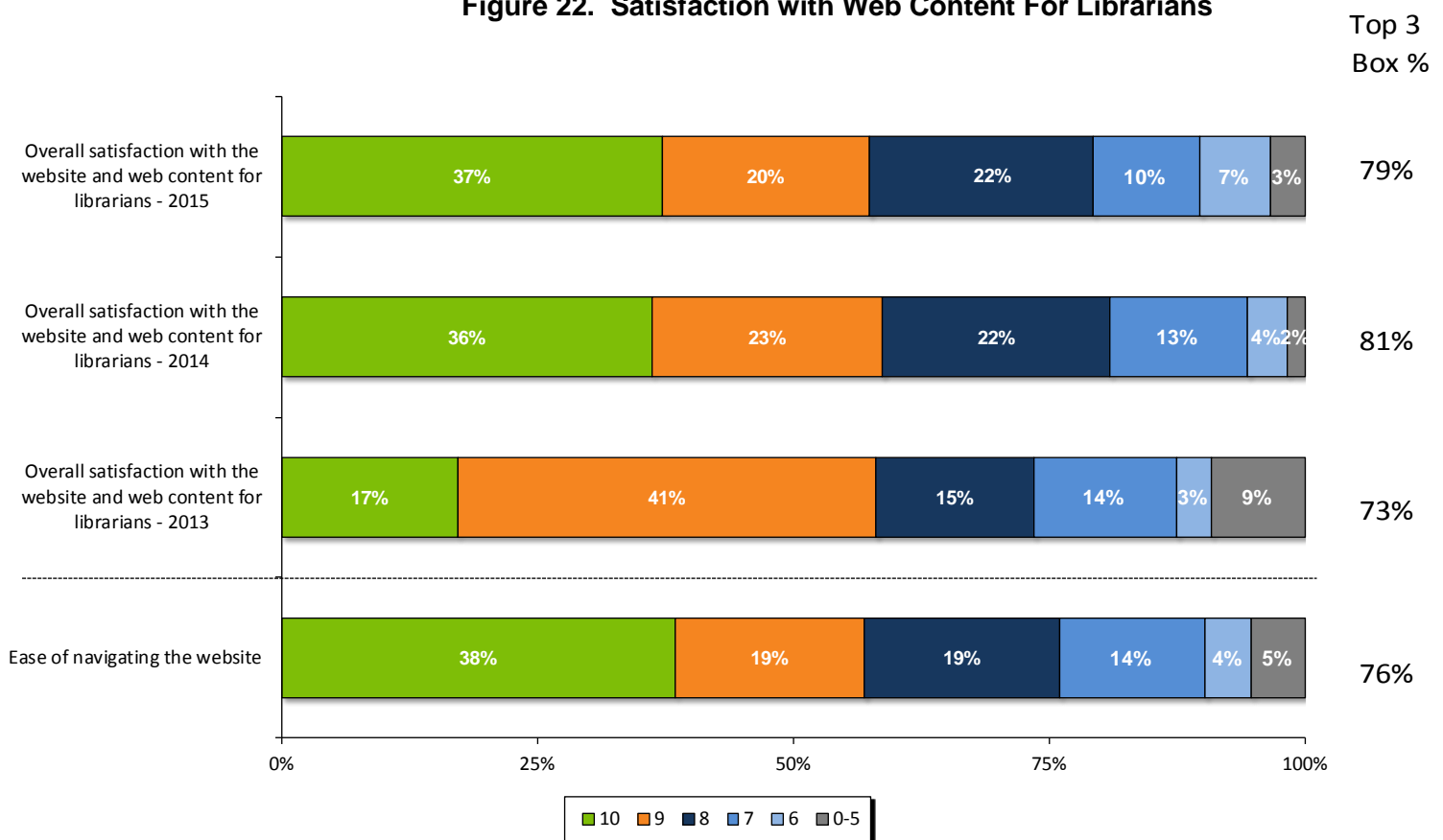
**Source:** Source: Q13. Did you promote or make reference to the website in any of your programming for the 2015 TD Summer Reading Club? / Q13A. Please explain why you did not promote or make reference to the children’s website and what would make you more likely to use it in promoting the TD Summer Reading Club in future years?

## Satisfaction With Web Content For Librarians

Libraries were asked to rate their level of satisfaction with the web content available to them on the librarian’s website. The levels of satisfaction in 2015 were similar to those in 2014 and higher than in 2013. Although there was a small decline in the top three box scores since last year, the top box score actually increased by one percentage point.

The only element of the web content for librarians which was measured was the ease of navigating the website. The level of satisfaction with the navigation of the website mirrored the overall satisfaction with the site itself. Almost four in ten respondents (38%) gave the highest possible satisfaction score and more than three quarters (76%) gave a score of 8 or higher.

**Figure 22. Satisfaction with Web Content For Librarians**



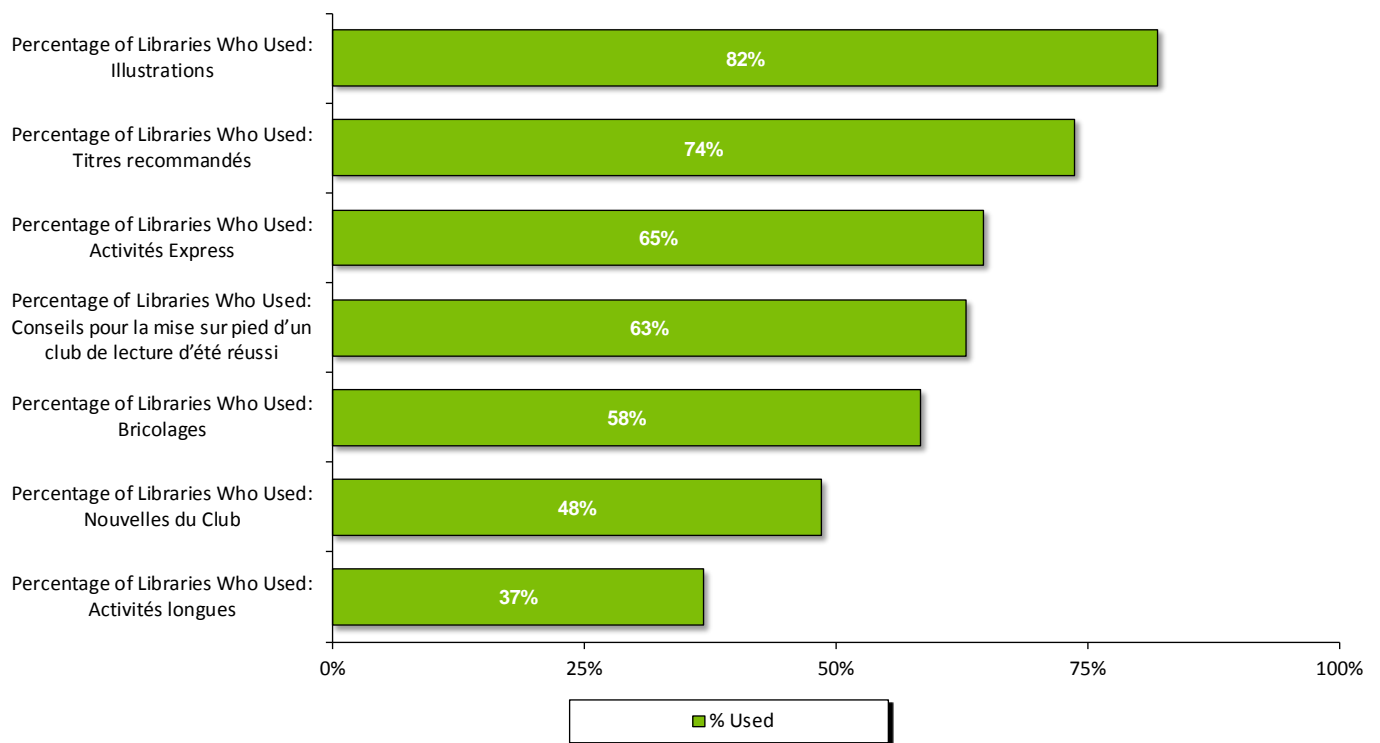
Source: Q14. Web Content For Librarians Satisfaction Questions.



The vast majority of libraries in Quebec ran their programs in French and the questions on the next two pages refer only to the French language versions of these materials.

Libraries were asked which of the resources that were available to them did they actually make use of. The *illustrations* were the most commonly used resource (82%). The *Titres recommandés* (74%) were also widely used. The *activités express* (65%), *conseils pour la mise sur pied d'un club de lecture d'été réussi* (63%) and *bricolages* (58%) were all used by the majority of libraries. The *nouvelles du club* (48%) and the *activités longues* (37%) were less popular, with less than half of libraries making use of these resources.

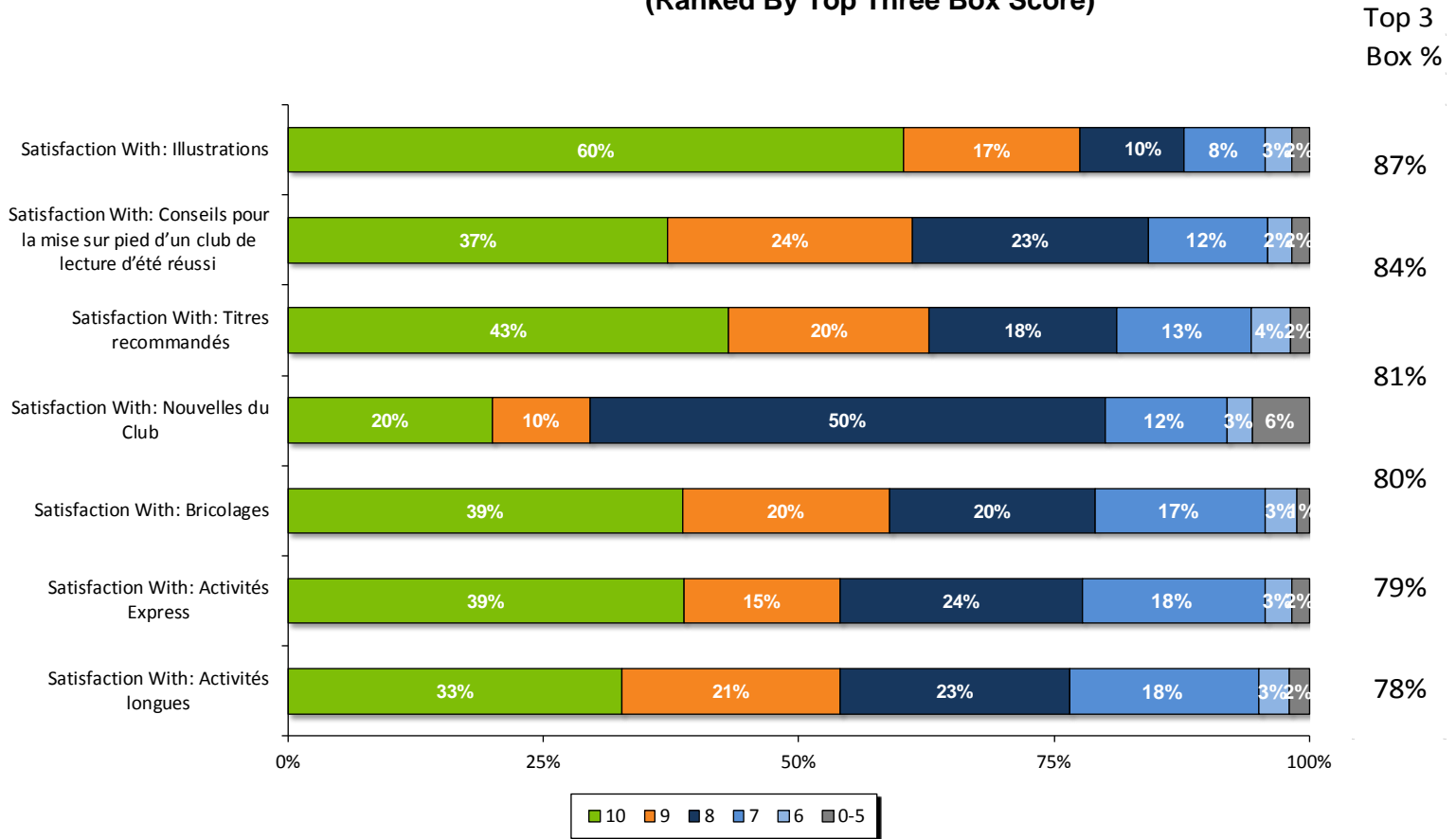
**Figure 23. Usage of Librarian Web Resources**



**Source:** Q15FR. Please identify which of the resources on the Librarians' website you used and, for each resource that you did use, please give your level of satisfaction with it (French).

Those who reported using the web resources were then asked to rate their satisfaction with those resources. The scores for every resource were high when considering top three box scores only – they ranged from 87% for the *illustrations* to 78% for the *activités longues*. Looking at the highest satisfaction score provides a slightly different view where the *illustrations* received by far the highest scores (60% of all French libraries) and the *nouvelles du club* receiving only 20%.

**Figure 24. Satisfaction With The Librarian Web Resources (Ranked By Top Three Box Score)**

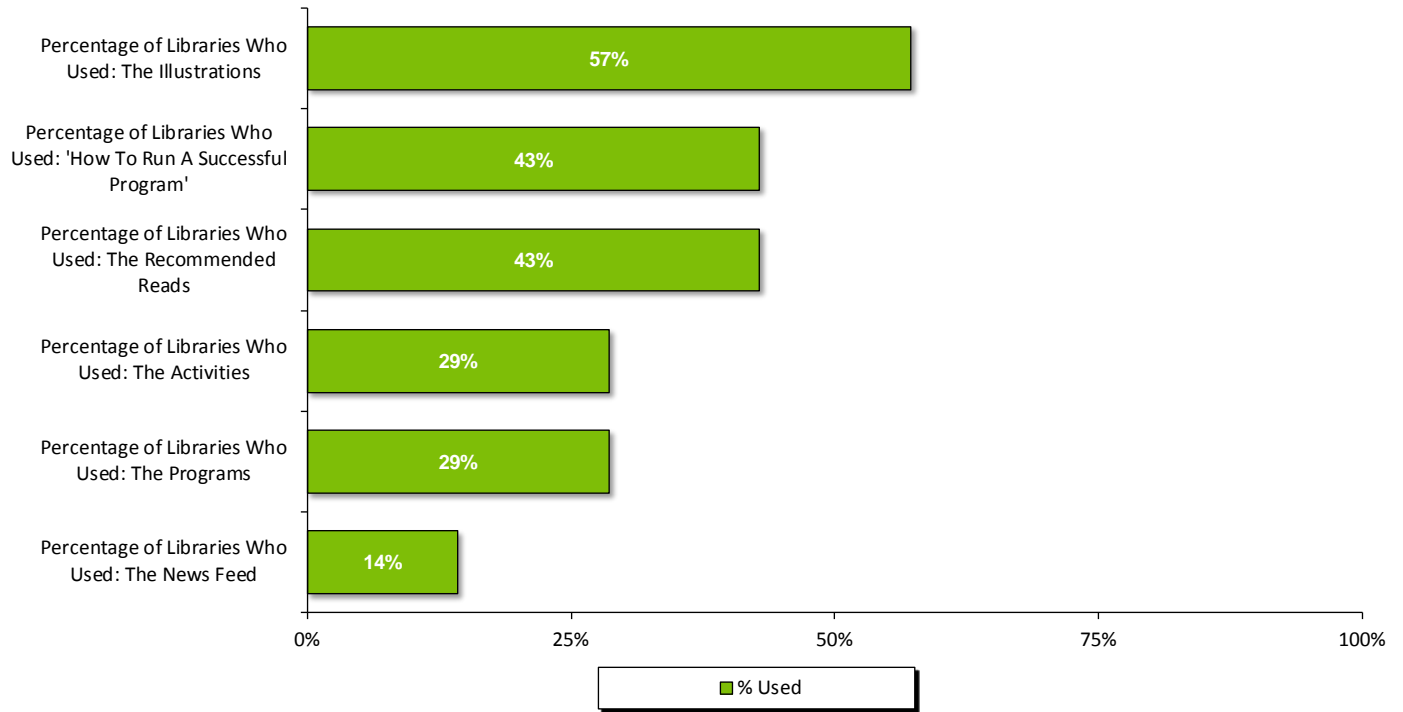


**Source:** Q15FR. Please identify which of the resources on the Librarians' website you used and, for each resource that you did use, please give your level of satisfaction with it (French).

There were 7 libraries in Quebec that ran their program as an English language program and these libraries were asked specifically about the English language resources.

Usage of the English resources was lower in general than the French language resources were. Usage rates ranged from the illustration (57%), the 'how to run a successful program' and the recommended reads (both used by 43% of libraries) down to the news feed which was used by only 14% of libraries.

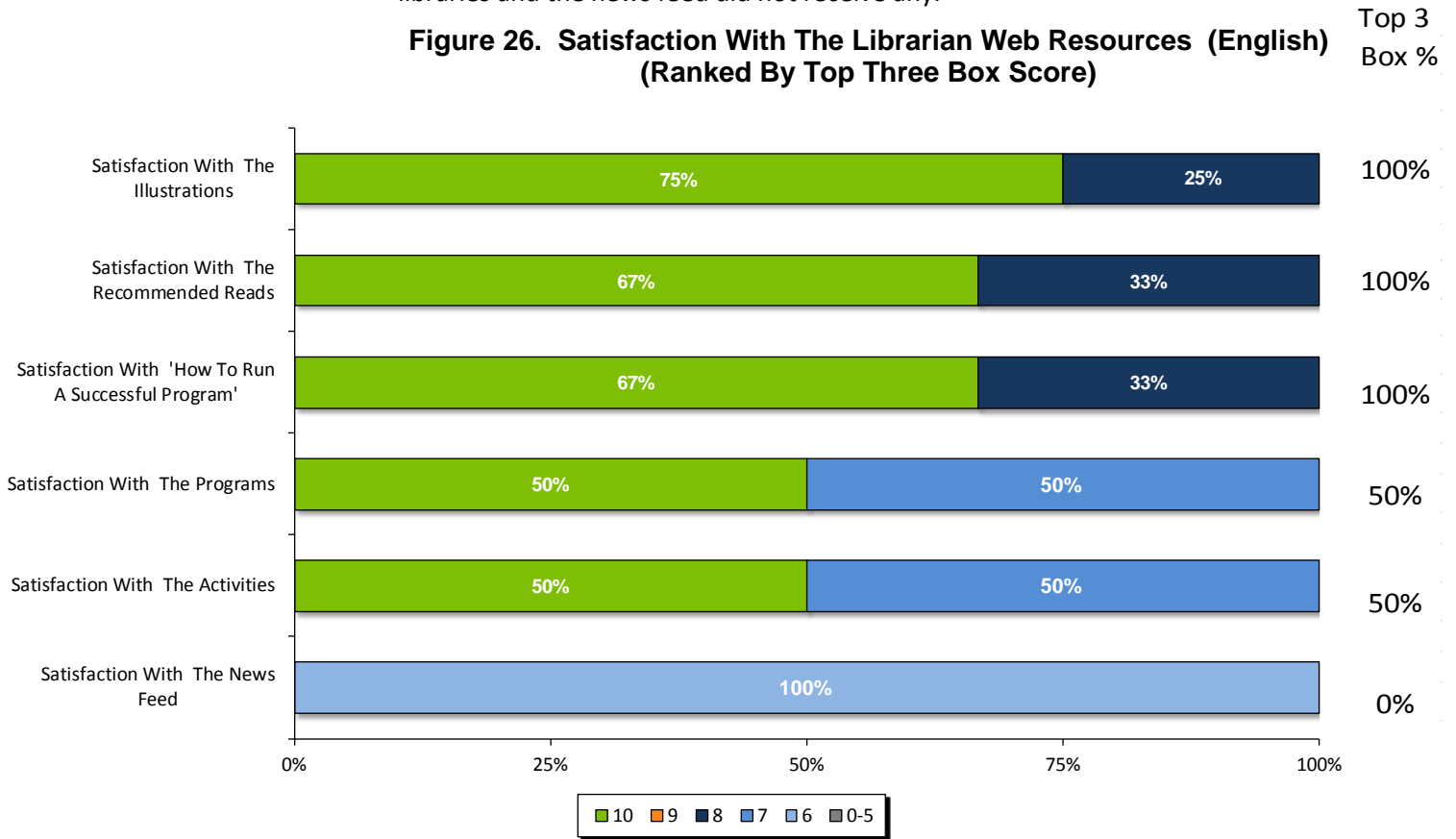
**Figure 25. Usage of Librarian Web Resources (English)**



**Source:** Q15. Please identify which of the resources on the Librarians' website you used and, for each resource that you did use, please give your level of satisfaction with it.

Those who reported using the web resources were then asked to rate their satisfaction with those resources. There were very few responses given for these questions due to the small number of libraries who used English language resources and relatively low usage but the scores are given in the graph below. The illustrations, the recommended reads and the 'how to run a successful program' resources received 100% top three box satisfaction scores. The programs and the activities both received top three box satisfaction scores from 50% of these libraries and the news feed did not receive any.

**Figure 26. Satisfaction With The Librarian Web Resources (English) (Ranked By Top Three Box Score)**



Source: Q15. Please identify which of the resources on the Librarians' website you used and, for each resource that you did use, please give your level of satisfaction with it.

Librarians were asked about the time of year in which they accessed the librarians' resources from the web. As expected, the months in which it was most common to access these resources are those in the lead up to, and during the execution of the Summer Reading Club from May to August. Accessing these resources is uncommon in the months after the program (September to December) but increase steadily beginning in January.

**Figure 27. Use Of Web Resources Throughout The Year**

Web Resources Consulted	Jan	Feb	March	April	May	June	July	Aug	Sept	Oct	Nov	Dec
TD Summer Reading Club staff website	10%	17%	24%	34%	50%	74%	64%	51%	6%	2%	2%	2%
Other web resources	8%	11%	14%	16%	22%	25%	21%	19%	2%	2%	2%	2%

*Source: QD16. Please identify the months that libraries from your system consulted the TD Summer Reading Club website for library staff/other resources.*

Librarians were asked for suggestions on how to improve the librarian’s website for future years. Almost a third of respondents (30%) said that they were satisfied or had nothing to suggest. Those who did provide a suggestion were most likely to request getting the materials sooner (22%). Others requested simpler/more user-friendly navigation and the ability to share ideas/information between libraries (10% each). Another 7% requested more suggestions for programs/activities.

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

**Figure 28. Suggestions For Librarian Web Resources**

Suggestions on how to improve the web content for librarians?	2015
<i>Satisfied/no suggestions</i>	30%
Make material available sooner	22%
Simpler/more user friendly/better navigation/search/print functions	10%
Ability to share ideas/information between libraries/through social media/online forum	10%
More suggestions/ideas for programs/activities	7%
Better/more recent/broader booklists	5%
Improve material available in black and white	5%
Printable certificate/participation award	3%
Problems related to browser compatibility	2%
Offer downloadable documents/spreadsheets/manuals	2%
Other	32%

Source: Q16A. Do you have any suggestions on how to improve the web content for librarians?

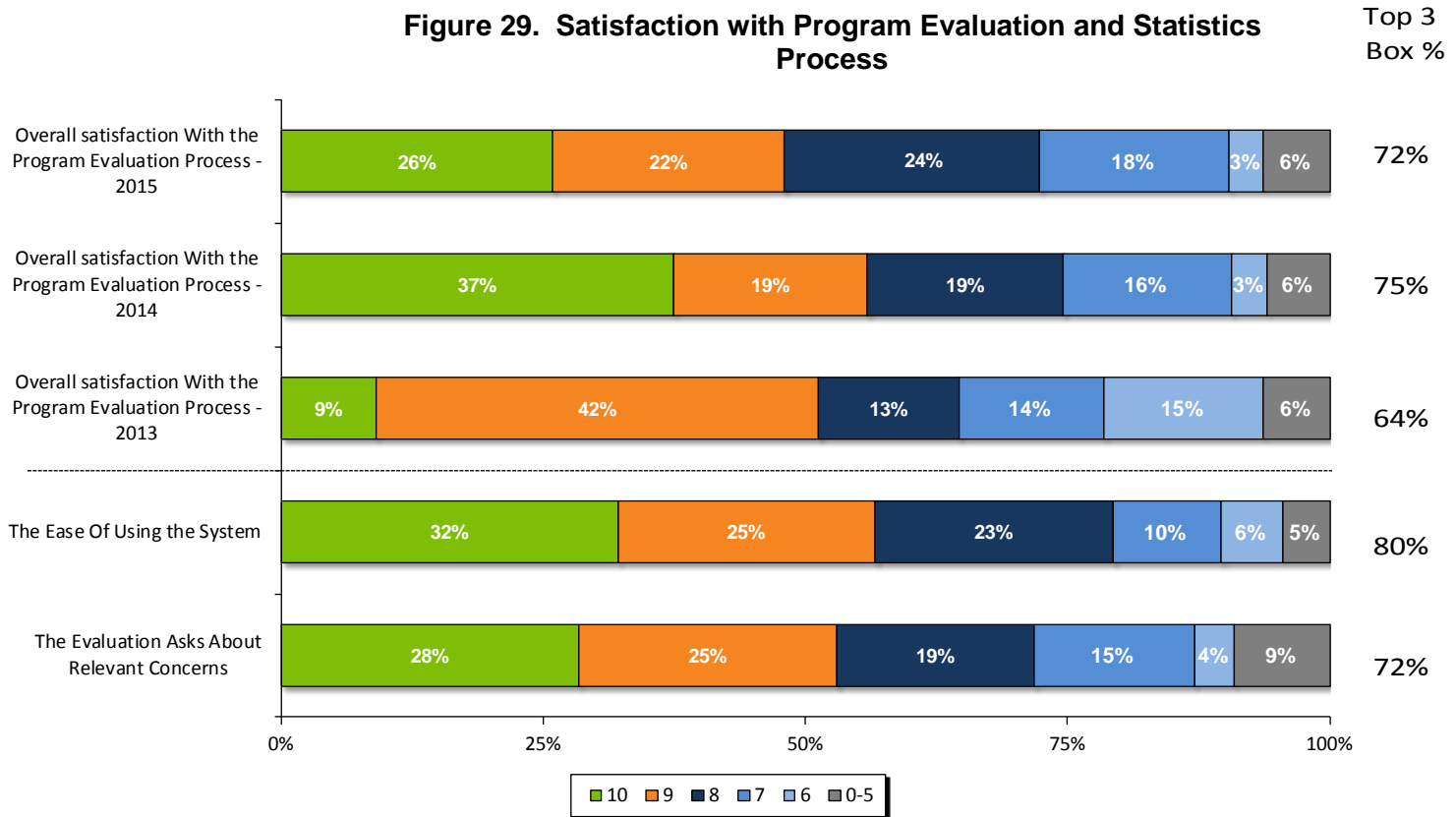
## Satisfaction With Program Evaluation

Finally, libraries were asked to rate their level of satisfaction with the program evaluation and statistics process for 2015. Overall, satisfaction was high with 72% of respondents giving top three box satisfaction scores. More than a quarter of respondents gave the highest possible score (26%). Only 6% gave a score which would indicate dissatisfaction with the process.

Satisfaction has decreased slightly since 2014 falling from 75% to 72% when looking at the top three box. When looking only at the top box score, satisfaction fell by 11 percentage points from 37% to 26%

Among the elements of the program evaluation process, the score for ‘ease of using the system’ was higher than ‘the evaluation asks about relevant concerns.’ The top three box scores for both elements were both high, however with 80% for the ease of using the system and 72% for asking about relevant concerns.

**Figure 29. Satisfaction with Program Evaluation and Statistics Process**



Source: Q17. 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 single response, given by a third of librarians (32%), was that they had no suggestions to give. Among those who made comments, 24% stated that some of the questions do not apply or that they couldn't collect certain statistics. A further 19% requested getting the forms sooner so they would know what to track and 5% mentioned clarifying or better defining the information requested.

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

**Figure 30. Suggestions For Improving The Program Evaluation and Statistics Process**

<u>Suggestions on how to improve the statistical collection and program evaluation process?</u>	<u>2015</u>
<i>Satisfied/no suggestions</i>	32%
Questions don't apply/we can't collect certain statistics	24%
Make questions/forms available sooner/let us know what to track	19%
Clarify/better define information requested	5%
Fewer questions/reduce survey length	3%
Offer a printable version	3%
Other	27%

Source: Q17A. Do you have any suggestions for how to improve the statistical collection and program evaluation process?



Libraries were asked to share 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 children said they enjoyed the program and that it motivated them to read more (33%). Librarians, hearing from parents, also reported that they enjoyed the activities and crafts (12%). Roughly one in ten libraries also heard that the program made the kids excited and kept them reading over the summer (10%) and that there was a noticeable improvement in their reading level (9%). Others reported that children exceeded the goals of the club and that they had improved confidence and communication skills (7% each).

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

**Figure 31. Testimonials Indicating An Increased Love Of Reading**

<u>Testimonials indicating increased love of reading?</u>	<b>2015</b>
Children enjoyed the program/enjoyed reading/were motivated to read more	33%
Children/parents enjoyed the activities/crafts/website	12%
Makes them excited/keeps them reading over the summer	10%
Noticeable improvement in reading level	9%
Children exceeding goals of club/reading extra	7%
Improved confidence/communication skills	7%
Higher program registration numbers	6%
Brings more children to the library/they enjoy coming	6%
Children enjoy coming back each year	4%
Challenges/incentives were a motivating factor	4%
Children more willing to read at home/share with family	3%
Children learned new words/information	2%
Children love adding stickers to their notebooks/passports	1%
Other	23%
Don't know/refused	12%

*Source: Q17B. Do you have any testimonials from parents, caregivers or teachers that may indicate an increased love of reading?*

# Appendix 4

## 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 82 participating individual libraries submitted their results, representing an overall response rate of 95%.

**Figure 1. Response Rate**

	Manitoba
<b>(A) Total Participating Libraries</b>	82
<b>(B) Total Responded to Survey</b>	78
<b>(C) Survey Response Rate</b>	95%

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

## Statistics on Registration & 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 2015. 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 13,985 children registered for the TDSRC 2015 program, which is a sizeable increase over 2014 and represents the highest registration numbers ever recorded in Manitoba. The split by gender is stable with 53% of the participants being girls and boys representing 47% of the participants.

**Figure 2. Total Registration 2008 – 2015**

Total Registration								
Region	2015	2014	2013	2012	2011	2010	2009	2008
Manitoba	13,985	11,954	10,881	10,798	10,997	9,550	9,722	7,900

Source: Q1 Total number of children who registered for the TDSRC 2015.

**Figure 3. Percentage of Participating Children by Gender (Tracking)**

Year	% Girls	% Boys
2005	53%	47%
2006	55%	45%
2007	54%	46%
2008	55%	45%
2009	54%	46%
2010	55%	45%
2011	55%	45%
2012	55%	45%
2013	54%	46%
2014	53%	47%
2015	53%	47%

Source: Q1. Total number of children who registered for the TDSRC 2015 program

The figure below shows the age breakdown of registered children. For the summer 2015, 28% of the girls were in the 0-5 age group, 38% were 6-8, 32% were 9-12, and 2% were 13 years or older. There was very little difference in age between boys and girls in 2015 with 29% aged 0-5, 39% aged 6-8, 30% aged 9-12, and 2% aged 13 and older.

**Figure 4. Percentage of Registered Children by Gender and Age**

BOYS	2015	2014	2013	2012	2011	2010	2009	2008	2007	2006	2005
0-5	29%	30%	30%	32%	31%	30%	28%	28%	27%	27%	27%
6-8	39%	39%	41%	42%	42%	41%	40%	42%	40%	42%	44%
9-12	30%	28%	28%	25%	26%	27%	30%	29%	30%	28%	28%
13+	2%	2%	2%	2%	2%	2%	3%	1%	2%	2%	1%

GIRLS	2015	2014	2013	2012	2011	2010	2009	2008	2007	2006	2005
0-5	28%	29%	28%	28%	27%	26%	26%	24%	26%	22%	24%
6-8	38%	39%	39%	41%	39%	38%	37%	39%	37%	39%	42%
9-12	32%	30%	30%	29%	31%	33%	33%	34%	33%	34%	33%
13+	2%	3%	3%	2%	3%	3%	4%	3%	4%	5%	1%

Source: Q1. Total number of children who registered for the TDSRC 2015 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 2015 was comparable to recent waves with a slight increase from 4.22% to 4.94% over 2014.

**Figure 5. Number of Registered Children**

	2011 CENSUS			2015 TD SRC REGISTRANTS			% PARTICIP. CHILDREN	% PARTICIP. CHILDREN	% PARTICIP. CHILDREN
	(A)	(B)	(C)	(D)	(E)	(F)	2015	2014	2013
Province / Territory	Total Children	Total Boys	Total Girls	Total Children	Total Boys	Total Girls	Total Children	Total Children	Total Children
<b>Manitoba</b>	<b>283,235</b>	<b>145,380</b>	<b>137,825</b>	<b>13,985</b>	<b>6,532</b>	<b>7,454</b>	<b>4.94%</b>	<b>4.22%</b>	<b>3.84%</b>
0-5	92,185	46,985	45,200	3,992	1,900	2,092	4.33%	3.80%	3.40%
6-8	44,480	22,865	21,605	5,373	2,533	2,841	12.08%	10.58%	9.73%
9-12	62,225	32,090	30,125	4,298	1,940	2,358	6.91%	5.58%	5.11%
13+	84,345	43,440	40,895	323	160	163	0.38%	0.33%	0.29%

Source: Q1 Total number of children who registered for the TDSRC 2015, 2014, 2013. Columns (A) through (C) provided by Statistics Canada Census 2011. Columns (D) through (F) represent data collected by Harris/Decima.

## 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 16,939 children attended the 1,056 theme-related activities which were organized in libraries across Manitoba over the summer months of 2015. Overall, an average of 16 children attended each activity in 2015, and 97% 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
Manitoba	1,056	16,939	16	97%	3%

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

Although registration increased in 2015, the number of theme-related activities, as well as attendance at those activities, was actually lower than in 2014. Despite running fewer activities with lower attendance than in 2014, average attendance at each activity was actually higher in 2015.

**Figure 7. Activities and Attendance 2013 – 2015**

Region	2015		2014		2013	
	Theme-Related Activities	Total Attendance	Theme-Related Activities	Total Attendance	Theme-Related Activities	Total Attendance
Manitoba	1,056	16,939	1,137	16,995	965	17,299

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

## 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, 65% of libraries indicated that their library staff made promotional visits to schools, while 29% visited child care centres, 9% visited day camps, and 12% made other promotional visits. A total of 489 visits were made, reaching a total of 27,170 children (the vast majority of them at schools).

**Figure 8. Total Number of Visits and Children Reached by Segment**

	Made Visits 2015 (%)					
	Schools			Day Camps		
	School Visits (% Yes)	Total Visits	Children Attended	Day Camp Visits (%)	Total Visits	Children Attended
Manitoba	65%	378	24,792	9%	21	387
	Child Care Centres			Other Locations		
	Childcare Visits (%)	Total Visits	Children Attended	Other Visits (%)	Total Visits	Children Attended
	Manitoba	29%	45	677	12%	45

Source: Q3 Did any library staff promote the program at schools, day camps, child-care centres, or other locations?

## Previous Participation

In order to streamline the process of entering the data for each library/system, the question that asked how each of their registrants heard about the program was changed so that it asked only whether or not each registrant had joined in a previous year. Beginning in 2014, the question was asked simply as a ‘yes or no’ during the registration process and, as a result, the numbers were available for virtually every library/system. While the results provided here may be less detailed than in previous years, they are more reliable.

In Manitoba, around almost half of all registered children (45%) said that they had participated in previous years while the remaining 55% were new registrants in 2015.

**Figure 9. Previous Participation**

Region	Joined in previous years		New Registrants	
Manitoba	6,309	45%	7,676	55%

% Joined in Previous Years			
Region	2015	2014	2013
Manitoba	45%	48%	38%

**Source:** Q4. 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?



## Satisfaction & Suggestions

Over the past three years, the Statistics and Evaluation Form was streamlined and refocused in order to gather more specific data while lessening the burden on library staff who are required to keep track of and enter a number of metrics. Additionally, the satisfaction questions were converted from a five-point scale to a ten-point scale to measure satisfaction with more precision. Due to these changes, direct comparisons can only be made for the last three waves, and only in some instances.

In 2015, the Statistics and Evaluation Form was again updated to include questions asking about new elements in 2015, namely whether libraries created their own promotional materials and when libraries accessed resources from the Summer Reading Club website.

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 and directly compared to previous waves of data (wherever applicable). It is followed by the individual element scores, ranked by the proportion giving a score of 10 (unless otherwise noted). Libraries were also asked for their suggestions and comments in each section.

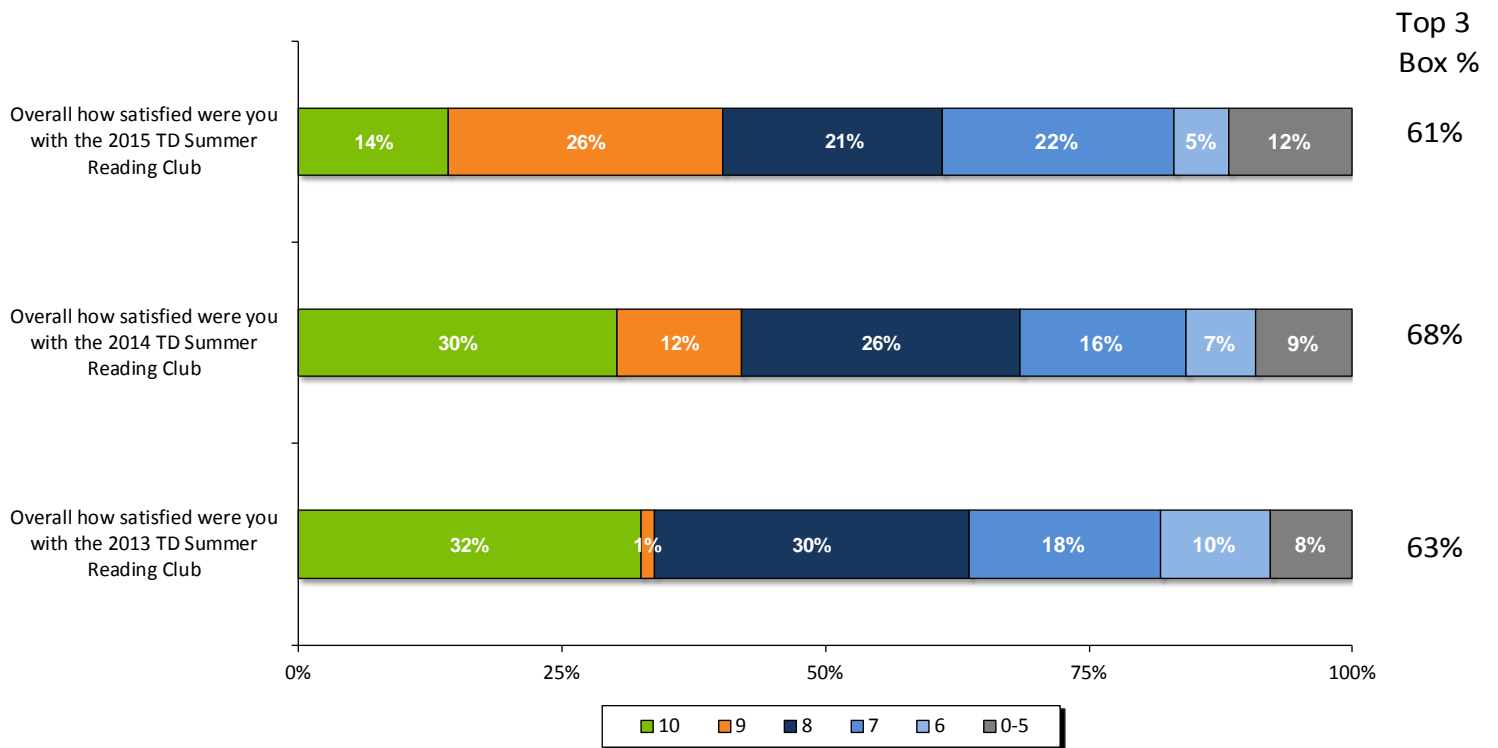
Please note that libraries that did not provide information for any given question are not considered in the percentages reported here so that each graph will sum to 100%.

## Overall Program Satisfaction

Individual overall satisfaction was asked as a stand-alone question for the first time in 2013 and has been asked that way in the years since.

Satisfaction was again high 2015, but there was a moderate decline in satisfaction from last year. 14% of libraries in Manitoba gave the highest possible score (10) and more than six in ten (61%) gave a top three box satisfaction score. Only 12% gave a score which would indicate dissatisfaction with the program.

**Figure 10. Satisfaction With The Summer Reading Program Overall**



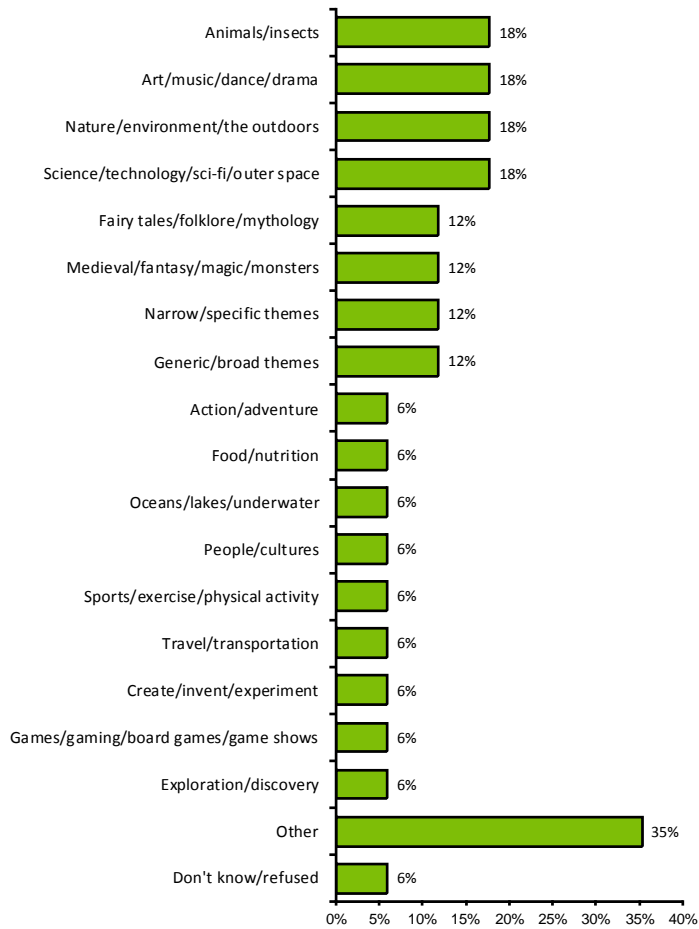
Source: Q5. Overall, how satisfied were you with the 2015/2014/2013 TD Summer Reading Club?

## Suggestions For Future Themes

Librarians were asked to provide suggestions for future themes. The most popular suggestions were these that revolved around: animals/insects, art/music/drama, nature/environment/the outdoors and science/technology/sci-fi/outer space (18% each).

The figure below presents the suggestions made by at least 3% of libraries in 2015.

**Figure 11. Suggestions For Future Themes**



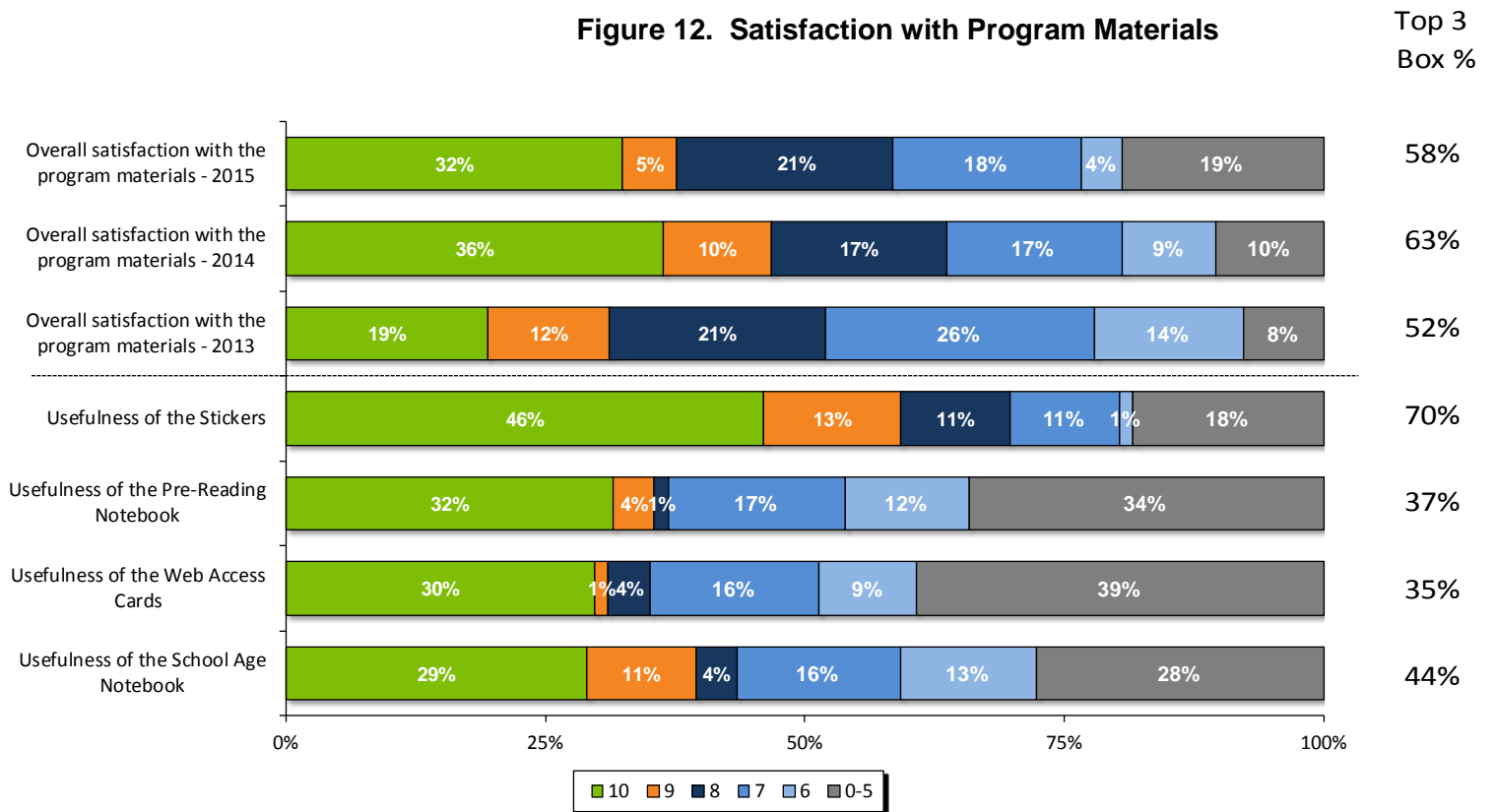
Source: Q5A. Do you have any suggestions for the program's future themes?

## Program Materials Satisfaction

Librarians were asked to rate their overall satisfaction with the program materials. Although the level of satisfaction with the materials was relatively high in 2015, it was lower than in 2014. Almost a third of all libraries (32%) gave the materials the highest possible score and almost six in ten gave them a top three box score (58%).

Libraries were asked to rate the usefulness of the various program materials. The stickers were definitely considered the most useful resource by Manitoba libraries with 70% giving them a top three box score. The other three materials all received relatively comparable usefulness scores ranging from 35% to 44%.

**Figure 12. Satisfaction with Program Materials**



Source: Q6/Q7. 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 popular responses provided by librarians were to request that the program materials be made more age-appropriate, that there should be more pre-reading activities and that notebooks should be simpler/more user friendly (17% of libraries each). Other libraries requested more space in the notebook, more activities/games and noted a lack of interest among children for the web access cards (11% of libraries each).

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

**Figure 13. Suggestions For Improving The Program Material**

<u>Comments/Improvements for the Content of the Program Material for Future Programs</u>	<u>2015</u>
More age appropriate/simplify for younger children	17%
More pre-reading activities/booklet specific	17%
Notebooks should be simpler/more user friendly/less confusing	17%
Include more space in notebook	11%
More activities/games	11%
Lack of interest/use of web access cards/some readers do not have internet access	11%
Provide/improve bookmarks	6%
Improve notebook/notebook was too plain/ordinary	6%
Door hangers were a good idea/popular	6%
Poor participation/some participants don't bring in their notebooks/didn't return their reading logs	6%
Fortune teller was a good idea/popular	6%
Other	44%

Source: Q7A. Do you have any suggestions on how to improve the content of the material for future programs?

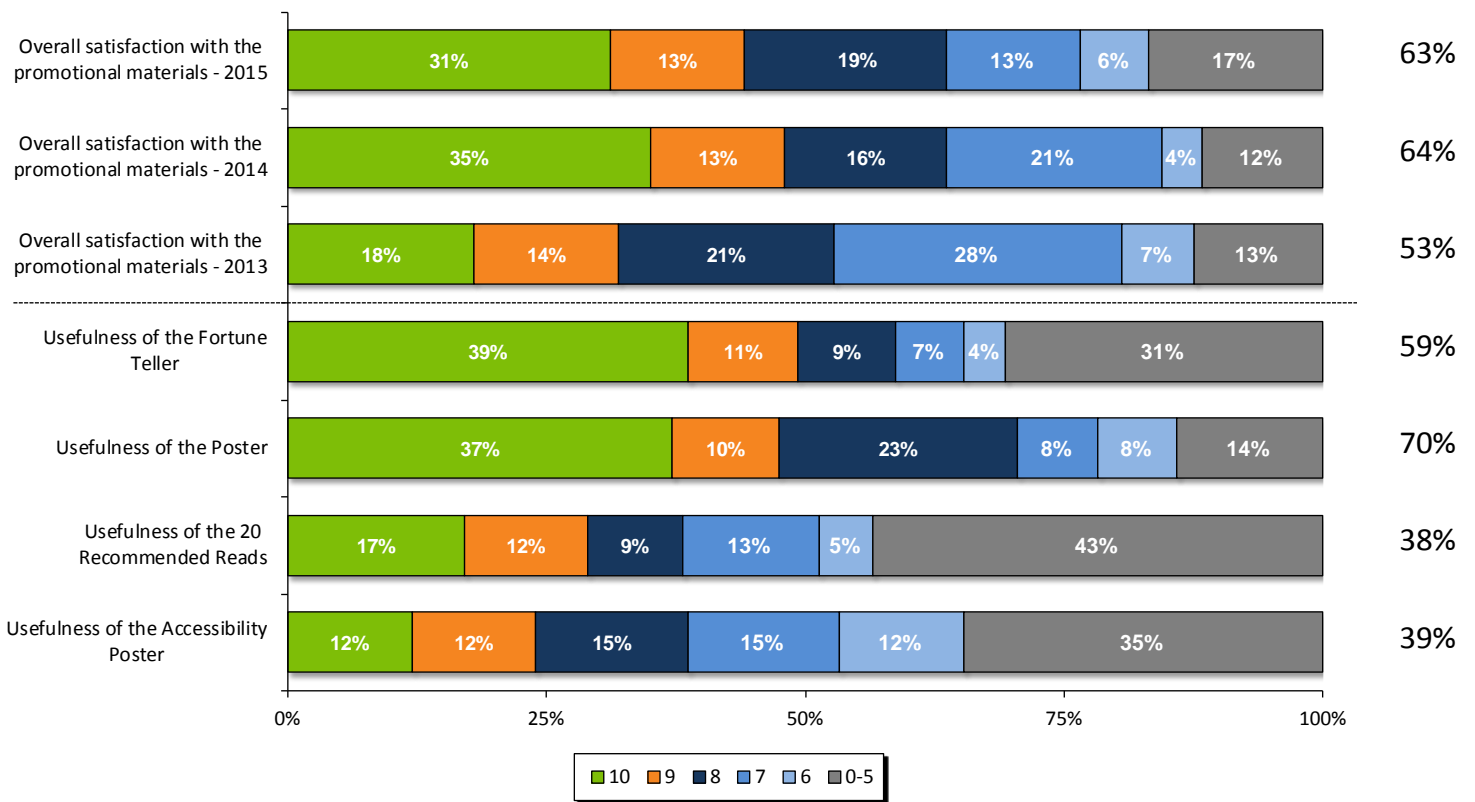
## Promotional Materials Satisfaction

Libraries also rated their level of satisfaction with the promotional materials that they received from LAC. Satisfaction with the promotional materials was higher than that of the programming materials with greater than six in ten (63%) giving a top three box satisfaction score. These results were very similar to those in 2014 (64%).

Librarians were also asked to rate the usefulness of the individual promotional tools as well. When comparing them, it is clear that the fortune teller and the promotional poster were the most useful to Manitoba librarians with 39% and 37%, respectively, giving the highest possible score. Looking at the top three box scores for these two resources, however, shows that the poster (70%) was more useful to more libraries than the fortune teller (59%). The proportion of librarians who gave a top three box score for the 20 recommended reads and the accessibility poster was lower (38% and 39% respectively).

**Figure 14. Satisfaction with Promotional Material**

Top 3  
Box %



Source: Q8/Q10. Promotional Materials Satisfaction/Usefulness Questions.

Librarians were invited to provide comments on the promotional materials provided by LAC. More than one in five librarians asked mentioned the fortune teller positively (21%). A variety of other responses were given by a small number of libraries and are listed in the table below.

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

**Figure 15. Suggestions For Promotional Material**

<b>Comments On 2015 Promotional Materials</b>	<b>2015</b>
Children liked the fortune teller/was popular/effective	21%
Promotional material was helpful/effective	7%
Poster was bright/eye catching/colourful	7%
Good size	7%
Include blank space for library specific information on posters/too glossy to stamp info	7%
Lack of relevance/relation to theme/reading programs	7%
Prefer smaller size/flyers/bookmarks rather than posters	7%
Problems using Fortune Teller/not user friendly/difficult to fold	7%
Other	64%
Don't know/refused	7%

**Source:** Q10A. Do you have any comments on the promotional materials?

## Creating Own Promotional Material

In 2015, every library was asked for the first time whether they created their own promotional material for their program. In Manitoba, almost half (49%) of libraries did create their own material. This was very similar to the National average of 51%.

**Figure 16. Creation Of Promotional Material**

Region	Libraries Create Own Promotional Materials?
	% Yes
Manitoba	49%

Source: Q9A. Do libraries from your system create their own promotional materials for the program?

The libraries that did create their own promotional material were asked to provide examples of the sort of materials they created. In Manitoba, the most common type were custom notebooks/reading trackers and posters/signs (33% of libraries each). Custom bookmarks and games/contests were also mentioned (22% of libraries).

**Figure 17. Examples of Created Promotional Material**

Examples of promotional material libraries have created	2015
Custom notebooks/passports/reading trackers	33%
Posters/signs	33%
Bookmarks	22%
Games/challenges/contests/competitions	22%
Flyers/brochures/pamphlets	11%
Other	56%

Source: Q9C. Please give examples of what you/these libraries have created.



## Satisfaction With Web Content For Children

Every library was asked whether they actually consulted the children’s website in the course of running their 2015 Summer Reading Club. Overall, a vast majority of libraries did consult the children’s website (86%) in 2015. This represents an increase of five percentage points over 2014 in Manitoba. Across the country, 79% of all libraries did consult the children’s website in 2015.

The minority of libraries that did not consult the children’s website were asked to explain why they did not. The main reason given was that they were too busy or just did not think to (38%).

**Figure 18. Usage Of Children’s Website / Reasons For Not Using The Children’s Website**

	Libraries Consulted the Children's Web Site?	
	2015	2014
Manitoba	86%	81%

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

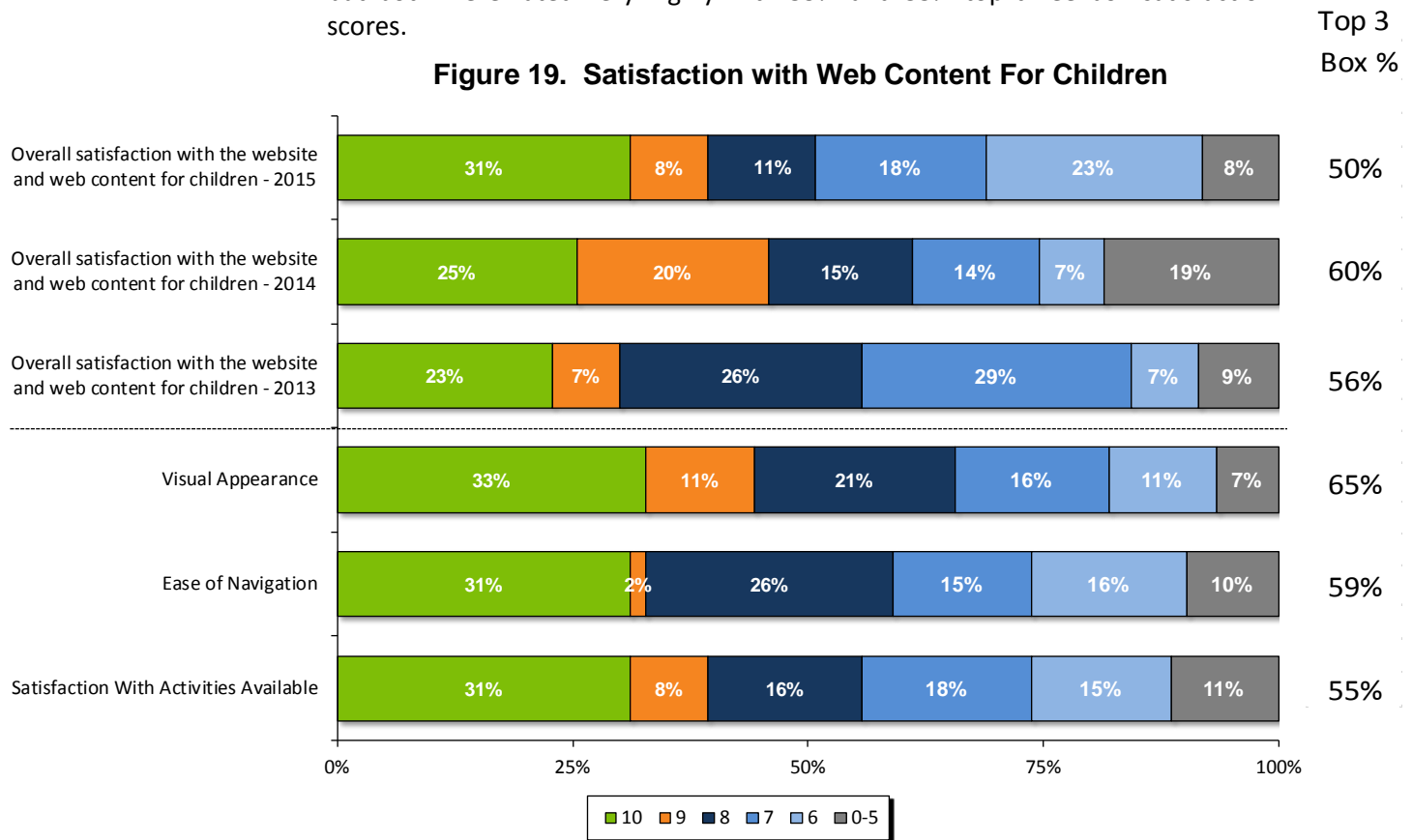
<u>Why Did You Not Consult the Children's Website?</u>	<u>2015</u>
Too busy/didn't have time/forgot/didn't think about it	38%
Not necessary/didn't feel the need/visited other websites/used other resources	13%
Lack of awareness about the children's website/what kind of content it included	13%
Consulted the staff/librarian website instead	13%
Lack of interest/children preferred offline activities	13%
Other	13%

**Source:** Source: Q11. Did you consult the Children’s website in 2014/15? / Q11A. Please explain why you did not consult the children’s website and what resources would make you more likely to visit the site in future years?

Libraries who had used the children’s website were asked to rate their level of satisfaction with the web content available to children. Overall satisfaction with the content was lower than in 2014 with exactly half of libraries giving a top three box score (compared to 60% in 2014).

Among the librarians who did visit the children’s website, the scores for the elements were high overall. The elements were all rated highly, especially the visual appearance of the website with almost two thirds (65%) of all libraries giving a top three box score. There was slightly less satisfaction with the ease of navigating the website and with the activities available on the children’s website but both were rated very highly with 59% and 55% top three box satisfaction scores.

**Figure 19. Satisfaction with Web Content For Children**



Source: Q12. Web Content For Children Satisfaction Questions.

Librarians were also asked for suggestions of how to improve the children’s website. Almost a quarter of libraries (24%) said they did not have any suggestions to offer or suggested more/larger variety of games be made available. A further 18% said there was a lack of interest in online activities and 12% requested better art/graphics and more interactivity.

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

**Figure 20. Suggestions For The Children’s Website**

<b>Suggestions on how to improve the web content for children?</b>	<b>2015</b>
<i>Satisfied/no suggestions</i>	24%
More/larger variety of games	24%
Lack of interest in online activities/prefer to focus away from online activities	18%
Better/more engaging art/graphics/sound	12%
Increase interactivity	12%
More diversity in age related content	6%
Improve navigation/more child-friendly	6%
More contests/challenges/prizes available	6%
Other	24%
Don't know/refused	6%

Source: Q13B. Do you have any suggestions on how to improve the web content for children?

Librarians were also asked whether they promoted or made reference to the children’s website in their programming for the TD Summer Reading Club. 87% of Manitoba libraries promoted the children’s website in 2015, an increase over 2014 when only 78% said that they did.

The librarians who said that they did not promote or make reference to the children’s website were asked why they did not. By far the most common reason given was that the librarian was too busy and did not have the time (33%). Other responses were given by a small number of libraries and are listed in the table below.

**Figure 21. Promotion Of The Children’s Website & Reasons For Not Promoting The Children’s Website**

	Libraries Promote/Reference the Website in Programming?	
	2015	2014
Manitoba	87%	78%

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

<u>Why Did You Not Promote the Children's Website?</u>	<u>2015</u>
Too busy/didn't have time/forgot/didn't think about it	33%
Not necessary/didn't feel the need/visited other websites/used other resources	11%
Website content didn't seem relevant/not suited to age group of participants	11%
Discouraged computer use/parents preferred to have children engaged in non-computer related activities	11%
Incentives would encourage visiting the website (e.g. stickers with codes to unlock games/activities)	11%
Other	33%
Don't know/refused	11%

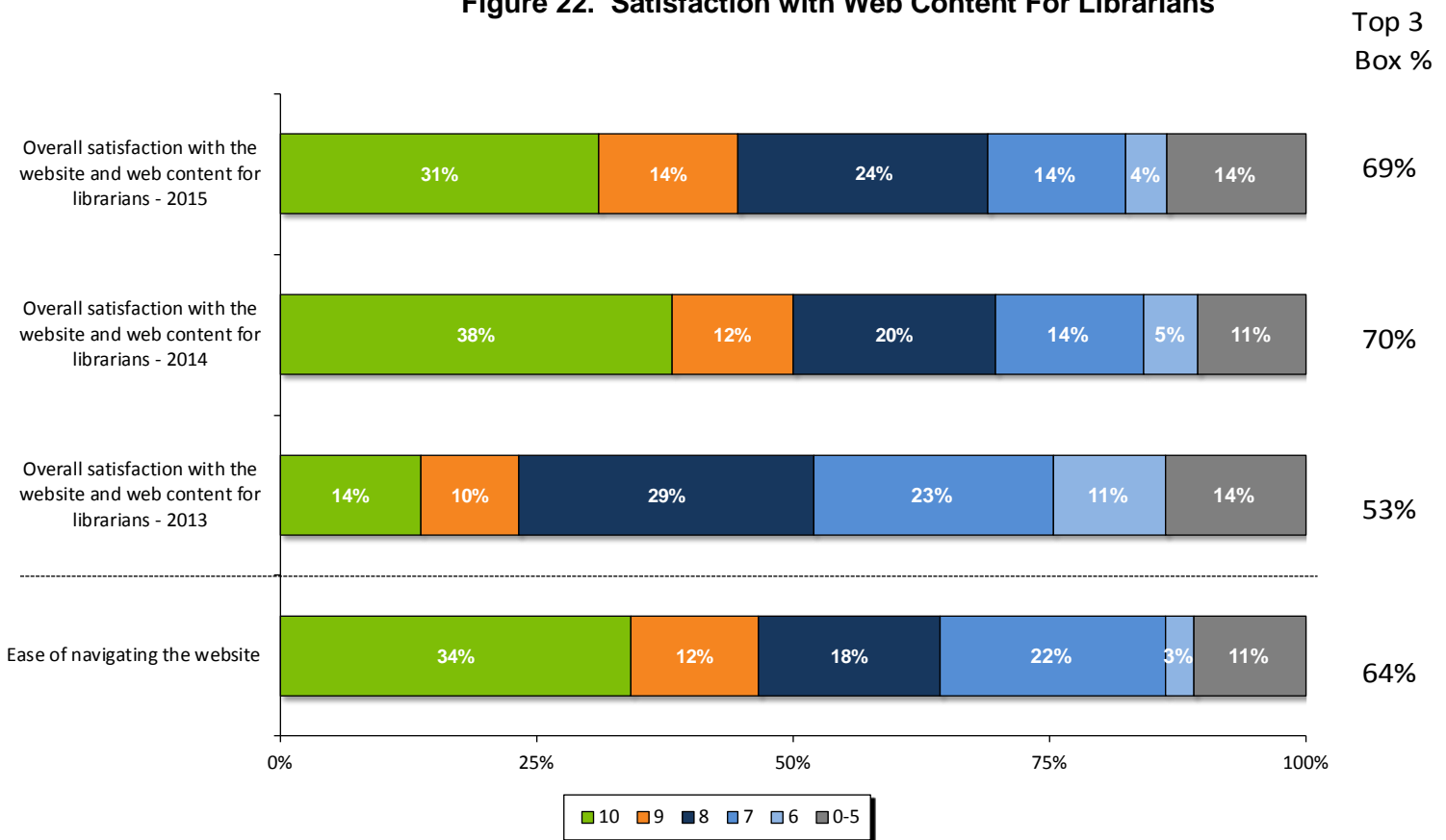
**Source:** Source: Q13. Did you promote or make reference to the website in any of your programming for the 2015 TD Summer Reading Club? / Q13A. Please explain why you did not promote or make reference to the children’s website and what would make you more likely to use it in promoting the TD Summer Reading Club in future years?

## Satisfaction With Web Content For Librarians

Libraries were asked to rate their level of satisfaction with the web content available to them on the librarian’s website. The level of overall satisfaction in 2015 was very similar to that in 2014. Although there was very little change in the top three box scores since last year, the top box score decreased by 7 percentage points.

The only element of the web content for librarians which was measured was the ease of navigating the website. The level of satisfaction with the navigation of the website mirrored the overall satisfaction with the site itself. More than a third of respondents (34%) gave the highest possible satisfaction score and more than six in ten (64%) gave a score of 8 or higher.

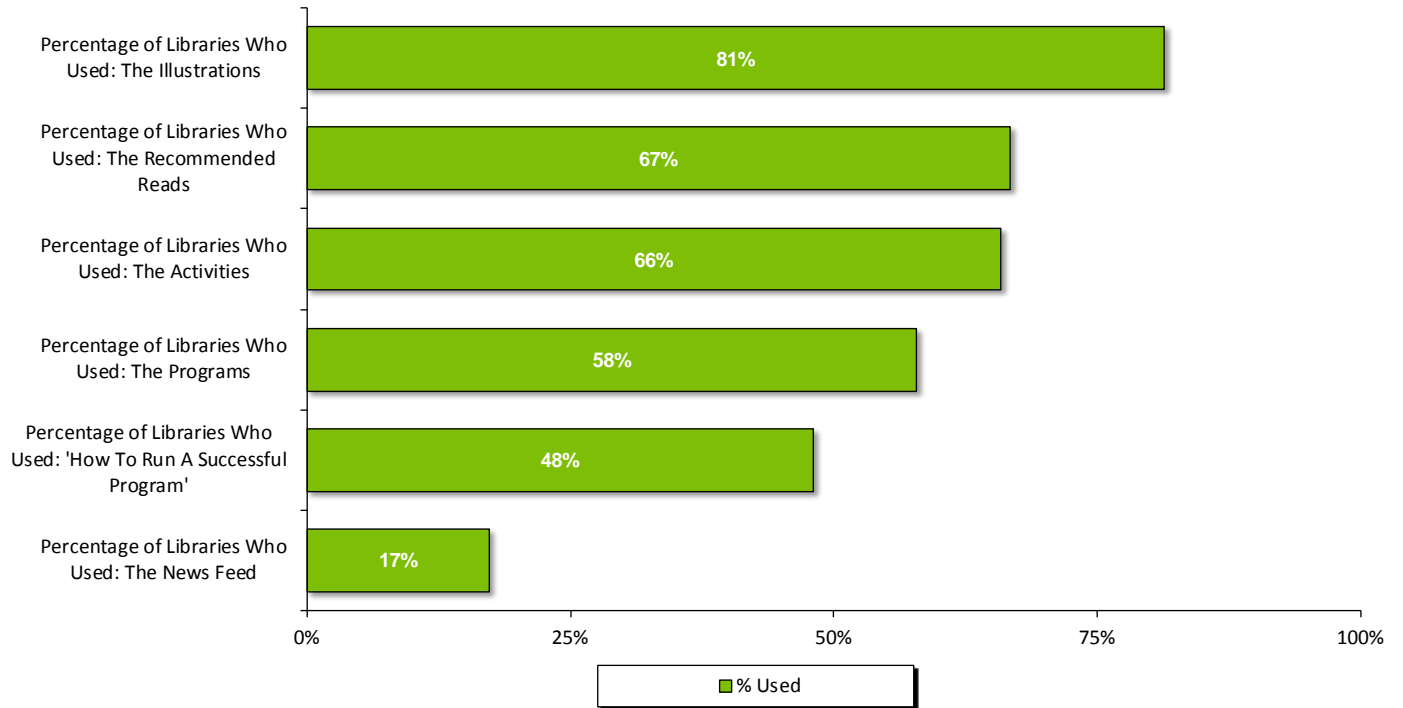
**Figure 22. Satisfaction with Web Content For Librarians**



Source: Q14. Web Content For Librarians Satisfaction Questions.

Librarians were asked specifically which of the resources that were available to them were actually used in running their TD Summer Reading Club in 2015. Usage of the resources was varied and ranged from the illustrations (used by 81% of libraries) to the news feed which was used by only 17% of libraries.

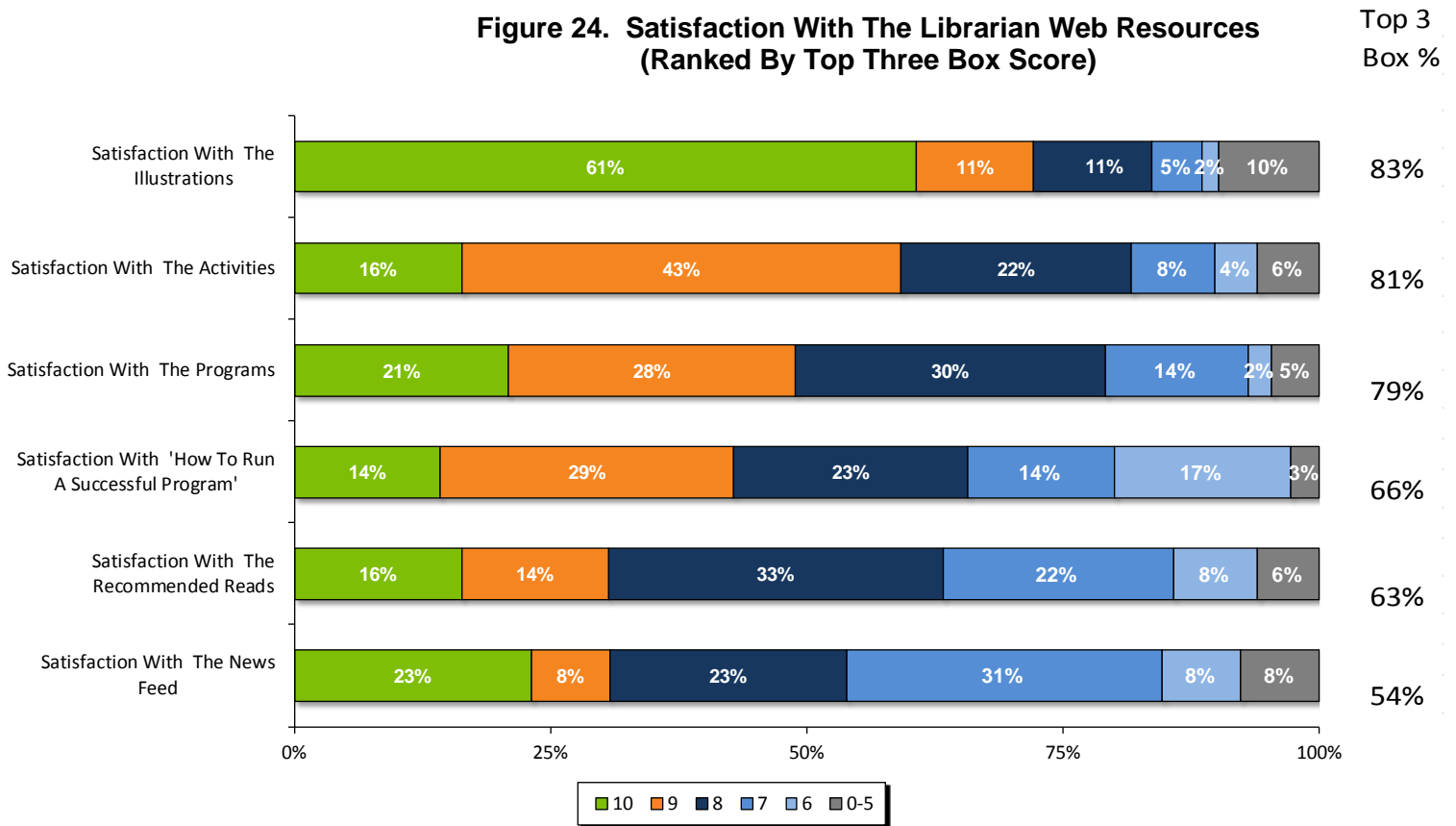
**Figure 23. Usage of Librarian Web Resources**



**Source:** Q15. Please identify which of the resources on the Librarians' website you used and, for each resource that you did use, please give your level of satisfaction with it.

Those who reported using the web resources were then asked to rate their satisfaction with those resources. Satisfaction was high for the librarian resources overall with four of the six getting top three box satisfaction scores from at least two thirds (ranging from 66% to 83%) of all Manitoba libraries. The illustrations were the most highly regarded with 61% giving them the highest possible score. Despite being given the lowest scores among the resources, the news feed was still fairly well received among those who used it, with 54% giving a score of 8 or higher.

**Figure 24. Satisfaction With The Librarian Web Resources (Ranked By Top Three Box Score)**



Source: Q15. Please identify which of the resources on the Librarians' website you used and, for each resource that you did use, please give your level of satisfaction with it.

Librarians were asked about the time of year in which they accessed the librarians’ resources from the web. As expected, the months in which it was most common to access these resources are those in the lead up to, and during the execution of the Summer Reading Club from May to August. Accessing these resources is uncommon in the months after the program (September to December) but increase steadily beginning in January.

**Figure 25. Use Of Web Resources Throughout The Year**

Web Resources Consulted	Jan	Feb	March	April	May	June	July	Aug	Sept	Oct	Nov	Dec
TD Summer Reading Club staff website	4%	10%	16%	40%	69%	84%	77%	51%	5%	1%	3%	0%
Other web resources	2%	3%	13%	25%	48%	60%	56%	43%	3%	2%	2%	0%

*Source: QD16. Please identify the months that libraries from your system consulted the TD Summer Reading Club website for library staff/other resources.*



Librarians were asked for suggestions on how to improve the librarian’s website for future years. Half of all respondents said that they were satisfied or had nothing to suggest. Those who did provide a suggestion were most likely to request getting the materials sooner (19%) or getting simpler navigation and search functions (13%).

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

**Figure 26. Suggestions For Librarian Web Resources**

<u>Suggestions on how to improve the web content for librarians?</u>	<u>2015</u>
<i>Satisfied/no suggestions</i>	50%
Make material available sooner	19%
Simpler/more user friendly/better navigation/search/print functions	13%
Improve clip art/more visually appealing/more variety	6%
More suggestions/ideas for programs/activities	6%
Ability to share ideas/information between libraries/through social media/online forum	6%
Other	6%
Don't know/refused	13%

Source: Q16A. Do you have any suggestions on how to improve the web content for librarians?

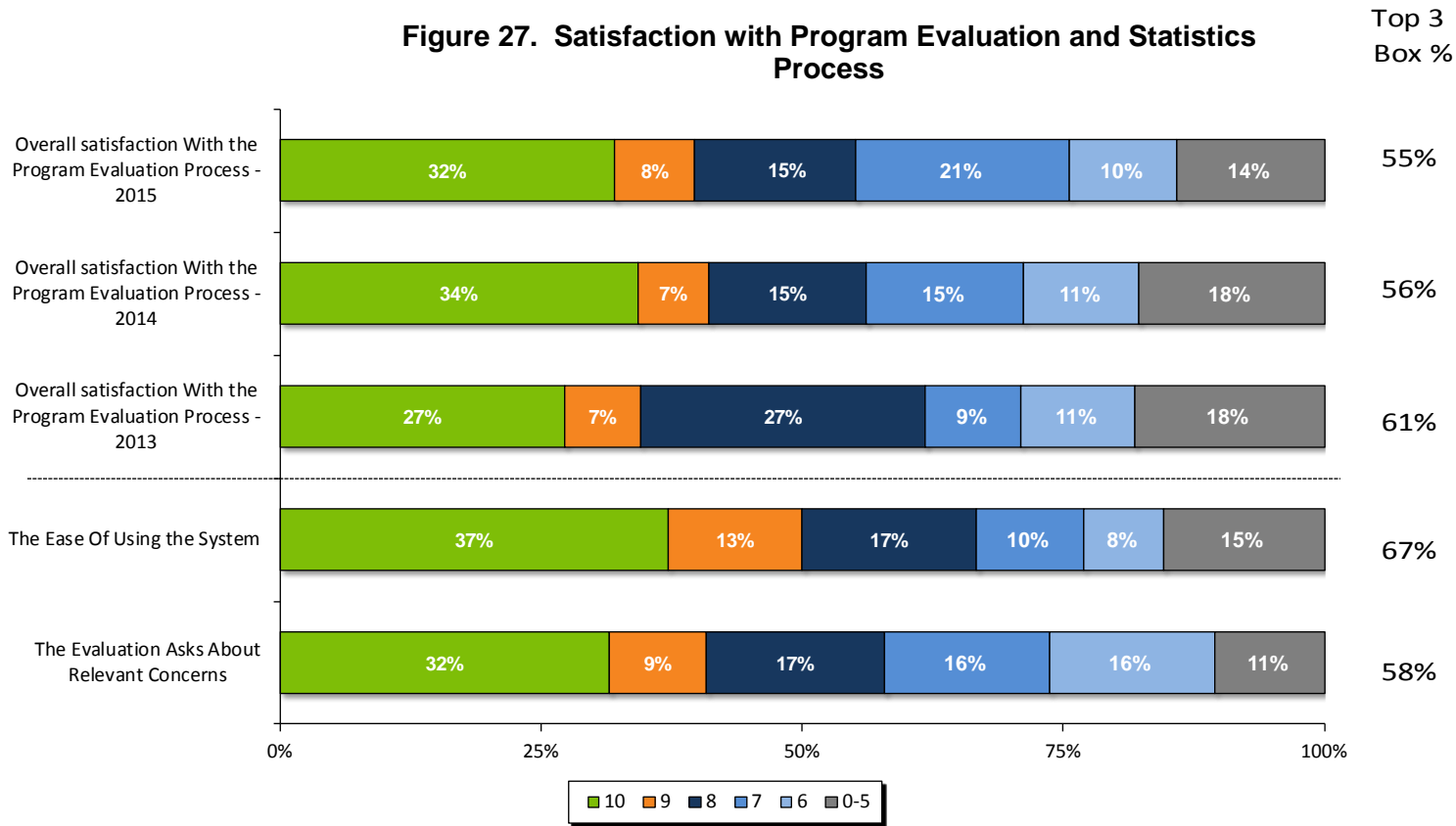
## Satisfaction With Program Evaluation

Finally, libraries were asked to rate their level of satisfaction with the program evaluation and statistics process for 2015. Overall, satisfaction was relatively high with 55% of respondents giving top three box satisfaction scores. Almost a third of respondents (32%) gave the highest possible score. Only 14% gave a score which would indicate dissatisfaction with the process.

The scores received in 2014 were virtually identical to those in 2015, but the top three box satisfaction scores were higher in 2013 (61%).

Among the elements of the program evaluation process, the score for ‘ease of using the system’ was higher than ‘the evaluation asks about relevant concerns.’ The top three box scores for both elements were 67% for the ease of using the system and 58% for asking about relevant concerns.

**Figure 27. Satisfaction with Program Evaluation and Statistics Process**



Source: Q17. 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 single response, given by more than a third of librarians (38%), was that they had no suggestions to give. Among those who had suggestions, the most common were to make the questions/forms available earlier and to reduce the number of questions asked (19% each). 6% also requested clearer or better defined questions.

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

**Figure 28. Suggestions For Improving The Program Evaluation and Statistics Process**

<u>Suggestions on how to improve the statistical collection and program evaluation process?</u>	<u>2015</u>
<i>Satisfied/no suggestions</i>	38%
Make questions/forms available sooner/let us know what to track	19%
Fewer questions/reduce survey length	19%
Clarify/better define information requested	6%
Other	19%
Don't know/refused	6%

Source: Q17A. Do you have any suggestions for how to improve the statistical collection and program evaluation process?

Libraries were asked to share 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 children said they enjoyed the program and that it motivated them to read more (35%). Librarians, hearing from parents, also reported that the program made the kids excited and kept them reading over the summer (22%). Librarians also reported that the program brings more children to the library, that there was a noticeable improvement in reading level and that incentives were a motivating factor (9% for each).

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

**Figure 29. Testimonials Indicating An Increased Love Of Reading**

<u>Testimonials indicating increased love of reading?</u>	<u>2015</u>
Children enjoyed the program/enjoyed reading/were motivated to read more	35%
Makes them excited/keeps them reading over the summer	22%
Brings more children to the library/they enjoy coming	9%
Noticeable improvement in reading level	9%
Challenges/incentives were a motivating factor	9%
Children more willing to read at home/share with family	4%
Children exceeding goals of club/reading extra	4%
Higher program registration numbers	4%
Other	9%
Don't know/refused	22%

**Source:** Q17B. Do you have any testimonials from parents, caregivers or teachers that may indicate an increased love of reading?

# Appendix 5

## 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, 239 of the 256 participating individual libraries submitted their results, representing an overall response rate of 93%.

**Figure 1. Response Rate**

	Saskatchewan
<b>(A) Total Participating Libraries</b>	256
<b>(B) Total Responded to Survey</b>	239
<b>(C) Survey Response Rate</b>	93%

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

## Statistics on Registration & 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 2015. 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 21,968 children registered for the TDSRC 2015 program, which is a moderate increase over 2014, but similar to the registration numbers in 2013. The split by gender is stable with 53%, of the participants being girls and boys representing 47% of the participants.

**Figure 2. Total Registration 2008 – 2015**

Total Registration								
Region	2015	2014	2013	2012	2011	2010	2009	2008
Saskatchewan	21,968	20,424	21,460	26,434	20,527	15,098	17,547	16,476

Source: Q1 Total number of children who registered for the TDSRC 2015.

**Figure 3. Percentage of Participating Children by Gender (Tracking)**

Year	% Girls	% Boys
2005	56%	44%
2006	57%	43%
2007	54%	46%
2008	56%	44%
2009	55%	45%
2010	56%	44%
2011	55%	45%
2012	54%	46%
2013	54%	46%
2014	54%	46%
2015	53%	47%

Source: Q1. Total number of children who registered for the TDSRC 2015 program

The figure below shows the age breakdown of registered children. For the summer 2015, 30% of the girls were in the 0-5 age group, 39% were 6-8, 29% were 9-12, and 2% were 13 years or older. There was very little difference in age between boys and girls in 2015 with 33% aged 0-5, 40% aged 6-8, 26% aged 9-12, and 1% aged 13 and older.

**Figure 4. Percentage of Registered Children by Gender and Age**

BOYS	2015	2014	2013	2012	2011	2010	2009	2008	2007	2006	2005
0-5	33%	32%	29%	28%	30%	27%	27%	24%	25%	27%	25%
6-8	40%	38%	40%	41%	41%	43%	40%	43%	41%	40%	40%
9-12	26%	28%	29%	28%	28%	28%	30%	30%	32%	31%	31%
13+	1%	2%	2%	2%	1%	2%	2%	3%	2%	3%	3%

GIRLS	2015	2014	2013	2012	2011	2010	2009	2008	2007	2006	2005
0-5	30%	29%	28%	27%	27%	24%	23%	21%	23%	21%	22%
6-8	39%	37%	38%	40%	39%	40%	36%	39%	37%	40%	38%
9-12	29%	32%	32%	32%	31%	33%	36%	37%	36%	35%	35%
13+	2%	2%	3%	1%	2%	2%	4%	3%	3%	4%	4%

Source: Q1. Total number of children who registered for the TDSRC 2015 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 2015 was comparable to recent waves with a slight increase from 8.49% to 9.13% over 2014.

**Figure 5. Number of Registered Children**

	2011 CENSUS			2015 TD SRC REGISTRANTS			% PARTICIP. CHILDREN	% PARTICIP. CHILDREN	% PARTICIP. CHILDREN
	(A)	(B)	(C)	(D)	(E)	(F)	2015	2014	2013
Province / Territory	Total Children	Total Boys	Total Girls	Total Children	Total Boys	Total Girls	Total Children	Total Children	Total Children
<b>Saskatchewan</b>	<b>240,645</b>	<b>122,955</b>	<b>117,660</b>	<b>21,968</b>	<b>10,252</b>	<b>11,716</b>	<b>9.13%</b>	<b>8.49%</b>	<b>8.92%</b>
0-5	81,605	41,645	39,955	6,882	3,402	3,480	8.43%	7.56%	7.53%
6-8	37,925	19,375	18,540	8,574	4,053	4,521	22.61%	20.32%	21.85%
9-12	51,470	26,325	25,140	6,104	2,656	3,448	11.86%	12.03%	12.59%
13+	69,645	35,610	34,025	407	140	267	0.58%	0.51%	0.79%

Source: Q1 Total number of children who registered for the TDSRC 2015, 2014, 2013. Columns (A) through (C) provided by Statistics Canada Census 2011. Columns (D) through (F) represent data collected by Harris/Decima.



## 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 44,791 children attended the 2,454 theme-related activities which were organized in libraries across Saskatchewan over the summer months of 2015. Overall, an average of 18 children attended each activity in 2015, and 92% 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
Saskatchewan	2,454	44,791	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.

Although registration increased in 2015, the number of theme-related activities, as well as attendance at those activities, was actually lower than in 2014. Despite running fewer activities with lower attendance than in 2014, average attendance at each activity was actually higher in 2015.

**Figure 7. Activities and Attendance 2013 – 2015**

Region	2015		2014		2013	
	Theme-Related Activities	Total Attendance	Theme-Related Activities	Total Attendance	Theme-Related Activities	Total Attendance
Saskatchewan	2,454	44,791	2,745	46,465	2,642	46,923

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

## 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, 62% of libraries indicated that their library staff made promotional visits to schools, while 21% visited child care centres, 5% visited day camps, and 23% made other promotional visits. A total of 715 visits were made, reaching a total of 42,221 children (the vast majority of them at schools).

**Figure 8. Total Number of Visits and Children Reached by Segment**

	Made Visits 2015 (%)					
	Schools			Day Camps		
	School Visits (% Yes)	Total Visits	Children Attended	Day Camp Visits (%)	Total Visits	Children Attended
Saskatchewan	62%	456	36,387	5%	22	420
	Child Care Centres			Other Locations		
	Childcare Visits (%)	Total Visits	Children Attended	Other Visits (%)	Total Visits	Children Attended
	Saskatchewan	21%	82	904	23%	155

Source: Q3 Did any library staff promote the program at schools, day camps, child-care centres, or other locations?

## Previous Participation

In order to streamline the process of entering the data for each library/system, the question that asked how each of their registrants heard about the program was changed so that it asked only whether or not each registrant had joined in a previous year. Beginning in 2014, the question was asked simply as a ‘yes or no’ during the registration process and, as a result, the numbers were available for virtually every library/system. While the results provided here may be less detailed than in previous years, they are more reliable.

In Saskatchewan, around a third of all registered children (34%) said that they had participated in previous years while the remaining two thirds were new registrants in 2015. This represents a decrease in the proportion of children who had participated in a previous year of 16 percentage points compared to 2014.

**Figure 9. Previous Participation**

Region	Joined in previous years		New Registrants	
Saskatchewan	7,409	34%	14,559	66%

% Joined in Previous Years			
Region	2015	2014	2013
Saskatchewan	34%	50%	38%

**Source:** Q4. 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?

## Satisfaction & Suggestions

Over the past three years, the Statistics and Evaluation Form was streamlined and refocused in order to gather more specific data while lessening the burden on library staff who are required to keep track of and enter a number of metrics. Additionally, the satisfaction questions were converted from a five-point scale to a ten-point scale to measure satisfaction with more precision. Due to these changes, direct comparisons can only be made for the last three waves, and only in some instances.

In 2015, the Statistics and Evaluation Form was again updated to include questions asking about new elements in 2015, namely whether libraries created their own promotional materials and when libraries accessed resources from the Summer Reading Club website.

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 and directly compared to previous waves of data (wherever applicable). It is followed by the individual element scores, ranked by the proportion giving a score of 10 (unless otherwise noted). Libraries were also asked for their suggestions and comments in each section.

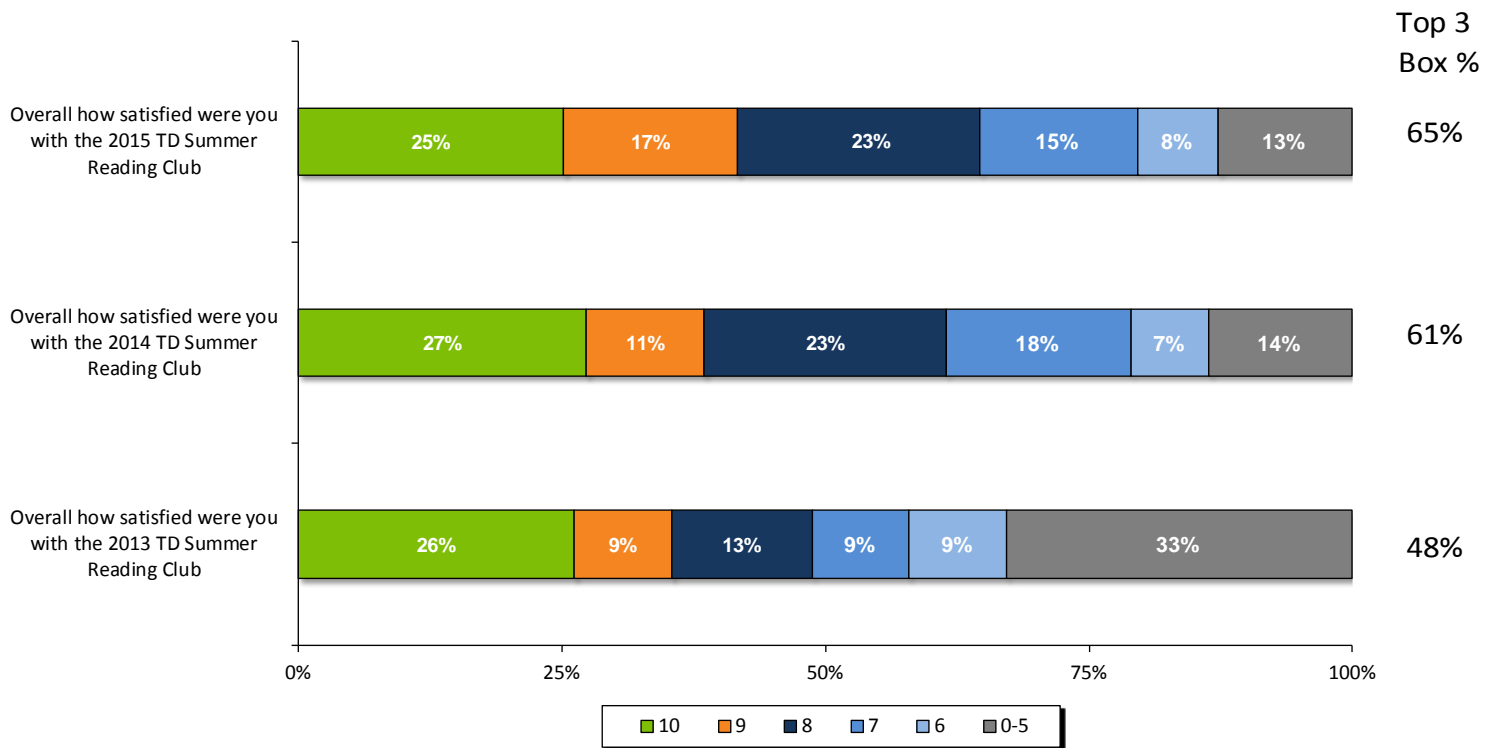
Please note that libraries that did not provide information for any given question are not considered in the percentages reported here so that each graph will sum to 100%.

## Overall Program Satisfaction

Individual overall satisfaction was asked as a stand-alone question for the first time in 2013 and has been asked that way in the years since.

Satisfaction was again high 2015, with the results being a moderate improvement over last year. A quarter of libraries in Saskatchewan gave the highest possible score (10) and almost two thirds (65%) gave a top three box satisfaction score. Only 13% gave a score which would indicate dissatisfaction with the program.

**Figure 10. Satisfaction With The Summer Reading Program Overall**



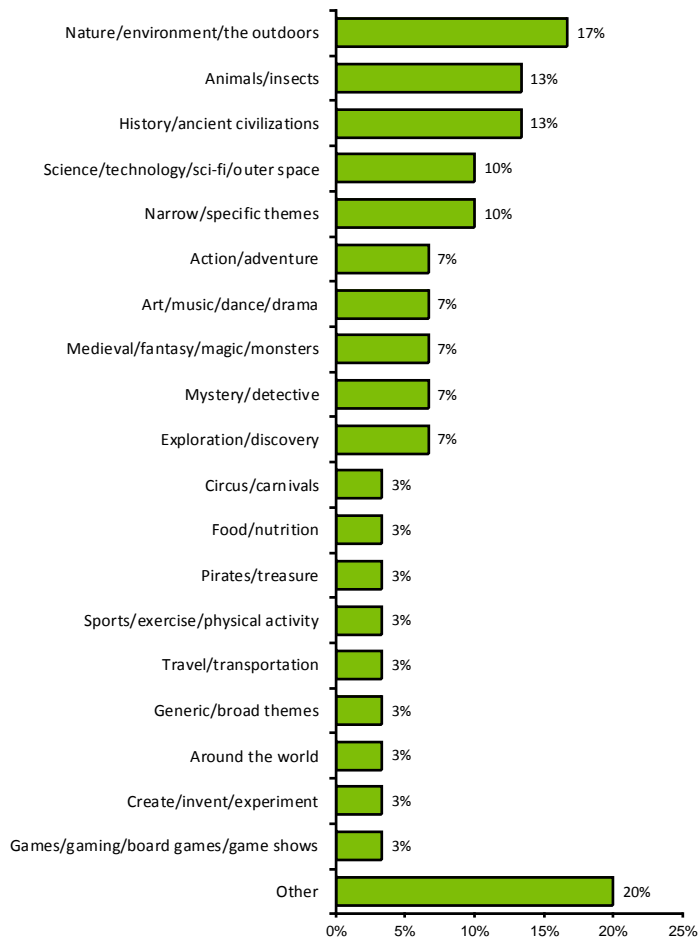
Source: Q5. Overall, how satisfied were you with the 2015/2014/2013 TD Summer Reading Club?

## Suggestions For Future Themes

Librarians were asked to provide suggestions for future themes. The most popular suggestion received was nature/environment/the outdoors (17%), animals/insects and history/ancient civilizations (13% each), science/technology/sci-fi/outer space and other very narrow/specific themes (10%).

The figure below presents the suggestions made by at least 3% of libraries in 2015.

**Figure 11. Suggestions For Future Themes**



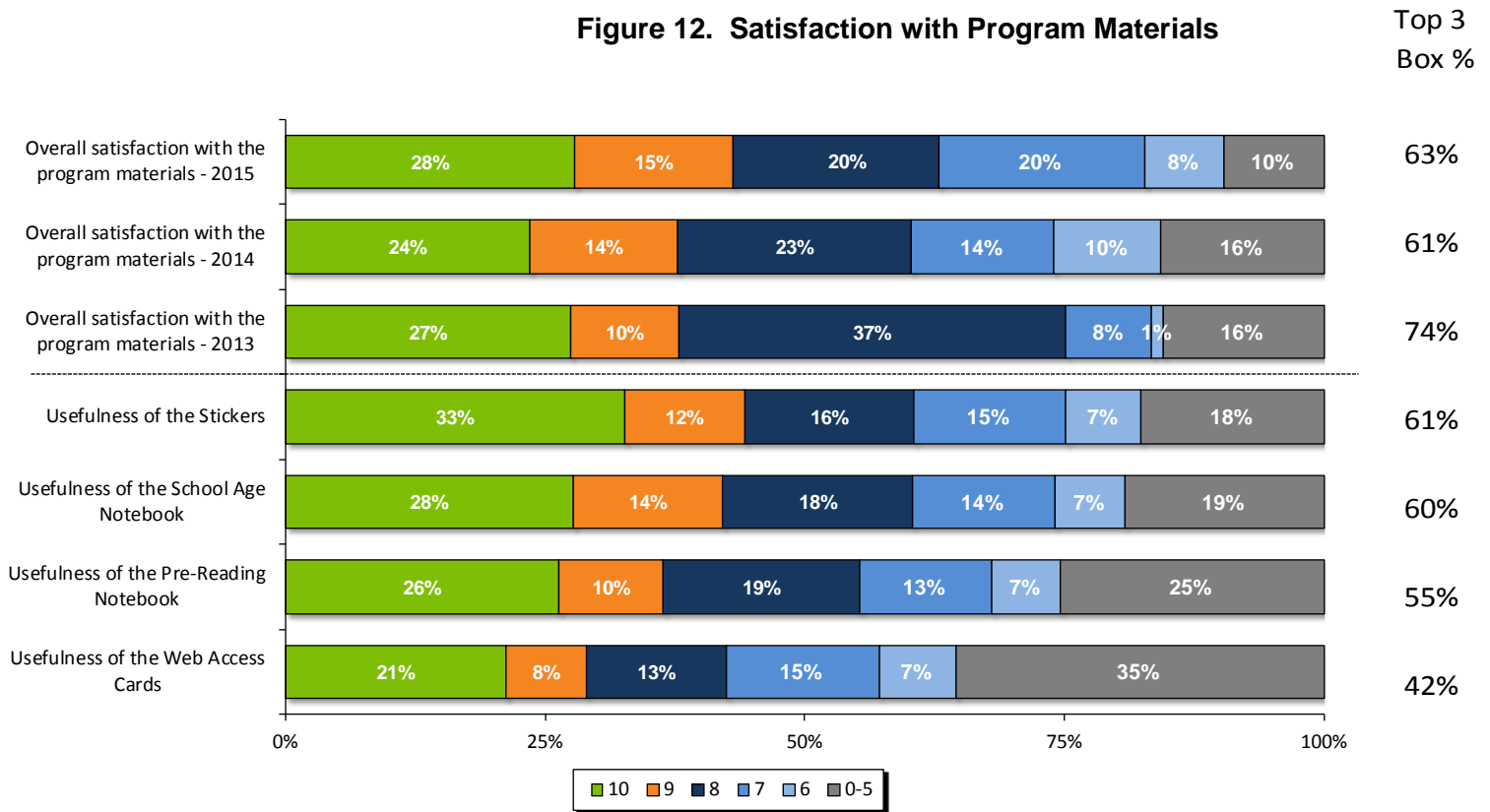
Source: Q5A. Do you have any suggestions for the program's future themes?

## Program Materials Satisfaction

Librarians were asked to rate their overall satisfaction with the program materials. Although the level of satisfaction with the materials was high in 2015, it has fallen since 2013. More than a quarter of all libraries (28%) gave the materials the highest possible score, an increase of 4% over last year. When comparing the top three box scores, greater than six in ten (63%) gave a score of 8 or higher in 2015 but that number was 74% in 2013.

Libraries were asked to rate the usefulness of the various program materials. Although the proportion of people giving a top three box usefulness score was relatively similar among the four materials they were asked about, librarians felt the stickers were the most useful when looking at the top score, with a third saying they were extremely useful. The access cards were rated the least useful with only 42% giving a top three box score.

**Figure 12. Satisfaction with Program Materials**



Source: Q6/Q7. 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 single most popular response provided by librarians was to say that the stickers were a good idea and were popular with the children (22%). 19% said it would be better to have more age appropriate/simpler material for younger kids. Many librarians responded that they had no suggestions/were satisfied (15%) while the same proportion requested more space in the notebook. Many mentioned that the notebooks were a good idea/that the children liked them and that the fortune teller was a good idea/popular (11% each).

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

**Figure 13. Suggestions For Improving The Program Material**

<u>Comments/Improvements for the Content of the Program Material for Future Programs</u>	<u>2015</u>
Stickers were a good idea/popular	22%
More age appropriate/simplify for younger children	19%
<i>Satisfied/no suggestions</i>	15%
Include more space in notebook	15%
Notebooks were a good idea/children liked them	11%
Fortune teller was a good idea/popular	11%
More colourful art/visually appealing/eye-catching	7%
Improve posters/different sizes	7%
Web access cards/codes were confusing/problematic	7%
Improve computer/online aspect	4%
Dislike the art style	4%
Improve/provide more stickers/more variety/better formatting	4%
Improve bilingualism/have separate English/French editions	4%
Improve demonstration of context/tie in the theme better	4%
More activities/games	4%
Change the point system for books read	4%
Provide/improve bookmarks	4%
Improve notebook/notebook was too plain/ordinary	4%
Poor participation/some participants don't bring in their notebooks/didn't return their reading logs	4%
Other	33%

Source: Q7A. Do you have any suggestions on how to improve the content of the material for future programs?

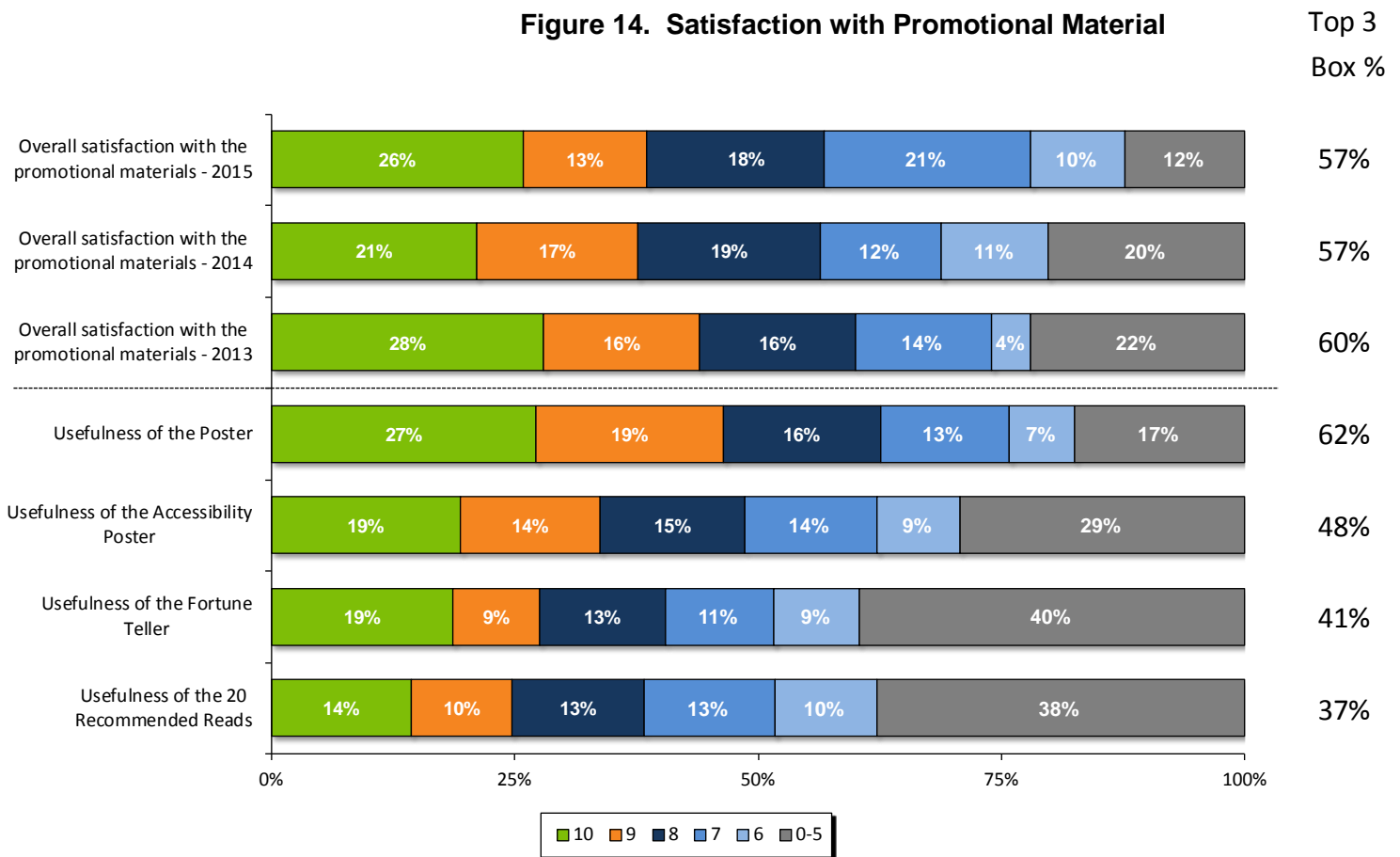


## Promotional Materials Satisfaction

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 that of the programming materials with less than six in ten (57%) giving a top three box satisfaction score. These results were very similar to those in 2014 but the proportion of librarians giving a top box score was higher in 2015 (26% vs 21% in 2014).

Librarians were also asked to rate the usefulness of the individual promotional tools. When comparing them, it is clear that the poster was the most useful to Saskatchewan librarians with more than a quarter (27%) finding them extremely useful. The proportion of librarians who gave a top three box score for the fortune teller and the 20 recommended reads (41% and 37% respectively) was roughly the same as the proportion who gave a score from 0 to 5 (40% and 38% respectively).

**Figure 14. Satisfaction with Promotional Material**



Source: Q8/Q10. Promotional Materials Satisfaction/Usefulness Questions.

Librarians were invited to provide comments on the promotional materials provided by LAC. Although it did not rate as high when asked to provide a specific score, almost a third of librarians asked actually mentioned the fortune teller positively (32%). Another common request was to leave a blank spot on the poster for information specific to the library (21%). A smaller proportion of librarians said they were satisfied and had no suggestions, but the same proportion mentioned that the promotional materials were helpful/effective, that the poster was eye catching, that the materials had good graphics/illustrations, that they did not receive enough promotional material, that they had problems using the Fortune Teller and using a larger font (7% for each).

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

**Figure 15. Suggestions For Promotional Material**

<b>Comments On 2015 Promotional Materials</b>	<b>2015</b>
Children liked the fortune teller/was popular/effective	32%
Include blank space for library specific information on posters/too glossy to stamp info	21%
<i>Satisfied/no suggestions</i>	7%
Promotional material was helpful/effective	7%
Poster was bright/eye catching/colourful	7%
Good graphics/illustrations	7%
Did not receive enough promotional material	7%
Use larger font	7%
Problems using Fortune Teller/not user friendly/difficult to fold	7%
We conducted limited outreach/did not take part in the program/did not use the promotional material	4%
More colourful art/visually appealing/eye-catching	4%
Bigger flyer/poster	4%
Children miss the old poster	4%
Lack of relevance/relation to theme/reading programs	4%
Materials were not useful/not necessary/no significant impact	4%
Received too much material/did not have room for all material	4%
Keep it simple/child-friendly	4%
Other	21%

**Source:** Q10A. Do you have any comments on the promotional materials?

## Creating Own Promotional Material

In 2015, every library was asked for the first time whether they created their own promotional material for their program. In Saskatchewan, a little over a third (36%) of libraries did create their own material. This was lower than the National average of 51%.

**Figure 16. Creation Of Promotional Material**

Region	Libraries Create Own Promotional Materials?
	% Yes
Saskatchewan	36%

Source: Q9A. Do libraries from your system create their own promotional materials for the program?

The libraries that did create their own promotional material were asked to provide examples of the sort of materials they created. In Saskatchewan, the most common type were posters/signs (42% of these libraries), while flyers/brochures/pamphlets and games/challenges/contests were also popular (37% each). 16% of Saskatchewan libraries created calendars/schedules and custom notebooks/reading trackers.

**Figure 17. Examples of Created Promotional Material**

<u>Examples of promotional material libraries have created</u>	<u>2015</u>
Posters/signs	42%
Flyers/brochures/pamphlets	37%
Games/challenges/contests/competitions	37%
Calendars/schedules	16%
Custom notebooks/reading trackers	16%
Website/social media	11%
Banners/buntings	5%
Bookmarks	5%
Bulletin/display board	5%
Postcards	5%
Other	42%

Source: Q9C. Please give examples of what you/these libraries have created.

## Satisfaction With Web Content For Children

Every library was asked whether they actually consulted the children’s website in the course of running their 2015 Summer Reading Club. Overall, more than four in five libraries did consult the children’s website (82%) in 2015. This represents an increase of 8 percentage points over 2014 in Saskatchewan. Across the country, 79% of all libraries did consult the children’s website in 2015.

The minority of libraries that did not consult the children’s website were asked to explain why they did not. The main reason given was that they were too busy or just did not think to (37%). Nearly a quarter of these librarians said that they did not feel the children’s website was necessary for them (21%). Around a tenth of librarians said they consulted the staff website instead (11%).

**Figure 18. Usage Of Children’s Website / Reasons For Not Using The Children’s Website**

	Libraries Consulted the Children's Web Site?	
	2015	2014
Saskatchewan	82%	74%

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

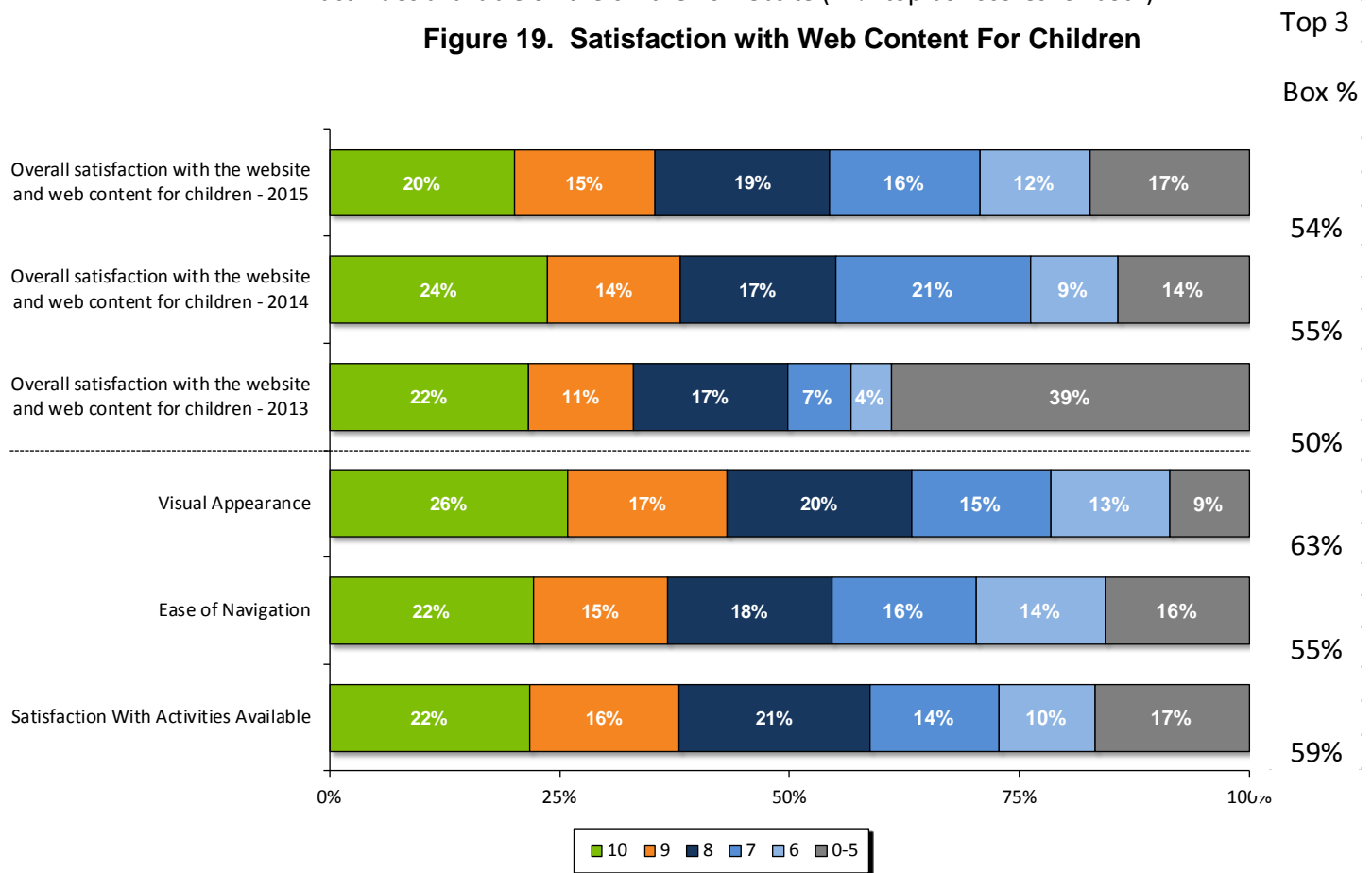
Why Did You Not Consult the Children's Website?	2015
Too busy/didn't have time/forgot/didn't think about it	37%
Not necessary/didn't feel the need/visited other websites/used other resources	21%
Consulted the staff/librarian website instead	11%
Discouraged computer use/parents preferred to have children engaged in non-computer related activities	5%
Need information about website earlier in the year to be able to prepare/plan ahead	5%
Website wasn't ready/didn't launch early enough to incorporate it into our program	5%
Insufficient children enrolling in program/visiting the library	5%
Lack of interest/children preferred offline activities	5%
Other	11%
Don't know/refused	16%

Source: Source: Q11. Did you consult the Children’s website in 2014/15? / Q11A. Please explain why you did not consult the children’s website and what resources would make you more likely to visit the site in future years?

Libraries who had used the children’s website were asked to rate their level of satisfaction with the web content available to children. Overall satisfaction with the content was consistent in 2015 with more than half (54%) giving a top three box satisfaction score compared to 55% in 2014.

Among the librarians who did visit the children’s website, the scores for the elements were high overall. The visual appearance of the website was rated highly with more than a quarter (26%) of all respondents giving the highest possible satisfaction score and almost two thirds (63%) giving a score of 8 or higher. There was slightly less satisfaction with the ease of navigating the website and with the activities available on the children’s website (22% top box scores for both).

**Figure 19. Satisfaction with Web Content For Children**



Source: Q12. Web Content For Children Satisfaction Questions.

Librarians were also asked for suggestions of how to improve the children’s website. The largest single group, representing almost half (45%) of respondents said they did not have any suggestions to offer. Among those who did, the most common suggestion was to have a larger variety of games available (18%) and to have more diversity in age related content (9%).

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

**Figure 20. Suggestions For The Children’s Website**

<u>Suggestions on how to improve the web content for children?</u>	<u>2015</u>
<i>Satisfied/no suggestions</i>	45%
More/larger variety of games	18%
More diversity in age related content	9%
Better/more engaging art/graphics/sound	5%
Improve navigation/more child-friendly	5%
Increase interactivity	5%
Available earlier in the year	5%
Improve promotion of reading	5%
Other	23%
Don't know/refused	9%

Source: Q13B. Do you have any suggestions on how to improve the web content for children?

Librarians were also asked whether they promoted or made reference to the children’s website in their programming for the TD Summer Reading Club. 84% of Saskatchewan libraries promoted the children’s website in 2015, an increase over 2014 when only 57% said that they did.

The librarians who said that they did not promote or make reference to the children’s website were asked why they did not. By far the most common reason given was that the librarian was too busy and did not have the time (29%). Others mentioned limited internet access or that there was insufficient enrollment (21% each) while another 14% said that there was a lack of interest from children who preferred offline activities.

**Figure 21. Promotion Of The Children’s Website & Reasons For Not Promoting The Children’s Website**

	Libraries Promote/Reference the Website in Programming?	
	2015	2014
Saskatchewan	84%	57%

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

<u>Why Did You Not Promote the Children's Website?</u>	<u>2015</u>
Too busy/didn't have time/forgot/didn't think about it	29%
Limited/no access to computers/internet	21%
Insufficient children enrolling in program/visiting the library	21%
Lack of interest/children preferred offline activities	14%
Discouraged computer use/parents preferred to have children engaged in non-computer related activities	7%
Promoted it only on registration day/not during program/just mentioned it to parents	7%
Need information about website earlier in the year to be able to prepare/plan ahead	7%
Website wasn't ready/didn't launch early enough to incorporate it into our program	7%
Poor layout/web site is difficult to navigate	7%
Other	36%
Don't know/refused	7%

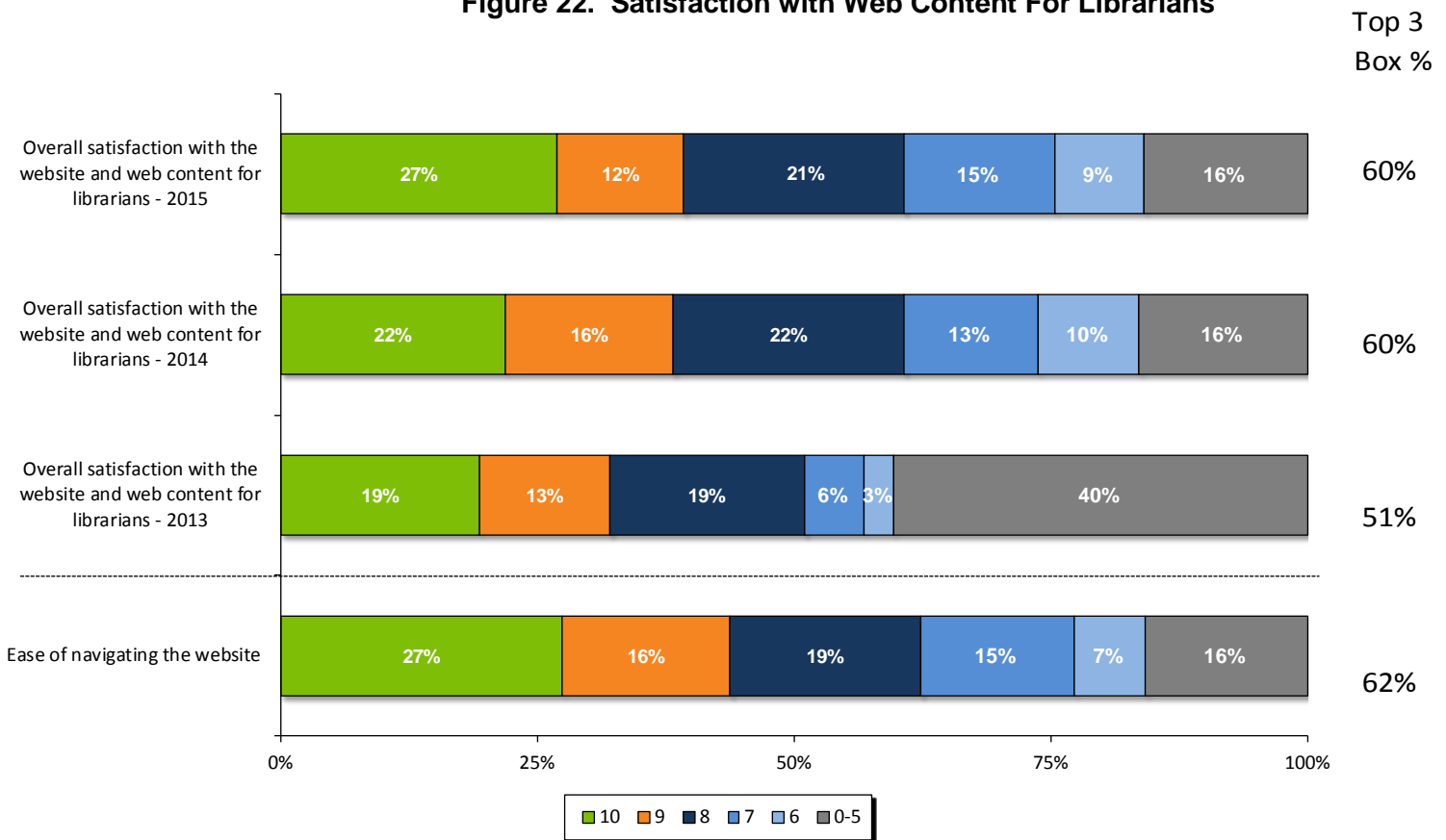
**Source:** Source: Q13. Did you promote or make reference to the website in any of your programming for the 2015 TD Summer Reading Club? / Q13A. Please explain why you did not promote or make reference to the children’s website and what would make you more likely to use it in promoting the TD Summer Reading Club in future years?

## Satisfaction With Web Content For Librarians

Libraries were asked to rate their level of satisfaction with the web content available to them on the librarian’s website. As in the other categories, the levels of satisfaction in 2015 are similar to those in 2014. Although there was no change in the top three box scores since last year (60%), the top box score increased by 5 percentage points.

The only element of the web content for librarians which was measured was the ease of navigating the website. The level of satisfaction with the navigation of the website mirrored the overall satisfaction with the site itself. More than a quarter of respondents (27%) gave the highest possible satisfaction score and more than six in ten (62%) gave a score of 8 or higher.

**Figure 22. Satisfaction with Web Content For Librarians**

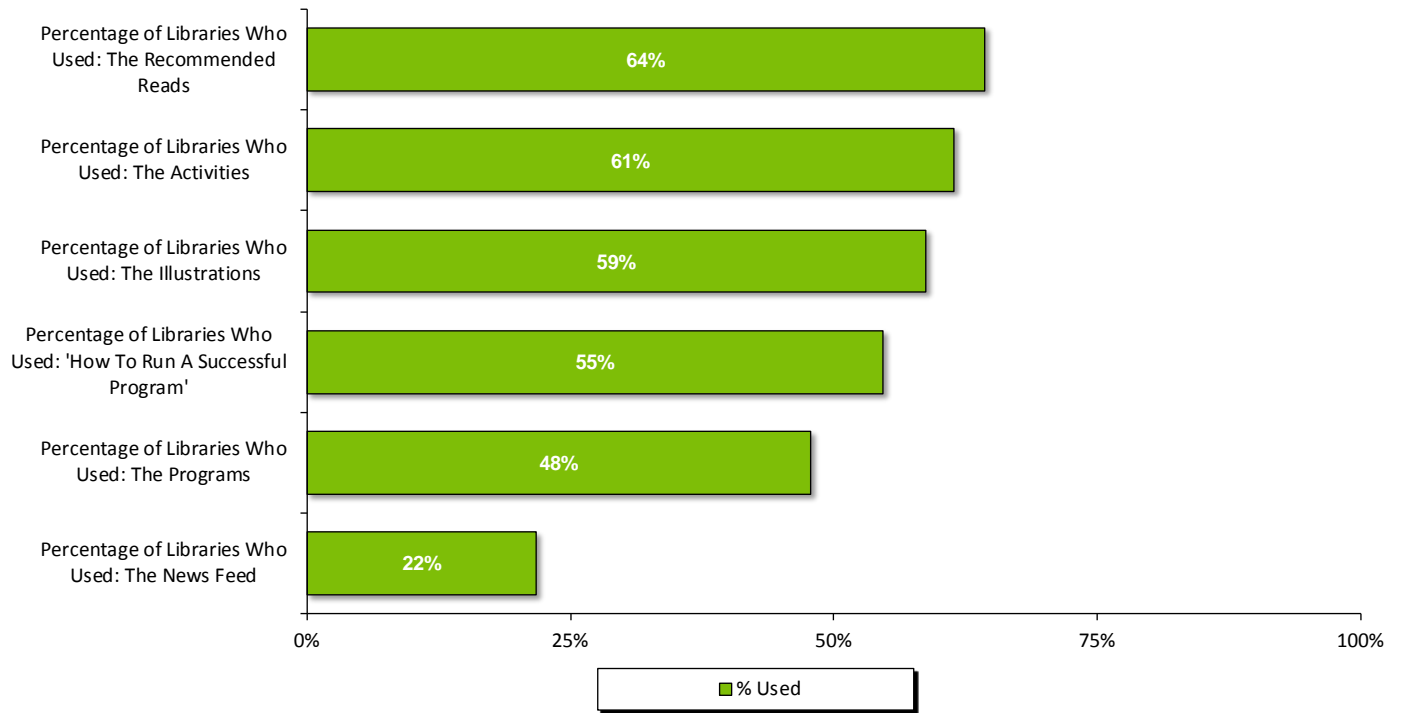


Source: Q14. Web Content For Librarians Satisfaction Questions.



Librarians were asked specifically which of the resources that were available to them were actually used in running their TD Summer Reading Club in 2015. Usage of the resources was varied and ranged from the recommended reads (which almost two thirds (64%) of libraries used), the activities (61%) and illustrations (59%) down to the news feed which was used by only 22% of libraries.

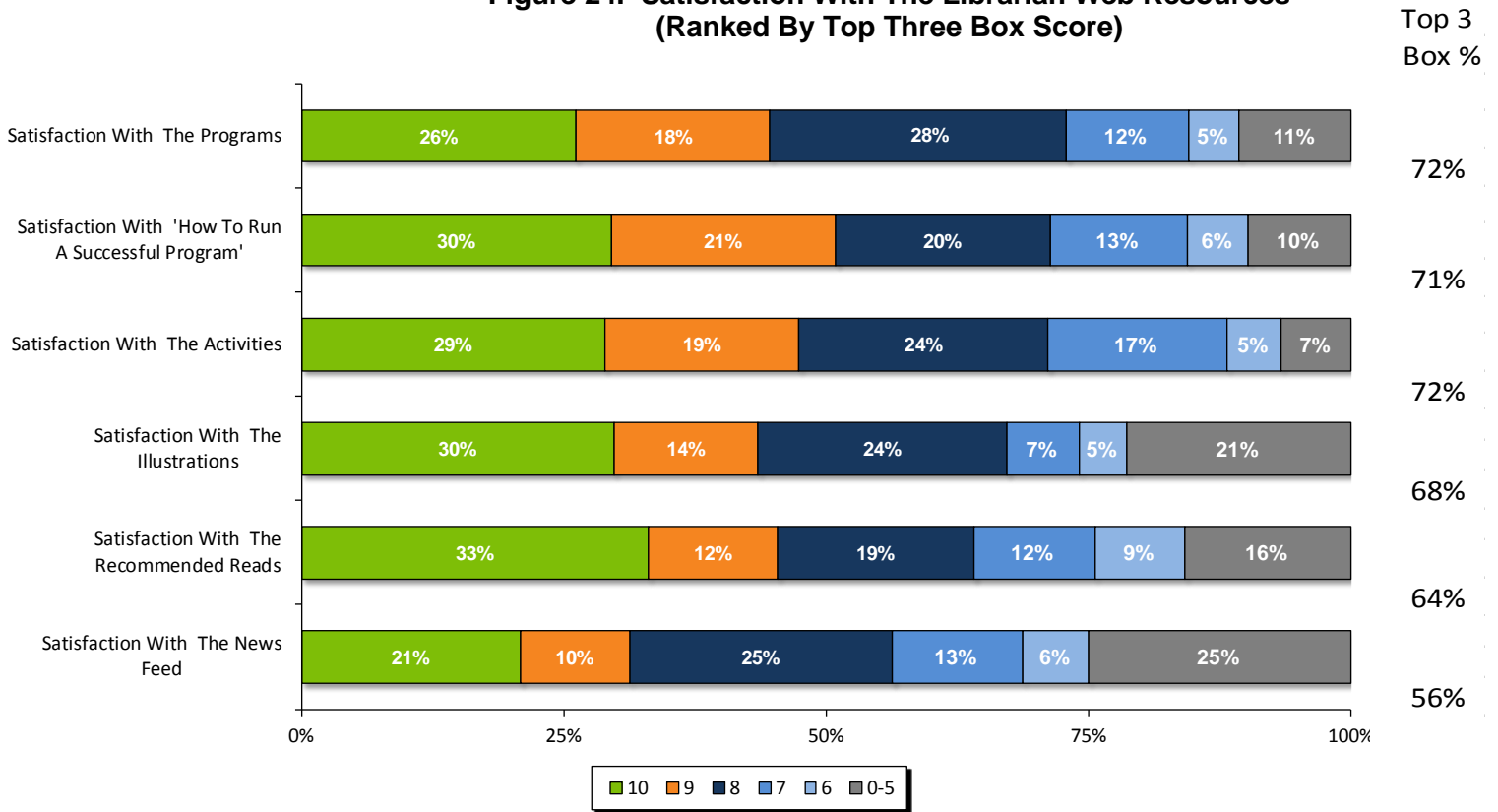
**Figure 23. Usage of Librarian Web Resources**



**Source:** Q15. Please identify which of the resources on the Librarians' website you used and, for each resource that you did use, please give your level of satisfaction with it.

Those who reported using the web resources were then asked to rate their satisfaction with those resources. Satisfaction was high for the librarian resources with five of the six getting top three box satisfaction scores near or above two thirds (ranging from 64%-72%) from librarians. When looking at just the proportion of people who gave the highest possible satisfaction score, however, the programs were not rated as well as the recommended reads (26% and 33% respectively). Despite being given the lowest scores among the resources, the news feed was still fairly well received among those who used it, with 56% giving a score of 8 or higher.

**Figure 24. Satisfaction With The Librarian Web Resources (Ranked By Top Three Box Score)**



**Source:** Q15. Please identify which of the resources on the Librarians' website you used and, for each resource that you did use, please give your level of satisfaction with it.

Librarians were asked about the time of year in which they accessed the librarians’ resources from the web. As expected, the months in which it was most common to access these resources are those in the lead up to, and during the execution of the Summer Reading Club from May to August. Accessing these resources is uncommon in the months after the program (September to December) but increases steadily beginning in January.

**Figure 25. Use Of Web Resources Throughout The Year**

Web Resources Consulted	Jan	Feb	March	April	May	June	July	Aug	Sept	Oct	Nov	Dec
TD Summer Reading Club staff website	3%	5%	6%	19%	53%	73%	65%	48%	2%	0%	0%	0%
Other web resources	3%	5%	8%	10%	19%	31%	29%	20%	2%	2%	2%	2%

*Source: QD16. Please identify the months that libraries from your system consulted the TD Summer Reading Club website for library staff/other resources.*

Librarians were asked for suggestions on how to improve the librarian’s website for future years. Over half of respondents (56%) said that they were satisfied or had nothing to suggest. Those who did provide a suggestion were most likely to request getting the materials sooner or the ability to share ideas/info among libraries (12% each). Others suggested improved/more visually appealing clip art or simpler/more user friendly navigation (8% each).

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

**Figure 26. Suggestions For Librarian Web Resources**

Suggestions on how to improve the web content for librarians?	2015
<i>Satisfied/no suggestions</i>	56%
Make material available sooner	12%
Ability to share ideas/information between libraries/through social media/online forum	12%
Improve clip art/more visually appealing/more variety	8%
Simpler/more user friendly/better navigation/search/print functions	8%
Age specific content/separate by age/school level	4%
Better craft ideas	4%
More suggestions/ideas for programs/activities	4%
Other	12%
Don't know/refused	8%

Source: Q16A. Do you have any suggestions on how to improve the web content for librarians?

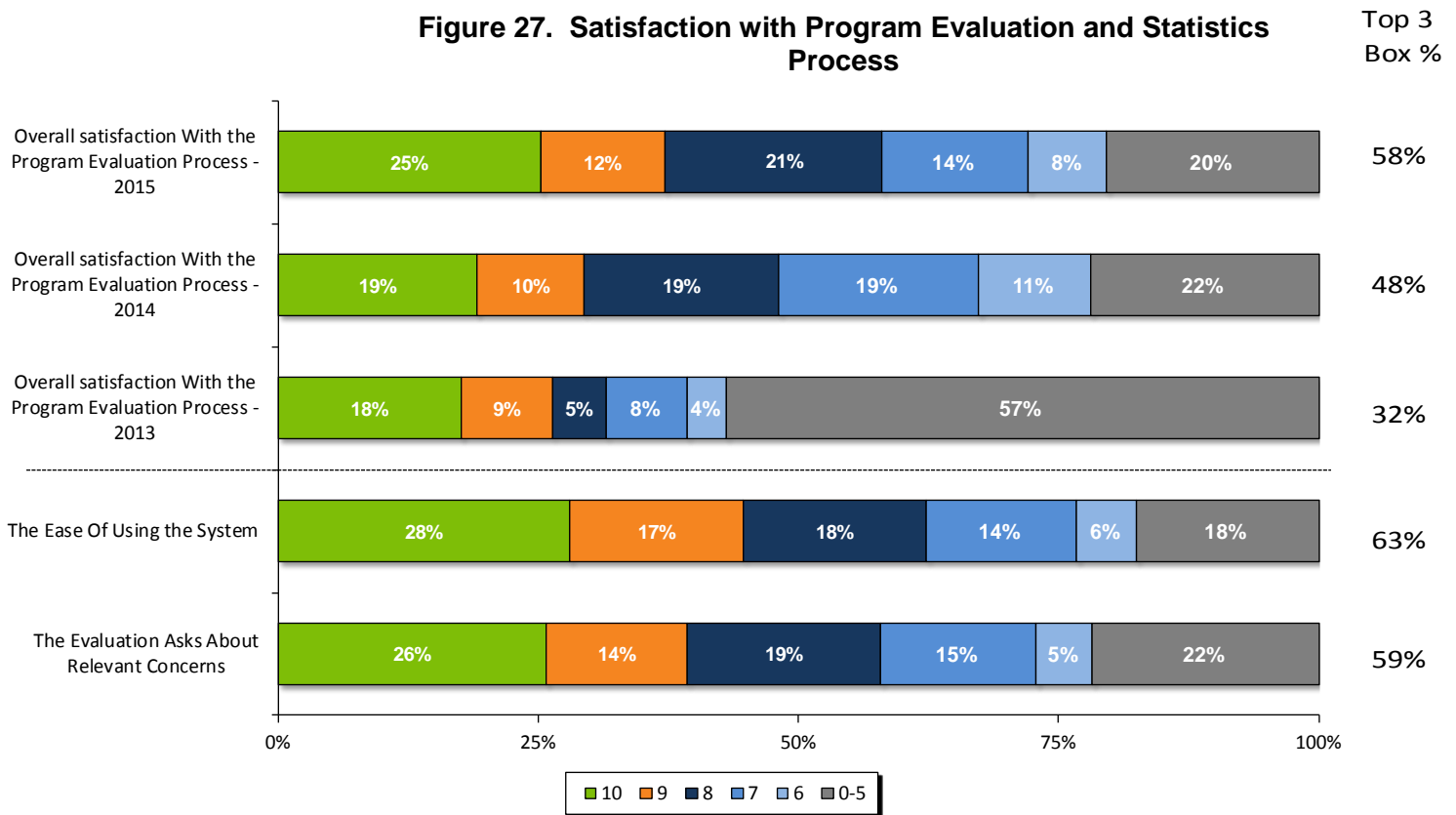
## Satisfaction With Program Evaluation

Finally, libraries were asked to rate their level of satisfaction with the program evaluation and statistics process for 2015. Overall, satisfaction was relatively high with 58% of respondents giving top three box satisfaction scores. A full quarter of respondents gave the highest possible score. One in five respondents (20%) gave a score which would indicate dissatisfaction with the process.

This question has been asked since 2013 and satisfaction has increased in both years since then. The top three box score last year was 48%, meaning there was a sizeable increase of 10 percentage points. This included a difference in the top box score which increased from 19% to 25%.

Among the elements of the program evaluation process, the score for ‘ease of using the system’ was higher than ‘the evaluation asks about relevant concerns.’ The top three box scores for both elements were roughly six in ten with 63% for the ease of using the system and 59% for asking about relevant concerns.

**Figure 27. Satisfaction with Program Evaluation and Statistics Process**



Source: Q17. 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 single response, given by more than half of librarians (57%), was that they had no suggestions to give. Among those who had something to suggest, the most common request was to reduce the number of questions asked (14%). Others suggested making the questions/forms available earlier and commenting that they had problems recording children who weren't officially registered (10% each).

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

**Figure 28. Suggestions For Improving The Program Evaluation and Statistics Process**

<u>Suggestions on how to improve the statistical collection and program evaluation process?</u>	<u>2015</u>
<i>Satisfied/no suggestions</i>	57%
Fewer questions/reduce survey length	14%
Make questions/forms available sooner/let us know what to track	10%
Problems recording children who weren't officially registered	10%
Problems recording male/female stats	5%
Other	19%

Source: Q17A. Do you have any suggestions for how to improve the statistical collection and program evaluation process?

Libraries were asked to share 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 children said they enjoyed the program and that it motivated them to read more (30%). Librarians, hearing from parents, also reported that the program made the kids excited and kept them reading over the summer (18%) and that the challenges/incentives were a motivating factor for their children (15%). Others mentioned that that the program brings more kids to the library (10%), that there was a noticeable improvement in reading levels (8%) and that both children and parents enjoyed the activities and crafts (5%).

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

**Figure 29. Testimonials Indicating An Increased Love Of Reading**

<u>Testimonials indicating increased love of reading?</u>	<u>2015</u>
Children enjoyed the program/enjoyed reading/were motivated to read more	30%
Makes them excited/keeps them reading over the summer	18%
Challenges/incentives were a motivating factor	15%
Brings more children to the library/they enjoy coming	10%
Noticeable improvement in reading level	8%
Children/parents enjoyed the activities/crafts/website	5%
Children enjoy coming back each year	3%
Children more willing to read at home/share with family	3%
Children exploring more/new genres/topics	3%
Children checking out more books from library	3%
Children exceeding goals of club/reading extra	3%
Families continue book reporting/reward system afterwards	3%
Improved confidence/communication skills	3%
Increased interest/abilities in school	3%
Parents learned a lot/are reading more	3%
Other	23%

Source: Q17B. Do you have any testimonials from parents, caregivers or teachers that may indicate an increased love of reading?

# Appendix 6

## 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, 249 of the 275 participating individual libraries submitted their results, representing an overall response rate of 91%.

**Figure 1. Response Rate**

	Alberta
<b>(A) Total Participating Libraries</b>	275
<b>(B) Total Responded to Survey</b>	249
<b>(C) Survey Response Rate</b>	91%

**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 2015. 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 48,661 children registered for the TDSRC 2015 program, which is a moderate decrease since 2014. The split by gender is stable with 51%, of the participants being girls and boys representing 49% of the participants.

**Figure 2. Total Registration 2008 – 2015**

Total Registration								
Region	2015	2014	2013	2012	2011	2010	2009	2008
Alberta	48,661	51,138	53,857	54,869	49,683	36,637	36,793	46,471

Source: Q1 Total number of children who registered for the TDSRC 2015.

**Figure 3. Percentage of Participating Children by Gender (Tracking)**

Year	% Girls	% Boys
2005	55%	45%
2006	54%	46%
2007	55%	45%
2008	56%	44%
2009	55%	45%
2010	54%	46%
2011	55%	45%
2012	51%	49%
2013	51%	49%
2014	51%	49%
2015	51%	49%

Source: Q1. Total number of children who registered for the TDSRC 2015 program

The figure below shows the age breakdown of registered children. For the summer 2015, 26% of the girls were in the 0-5 age group, 38% were 6-8, 31% were 9-12, and 5% were 13 years or older. There was very little difference in age between boys and girls in 2015 with 27% of boys aged 0-5, 39% aged 6-8, 30% aged 9-12, and 3% aged 13 and older.

**Figure 4. Percentage of Registered Children by Gender and Age**

BOYS	2015	2014	2013	2012	2011	2010	2009	2008	2007	2006	2005
0-5	27%	28%	31%	29%	29%	30%	26%	29%	25%	24%	24%
6-8	39%	39%	38%	40%	40%	40%	40%	39%	40%	41%	41%
9-12	30%	31%	28%	29%	28%	28%	30%	30%	33%	30%	33%
13+	3%	2%	2%	2%	3%	2%	4%	2%	3%	4%	3%

GIRLS	2015	2014	2013	2012	2011	2010	2009	2008	2007	2006	2005
0-5	26%	27%	30%	29%	26%	27%	23%	26%	22%	22%	21%
6-8	38%	38%	37%	37%	38%	38%	37%	36%	39%	37%	37%
9-12	31%	33%	30%	32%	32%	32%	34%	35%	36%	34%	39%
13+	5%	2%	2%	3%	3%	3%	7%	4%	3%	6%	4%

Source: Q1. Total number of children who registered for the TDSRC 2015 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 2015 was comparable to recent waves with a slight decrease from 6.19% to 5.89% in 2015.

**Figure 5. Number of Registered Children**

	2011 CENSUS			2015 TD SRC REGISTRANTS			% PARTICIP. CHILDREN	% PARTICIP. CHILDREN	% PARTICIP. CHILDREN
	(A)	(B)	(C)	(D)	(E)	(F)	2015	2014	2013
Province / Territory	Total Children	Total Boys	Total Girls	Total Children	Total Boys	Total Girls	Total Children	Total Children	Total Children
<b>Alberta</b>	<b>826,285</b>	<b>423,780</b>	<b>402,515</b>	<b>48,661</b>	<b>24,031</b>	<b>24,630</b>	<b>5.89%</b>	<b>6.19%</b>	<b>6.52%</b>
0-5	290,125	148,815	141,315	12,916	6,456	6,460	4.45%	4.81%	5.71%
6-8	131,415	67,170	64,250	18,803	9,464	9,339	14.31%	14.96%	15.56%
9-12	173,625	88,935	84,695	14,964	7,310	7,654	8.62%	9.46%	9.09%
13+	231,120	118,860	112,255	1,978	801	1,177	0.86%	0.48%	0.46%

Source: Q1 Total number of children who registered for the TDSRC 2015, 2014, 2013. Columns (A) through (C) provided by Statistics Canada Census 2011. Columns (D) through (F) represent data collected by Harris/Decima.

## 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 89,935 children attended the 6,198 theme-related activities which were organized in libraries across Alberta over the summer months of 2015. Overall, an average of 15 children attended each activity in 2015, and 77% 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
Alberta	6,198	89,935	15	77%	23%

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

Although registration decreased in 2015, the number of theme-related activities, as well as attendance at those activities was largely comparable to 2014. There were actually more theme-related activities run in 2015, but attendance was slightly lower than in 2014.

**Figure 7. Activities and Attendance 2013 – 2015**

Region	2015		2014		2013	
	Theme-Related Activities	Total Attendance	Theme-Related Activities	Total Attendance	Theme-Related Activities	Total Attendance
Alberta	6,198	89,935	6,006	94,046	6,155	96,463

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

## 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, 63% of libraries indicated that their library staff made promotional visits to schools, while 21% visited child care centres, 18% visited day camps, and 29% made other promotional visits. A total of 2,186 visits were made, reaching a total of 176,962 children (the vast majority of them at schools).

**Figure 8. Total Number of Visits and Children Reached by Segment**

Made Visits 2015 (%)						
Schools			Day Camps			
School Visits (% Yes)	Total Visits	Children Attended	Day Camp Visits (%)	Total Visits	Children Attended	
Alberta	63%	1017	158,015	18%	95	2,445
Child Care Centres			Other Locations			
Childcare Visits (%)	Total Visits	Children Attended	Other Visits (%)	Total Visits	Children Attended	
Alberta	21%	427	8,646	29%	647	7,856

Source: Q3 Did any library staff promote the program at schools, day camps, child-care centres, or other locations?

## Previous Participation

In order to streamline the process of entering the data for each library/system, the question that asked how each of their registrants heard about the program was changed so that it asked only whether or not each registrant had joined in a previous year. Beginning in 2014, the question was asked simply as a ‘yes or no’ during the registration process and, as a result, the numbers were available for virtually every library/system. While the results provided here may be less detailed than in previous years, they are more reliable.

In Alberta, more than half of all registered children (56%) said that they had participated in previous years while the remaining 43% were new registrants in 2015.

**Figure 9. Previous Participation**

Region	Joined in previous years		New Registrants	
Alberta	27,017	56%	21,643	43%

% Joined in Previous Years			
Region	2015	2014	2013
Alberta	56%	62%	47%

**Source:** Q4. 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?

## Satisfaction & Suggestions

Over the past three years, the Statistics and Evaluation Form was streamlined and refocused in order to gather more specific data while lessening the burden on library staff who are required to keep track of and enter a number of metrics. Additionally, the satisfaction questions were converted from a five-point scale to a ten-point scale to measure satisfaction with more precision. Due to these changes, direct comparisons can only be made for the last three waves, and only in some instances.

In 2015, the Statistics and Evaluation Form was again updated to include questions asking about new elements in 2015, namely whether libraries created their own promotional materials and when libraries accessed resources from the Summer Reading Club website.

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 and directly compared to previous waves of data (wherever applicable). It is followed by the individual element scores, ranked by the proportion giving a score of 10 (unless otherwise noted). Libraries were also asked for their suggestions and comments in each section.

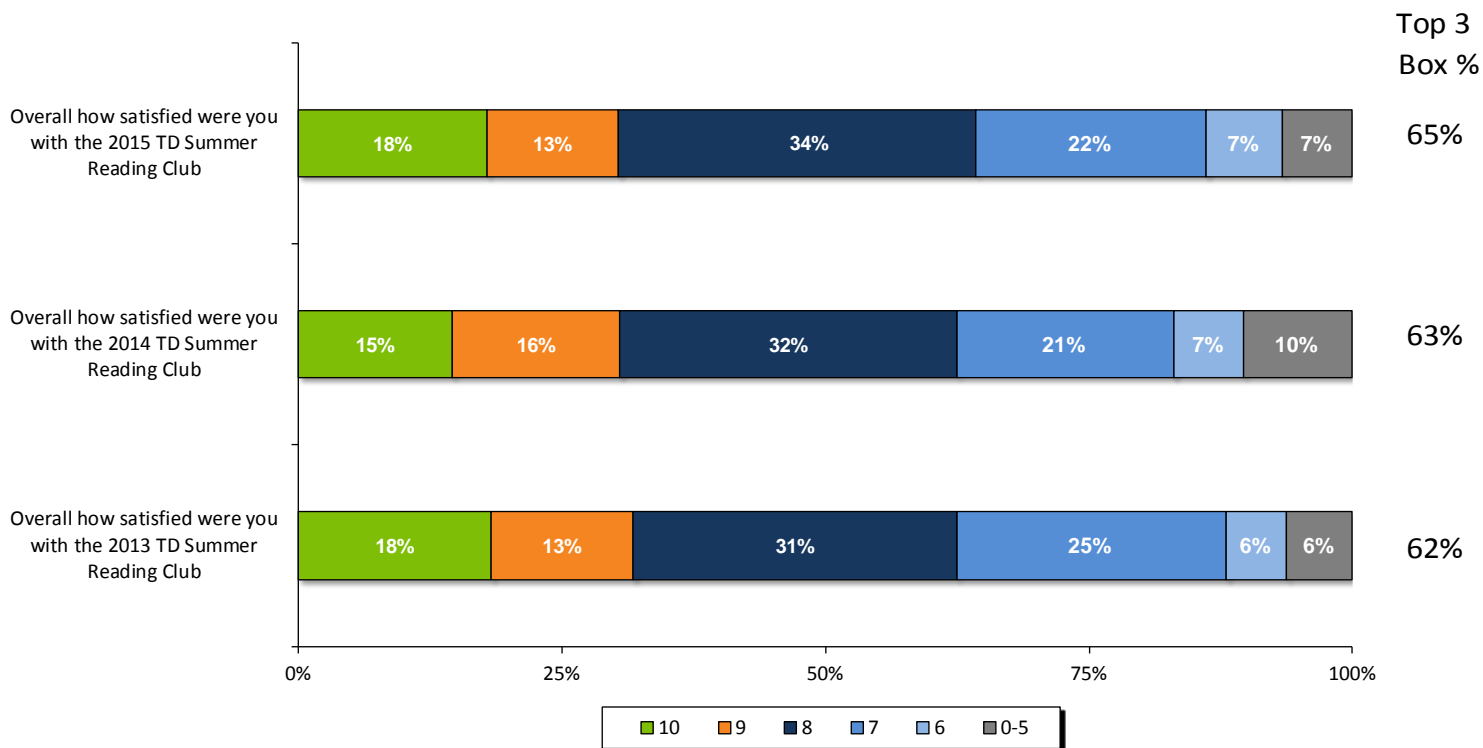
Please note that libraries that did not provide information for any given question are not considered in the percentages reported here so that each graph will sum to 100%.

## Overall Program Satisfaction

Individual overall satisfaction was asked as a stand-alone question for the first time in 2013 and has been asked that way in the years since.

Satisfaction was again high 2015, with the results showing a small improvement over last year. Almost two thirds of libraries in Alberta gave a top 3 satisfaction score (65%) with 18% giving the highest possible satisfaction score. Only 7% gave a score which would indicate dissatisfaction with the program.

**Figure 10. Satisfaction With The Summer Reading Program Overall**



Source: Q5. Overall, how satisfied were you with the 2015/2014/2013 TD Summer Reading Club?

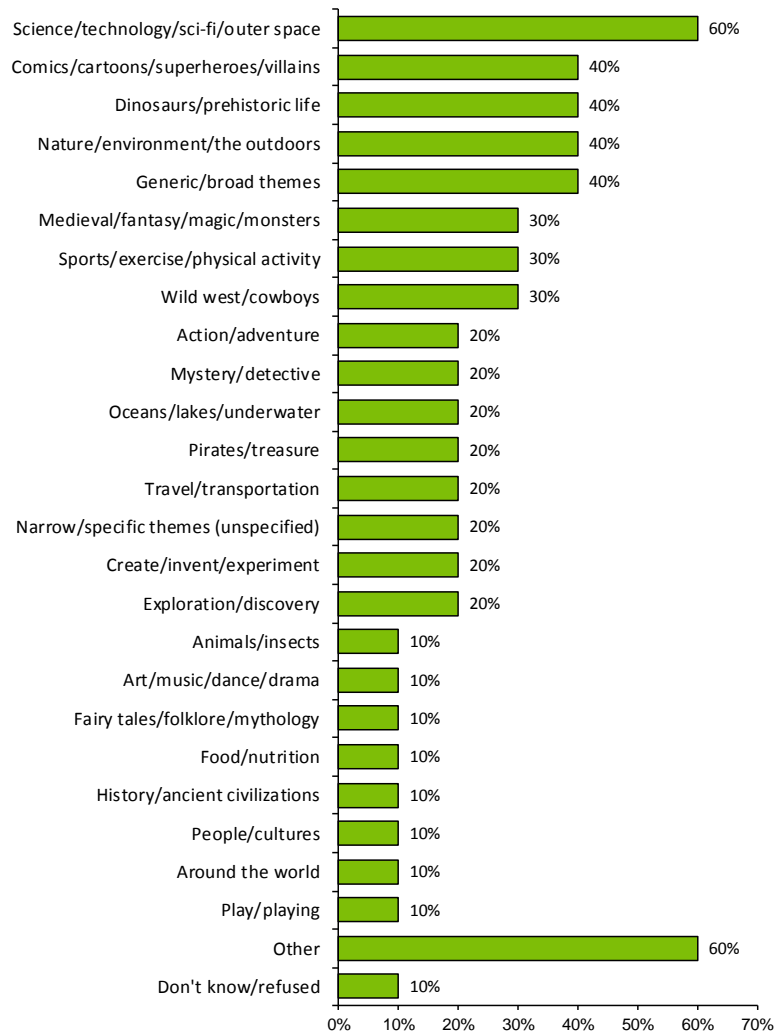


## Suggestions For Future Themes

Librarians were asked to provide suggestions for future themes. The most popular suggestion received was science/technology/sci-fi/outer space (60%), but other themes were mentioned by 40% of libraries: comics/cartoons/heroes, dinosaurs/prehistoric life, nature/environment/outdoors and other broad themes.

The figure below presents the suggestions made by at least 3% of libraries in 2015.

**Figure 11. Suggestions For Future Themes**



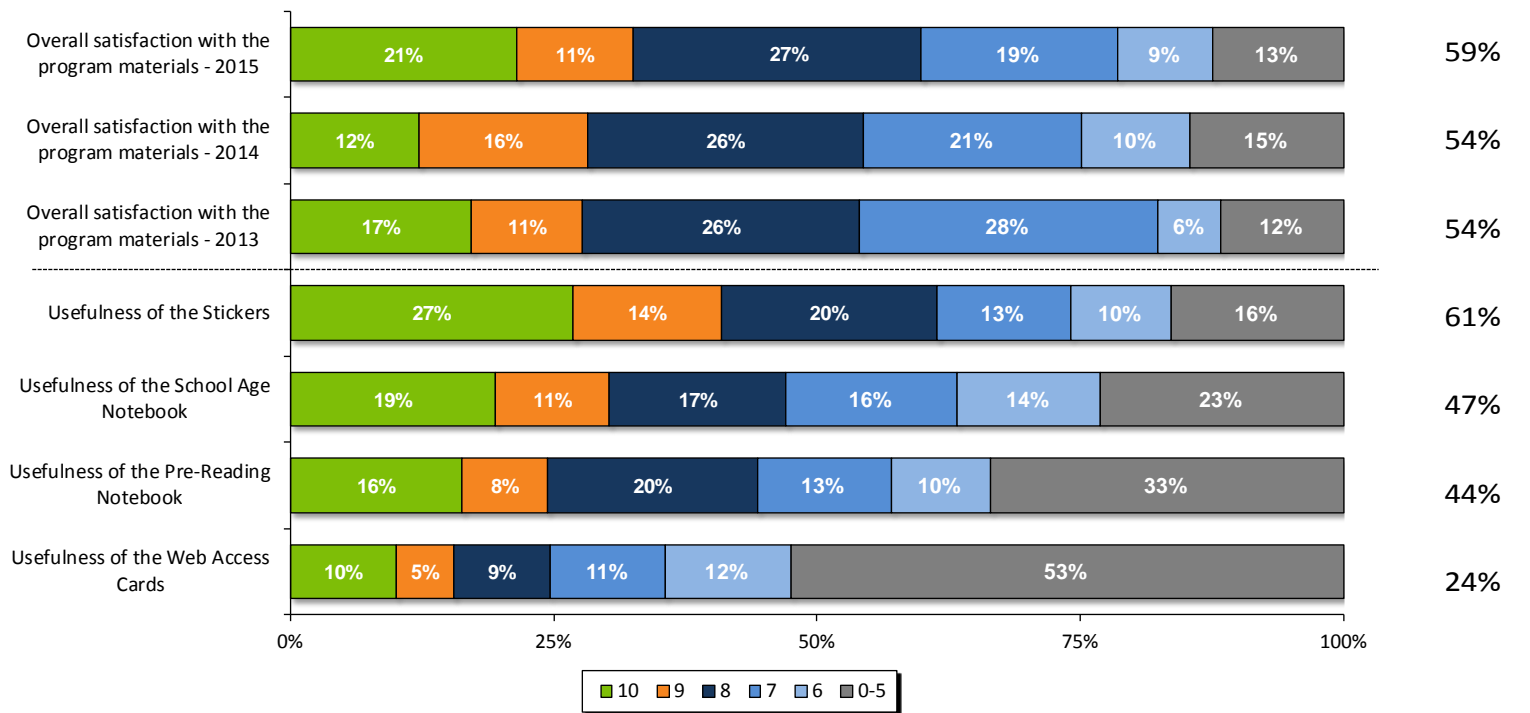
Source: Q5A. Do you have any suggestions for the program's future themes?

## Program Materials Satisfaction

Librarians were asked to rate their overall satisfaction with the program materials. The level of satisfaction with the program materials was high in 2015, with a moderate increase over previous years. More than one in five libraries (21%) gave the materials the highest possible score, a sizeable increase over 2014.

Libraries were asked to rate the usefulness of the various program materials. The proportion of people giving a top three box usefulness score varied widely among the four materials they were asked about. Librarians felt the stickers were the most useful, with 61% giving a top three score. The school age notebook (47%) and the pre-reading notebook (44%) were also considered quite useful, but the web access cards were less so, with more than half (53%) giving a score from 0-5.

**Figure 12. Satisfaction with Program Materials**



Source: Q6/Q7. 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 single most popular response provided by librarians was that there was a lack of interest in the web access cards or that some readers did not have internet access (56%). A further 33% mentioned that the web access cards were confusing/problematic. Others (22%) requested that there be more space in the notebook, to improve the stickers and to improve the notebook.

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

**Figure 13. Suggestions For Improving The Program Material**

<u>Comments/Improvements for the Content of the Program Material for Future Programs</u>	<u>2015</u>
Lack of interest/use of web access cards/some readers do not have internet access	56%
Web access cards/codes were confusing/problematic	33%
Include more space in notebook	22%
Improve/provide more stickers/more variety/better formatting	22%
Improve notebook/notebook was too plain/ordinary	22%
<i>Satisfied/no suggestions</i>	11%
More age appropriate/simplify for younger children	11%
Improve computer/online aspect	11%
Improve bilingualism/have separate English/French editions	11%
Improve craft ideas	11%
Available earlier in the year	11%
Provide/improve bookmarks	11%
Poor participation/some participants don't bring in their notebooks/didn't return their reading logs	11%
Stickers were a good idea/popular	11%
Web access codes should be included in notebooks/not printed separately/readers would lose their card	11%
Other	44%

Source: Q7A. Do you have any suggestions on how to improve the content of the material for future programs?

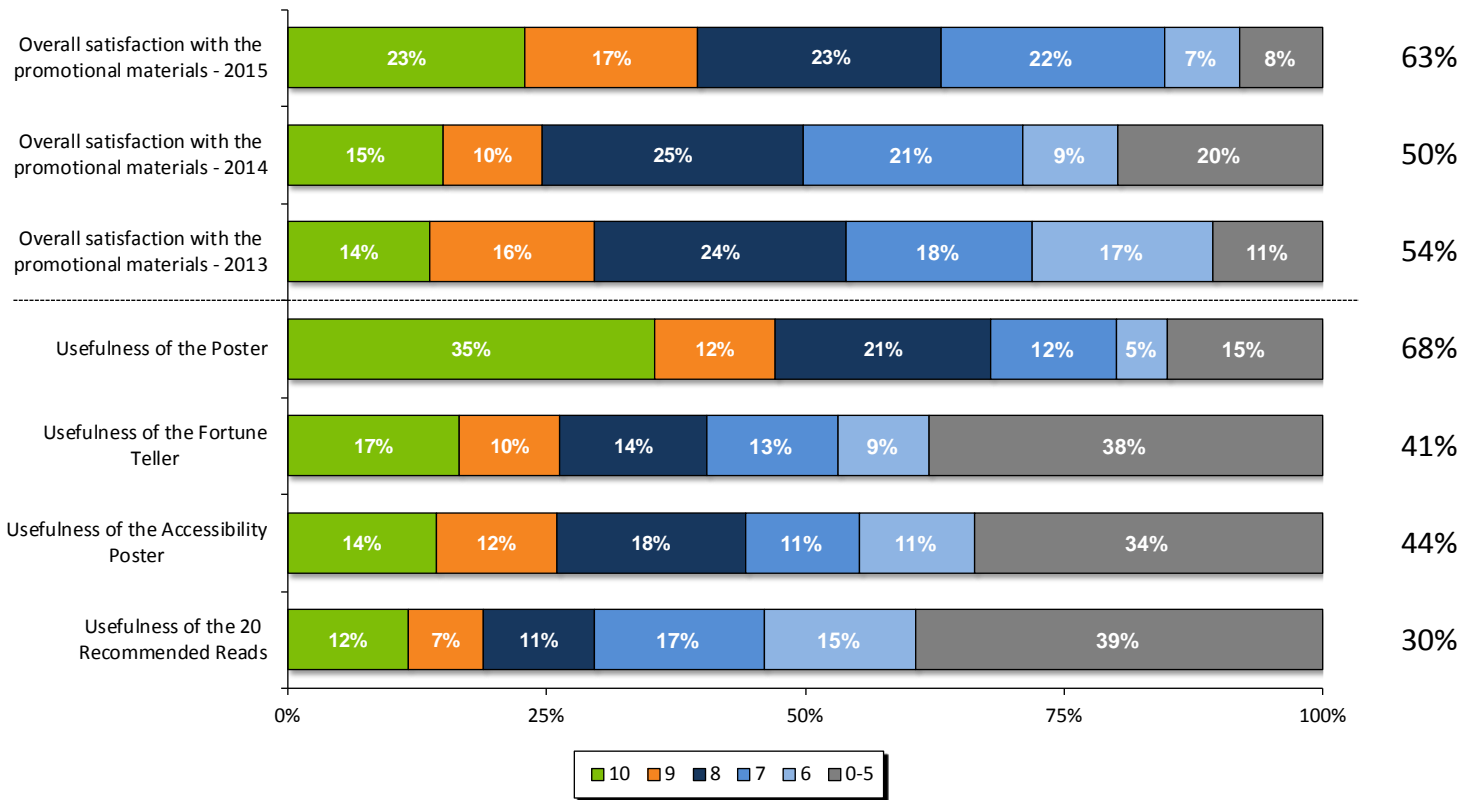
## Promotional Materials Satisfaction

Libraries also rated their level of satisfaction with the promotional materials that they received from LAC. Satisfaction with the promotional materials was higher than that of the programming materials with greater than six in ten (63%) giving a top three box satisfaction score. These results represent a sizeable improvement over the 2014 promotional materials when only half of libraries gave them a top three box score.

Librarians were also asked to rate the usefulness of the individual promotional tools. When comparing them, it is clear that the poster was the most useful to Alberta librarians with more than two thirds (68%) giving a top three usefulness score and more than a third giving the highest possible score (35%). The fortune teller and the accessibility poster scored very similar results with the 20 recommended reads being seen as the least useful tool.

**Figure 14. Satisfaction with Promotional Material**

Top 3  
Box %



Source: Q8/Q10. Promotional Materials Satisfaction/Usefulness Questions.

Librarians were invited to provide comments on the promotional materials provided by LAC. Almost two thirds (63%) requested more space to add library specific information to the poster. 38% commented that the poster was bright and eye catching. A quarter of libraries mentioned that children liked the fortune teller, that they prefer smaller flyers over large posters and that they had problems using the fortune teller.

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

**Figure 15. Suggestions For Promotional Material**

<b>Comments On 2015 Promotional Materials</b>	<b>2015</b>
Include blank space for library specific information on posters/too glossy to stamp info	63%
Poster was bright/eye catching/colourful	38%
Children liked the fortune teller/was popular/effective	25%
Prefer smaller size/flyers/bookmarks rather than posters	25%
Problems using Fortune Teller/not user friendly/difficult to fold	25%
<i>Satisfied/no suggestions</i>	13%
Good size	13%
Good graphics/illustrations	13%
Dislike the art style	13%
Lack of relevance/relation to theme/reading programs	13%
Other	38%

Source: Q10A. Do you have any comments on the promotional materials?

## Creating Own Promotional Material

In 2015, every library was asked for the first time whether they created their own promotional material for their program. In Alberta, almost two thirds (64%) of libraries did create their own material. This was higher than the National average of 51%.

**Figure 16. Creation Of Promotional Material**

Region	Libraries Create Own Promotional Materials?
	% Yes
Alberta	64%

Source: Q9A. Do libraries from your system create their own promotional materials for the program?

The libraries that did create their own promotional material were asked to provide examples of the sort of materials they created. In Alberta, the most common type were posters/signs (60% of these libraries), while flyers/brochures/pamphlets and a website/social media (40% each). 30% of these Alberta libraries created bookmarks and bulletin/display boards.

**Figure 17. Examples of Created Promotional Material**

Examples of promotional material libraries have created	2015
Posters/signs	60%
Flyers/brochures/pamphlets	40%
Website/social media	40%
Bookmarks	30%
Bulletin/display board	30%
Banners/buntings	10%
Custom notebooks/reading trackers	10%
Games/challenges/contests/competitions	10%
Newsletters	10%
Postcards	10%
Other	30%
Don't know/refused	10%

Source: Q9C. Please give examples of what you/these libraries have created.

## Satisfaction With Web Content For Children

Every library was asked whether they actually consulted the children’s website in the course of running their 2015 Summer Reading Club. Overall, almost four in five libraries did consult the children’s website (79%) in 2015. This represents an increase of four percentage points over 2014 in Alberta.

The minority of libraries that did not consult the children’s website were asked to explain why they did not. The main reasons given were that they were too busy/just did not think to or that they/parents discouraged computer use (43% each). Others cited a lack of awareness about the children’s website, that the website didn’t seem relevant or that they had consulted the website in previous years (29% each).

**Figure 18. Usage Of Children’s Website / Reasons For Not Using The Children’s Website**

	Libraries Consulted the Children's Web Site?	
	2015	2014
Alberta	79%	75%

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

Why Did You Not Consult the Children's Website?	2015
Too busy/didn't have time/forgot/didn't think about it	43%
Discouraged computer use/parents preferred to have children engaged in non-computer related activities	43%
Lack of awareness about the children's website/what kind of content it included	29%
Website content didn't seem relevant/not suited to age group of participants	29%
Consulted the website previously/in past years	29%
Not necessary/didn't feel the need/visited other websites/used other resources	14%
Limited/no access to computers/internet	14%
Website wasn't ready/didn't launch early enough to incorporate it into our program	14%
Other	43%

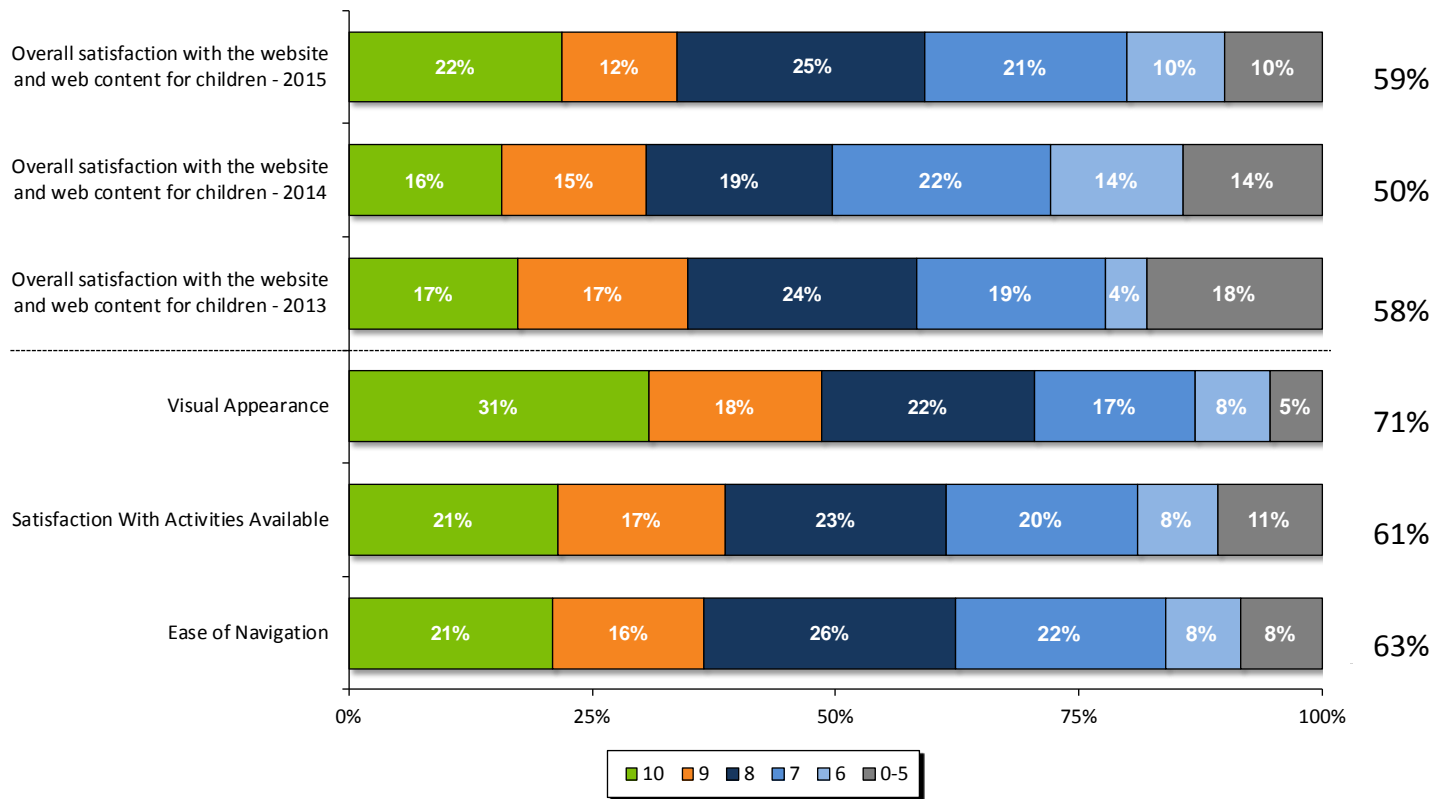
**Source:** Source: Q11. Did you consult the Children’s website in 2014/15? / Q11A. Please explain why you did not consult the children’s website and what resources would make you more likely to visit the site in future years?

Libraries who had used the children’s website were asked to rate their level of satisfaction with the web content available to children. Overall satisfaction with the content was higher than in 2014 with almost six in ten (59%) giving a top three box satisfaction score compared to 50% last year.

Among the librarians who did visit the children’s website, the scores for the elements were high overall. The visual appearance of the website was rated highly with almost a third (31%) of all respondents giving the highest possible satisfaction score and more than seven in ten (71%) giving a score of 8 or higher. There was slightly less satisfaction with the activities available on the children’s website and the ease of navigating the website (21% top box scores for both).

Top 3  
Box %

**Figure 19. Satisfaction with Web Content For Children**



Source: Q12. Web Content For Children Satisfaction Questions.



Librarians were also asked for suggestions of how to improve the children’s website. A quarter of libraries suggested making the site more child-friendly and to increase interactivity while 13% said they did not have any suggestions to offer.

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

**Figure 20. Suggestions For The Children’s Website**

<b>Suggestions on how to improve the web content for children?</b>	<b>2015</b>
Improve navigation/more child-friendly	25%
Increase interactivity	25%
<i>Satisfied/no suggestions</i>	13%
More/larger variety of games	13%
More diversity in age related content	13%
Available earlier in the year	13%
Improve connection to local libraries/improve site accessibility from local libraries	13%
Improve promotion of reading	13%
Other	63%
Don't know/refused	13%

Source: Q13B. Do you have any suggestions on how to improve the web content for children?

Librarians were also asked whether they promoted or made reference to the children’s website in their programming for the TD Summer Reading Club. 71% of Alberta libraries promoted the children’s website in 2015, an increase over 2014 when 66% said that they did.

The librarians who said that they did not promote or make reference to the children’s website were asked why they did not. The most common reason given was that the librarians/parents discouraged computer use and preferred non-computer activities (57%). Other librarians mentioned that they felt it was not necessary, that they were too busy and that they had limited/no internet access (43% each).

**Figure 21. Promotion Of The Children’s Website & Reasons For Not Promoting The Children’s Website**

	Libraries Promote/Reference the Website in Programming?	
	2015	2014
Alberta	71%	66%

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

<u>Why Did You Not Promote the Children's Website?</u>	<u>2015</u>
Discouraged computer use/parents preferred to have children engaged in non-computer related activities	57%
Not necessary/didn't feel the need/visited other websites/used other resources	43%
Too busy/didn't have time/forgot/didn't think about it	43%
Limited/no access to computers/internet	43%
Lack of awareness about the children's website/what kind of content it included	14%
Website content didn't seem relevant/not suited to age group of participants	14%
Other	29%

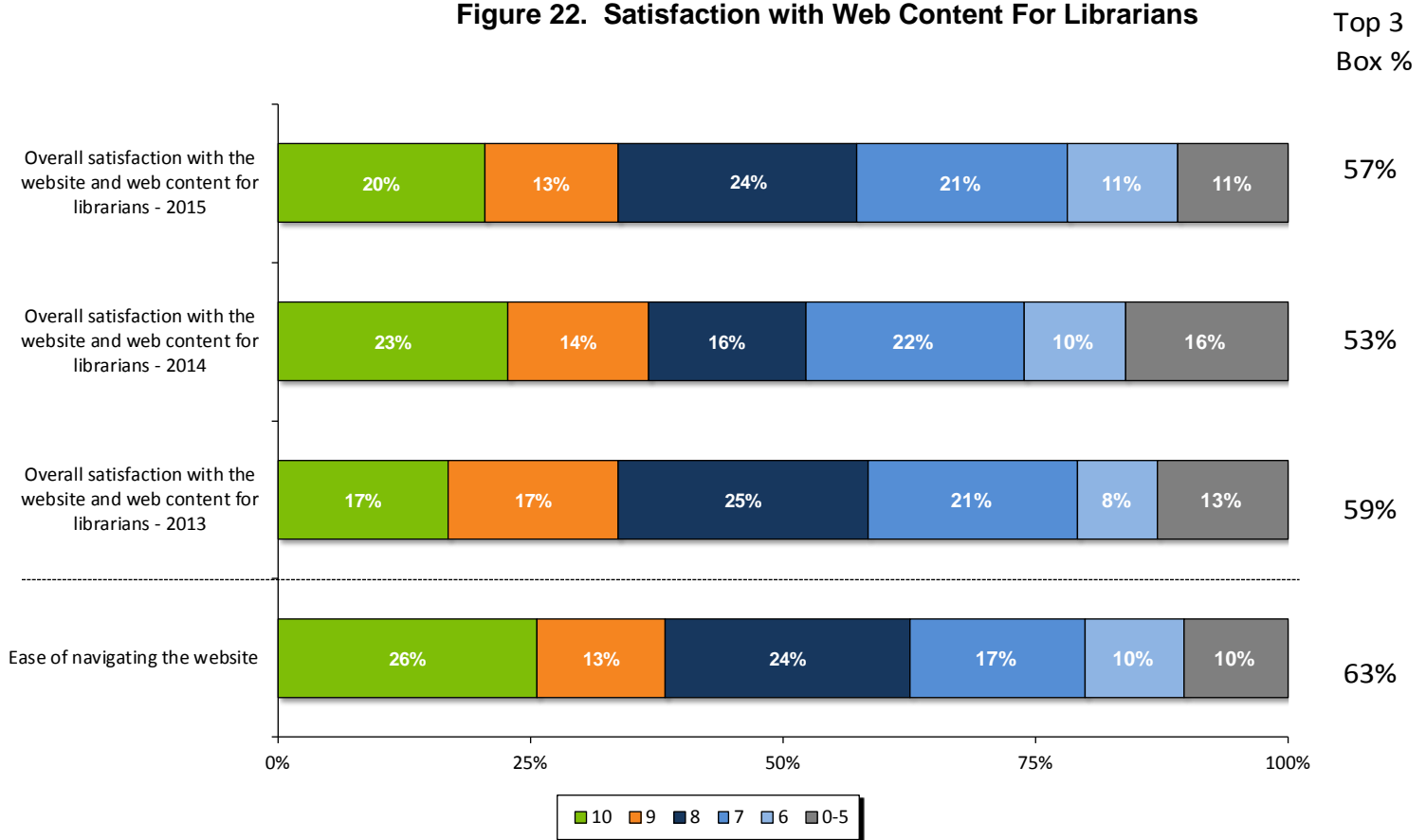
**Source:** Source: Q13. Did you promote or make reference to the website in any of your programming for the 2015 TD Summer Reading Club? / Q13A. Please explain why you did not promote or make reference to the children’s website and what would make you more likely to use it in promoting the TD Summer Reading Club in future years?

## Satisfaction With Web Content For Librarians

Libraries were asked to rate their level of satisfaction with the web content available to them on the librarian’s website. As in most other categories, the levels of satisfaction in 2015 are higher than those in 2014. The top three box score for satisfaction with the website content for librarians increased by four percentage points over last year.

The only element of the web content for librarians which was measured was the ease of navigating the website. The level of satisfaction with the navigation of the website was slightly higher than the overall satisfaction with the site itself. More than a quarter of respondents (26%) gave the highest possible satisfaction score and more than six in ten (63%) gave a score of 8 or higher.

**Figure 22. Satisfaction with Web Content For Librarians**

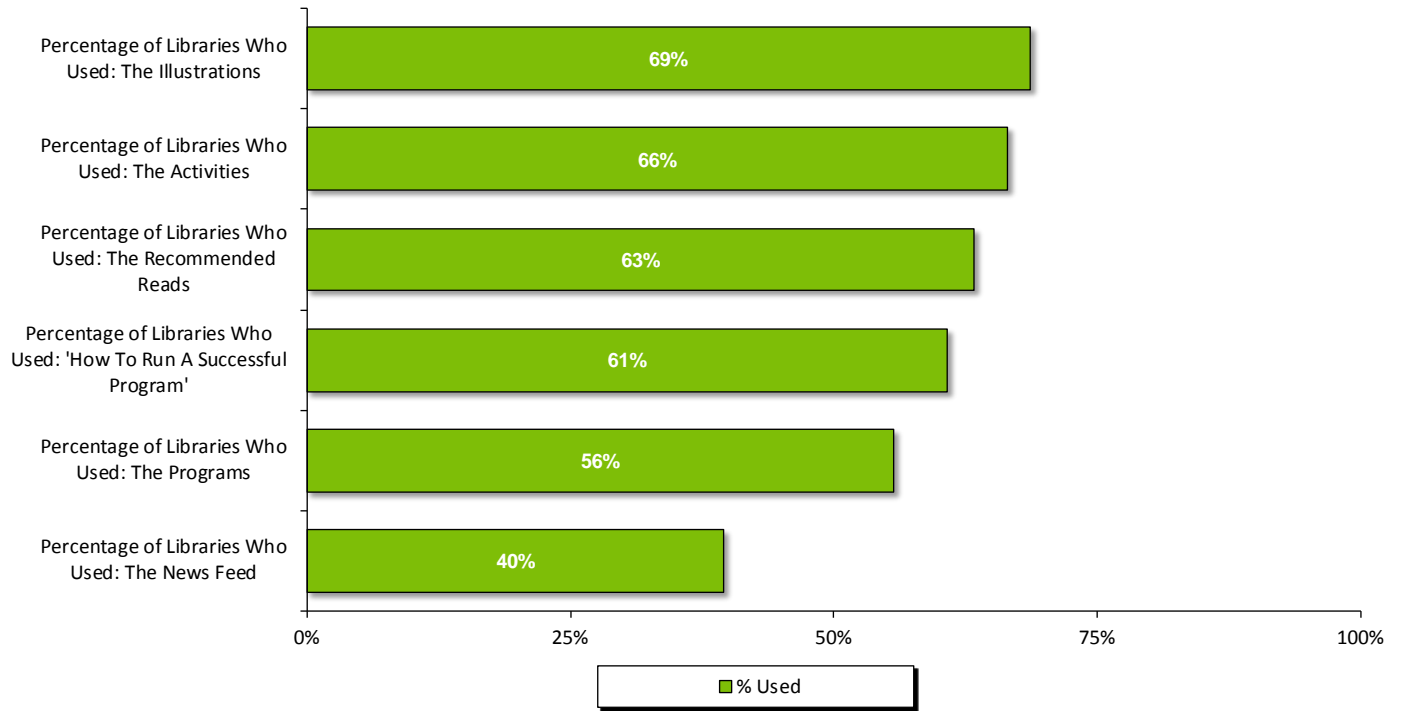


Source: Q14. Web Content For Librarians Satisfaction Questions.

Librarians were asked specifically which of the resources that were available to them were actually used in running their TD Summer Reading Club in 2015. Usage

of the resources was varied and ranged from the illustrations, the activities and the recommended reads (which roughly two thirds of libraries used) to the news feed which was used by only 40% of libraries.

**Figure 23. Usage of Librarian Web Resources**

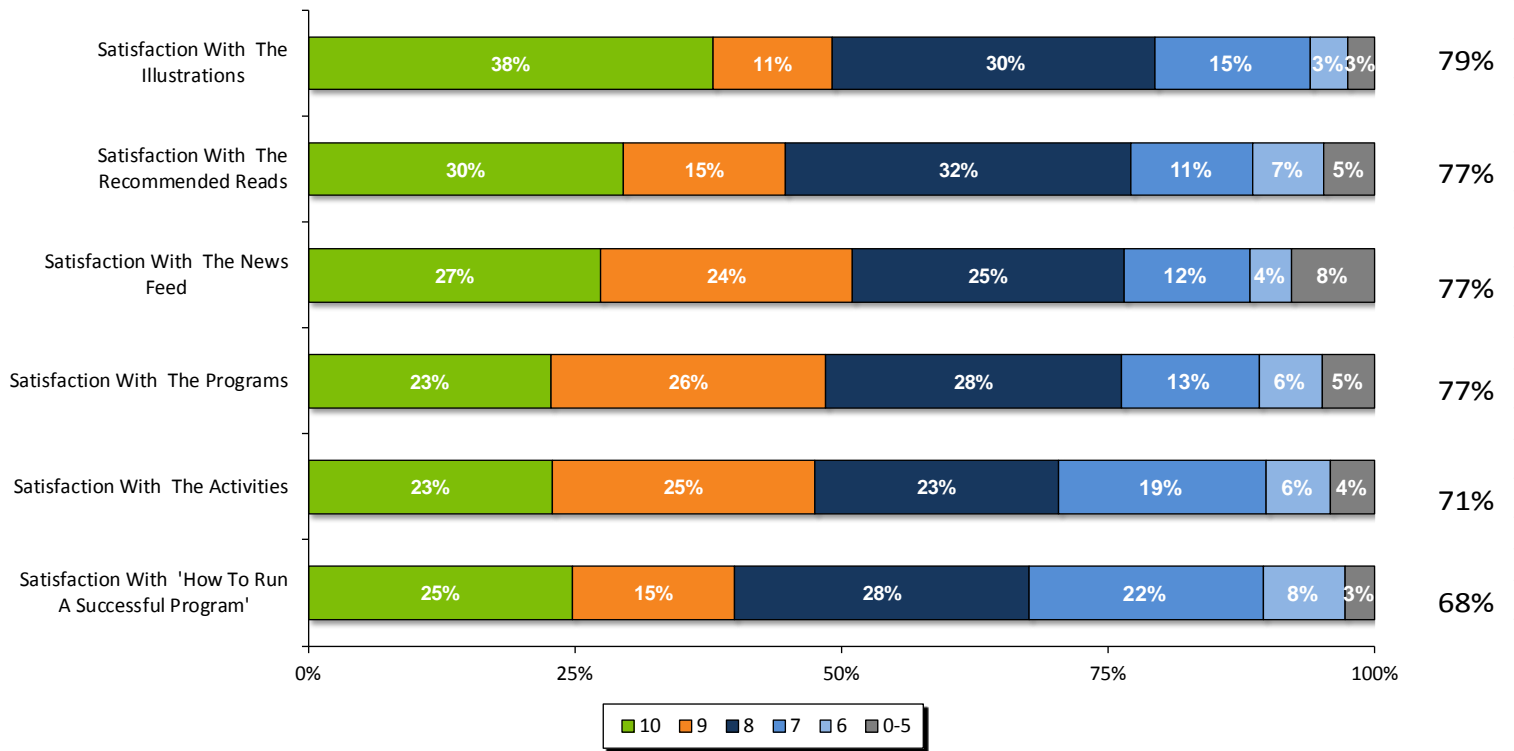


**Source:** Q15. Please identify which of the resources on the Librarians' website you used and, for each resource that you did use, please give your level of satisfaction with it.

Those who reported using the web resources were then asked to rate their satisfaction with those resources. Satisfaction was high for the librarian resources with five of the six getting top three box satisfaction scores from greater than seven out of ten libraries (ranging from 71% up to 79%). When looking at just the proportion of people who gave the highest possible satisfaction score, however, the illustrations were rated higher than all of other resources by a sizeable margin (38%). Despite being given the lowest scores among the resources, the news feed was still very well received among the Alberta libraries that used it, with 68% giving a score of 8 or higher.

**Figure 24. Satisfaction With The Librarian Web Resources (Ranked By Top Three Box Score)**

Top 3  
Box %



**Source:** Q15. Please identify which of the resources on the Librarians' website you used and, for each resource that you did use, please give your level of satisfaction with it.

Librarians were asked about the time of year in which they accessed the librarians' resources from the web. As expected, the months in which it was most common to access these resources are those in the lead up to, and during the execution of the Summer Reading Club from May to August. Accessing these resources is uncommon in the months after the program (September to December) but increase steadily beginning in January.

**Figure 25. Use Of Web Resources Throughout The Year**

Web Resources Consulted	Jan	Feb	March	April	May	June	July	Aug	Sept	Oct	Nov	Dec
TD Summer Reading Club staff website	1%	3%	14%	25%	47%	68%	64%	43%	1%	0%	0%	0%
Other web resources	1%	3%	6%	23%	34%	48%	49%	41%	1%	1%	1%	1%

**Source:** QD16. Please identify the months that libraries from your system consulted the TD Summer Reading Club website for library staff/other resources.

Librarians were asked for suggestions on how to improve the librarian’s website for future years. 40% suggested making the materials available sooner, making the website more user-friendly/simpler or wanted more suggestions for programs/activities. Others mentioned improving the clip art available, the ability to share ideas/information among libraries and to able to get downloadable documents/manuals (20%).

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

**Figure 26. Suggestions For Librarian Web Resources**

<b>Suggestions on how to improve the web content for librarians?</b>	<b>2015</b>
Make material available sooner	40%
Simpler/more user friendly/better navigation/search/print functions	40%
More suggestions/ideas for programs/activities	40%
Improve clip art/more visually appealing/more variety	20%
Ability to share ideas/information between libraries/through social media/online forum	20%
Offer downloadable documents/spreadsheets/manuals	20%
Other	60%

Source: Q16A. Do you have any suggestions on how to improve the web content for librarians?

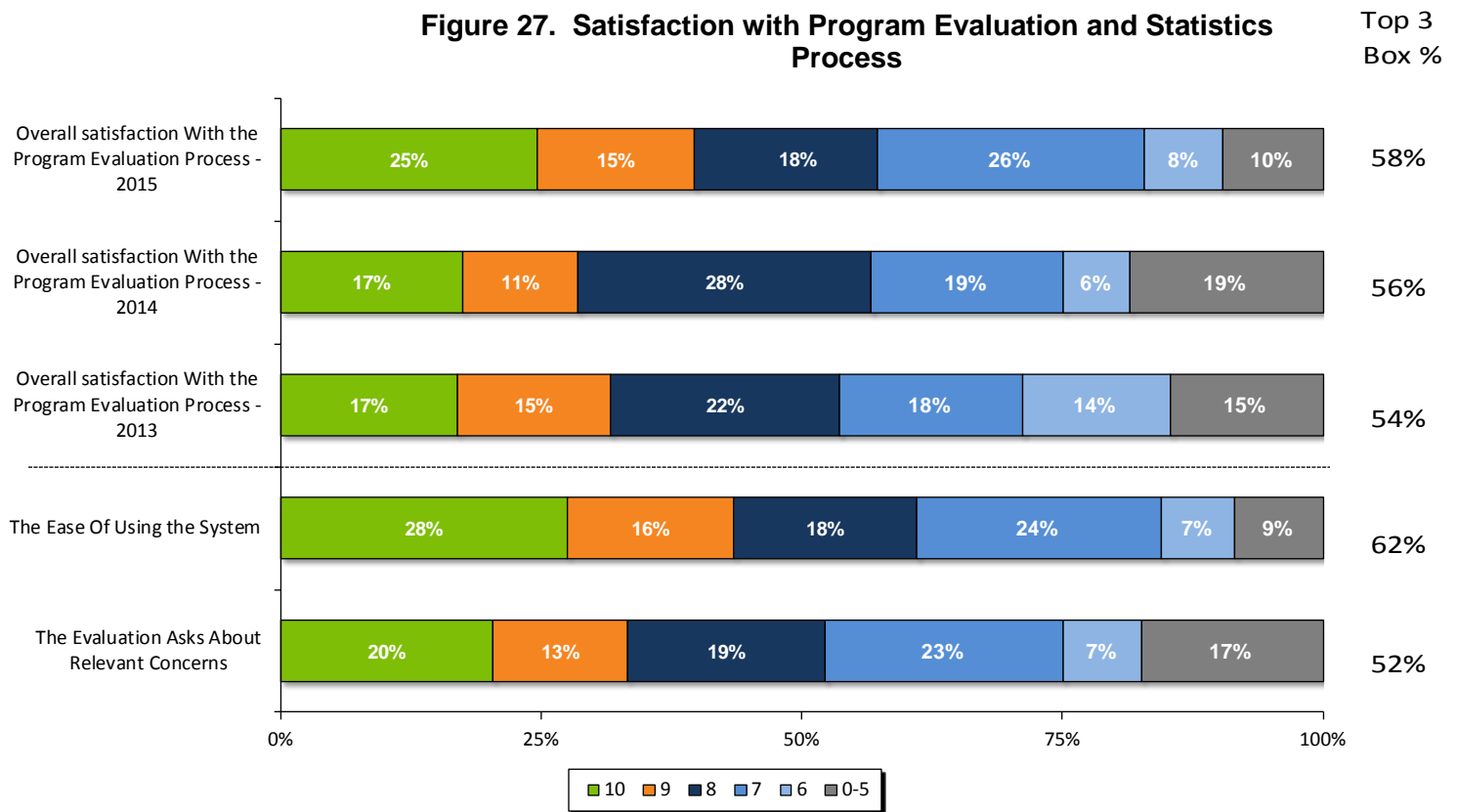
## Satisfaction With Program Evaluation

Finally, libraries were asked to rate their level of satisfaction with the program evaluation and statistics process for 2015. Overall, satisfaction was relatively high with 58% of respondents giving top three box satisfaction scores. A full quarter of respondents gave the highest possible score. Only one in ten respondents (10%) gave a score which would indicate dissatisfaction with the process.

This question has been asked since 2013 and satisfaction has increased in both years since then. The top three box score last year was 56%, meaning there was a small increase of two percentage points. This included a difference in the top box score which increased from 17% to 25%.

Among the elements of the program evaluation process, the score for ‘ease of using the system’ was higher than ‘the evaluation asks about relevant concerns.’ Respondents were more likely to be dissatisfied with the relevancy of the questions than the ease of using the system (17% and 9% respectively).

**Figure 27. Satisfaction with Program Evaluation and Statistics Process**



Source: Q17. 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 responses were to make the questions/forms available sooner and that they had problems tracking the male/female stats (43% each). 14% of librarians were satisfied/had not problems with the process.

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

**Figure 28. Suggestions For Improving The Program Evaluation and Statistics Process**

<b>Suggestions on how to improve the statistical collection and program evaluation process?</b>	<b>2015</b>
Make questions/forms available sooner/let us know what to track	43%
Problems recording male/female stats	43%
<i>Satisfied/no suggestions</i>	14%
Standardized forms/Excel format to accommodate formulas	14%
Improve navigation of online survey	14%
Include stats on number of books read	14%
Clarify/better define information requested	14%
Questions don't apply/we can't collect certain statistics	14%
Other	57%

**Source:** Q17A. Do you have any suggestions for how to improve the statistical collection and program evaluation process?

Libraries were asked to share 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 children said they enjoyed the program and that it motivated them to read more (67%). Librarians reported that the program brought more children into the library and, hearing from parents, that the challenges/incentives were a motivating factor (44% each). Others mentioned that the program made the kids excited and kept them reading over the summer, that there was a noticeable improvement in reading level and that children exceeded the program goals/were reading extra (22%).

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

**Figure 29. Testimonials Indicating An Increased Love Of Reading**

<u>Testimonials indicating increased love of reading?</u>	<u>2015</u>
Children enjoyed the program/enjoyed reading/were motivated to read more	67%
Brings more children to the library/they enjoy coming	44%
Challenges/incentives were a motivating factor	44%
Makes them excited/keeps them reading over the summer	22%
Noticeable improvement in reading level	22%
Children exceeding goals of club/reading extra	22%
Children enjoy coming back each year	11%
Children more willing to read at home/share with family	11%
Children checking out more books from library	11%
Families continue book reporting/reward system afterwards	11%
Other	22%

**Source:** Q17B. Do you have any testimonials from parents, caregivers or teachers that may indicate an increased love of reading?

# **Appendix 7**

## **Prince Edward Island**

# Prince Edward Island 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 PEI, all 25 of the individual libraries reported their statistics meaning there was an overall response rate of 100%.

**Figure 1. Response Rate**

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

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

## Statistics on Registration & 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 2015. 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 1,787 children registered for the TDSRC 2015 program, which is a sizeable increase over 2014 and was the highest total ever recorded for PEI. The split by gender shifted a little as well with the proportion of girls falling to 54% from higher numbers in recent waves.

**Figure 2. Total Registration 2008 – 2015**

Total Registration								
Region	2015	2014	2013	2012	2011	2010	2009	2008
PEI	1,787	1,380	1,391	1,447	1,413	1,371	1,260	1,156

Source: Q1 Total number of children who registered for the TDSRC 2015.

**Figure 3. Percentage of Participating Children by Gender (Tracking)**

Year	% Girls	% Boys
2005	57%	43%
2006	55%	45%
2007	57%	43%
2008	59%	41%
2009	55%	45%
2010	58%	42%
2011	58%	42%
2012	57%	43%
2013	59%	41%
2014	57%	43%
2015	54%	46%

Source: Q1. Total number of children who registered for the TDSRC 2015 program

The figure below shows the age breakdown of registered children. For the summer 2015, 29% of the girls were in the 0-5 age group, 37% were 6-8, 27% were 9-12, and 7% were 13 years or older. There were only minor difference in age between boys and girls in 2015 with 34% of boys aged 0-5, 36% aged 6-8, 24% aged 9-12, and 5% aged 13 and older.

**Figure 4. Percentage of Registered Children by Gender and Age**

BOYS	2015	2014	2013	2012	2011	2010	2009	2008	2007	2006	2005
0-5	34%	36%	38%	38%	35%	34%	31%	25%	27%	27%	22%
6-8	36%	41%	43%	42%	40%	43%	42%	46%	44%	36%	48%
9-12	24%	20%	18%	18%	24%	22%	25%	28%	29%	34%	29%
13+	5%	4%	2%	2%	1%	1%	1%	2%	1%	2%	1%

GIRLS	2015	2014	2013	2012	2011	2010	2009	2008	2007	2006	2005
0-5	29%	29%	32%	30%	31%	29%	29%	24%	25%	23%	22%
6-8	37%	42%	39%	39%	37%	45%	44%	45%	45%	41%	42%
9-12	27%	23%	23%	24%	29%	24%	25%	28%	26%	34%	32%
13+	7%	6%	6%	6%	3%	2%	2%	3%	4%	2%	4%

Source: Q1. Total number of children who registered for the TDSRC 2015 program

Figure 5 below summarizes the participation rate for PEI by age and gender based on 2011 census data. With the increase in registration in 2015, the proportion of all children in the province who registered in 2015 was higher than recent waves increasing from 4.79% to 6.21% over 2014.

**Figure 5. Number of Registered Children**

	2011 CENSUS			2015 TD SRC REGISTRANTS			% PARTICIP. CHILDREN	% PARTICIP. CHILDREN	% PARTICIP. CHILDREN
	(A)	(B)	(C)	(D)	(E)	(F)	2015	2014	2013
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	1,787	824	963	6.21%	4.79%	4.83%
0-5	8,665	4,385	4,275	562	282	280	6.49%	5.12%	5.53%
6-8	4,525	2,260	2,260	652	299	353	14.41%	12.55%	12.44%
9-12	6,380	3,250	3,120	462	198	264	7.24%	4.73%	4.56%
13+	9,225	4,750	4,475	111	45	66	1.20%	0.72%	0.63%

Source: Q1 Total number of children who registered for the TDSRC 2015, 2014, 2013. Columns (A) through (C) provided by Statistics Canada Census 2011. Columns (D) through (F) represent data collected by Harris/Decima.

## 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 5,559 children attended the 588 theme-related activities which were organized in libraries across PEI over the summer months of 2015. Overall, an average of 9 children attended each activity in 2015, and 85% 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
PEI	588	5,559	9	85%	15%

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

Although registration increased by a fair amount in 2015, the number of theme-related activities and attendance at those activities was very similar to those in 2014. Average attendance at each activity was also similar to previous years.

**Figure 7. Activities and Attendance 2013 – 2015**

Region	2015		2014		2013	
	Theme-Related Activities	Total Attendance	Theme-Related Activities	Total Attendance	Theme-Related Activities	Total Attendance
PEI	588	5,559	548	5,468	583	5,406

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

## 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, 68% of libraries indicated that their library staff made promotional visits to schools, while 56% visited child care centres, 32% visited day camps, and 20% made other promotional visits. A total of 107 visits were made, reaching a total of 10,076 children (the vast majority of them at schools).

**Figure 8. Total Number of Visits and Children Reached by Segment**

	Made Visits 2015 (%)					
	Schools			Day Camps		
	School Visits (% Yes)	Total Visits	Children Attended	Day Camp Visits (%)	Total Visits	Children Attended
PEI	68%	63	9,026	32%	10	351
	Child Care Centres			Other Locations		
	Childcare Visits (%)	Total Visits	Children Attended	Other Visits (%)	Total Visits	Children Attended
	PEI	56%	29	541	20%	5

Source: Q3 Did any library staff promote the program at schools, day camps, child-care centres, or other locations?



## Previous Participation

In order to streamline the process of entering the data for each library/system, the question that asked how each of their registrants heard about the program was changed so that it asked only whether or not each registrant had joined in a previous year. Beginning in 2014, the question was asked simply as a ‘yes or no’ during the registration process and, as a result, the numbers were available for virtually every library/system. While the results provided here may be less detailed than in previous years, they are more reliable.

In PEI, almost four in ten of all registered children (39%) said that they had participated in previous years while the remaining 61% were new registrants in 2015. This was a lower proportion who had joined in previous years than in 2014 or 2013.

**Figure 9. Previous Participation**

Region	Joined in previous years		New Registrants	
PEI	688	39%	1,099	61%

% Joined in Previous Years			
Region	2015	2014	2013
PEI	39%	50%	44%

**Source:** Q4. 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?

## Satisfaction & Suggestions

Over the past three years, the Statistics and Evaluation Form was streamlined and refocused in order to gather more specific data while lessening the burden on library staff who are required to keep track of and enter a number of metrics. Additionally, the satisfaction questions were converted from a five-point scale to a ten-point scale to measure satisfaction with more precision. Due to these changes, direct comparisons can only be made for the last three waves, and only in some instances.

In 2015, the Statistics and Evaluation Form was again updated to include questions asking about new elements in 2015, namely whether libraries created their own promotional materials and when libraries accessed resources from the Summer Reading Club website.

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 and directly compared to previous waves of data (wherever applicable). It is followed by the individual element scores, ranked by the proportion giving a score of 10 (unless otherwise noted). Libraries were also asked for their suggestions and comments in each section.

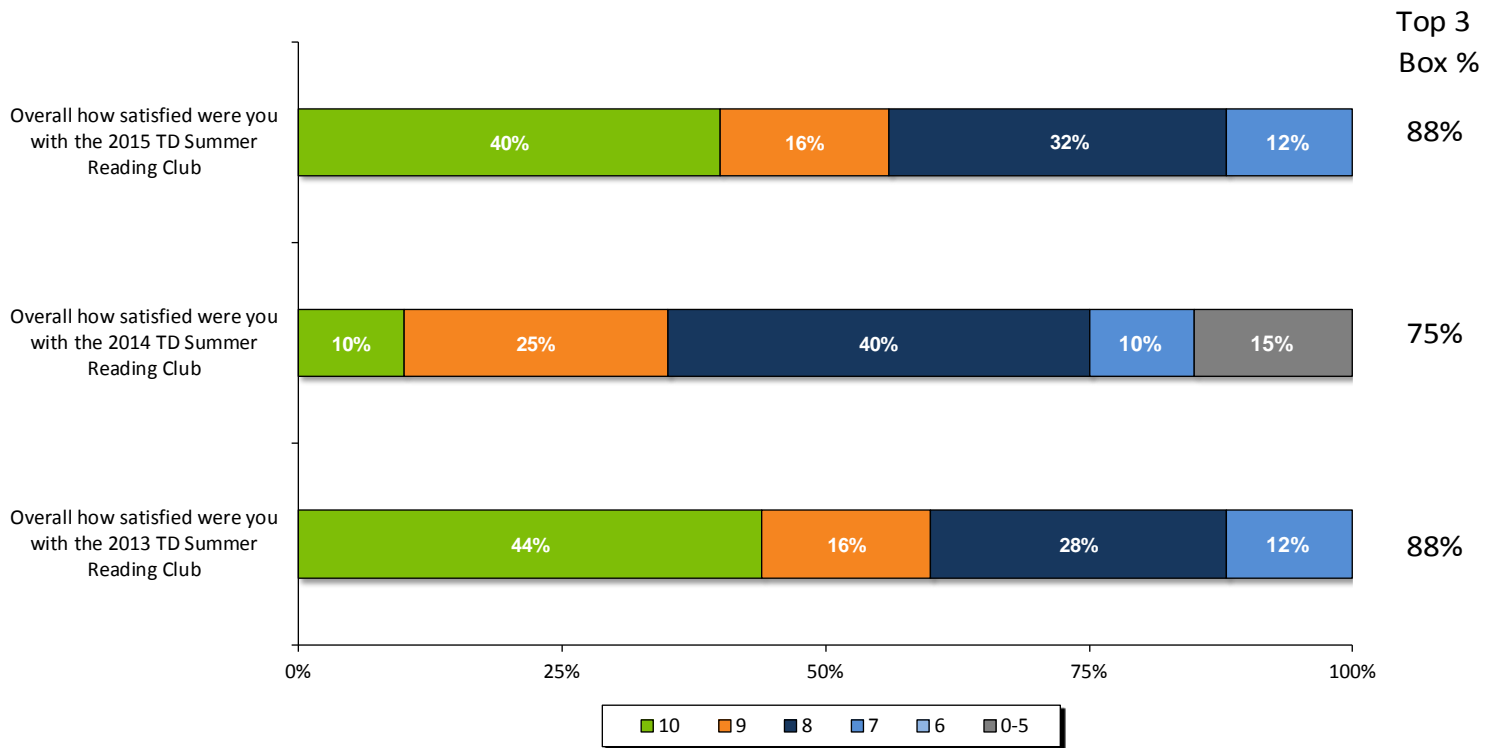
Please note that libraries that did not provide information for any given question are not considered in the percentages reported here so that each graph will sum to 100%.

## Overall Program Satisfaction

Individual overall satisfaction was asked as a stand-alone question for the first time in 2013 and has been asked that way in the years since.

Satisfaction was again high 2015, with the results being a moderate improvement over last year. 40% of libraries in PEI gave the highest possible score (10) and a vast majority (88%) gave a top three box satisfaction score. None of the libraries who reported their statistics gave a score which would indicate dissatisfaction with the program.

**Figure 10. Satisfaction With The Summer Reading Program Overall**



Source: Q5. Overall, how satisfied were you with the 2015/2014/2013 TD Summer Reading Club?

## Suggestions For Future Themes

Librarians were asked to provide suggestions for future themes. The responses given are listed in the table below.

**Figure 11. Suggestions For Future Themes**

<u>Comments/Improvements for the Content of the Program Material for Future Programs</u> <i>(All Responses Given)</i>
Action/adventure
Animals/insects
Nature/environment/the outdoors
Oceans/lakes/underwater
Sports/exercise/physical activity
Dreams/hopes
Other

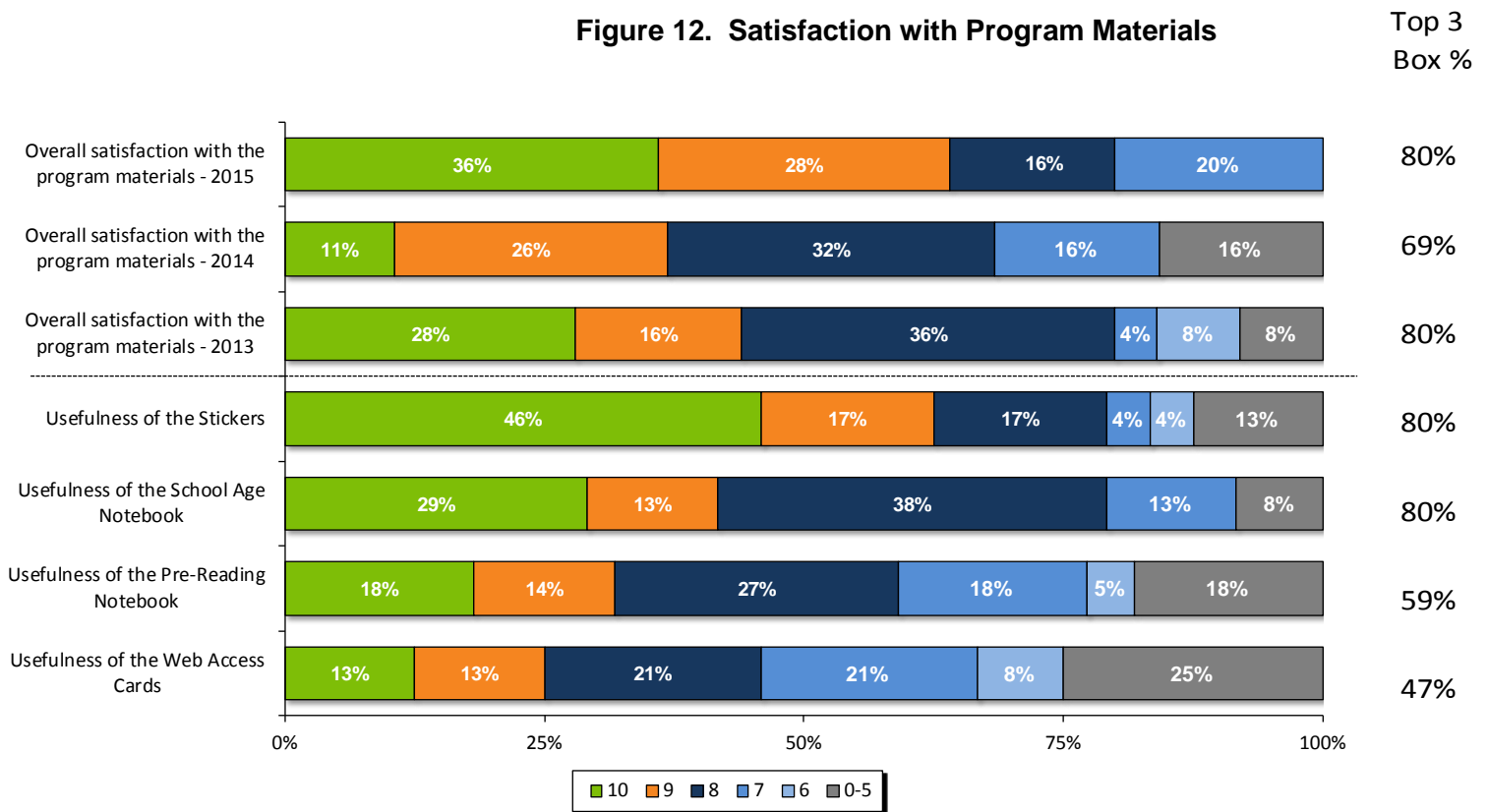
Source: Q5A. Do you have any suggestions for the program's future themes?

## Program Materials Satisfaction

Librarians were asked to rate their overall satisfaction with the program materials. The level of satisfaction with the materials was high in 2015 and has increased since 2014. More than a third of all libraries (36%) gave the materials the highest possible score, a large increase over last year. When comparing the top three box scores, 80% gave a score of 8 or higher in 2015 which is the same as the number in 2013.

Libraries were asked to rate the usefulness of the various program materials. The proportion of people giving a top three box usefulness score was highest for the stickers and the school age notebook (80% each) with almost half of all libraries (46%) giving the highest possible score for the stickers. The scores were not as high for the pre-reading notebook (59% top three box score) and the web access cards (47%).

**Figure 12. Satisfaction with Program Materials**



Source: Q6/Q7. 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. Due to the limited number of responses, the table below lists every response that was given by libraries in PEI.

**Figure 13. Suggestions For Improving The Program Material**

Comments/Improvements for the Content of the Program Material for Future Programs (All Responses Given)
Satisfied/no suggestions
More age appropriate/simplify for younger children
Dislike the art style
Improve/provide more stickers/more variety/better formatting
Improve posters/different sizes
Make questions/forms available sooner/let us know what to track
Improve notebook/notebook was too plain/ordinary
Stickers were a good idea/popular
Lack of interest/use of web access cards/some readers do not have internet access
Other

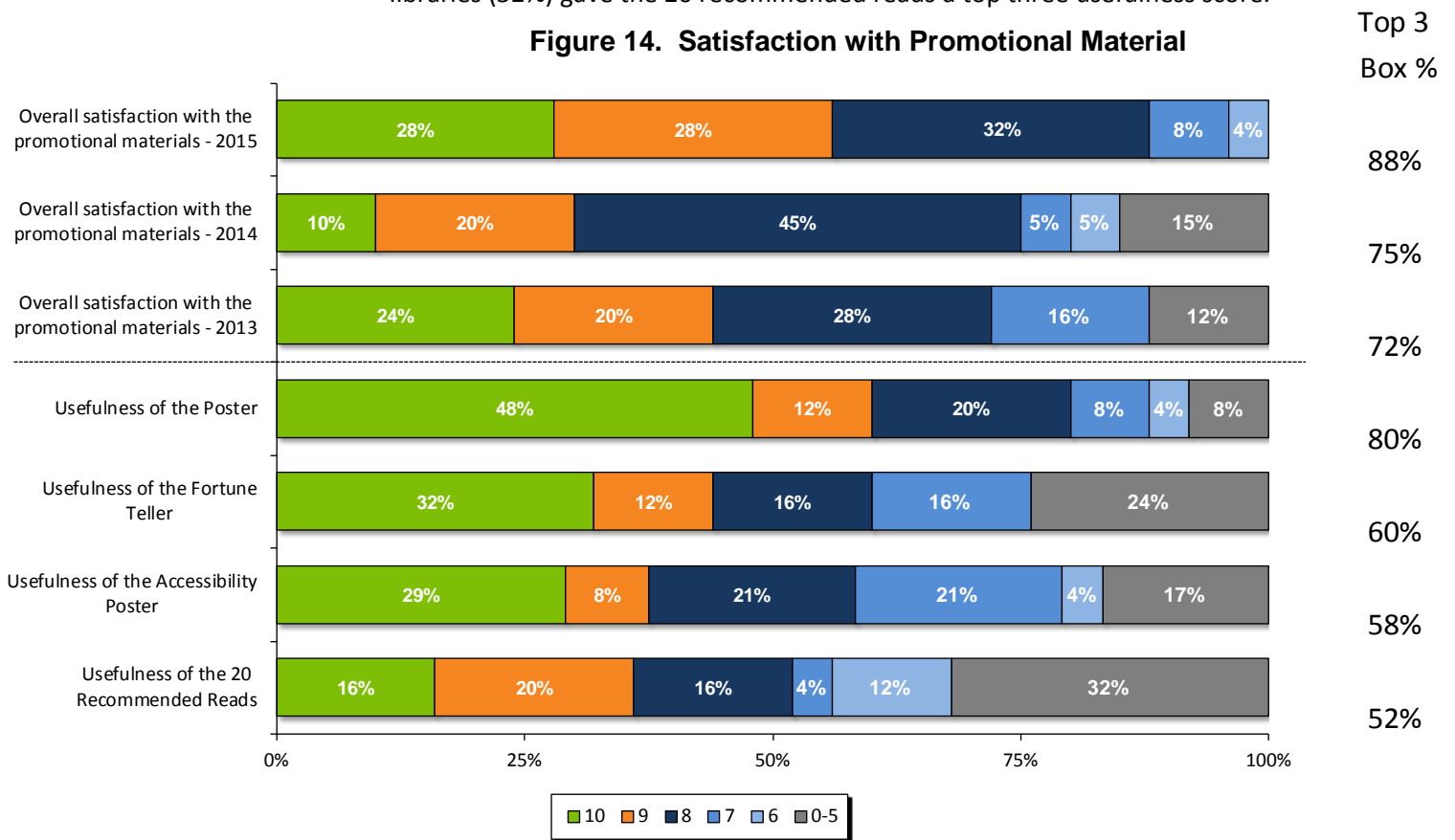
Source: Q7A. Do you have any suggestions on how to improve the content of the material for future programs?

## Promotional Materials Satisfaction

Libraries also rated their level of satisfaction with the promotional materials that they received from LAC. Overall, satisfaction with the promotional materials was very high in 2015 (88% top three box satisfaction), increasing over both 2014 and 2013. No libraries gave a score which would suggest they were dissatisfied with the promotional materials.

Librarians were also asked to rate the usefulness of the individual promotional tools as well. When comparing them, it is clear that the poster was the most useful to PEI librarians with almost half of libraries (48%) finding them extremely useful. The proportion of librarians who gave a top three box score for the fortune teller and the accessibility poster was roughly the same (58-60%) and around half of all libraries (52%) gave the 20 recommended reads a top three usefulness score.

**Figure 14. Satisfaction with Promotional Material**



Source: Q8/Q10. Promotional Materials Satisfaction/Usefulness Questions.

Librarians were invited to provide comments on the promotional materials provided by LAC. Although only a few responses were provided, the most common was that children liked the fortune teller (60% of libraries). Others mentioned that they did not receive enough promotional material or requested that there be a blank space on the materials for library-specific information (20%).

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

**Figure 15. Suggestions For Promotional Material**

<u>Comments On 2015 Promotional Materials</u>	<u>2015</u>
Children liked the fortune teller/was popular/effective	60%
Did not receive enough promotional material	20%
Include blank space for library specific information on posters/too glossy to stamp info	20%
Other	60%

*Source: Q10A. Do you have any comments on the promotional materials?*



## Creating Own Promotional Material

In 2015, every library was asked for the first time whether they created their own promotional material for their program. In PEI, almost half (48%) of libraries did create their own material. This was very similar to the national average of 51%.

**Figure 16. Creation Of Promotional Material**

Region	Libraries Create Own Promotional Materials?
	% Yes
PEI	48%

Source: Q9A. Do libraries from your system create their own promotional materials for the program?

The libraries that did create their own promotional material were asked to provide examples of the sort of materials they created. In PEI, the most common type were posters/signs (71% of these libraries) and a website/social media (43%). Bookmarks and bulletin/display boards were also common (29% each).

**Figure 17. Examples of Created Promotional Material**

Examples of promotional material libraries have created	2015
Posters/signs	71%
Website/social media	43%
Bookmarks	29%
Bulletin/display board	29%
Flyers/brochures/pamphlets	14%
Games/challenges/contests/competitions	14%
Took out an ad/notice in newspaper/community bulletin	14%
Other	29%

Source: Q9C. Please give examples of what you/these libraries have created.

## Satisfaction With Web Content For Children

Every library was asked whether they actually consulted the children’s website in the course of running their 2015 Summer Reading Club. Virtually every library in PEI (96%) did consult the children’s website in 2015. This is virtually unchanged since 2014 and higher than the national average of 79% of libraries in 2015.

Libraries that did not consult the children’s website were asked to explain why they did not. Due to the high level of usage, there was only one response to this question in PEI - the library was too busy to consult the website.

**Figure 18. Usage Of Children’s Website / Reasons For Not Using The Children’s Website**

	Libraries Consulted the Children's Web Site?	
	2015	2014
PEI	96%	95%

<u>Why Did You Not Consult the Children's Website?</u> <i>(All Responses Given)</i>
Too busy/didn't have time/forgot/didn't think about it

**Source:** Source: Q11. Did you consult the Children's website in 2014/15? / Q11A. Please explain why you did not consult the children's website and what resources would make you more likely to visit the site in future years?

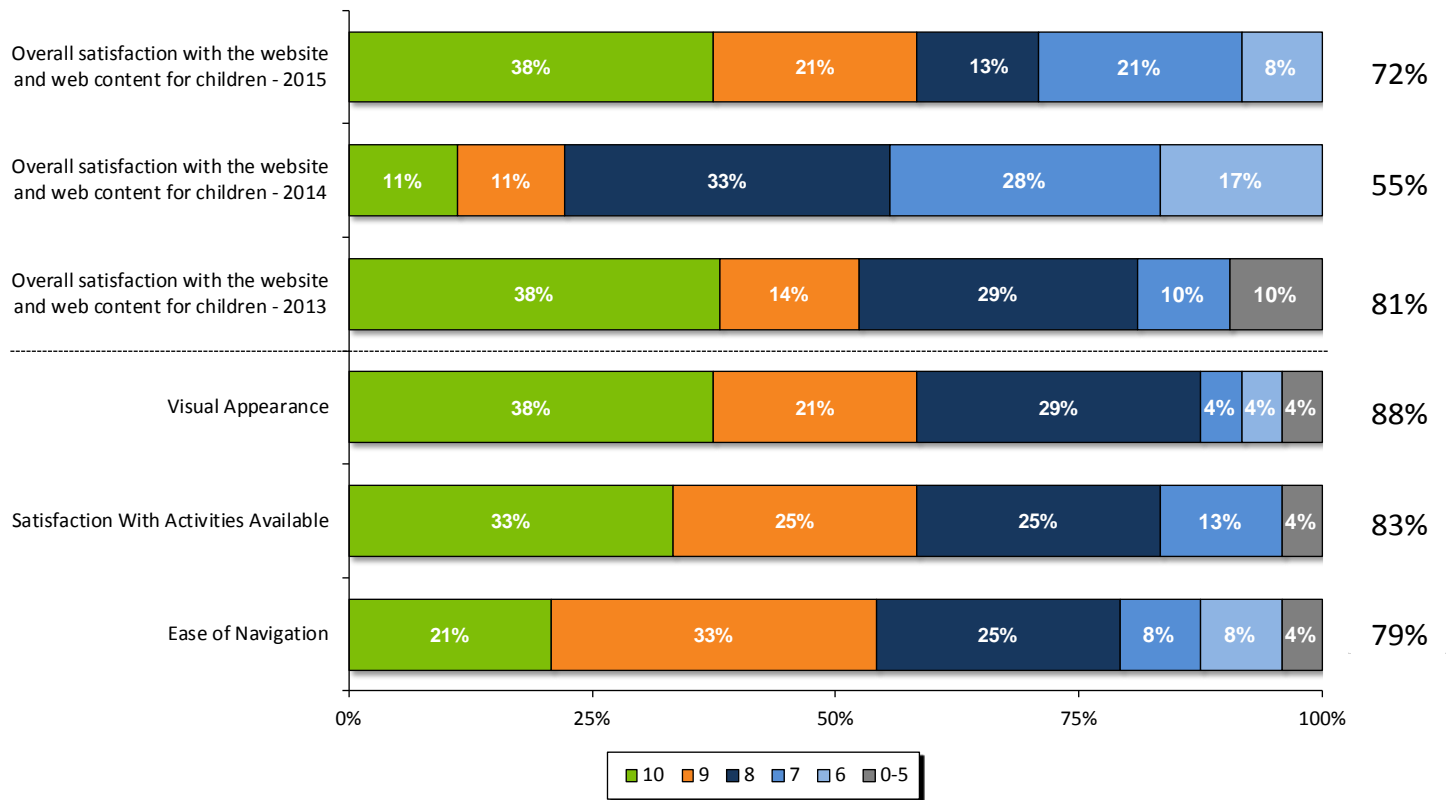
Libraries who had used the children’s website were asked to rate their level of satisfaction with the web content available to children. Overall satisfaction with the content was higher than in 2014 with almost three quarters (72%) giving a top three box satisfaction score compared to 55% in 2014.

Among the librarians who did visit the children’s website, the scores for the elements were high overall. The visual appearance of the website was rated highly with almost four in ten (38%) of all respondents giving the highest possible satisfaction score and virtually every library (88%) giving a score of 8 or higher. Satisfaction was also high with the activities available (with 83% giving a top three box score) and the ease of navigating the website (79%).

Top 3

Box %

**Figure 19. Satisfaction with Web Content For Children**



Source: Q12. Web Content For Children Satisfaction Questions.

Librarians were also asked for suggestions of how to improve the children’s website. The largest single group, representing a third of respondents, said they did not have any suggestions to offer. Those who did have a suggestion are detailed in the table below.

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

**Figure 20. Suggestions For The Children’s Website**

<b>Suggestions on how to improve the web content for children?</b>	<b>2015</b>
<i>Satisfied/no suggestions</i>	33%
More/larger variety of games	17%
More diversity in age related content	17%
Improve navigation/more child-friendly	17%
Increase interactivity	17%

Source: Q13B. Do you have any suggestions on how to improve the web content for children?

Librarians were also asked whether they promoted or made reference to the children’s website in their programming for the TD Summer Reading Club. 96% of PEI libraries promoted the children’s website in 2015, virtually unchanged compared to 2014.

The librarians who said that they did not promote or make reference to the children’s website were asked why they did not. The two responses given are in the table below.

**Figure 21. Promotion Of The Children’s Website & Reasons For Not Promoting The Children’s Website**

	Libraries Promote/Reference the Website in Programming?	
	2015	2014
PEI	96%	95%

<u>Why Did You Not Promote the Children's Website?</u> <i>(All Responses Given)</i>
Too busy/didn't have time/forgot/didn't think about it
Discouraged computer use/parents preferred to have children engaged in non-computer related activities

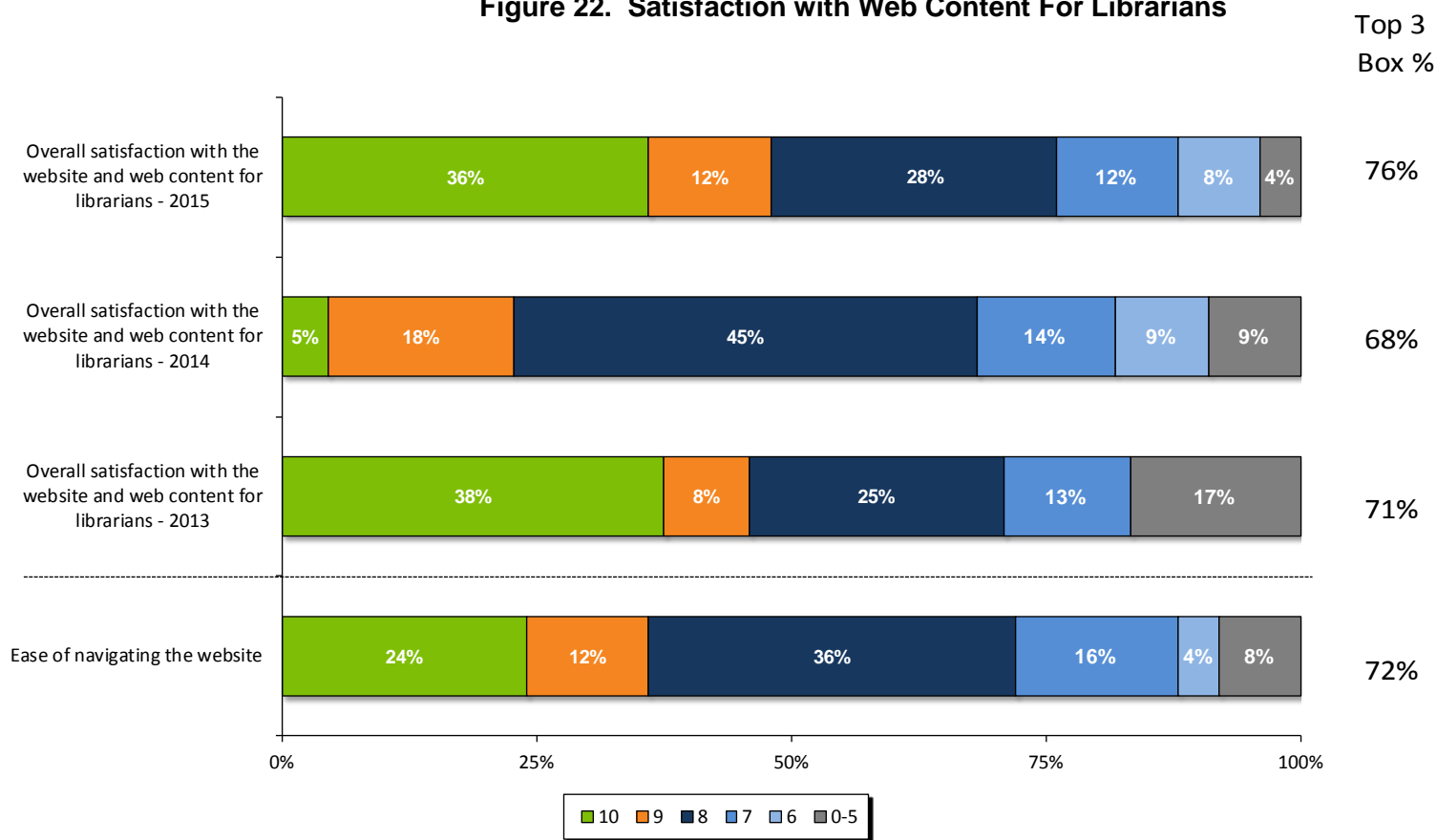
**Source:** Source: Q13. Did you promote or make reference to the website in any of your programming for the 2015 TD Summer Reading Club? / Q13A. Please explain why you did not promote or make reference to the children’s website and what would make you more likely to use it in promoting the TD Summer Reading Club in future years?

## Satisfaction With Web Content For Librarians

Libraries were asked to rate their level of satisfaction with the web content available to them on the librarian’s website. As in the other categories, the levels of satisfaction in 2015 are higher than those in 2014. The biggest shift was in the proportion of respondents who gave a top box satisfaction score which increased from 5% to 36%.

The only element of the web content for librarians which was measured was the ease of navigating the website. The level of satisfaction with the navigation of the website was similar to the overall satisfaction with the site itself. Almost a quarter of respondents (24%) gave the highest possible satisfaction score and almost three quarters (72%) gave a score of 8 or higher.

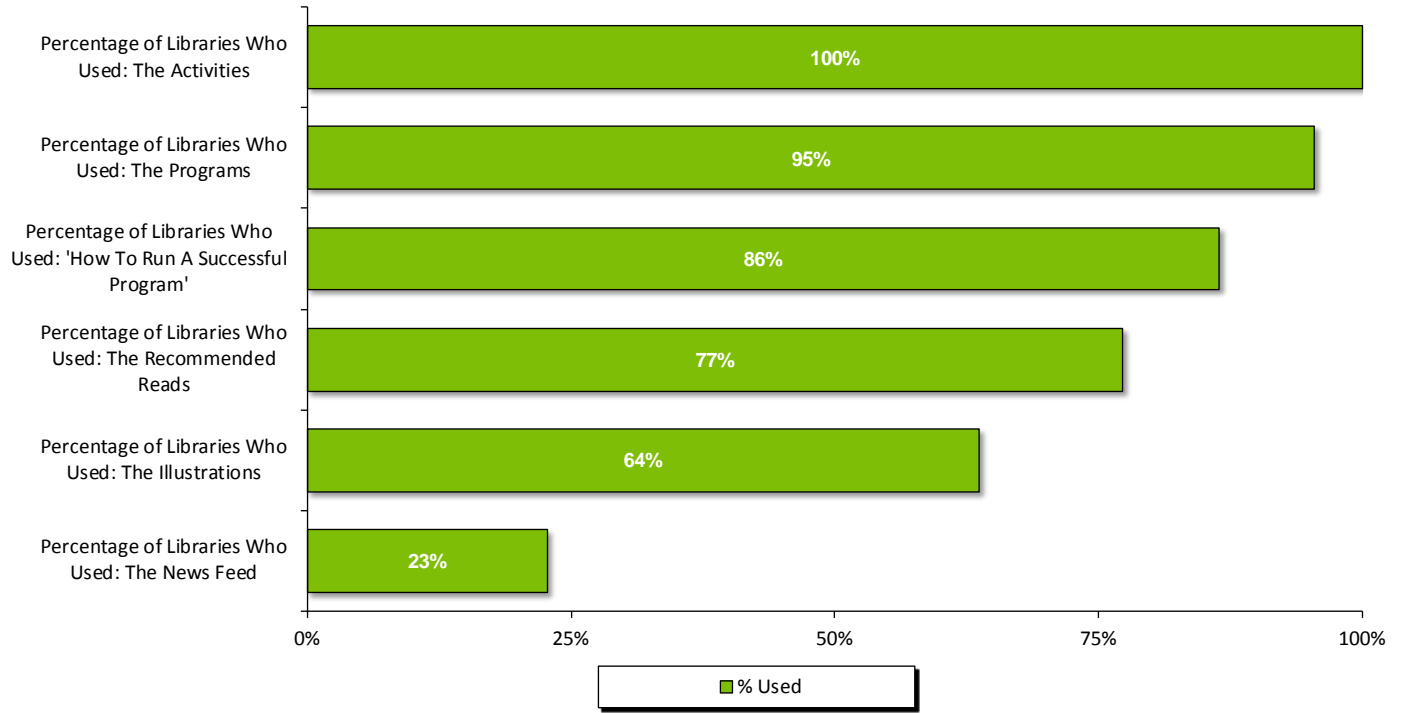
**Figure 22. Satisfaction with Web Content For Librarians**



Source: Q14. Web Content For Librarians Satisfaction Questions.

Librarians were asked specifically which of the resources that were available to them were actually used in running their TD Summer Reading Club in 2015. Usage of the resources was varied and ranged from the activities (which every single library used) and the programs (which 95% of libraries used) to the news feed which was used by only 23% of libraries.

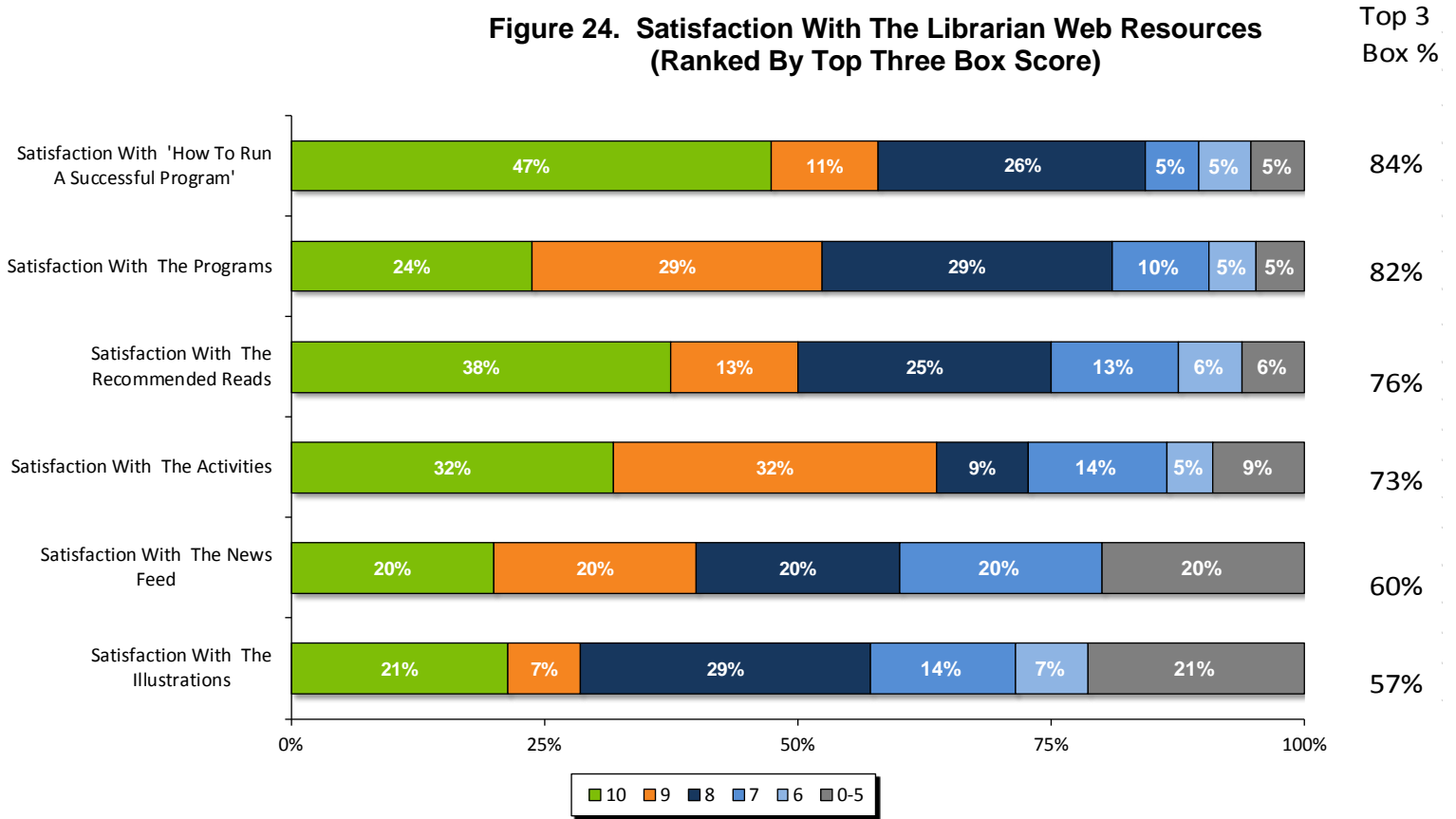
**Figure 23. Usage of Librarian Web Resources**



**Source:** Q15. Please identify which of the resources on the Librarians' website you used and, for each resource that you did use, please give your level of satisfaction with it.

Those who reported using the web resources were then asked to rate their satisfaction with those resources. Satisfaction was high for most of the librarian resources with four of the six getting top three box satisfaction scores near or above three quarters of libraries (ranging from 73%-84%). Despite being given lower scores, the news feed and the illustrations were still well received among those who used it, with 60% and 57%, respectively, giving a score of 8 or higher.

**Figure 24. Satisfaction With The Librarian Web Resources (Ranked By Top Three Box Score)**



Source: Q15. Please identify which of the resources on the Librarians' website you used and, for each resource that you did use, please give your level of satisfaction with it.



Librarians were asked about the time of year in which they accessed the librarians' resources from the web. As expected, the months in which it was most common to access these resources are those in the lead up to, and during the execution of the Summer Reading Club from May to August. Accessing these resources is uncommon in the months after the program (September to December) but increase steadily beginning in January.

**Figure 25. Use Of Web Resources Throughout The Year**

Web Resources Consulted	Jan	Feb	March	April	May	June	July	Aug	Sept	Oct	Nov	Dec
TD Summer Reading Club staff website	0%	4%	8%	24%	64%	88%	100%	92%	16%	0%	0%	0%
Other web resources	16%	16%	20%	32%	52%	60%	64%	56%	24%	12%	12%	12%

Source: QD16. Please identify the months that libraries from your system consulted the TD Summer Reading Club website for library staff/other resources.

Librarians were asked for suggestions on how to improve the librarian's website for future years. Only a small proportion of libraries in PEI provided responses and they are all listed in the table below.

**Figure 26. Suggestions For Librarian Web Resources**

<b>Suggestions on how to improve the web content for librarians? (All Responses Given)</b>
Simpler/more user friendly/better navigation/search/print functions
Ability to share ideas/information between libraries/through social media/online forum
Other

Source: Q16A. Do you have any suggestions on how to improve the web content for librarians?

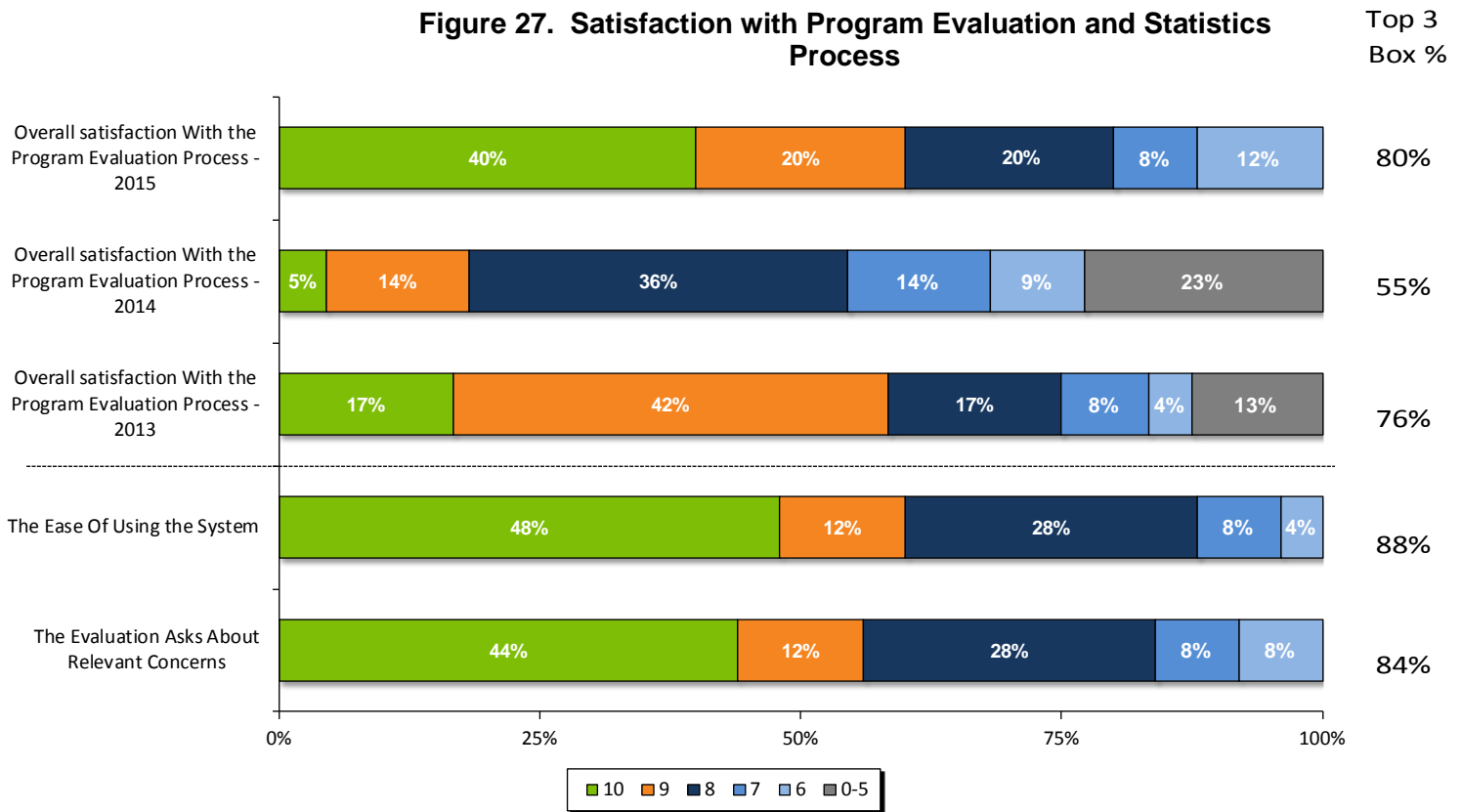
## Satisfaction With Program Evaluation

Finally, libraries were asked to rate their level of satisfaction with the program evaluation and statistics process for 2015. Overall, satisfaction was high with 80% of respondents giving top three box satisfaction scores and 40% of respondents gave the highest possible score. None of the libraries in PEI gave a score which would indicate dissatisfaction with the process in 2015.

This question has been asked since 2013 and satisfaction was higher in 2015 than in any of the previous years. The top three box score last year was 55%, meaning there was a large increase of 25 percentage points.

Among the elements of the program evaluation process, the score for ‘ease of using the system’ was higher than ‘the evaluation asks about relevant concerns.’ The top three box scores for both elements were high, however with 88% and 84% giving top three box scores.

**Figure 27. Satisfaction with Program Evaluation and Statistics Process**



Source: Q17. 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 single response (43%) was that they had no suggestions to give. Some libraries (14%) suggested standardized forms or Excel forms that could accommodate formulas.

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

**Figure 28. Suggestions For Improving The Program Evaluation and Statistics Process**

<u>Suggestions on how to improve the statistical collection and program evaluation process?</u>	<u>2015</u>
<i>Satisfied/no suggestions</i>	43%
Standardized forms/Excel format to accommodate formulas	14%
Other	43%

**Source:** Q17A. Do you have any suggestions for how to improve the statistical collection and program evaluation process?

Libraries were asked to share 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 children said they enjoyed the program and that it motivated them to read more (56% of PEI libraries). Others mentioned that the program made the kids excited and kept them reading over the summer (11%).

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

**Figure 29. Testimonials Indicating An Increased Love Of Reading**

<u>Testimonials indicating increased love of reading?</u>	<u>2015</u>
Children enjoyed the program/enjoyed reading/were motivated to read more	56%
Makes them excited/keeps them reading over the summer	11%
Other	11%
Don't know/refused	22%

*Source: Q17B. Do you have any testimonials from parents, caregivers or teachers that may indicate an increased love of reading?*

# Appendix 8

## 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 Nova Scotia, all 69 of the participating libraries submitted their results, providing an overall response rate of 100%.

**Figure 1. Response Rate**

	Nova Scotia
<b>(A) Total Participating Libraries</b>	69
<b>(B) Total Responded to Survey</b>	69
<b>(C) Survey Response Rate</b>	100%

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

## Statistics on Registration & 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 2015. 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 12,739 children registered for the TDSRC 2015 program, which is a sizeable increase over 2014, but similar to the registration numbers in 2013. The split by gender is similar with 55% of the participants being girls and boys representing the other 45% of the participants.

**Figure 2. Total Registration 2008 – 2015**

Total Registration								
Region	2015	2014	2013	2012	2011	2010	2009	2008
Nova Scotia	12,739	9,518	13,848	15,131	13,348	12,003	13,197	8,380

Source: Q1 Total number of children who registered for the TDSRC 2015.

**Figure 3. Percentage of Participating Children by Gender (Tracking)**

Year	% Girls	% Boys
2005	57%	43%
2006	56%	44%
2007	57%	43%
2008	58%	42%
2009	58%	42%
2010	56%	44%
2011	57%	43%
2012	56%	44%
2013	55%	45%
2014	57%	43%
2015	55%	45%

Source: Q1. Total number of children who registered for the TDSRC 2015 program

The figure below shows the age breakdown of registered children. For the summer 2015, 23% of the girls were in the 0-5 age group, 36% were 6-8, 35% were 9-12, and 7% were 13 years or older. There was very little difference in age between boys and girls in 2015 with 26% of boys aged 0-5, 40% aged 6-8, 29% aged 9-12, and 6% aged 13 and older.

**Figure 4. Percentage of Registered Children by Gender and Age**

BOYS	2015	2014	2013	2012	2011	2010	2009	2008	2007	2006	2005
0-5	26%	24%	24%	23%	23%	22%	21%	20%	20%	16%	10%
6-8	40%	43%	41%	40%	41%	40%	40%	44%	42%	46%	47%
9-12	29%	30%	31%	32%	31%	34%	35%	34%	34%	35%	39%
13+	6%	2%	5%	5%	4%	4%	4%	2%	5%	4%	4%

GIRLS	2015	2014	2013	2012	2011	2010	2009	2008	2007	2006	2005
0-5	23%	22%	21%	20%	19%	19%	18%	18%	17%	14%	11%
6-8	36%	38%	35%	37%	37%	37%	37%	40%	37%	41%	43%
9-12	35%	37%	37%	36%	37%	38%	39%	38%	39%	40%	40%
13+	7%	3%	7%	7%	6%	7%	6%	4%	7%	4%	6%

Source: Q1. Total number of children who registered for the TDSRC 2015 program

Figure 5 below summarizes the participation rate for Nova Scotia by age and gender based on 2011 census data. Given the increase in registration, the proportion of all children who were registered in 2015 was higher than in 2014 increasing from 5.54% to 7.42%.

**Figure 5. Number of Registered Children**

	2011 CENSUS			2015 TD SRC REGISTRANTS			% PARTICIP. CHILDREN	% PARTICIP. CHILDREN	% PARTICIP. CHILDREN
	(A)	(B)	(C)	(D)	(E)	(F)	2015	2014	2013
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	12,739	5,792	6,947	7.42%	5.54%	8.06%
0-5	52,725	27,070	25,660	3,074	1,493	1,581	5.83%	4.12%	5.96%
6-8	26,460	13,455	13,010	4,809	2,309	2,500	18.17%	14.51%	19.71%
9-12	38,310	19,545	18,765	4,073	1,665	2,408	10.63%	8.43%	12.26%
13+	54,295	27,750	26,550	783	325	458	1.44%	0.50%	1.46%

Source: Q1 Total number of children who registered for the TDSRC 2015, 2014, 2013. Columns (A) through (C) provided by Statistics Canada Census 2011. Columns (D) through (F) represent data collected by Harris/Decima.



## 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 40,110 children attended the 1,245 theme-related activities which were organized in libraries across Nova Scotia over the summer months of 2015. Overall, an average of 32 children attended each activity in 2015, and 92% 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
Nova Scotia	1,245	40,110	32	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.

Along with the increase in registration in 2015 the number of theme-related activities and attendance at those activities also increased over 2014. In addition to both activities and attendance increasing, more children attended each activity than in 2014.

**Figure 7. Activities and Attendance 2013 – 2015**

Region	2015		2014		2013	
	Theme-Related Activities	Total Attendance	Theme-Related Activities	Total Attendance	Theme-Related Activities	Total Attendance
Nova Scotia	1,245	40,110	824	23,694	1,340	28,372

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

## 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, 59% of libraries indicated that their library staff made promotional visits to schools, while 7% visited child care centres, 1% visited day camps, and 1% made other promotional visits. A total of 194 visits were made, reaching a total of 35,809 children (the vast majority of them at schools).

**Figure 8. Total Number of Visits and Children Reached by Segment**

	Made Visits 2015 (%)					
	Schools			Day Camps		
	School Visits (% Yes)	Total Visits	Children Attended	Day Camp Visits (%)	Total Visits	Children Attended
Nova Scotia	59%	186	35,603	1%	2	36
	Child Care Centres			Other Locations		
	Childcare Visits (%)	Total Visits	Children Attended	Other Visits (%)	Total Visits	Children Attended
	Nova Scotia	7%	5	130	1%	1

Source: Q3 Did any library staff promote the program at schools, day camps, child-care centres, or other locations?

## Previous Participation

In order to streamline the process of entering the data for each library/system, the question that asked how each of their registrants heard about the program was changed so that it asked only whether or not each registrant had joined in a previous year. Beginning in 2014, the question was asked simply as a ‘yes or no’ during the registration process and, as a result, the numbers were available for virtually every library/system. While the results provided here may be less detailed than in previous years, they are more reliable.

In Nova Scotia, more than half of all registered children (58%) said that they had participated in previous years while the remaining 42% were new registrants in 2015.

**Figure 9. Previous Participation**

Region	Joined in previous years		New Registrants	
	Count	Percentage	Count	Percentage
Nova Scotia	7,353	58%	5,386	42%

% Joined in Previous Years			
Region	2015	2014	2013
Nova Scotia	58%	62%	37%

**Source:** Q4. 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?

## Satisfaction & Suggestions

Over the past three years, the Statistics and Evaluation Form was streamlined and refocused in order to gather more specific data while lessening the burden on library staff who are required to keep track of and enter a number of metrics. Additionally, the satisfaction questions were converted from a five-point scale to a ten-point scale to measure satisfaction with more precision. Due to these changes, direct comparisons can only be made for the last three waves, and only in some instances.

In 2015, the Statistics and Evaluation Form was again updated to include questions asking about new elements in 2015, namely whether libraries created their own promotional materials and when libraries accessed resources from the Summer Reading Club website.

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 and directly compared to previous waves of data (wherever applicable). It is followed by the individual element scores, ranked by the proportion giving a score of 10 (unless otherwise noted). Libraries were also asked for their suggestions and comments in each section.

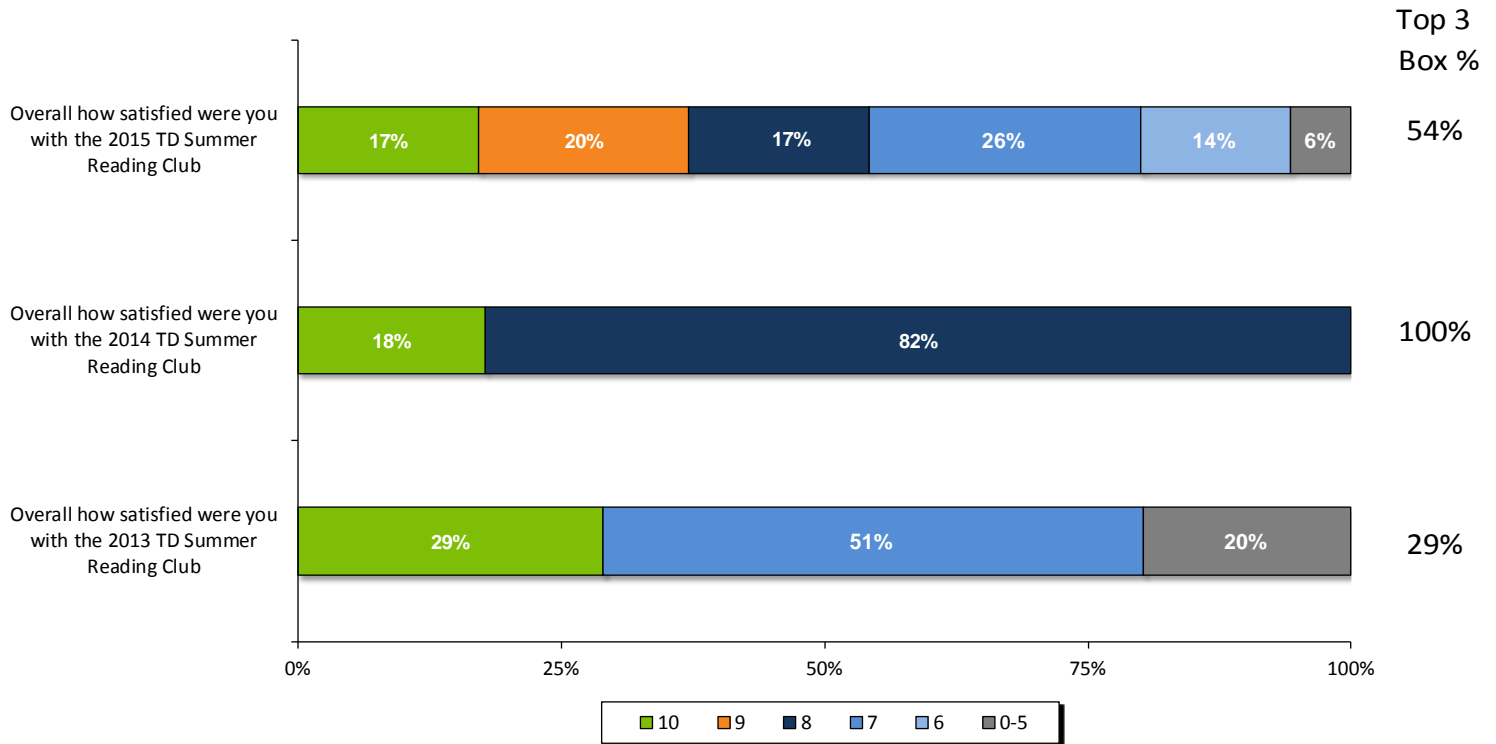
Please note that libraries that did not provide information for any given question are not considered in the percentages reported here so that each graph will sum to 100%.

## Overall Program Satisfaction

Individual overall satisfaction was asked as a stand-alone question for the first time in 2013 and has been asked that way in the years since.

Satisfaction was still relatively high in 2015 despite being quite a bit lower than in 2014. More than half of the libraries in Nova Scotia (54%) gave a top three box score and only 6% gave a score which would indicate dissatisfaction with the program.

**Figure 10. Satisfaction With The Summer Reading Program Overall**



Source: Q5. Overall, how satisfied were you with the 2015/2014/2013 TD Summer Reading Club?

## Suggestions For Future Themes

Librarians were asked to provide suggestions for future themes. Given the small number of responses given and they are all detailed in the chart below.

**Figure 11. Suggestions For Future Themes**

<u>Do you have any suggestions for the program's future themes?</u> <i>(All Responses Given)</i>
Medieval/fantasy/magic/monsters
Action/adventure
Mystery/detective
Oceans/lakes/underwater
People/cultures
Science/technology/sci-fi/outer space
Generic/broad themes
Around the world
Exploration/discovery
Other

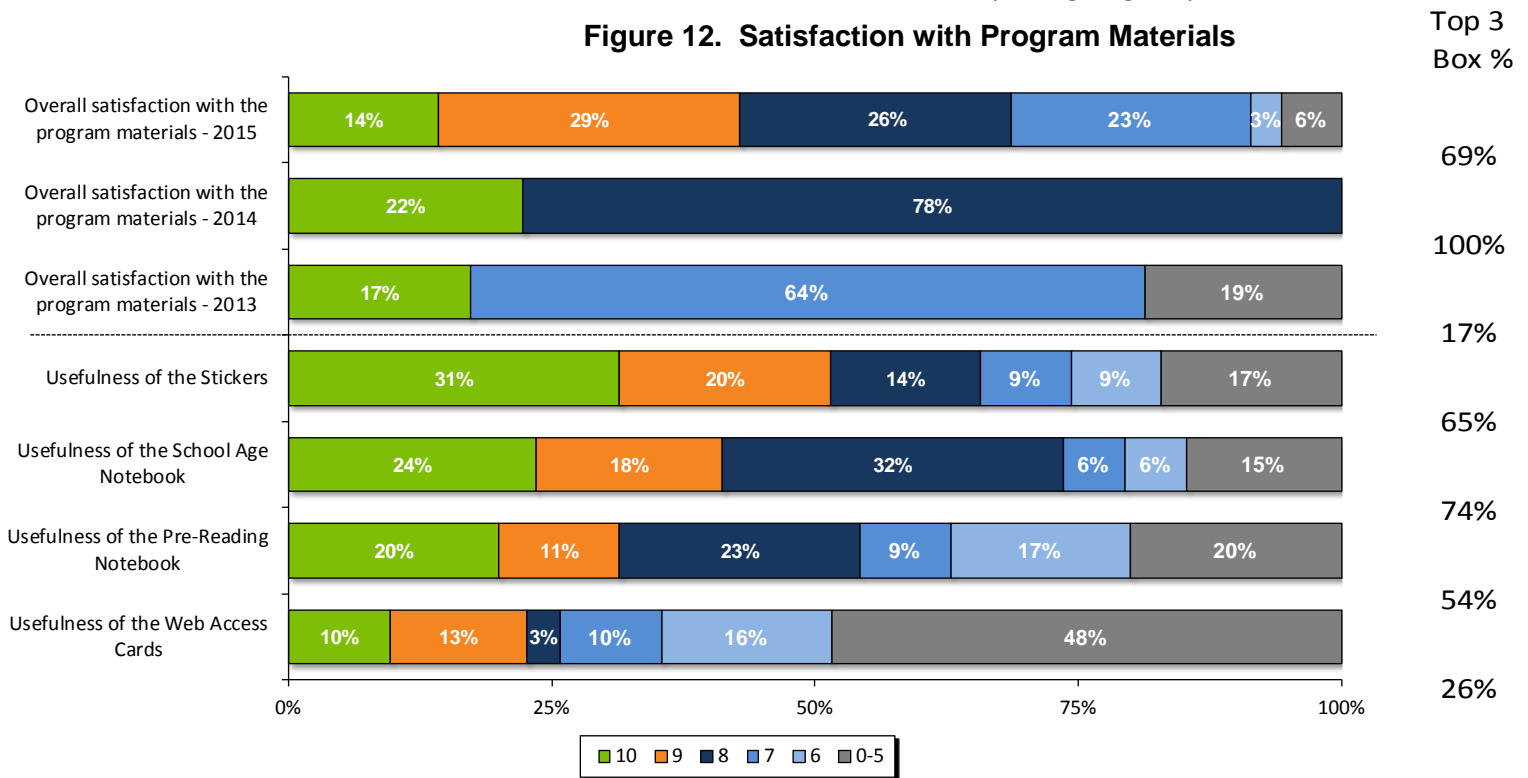
Source: Q5A. Do you have any suggestions for the program's future themes?

## Program Materials Satisfaction

Librarians were asked to rate their overall satisfaction with the program materials. Although the level of satisfaction with the program materials was lower in 2015 than it was in 2014, it is still high with almost seven in ten libraries (69%) giving a top three box satisfaction score.

Libraries were asked to rate the usefulness of the various program materials. The stickers and the school age notebook were seen as the most useful with 31% and 24%, respectively, giving the highest possible score. Just over half (54%) of respondents gave the pre-reading notebook a top three box usefulness score. The access cards were rated the least useful with only 26% giving a top three box score.

**Figure 12. Satisfaction with Program Materials**



Source: Q6/Q7. 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.

Given the limited number of responses for this question, all of the responses given by libraries in Nova Scotia are shown in the table below.

**Figure 13. Suggestions For Improving The Program Material**

Comments/Improvements for the Content of the Program Material for Future Programs (All Responses Given)
More age appropriate/simplify for younger children
More activities/games
Notebooks should be simpler/more user friendly/less confusing
Lack of interest/use of web access cards/some readers do not have internet access
Web access codes should be included in notebooks/not printed separately/readers would lose their card
Fortune teller was a good idea/popular
Other

Source: Q7A. Do you have any suggestions on how to improve the content of the material for future programs?

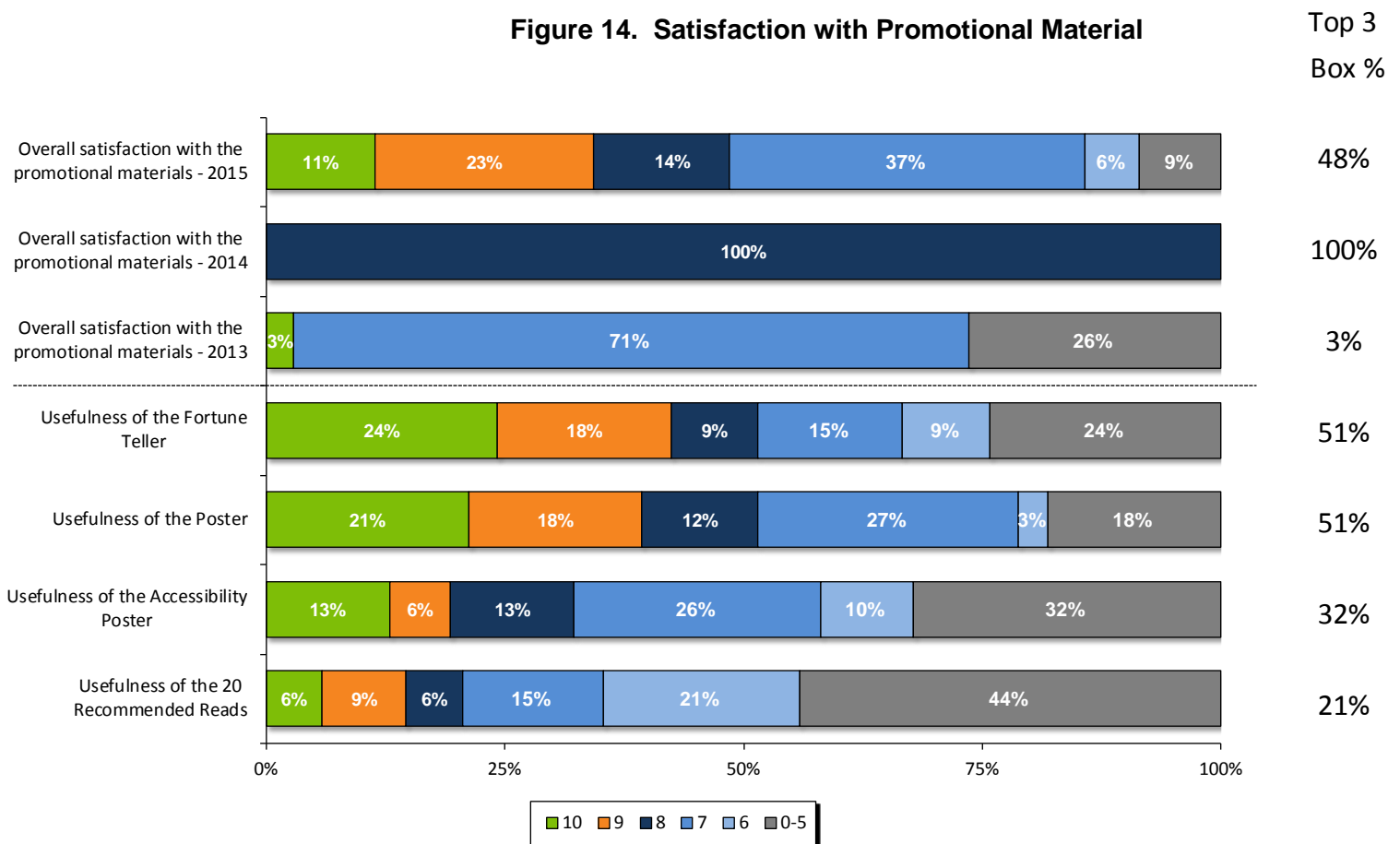


## Promotional Materials Satisfaction

Libraries also rated their level of satisfaction with the promotional materials that they received from LAC. Satisfaction with the promotional materials in Nova Scotia was lower than that of the programming materials. While just less than half of libraries (48%) gave a top three box satisfaction score for the promotional materials, only 9% of libraries gave an answer that would suggest they were dissatisfied with the materials.

Librarians were also asked to rate the usefulness of the individual promotional tools as well. When comparing them, it is clear that the fortune tell and the poster were considered to be more useful to Nova Scotia librarians than the other materials as more than half (51%) gave a top three box score. The proportion of librarians who saw the accessibility poster as useful was lower with only around a third (32%) of libraries giving a top three box usefulness score. The 20 recommended reads was seen as the least useful material with only around one in five (21%) giving a top three score.

**Figure 14. Satisfaction with Promotional Material**



Source: Q8/Q10. Promotional Materials Satisfaction/Usefulness Questions.

Librarians were invited to provide comments on the promotional materials provided by LAC. Given the limited number of responses to this question, all of the responses given are listed in the table below.

**Figure 15. Suggestions For Promotional Material**

Comments On 2015 Promotional Materials (All Responses Given)
Poster was bright/eye catching/colourful
Good graphics/illustrations
Did not receive enough promotional material
Did not receive promotional material in a timely fashion
Include blank space for library specific information on posters/too glossy to stamp info
Prefer smaller size/flyers/bookmarks rather than posters
Other
Don't know/refused

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Source: Q10A. Do you have any comments on the promotional materials?

## Creating Own Promotional Material

In 2015, every library was asked for the first time whether they created their own promotional material for their program. In Nova Scotia, a little over two thirds (67%) of libraries did create their own material. This was higher than the National average of 51%.

**Figure 16. Creation Of Promotional Material**

Region	Libraries Create Own Promotional Materials?
	% Yes
Nova Scotia	67%

**Source:** Q9A. Do libraries from your system create their own promotional materials for the program?

The libraries that did create their own promotional material were asked to provide examples of the sort of materials they created. Each of the examples which were provided by libraries in Nova Scotia are given in the table below.

**Figure 17. Examples of Created Promotional Material**

<u>Examples of promotional material libraries have created</u> (All Responses Given)
Posters/signs
Flyers/brochures/pamphlets
Banners/buntings
Bulletin/display board
Calendars/schedules
Tree installation
Other
Don't know/refused

**Source:** Q9C. Please give examples of what you/these libraries have created.

## Satisfaction With Web Content For Children

Every library was asked whether they actually consulted the children’s website in the course of running their 2015 Summer Reading Club. Overall, 86% of the libraries in Nova Scotia did consult the children’s website in 2015 – a slight decrease from 2014. Across the country, 79% of all libraries did consult the children’s website in 2015.

The minority of libraries that did not consult the children’s website were asked to explain why they did not. Only two responses were received for this question and the table below presents them.

**Figure 18. Usage Of Children’s Website / Reasons For Not Using The Children’s Website**

	Libraries Consulted the Children's Web Site?	
	2015	2014
Nova Scotia	86%	89%

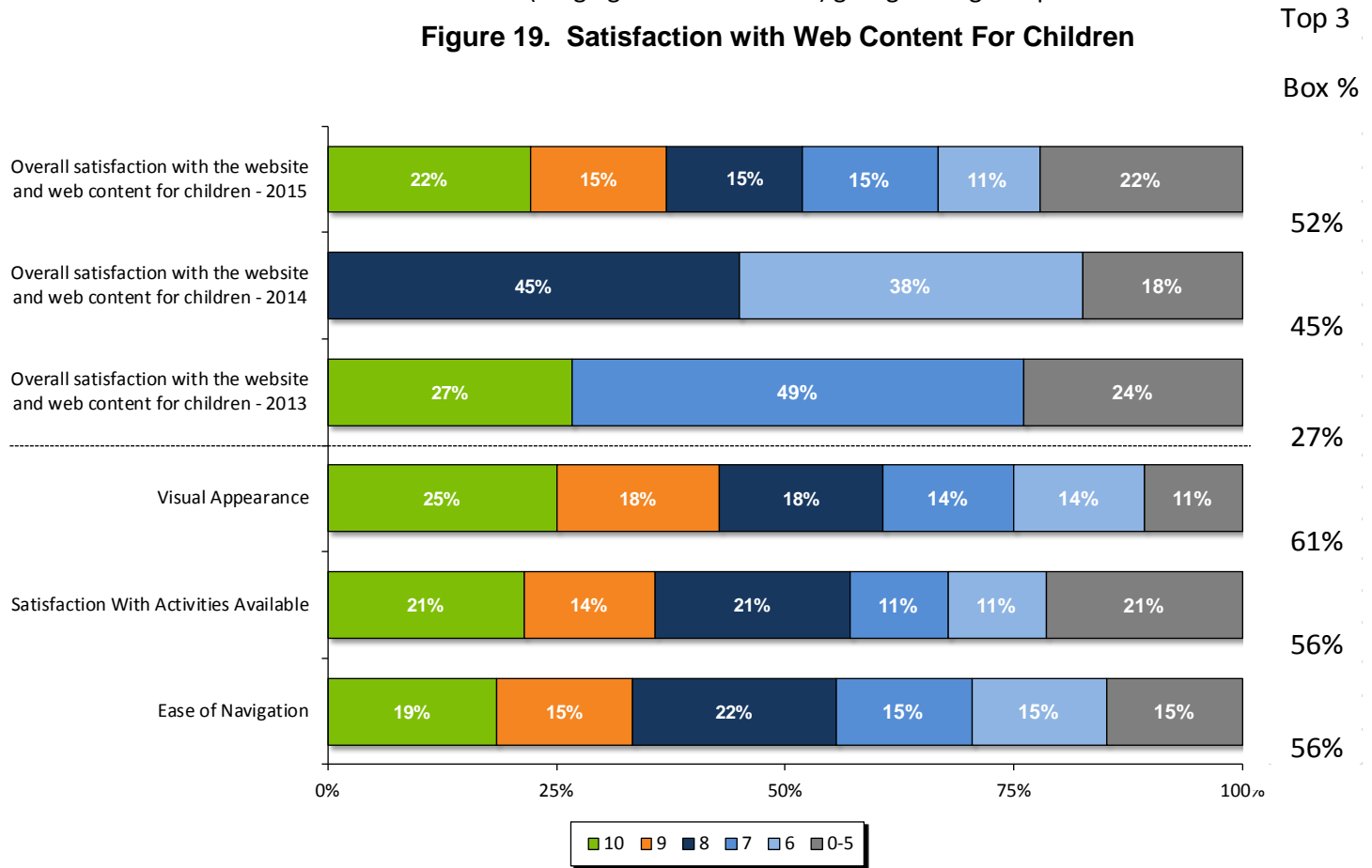
<b>Why Did You Not Consult the Children's Website? (All Responses Given)</b>
Too busy/didn't have time/forgot/didn't think about it
Lack of awareness about the children's website/what kind of content it included

**Source:** Source: Q11. Did you consult the Children’s website in 2014/15? / Q11A. Please explain why you did not consult the children’s website and what resources would make you more likely to visit the site in future years?

Libraries who had used the children’s website were asked to rate their level of satisfaction with the web content available to children. Overall satisfaction with the content was slightly higher in 2015 with more than half (52%) giving a top three box satisfaction score compared to 45% in 2014.

Among the librarians who did visit the children’s website, the scores for the elements were high overall. The visual appearance of the website was rated highly with a quarter of all respondents giving the highest possible satisfaction score and more than six in ten (61%) giving a top three box score. The other resources were also well received, however, with 56% giving a top three box satisfaction score and around one in five (ranging from 19% to 21%) giving the highest possible score.

**Figure 19. Satisfaction with Web Content For Children**



Source: Q12. Web Content For Children Satisfaction Questions.

Librarians were also asked for suggestions of how to improve the children’s website. Only two responses were received and they are listed in the table below.

**Figure 20. Suggestions For The Children’s Website**

<u>Suggestions on how to improve the web content for children?</u> (All Responses Given)
Provide more information
Other

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Source: Q13B. Do you have any suggestions on how to improve the web content for children?

Librarians were also asked whether they promoted or made reference to the children’s website in their programming for the TD Summer Reading Club. 71% of Nova Scotia libraries promoted the children’s website in 2015, a sizeable increase over 2014 when only 48% said that they did.

The librarians who said that they did not promote or make reference to the children’s website were asked why they did not. A variety of responses were provided but given the small number of libraries providing them they are listed in the table below.

**Figure 21. Promotion Of The Children’s Website & Reasons For Not Promoting The Children’s Website**

	Libraries Promote/Reference the Website in Programming?	
	2015	2014
Nova Scotia	71%	48%

<b>Why Did You Not Promote the Children's Website? (All Responses Given)</b>
Limited/no access to computers/internet
Discouraged computer use/parents preferred to have children engaged in non-computer related activities
Not necessary/didn't feel the need/visited other websites/used other resources
Too busy/didn't have time/forgot/didn't think about it
Lack of interest/children preferred offline activities
Don't know/refused

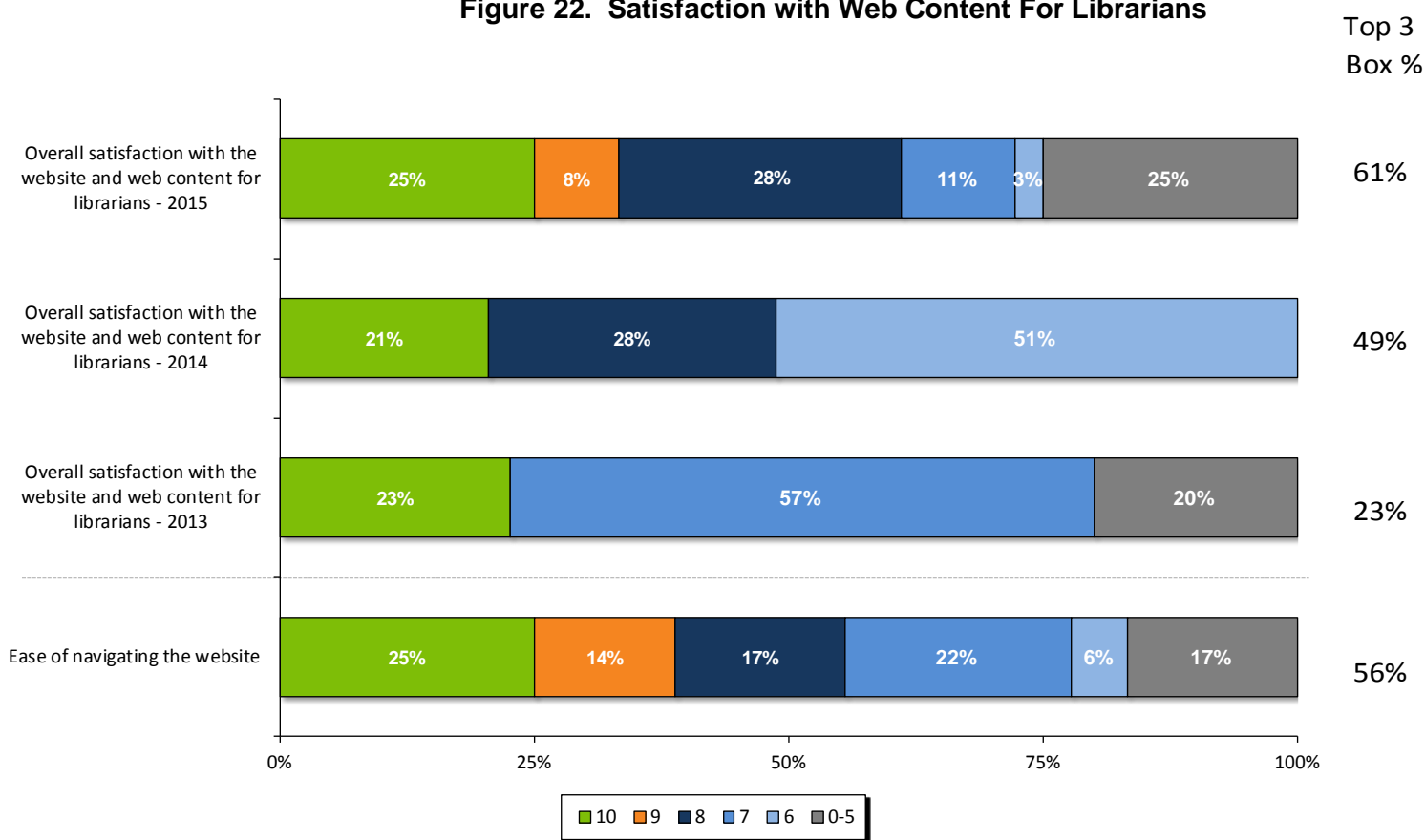
**Source:** Source: Q13. Did you promote or make reference to the website in any of your programming for the 2015 TD Summer Reading Club? / Q13A. Please explain why you did not promote or make reference to the children’s website and what would make you more likely to use it in promoting the TD Summer Reading Club in future years?

## Satisfaction With Web Content For Librarians

Libraries were asked to rate their level of satisfaction with the web content available to them on the librarian’s website. The level of satisfaction in 2015 is higher than in 2014 and 2013 with 61% giving a top three box satisfaction score. While a quarter of librarians gave the highest possible score, the same proportion (25%) gave a score that would suggest they were dissatisfied in 2015.

The only element of the web content for librarians which was measured was the ease of navigating the website. The level of satisfaction with the navigation of the website was very similar to that of the satisfaction with the site itself. A quarter of respondents gave the highest possible satisfaction score and almost six in ten (56%) gave a score of 8 or higher.

**Figure 22. Satisfaction with Web Content For Librarians**

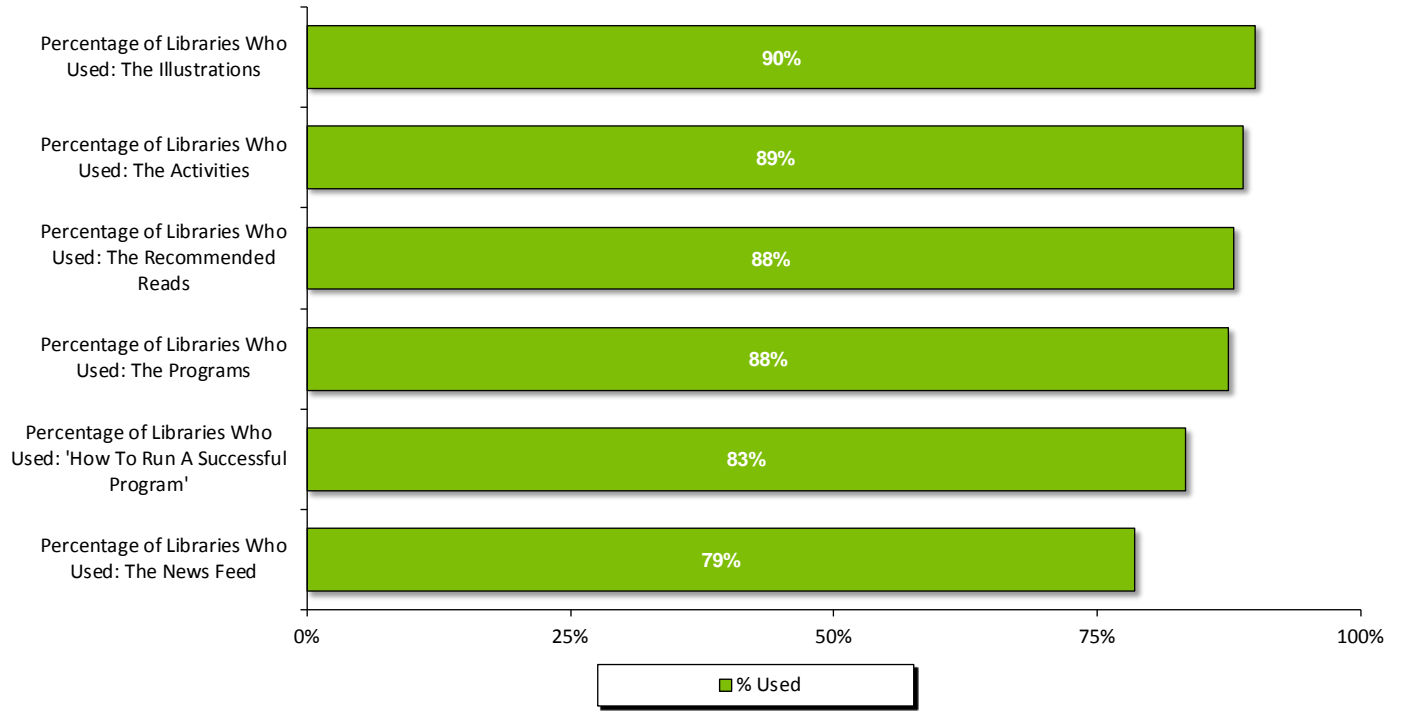


Source: Q14. Web Content For Librarians Satisfaction Questions.



Librarians were asked specifically which of the resources that were available to them were actually used in running their TD Summer Reading Club in 2015. Usage of the resources was high in Nova Scotia and ranged from the illustrations (90%) to the news feed (79%).

**Figure 23. Usage of Librarian Web Resources**

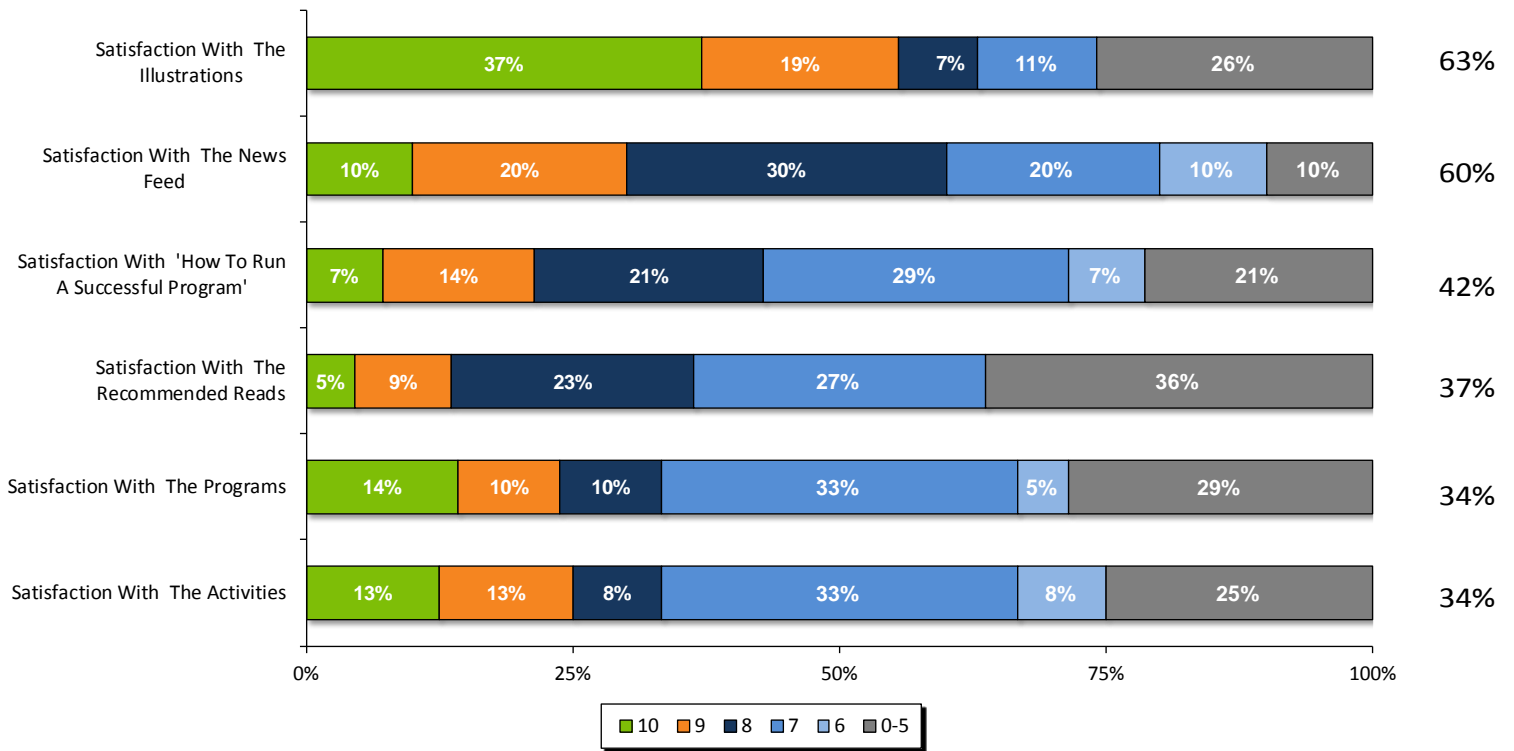


**Source:** Q15. Please identify which of the resources on the Librarians' website you used and, for each resource that you did use, please give your level of satisfaction with it.

Those who reported using the web resources were then asked to rate their satisfaction with those resources. Satisfaction was varied for the web resources. Around six in ten gave a top three box score for the illustrations and the news feed (63% and 60% respectively) but there was a large difference in the number of librarians who gave the highest possible score (37% for the illustrations and only 10% for the news feed). Beyond these resources, satisfaction was lower with 42% giving a top three box score for the 'how to run a successful program' and 37% for the recommended reads. Only around a third gave a top three box score for the programs and the activities (34% each).

**Figure 24. Satisfaction With The Librarian Web Resources (Ranked By Top Three Box Score)**

Top 3  
Box %



**Source:** Q15. Please identify which of the resources on the Librarians' website you used and, for each resource that you did use, please give your level of satisfaction with it.

Librarians were asked about the time of year in which they accessed the librarians' resources from the web. In Nova Scotia, none of the libraries provided information about using other web resources. Regarding the staff website, however, the months in which it was most common to access it was in those in the lead up to, and during the execution of the Summer Reading Club from May to August. Accessing the website was uncommon in the months after the program (September to December) but increased beginning in January.

**Figure 25. Use Of Web Resources Throughout The Year**

Web Resources Consulted	Jan	Feb	March	April	May	June	July	Aug	Sept	Oct	Nov	Dec
TD Summer Reading Club staff website	6%	6%	44%	17%	58%	81%	33%	17%	3%	3%	3%	3%

*Source: QD16. Please identify the months that libraries from your system consulted the TD Summer Reading Club website for library staff/other resources.*

Librarians were asked for suggestions on how to improve the librarian’s website for future years. There were only a small number of responses given for this question. As a result, all of the responses given are listed in the table below.

**Figure 26. Suggestions For Librarian Web Resources**

Suggestions on how to improve the web content for librarians? (All Responses Given)
Improve clip art/more visually appealing/more variety
<i>Satisfied/no suggestions</i>
Make material available sooner
Improve material available in black and white
More suggestions/ideas for programs/activities
Other

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**Source:** Q16A. Do you have any suggestions on how to improve the web content for librarians?

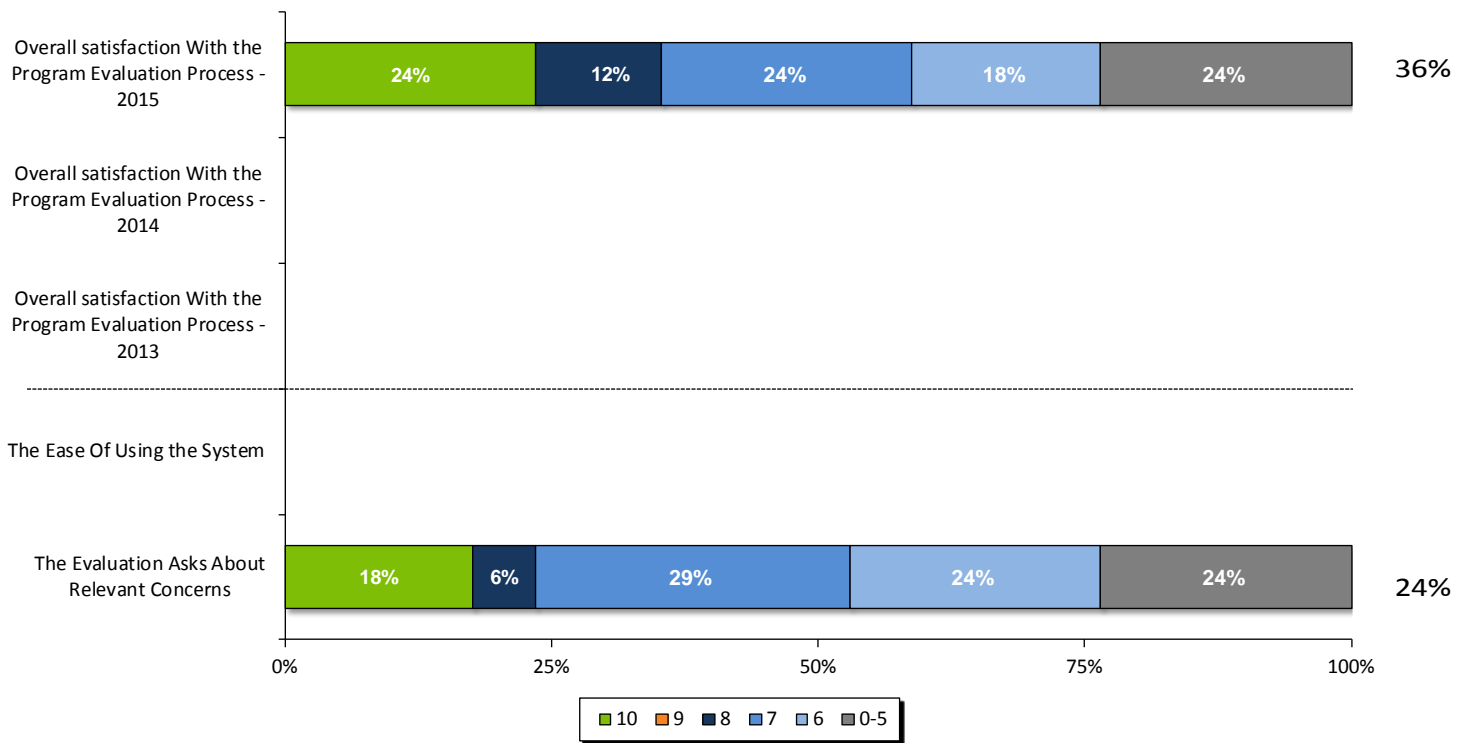
## Satisfaction With Program Evaluation

Finally, libraries were asked to rate their level of satisfaction with the program evaluation and statistics process for 2015. Overall, satisfaction was relatively low with only 36% of respondents giving a top three box satisfaction score. No data was provided for this question in 2014 or 2013.

Among the elements of the program evaluation process, responses were only provided for the question 'the evaluation asks about relevant concerns.' Satisfaction with this element was lower than the evaluation process overall with only a quarter of libraries (24%) giving a top three box score.

**Figure 27. Satisfaction with Program Evaluation and Statistics Process**

Top 3  
Box %



Source: Q17. Program Evaluation and Statistics Process Questions.

Librarians were asked for their suggestions on how the program evaluation and statistical collection process could be improved. Only three responses were given for this question and they are listed in the table below.

**Figure 28. Suggestions For Improving The Program Evaluation and Statistics Process**

<u>Suggestions on how to improve the statistical collection and program evaluation process?</u> <u>(All Responses Given)</u>
Problems recording male/female stats
Make questions/forms available sooner/let us know what to track
Other

**Source:** Q17A. Do you have any suggestions for how to improve the statistical collection and program evaluation process?

Libraries were asked to share whether they had any indicators of children’s increased enjoyment of reading, reading successes or changes in attitudes toward reading. A number of responses were given for this question but because the number of libraries responding was so low they are simply listed in the table below.

**Figure 29. Testimonials Indicating An Increased Love Of Reading**

Testimonials indicating increased love of reading?
Children enjoyed the program/enjoyed reading/were motivated to read more
Makes them excited/keeps them reading over the summer
Children enjoy coming back each year
Challenges/incentives were a motivating factor
Children more willing to read at home/share with family
Children exceeding goals of club/reading extra
Increased interest/abilities in school

Source: Q17B. Do you have any testimonials from parents, caregivers or teachers that may indicate an increased love of reading?

# **Appendix 9**

## **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 the province, 87 of the 90 participating individual libraries submitted their results, representing an overall response rate of 97%.

**Figure 1. Response Rate**

	Newfoundland & Labrador
<b>(A) Total Participating Libraries</b>	90
<b>(B) Total Responded to Survey</b>	87
<b>(C) Survey Response Rate</b>	97%

**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 2015. 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 2,453 children registered for the TDSRC 2015 program, which is virtually identical to the registration numbers in 2014. The split by gender shifted slightly with an increase in the proportion of registered children being girls (55%).

**Figure 2. Total Registration 2008 – 2015**

Total Registration								
Region	2015	2014	2013	2012	2011	2010	2009	2008
Nfld. & Lab.	2,453	2,497	2,608	3,788	3,148	3,388	2,912	2,840

Source: Q1 Total number of children who registered for the TDSRC 2015.

**Figure 3. Percentage of Participating Children by Gender (Tracking)**

Year	% Girls	% Boys
2005	56%	44%
2006	60%	40%
2007	60%	40%
2008	59%	41%
2009	58%	42%
2010	57%	43%
2011	57%	43%
2012	67%	33%
2013	57%	43%
2014	52%	48%
2015	55%	45%

Source: Q1. Total number of children who registered for the TDSRC 2015 program

The figure below shows the age breakdown of registered children. For the summer 2015, 38% of the girls were in the 0-5 age group, 36% were 6-8, 24% were 9-12, and 2% were 13 years or older. The age characteristics were similar between boys and girls in 2015 with 42% of boys aged 0-5, 36% aged 6-8, 21% aged 9-12, and 1% aged 13 and older.

**Figure 4. Percentage of Registered Children by Gender and Age**

BOYS	2015	2014	2013	2012	2011	2010	2009	2008	2007	2006	2005
0-5	42%	36%	43%	38%	42%	37%	34%	31%	31%	28%	24%
6-8	36%	42%	36%	36%	36%	37%	40%	43%	44%	44%	42%
9-12	21%	21%	20%	22%	20%	24%	25%	25%	24%	25%	30%
13+	1%	1%	2%	3%	2%	2%	1%	2%	2%	3%	3%

GIRLS	2015	2014	2013	2012	2011	2010	2009	2008	2007	2006	2005
0-5	38%	40%	39%	42%	35%	29%	25%	28%	27%	22%	24%
6-8	36%	33%	35%	23%	35%	35%	40%	41%	41%	39%	41%
9-12	24%	25%	25%	19%	27%	33%	32%	29%	31%	35%	31%
13+	2%	2%	1%	17%	2%	3%	3%	2%	1%	4%	4%

Source: Q1. Total number of children who registered for the TDSRC 2015 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 2015 was similar but slightly lower than it was in 2014 falling from 2.65% to 2.61% of all children in Newfoundland & Labrador.

**Figure 5. Number of Registered Children**

Province / Territory	2011 CENSUS			2015 TD SRC REGISTRANTS			% PARTICIP. CHILDREN	% PARTICIP. CHILDREN	% PARTICIP. CHILDREN
	(A)	(B)	(C)	(D)	(E)	(F)	2015	2014	2013
	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	2,453	1,099	1,354	2.61%	2.65%	2.77%
0-5	29,415	14,150	13,580	977	461	515	3.32%	3.22%	3.62%
6-8	15,085	7,970	7,620	887	400	486	5.88%	6.20%	6.07%
9-12	21,030	11,545	10,965	550	228	323	2.62%	2.78%	2.80%
13+	19,170	9,860	9,310	39	9	30	0.21%	0.16%	0.20%

Source: Q1 Total number of children who registered for the TDSRC 2015, 2014, 2013. Columns (A) through (C) provided by Statistics Canada Census 2011. Columns (D) through (F) represent data collected by Harris/Decima.

## 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 6,732 children attended the 747 theme-related activities which were organized in libraries across Newfoundland & Labrador over the summer months of 2015. Overall, an average of 9 children attended each activity in 2015, and 94% 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
Nfld. & Lab.	747	6,732	9	94%	6%

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

As mentioned, registration decreased slightly in 2015 but the number of theme-related activities was very similar. Attendance at those activities, however, fell relatively more than registration from 8,325 in 2014 to 6,732 in 2015. As a result the average attendance at each activity was lower in 2015.

**Figure 7. Activities and Attendance 2013 – 2015**

Region	2015		2014		2013	
	Theme-Related Activities	Total Attendance	Theme-Related Activities	Total Attendance	Theme-Related Activities	Total Attendance
Nfld. & Lab.	747	6,732	759	8,325	799	9,567

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

## 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, 49% of libraries indicated that their library staff made promotional visits to schools, while 18% visited child care centres, 9% visited day camps, and 20% made other promotional visits. A total of 165 visits were made, reaching a total of 7,707 children (the vast majority of them at schools).

**Figure 8. Total Number of Visits and Children Reached by Segment**

	Made Visits 2015 (%)					
	Schools			Day Camps		
	School Visits (% Yes)	Total Visits	Children Attended	Day Camp Visits (%)	Total Visits	Children Attended
Nfld. & Lab.	49%	73	6,414	9%	25	288
	Child Care Centres			Other Locations		
	Childcare Visits (%)	Total Visits	Children Attended	Other Visits (%)	Total Visits	Children Attended
Nfld. & Lab.	18%	23	696	20%	44	309

Source: Q3 Did any library staff promote the program at schools, day camps, child-care centres, or other locations?

## Previous Participation

In order to streamline the process of entering the data for each library/system, the question that asked how each of their registrants heard about the program was changed so that it asked only whether or not each registrant had joined in a previous year. Beginning in 2014, the question was asked simply as a ‘yes or no’ during the registration process and, as a result, the numbers were available for virtually every library/system. While the results provided here may be less detailed than in previous years, they are more reliable.

In Newfoundland & Labrador, just shy of half of all registered children (48%) said that they had participated in previous years while the remaining 52% were new registrants in 2015.

**Figure 9. Previous Participation**

Region	Joined in previous years		New Registrants	
Nfld. & Lab.	1,170	48%	1,283	52%

% Joined in Previous Years			
Region	2015	2014	2013
Nfld. & Lab.	48%	49%	32%

**Source:** Q4. 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?

## Satisfaction & Suggestions

Over the past three years, the Statistics and Evaluation Form was streamlined and refocused in order to gather more specific data while lessening the burden on library staff who are required to keep track of and enter a number of metrics. Additionally, the satisfaction questions were converted from a five-point scale to a ten-point scale to measure satisfaction with more precision. Due to these changes, direct comparisons can only be made for the last three waves, and only in some instances.

In 2015, the Statistics and Evaluation Form was again updated to include questions asking about new elements in 2015, namely whether libraries created their own promotional materials and when libraries accessed resources from the Summer Reading Club website.

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 and directly compared to previous waves of data (wherever applicable). It is followed by the individual element scores, ranked by the proportion giving a score of 10 (unless otherwise noted). Libraries were also asked for their suggestions and comments in each section.

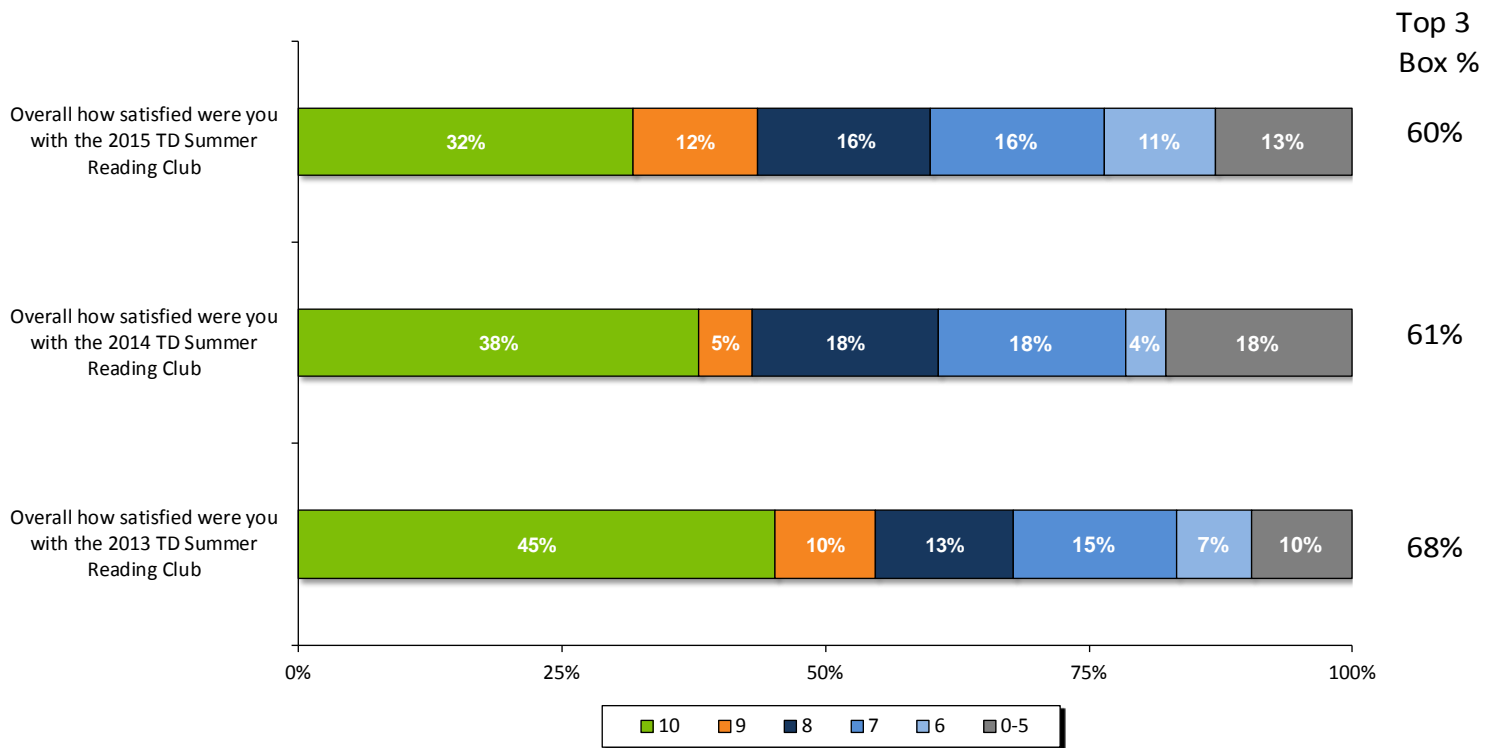
Please note that libraries that did not provide information for any given question are not considered in the percentages reported here so that each graph will sum to 100%.

## Overall Program Satisfaction

Individual overall satisfaction was asked as a stand-alone question for the first time in 2013 and has been asked that way in the years since.

Satisfaction was again high 2015, with the results being almost unchanged since 2014. There was a moderate decrease in the proportion of libraries giving the highest possible score from 38% to 32% but the top three box satisfaction scores were virtually unchanged.

**Figure 10. Satisfaction With The Summer Reading Program Overall**



Source: Q5. Overall, how satisfied were you with the 2015/2014/2013 TD Summer Reading Club?

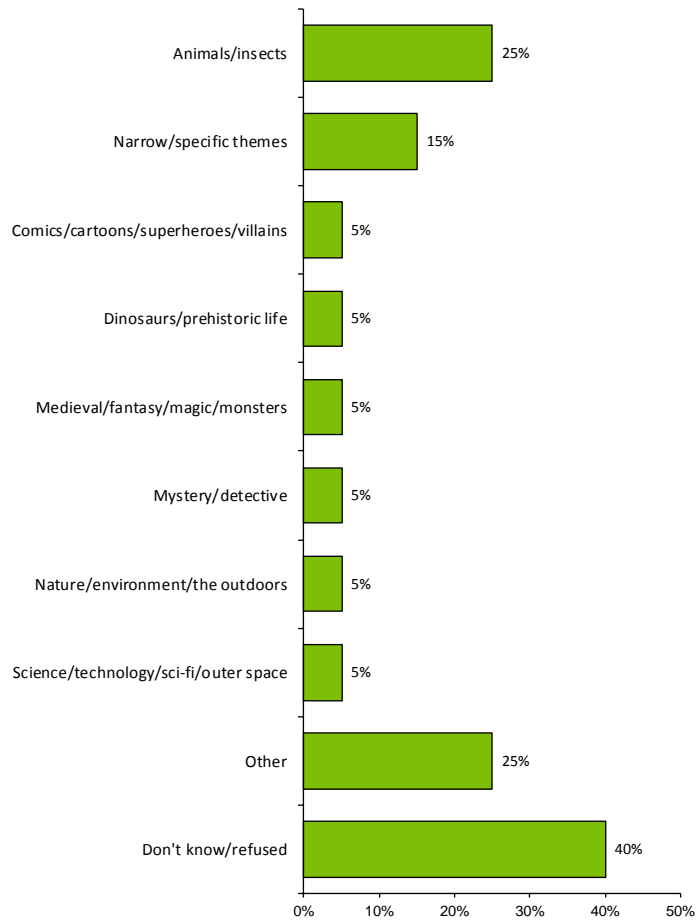


## Suggestions For Future Themes

Librarians were asked to provide suggestions for future themes. The most popular suggestions received were animals/insects (25%) and other narrow/specific themes (15%).

The figure below presents the suggestions made by at least 3% of libraries in 2015.

**Figure 11. Suggestions For Future Themes**



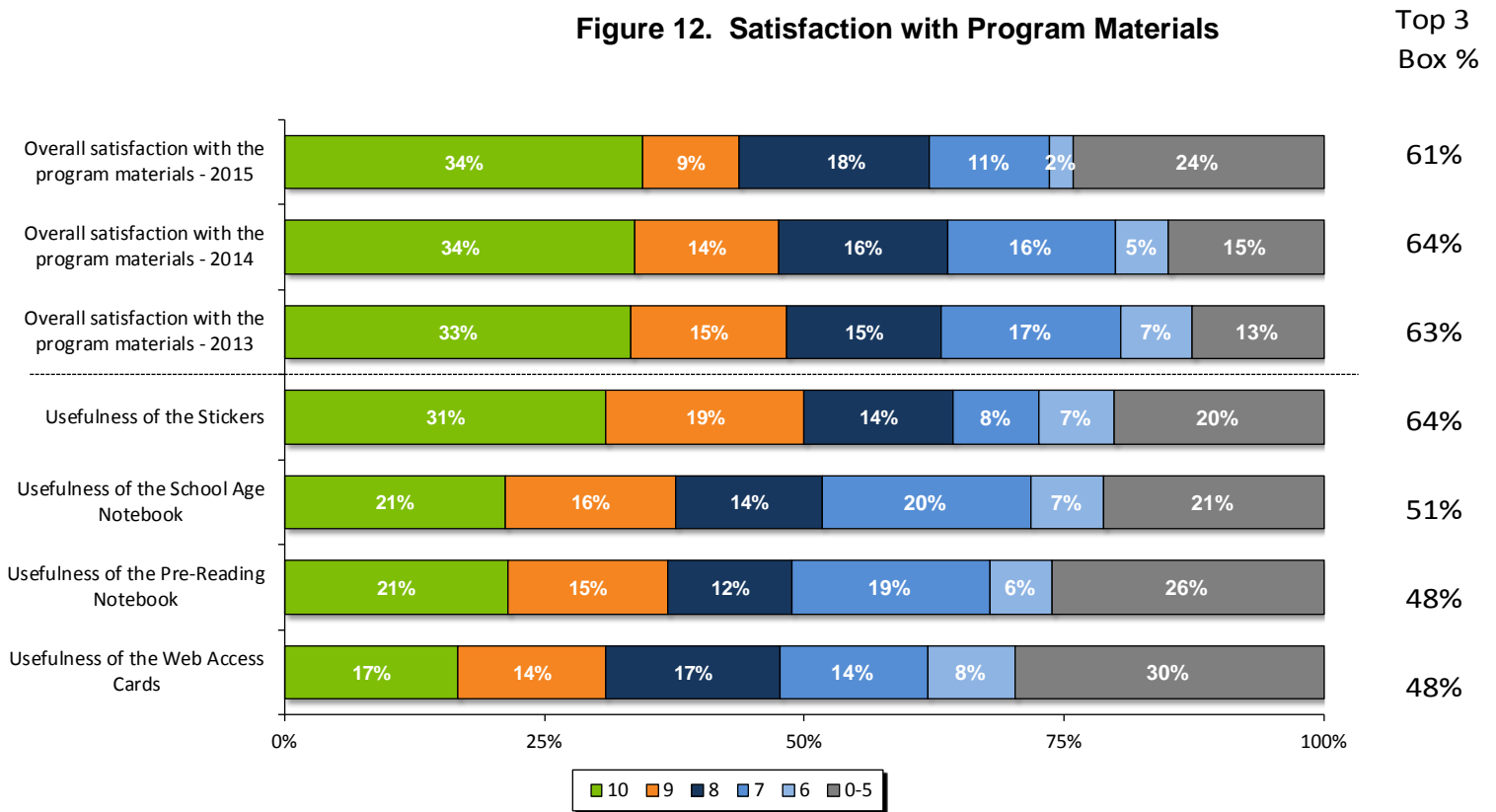
Source: Q5A. Do you have any suggestions for the program's future themes?

## Program Materials Satisfaction

Librarians were asked to rate their overall satisfaction with the program materials. Although the level of satisfaction with the materials was high in 2015, it has fallen slightly since 2014. Around six in ten libraries (61%) gave a top three box satisfaction score while a third (34%) gave the highest possible score. In 2015, a quarter of librarians (24%) gave a score that would suggest they were dissatisfied with the program materials (from 0-5).

Libraries were asked to rate the usefulness of the various program materials. The proportion of people giving a top three box usefulness score was highest for the stickers where almost two thirds gave a top three box score (64%). The levels of satisfaction for the other three resources were similar to each other with about half of librarians rating them in the top three satisfaction categories (from 48% to 51%).

**Figure 12. Satisfaction with Program Materials**



Source: Q6/Q7. 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 single most popular response provided by librarians was to say that they did not have any suggestions (29%). A range of other suggestions were provided by very few libraries and are outlined in the table below.

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

**Figure 13. Suggestions For Improving The Program Material**

<u>Comments/Improvements for the Content of the Program Material for Future Programs</u>	<u>2015</u>
<i>Satisfied/no suggestions</i>	29%
Notebooks were a good idea/children liked them	6%
More colourful art/visually appealing/eye-catching	6%
Dislike the art style	6%
Improve posters/different sizes	6%
Provide/improve bookmarks	6%
Poor participation/some participants don't bring in their notebooks/didn't return their reading logs	6%
Stickers were not popular/had many stickers left over	6%
Lack of interest/use of web access cards/some readers do not have internet access	6%
Web access cards/codes were confusing/problematic	6%
Other	12%
Don't know/refused	12%

Source: Q7A. Do you have any suggestions on how to improve the content of the material for future programs?

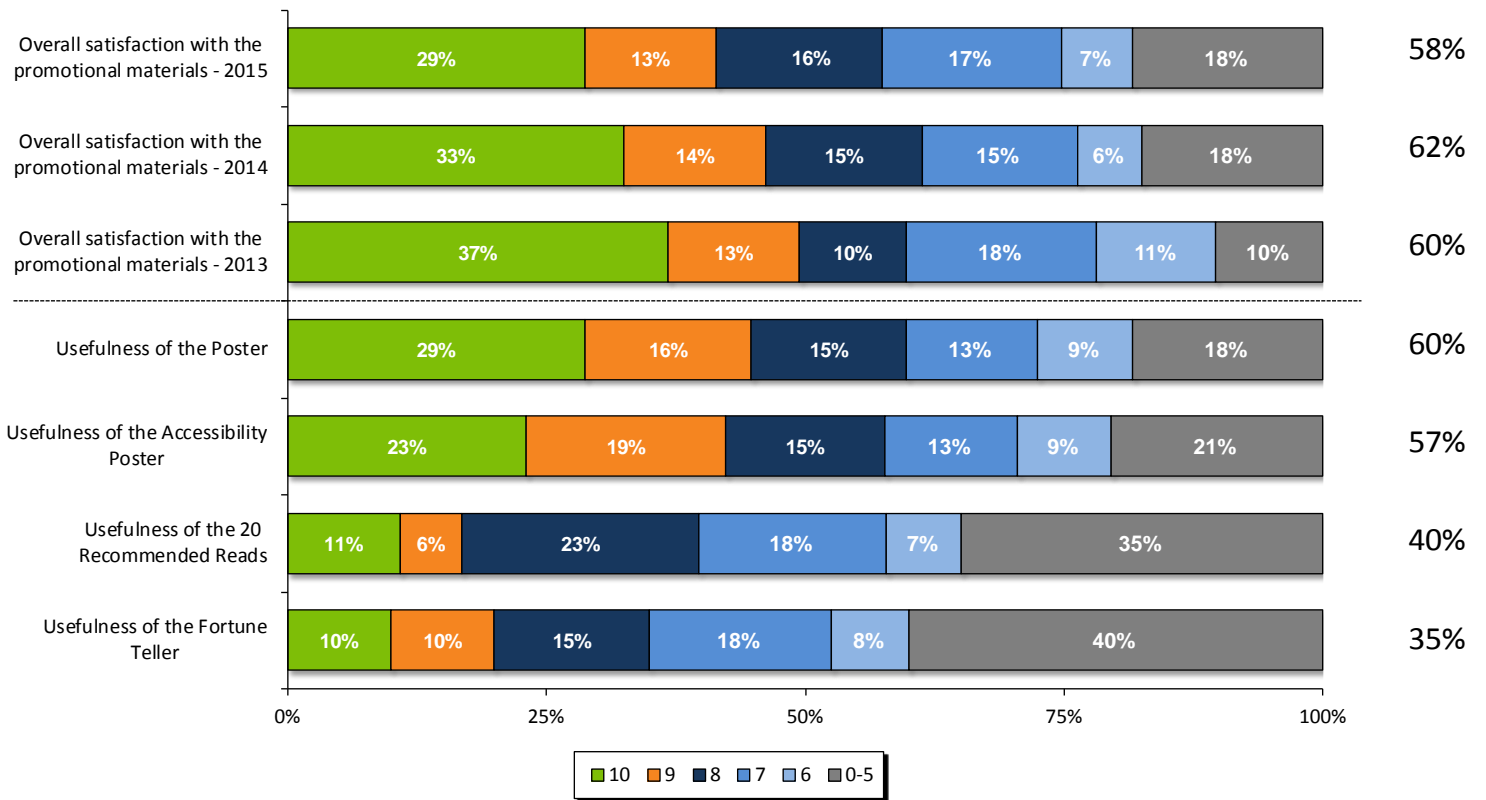
## Promotional Materials Satisfaction

Libraries also rated their level of satisfaction with the promotional materials that they received from LAC. Satisfaction with the promotional materials was slightly lower than that of the programming materials with less than six in ten (58%) giving a top three box satisfaction score. These results were slightly lower than those in 2014.

Librarians were also asked to rate the usefulness of the individual promotional tools as well. The poster and the accessibility poster were the most useful to Newfoundland & Labrador librarians with roughly six in ten (60% and 57% respectively) giving them a top three usefulness score. The recommended reads and fortune teller were not seen to be quite as useful with 40% and 35% giving a top three box score respectively. These resources were also much more likely to receive scores that would indicate that they were not useful to librarians (0-5) than the two posters were.

**Figure 14. Satisfaction with Promotional Material**

Top 3  
Box %



Source: Q8/Q10. Promotional Materials Satisfaction/Usefulness Questions.

Librarians were invited to provide comments on the promotional materials provided by LAC. The most common response was for librarians to say they were satisfied and had no suggestions (22%). A variety of other suggestions and comments were also given and are outlined in the table below.

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

**Figure 15. Suggestions For Promotional Material**

<u>Comments On 2015 Promotional Materials</u>	<u>2015</u>
<i>Satisfied/no suggestions</i>	22%
Promotional material was helpful/effective	11%
Poster was bright/eye catching/colourful	11%
Good size	11%
More colourful art/visually appealing/eye-catching	11%
Include blank space for library specific information on posters/too glossy to stamp info	11%
Prefer smaller size/flyers/bookmarks rather than posters	11%
Other	44%
Don't know/refused	11%

**Source:** Q10A. Do you have any comments on the promotional materials?

## Creating Own Promotional Material

In 2015, every library was asked for the first time whether they created their own promotional material for their program. In Newfoundland & Labrador, almost a third (31%) of libraries did create their own material. This was lower than the National average of 51%.

**Figure 16. Creation Of Promotional Material**

Region	Libraries Create Own Promotional Materials?
	% Yes
Nfld. & Lab.	31%

**Source:** Q9A. Do libraries from your system create their own promotional materials for the program?

The libraries that did create their own promotional material were asked to provide examples of the sort of materials they created. The most common type were posters/signs (44% of these libraries), while banners/buntings, flyers/brochures/pamphlets and a website/social media were also popular (22% each).

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

**Figure 17. Examples of Created Promotional Material**

Examples of promotional material libraries have created	2015
Posters/signs	44%
Banners/buntings	22%
Flyers/brochures/pamphlets	22%
Website/social media	22%
Bulletin/display board	11%
Newsletters	11%
Took out an ad/notice in newspaper/community bulletin	11%
Other	44%

**Source:** Q9C. Please give examples of what you/these libraries have created.

## Satisfaction With Web Content For Children

Every library was asked whether they actually consulted the children’s website in the course of running their 2015 Summer Reading Club. Overall, almost nine in ten Newfoundland & Labrador libraries did consult the children’s website (86%) in 2015. This is virtually identical to the proportion in 2014. Across the country, 79% of all libraries did consult the children’s website in 2015.

The minority of libraries that did not consult the children’s website were asked to explain why they did not. The main reasons given were that they felt it was not necessary/used other resources and that that they were too busy or just did not think to (30% each).

**Figure 18. Usage Of Children’s Website / Reasons For Not Using The Children’s Website**

	Libraries Consulted the Children's Web Site?	
	2015	2014
Nfld. & Lab.	86%	85%

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

<u>Why Did You Not Consult the Children's Website?</u>	<u>2015</u>
Not necessary/didn't feel the need/visited other websites/used other resources	30%
Too busy/didn't have time/forgot/didn't think about it	30%
Discouraged computer use/parents preferred to have children engaged in non-computer related activities	10%
Consulted the staff/librarian website instead	10%
We promoted the website but did not visit it this year	10%
Incentives would encourage visiting the website (e.g. stickers with codes to unlock games/activities)	10%
Insufficient children enrolling in program/visiting the library	10%
Lack of interest/children preferred offline activities	10%
Other	10%

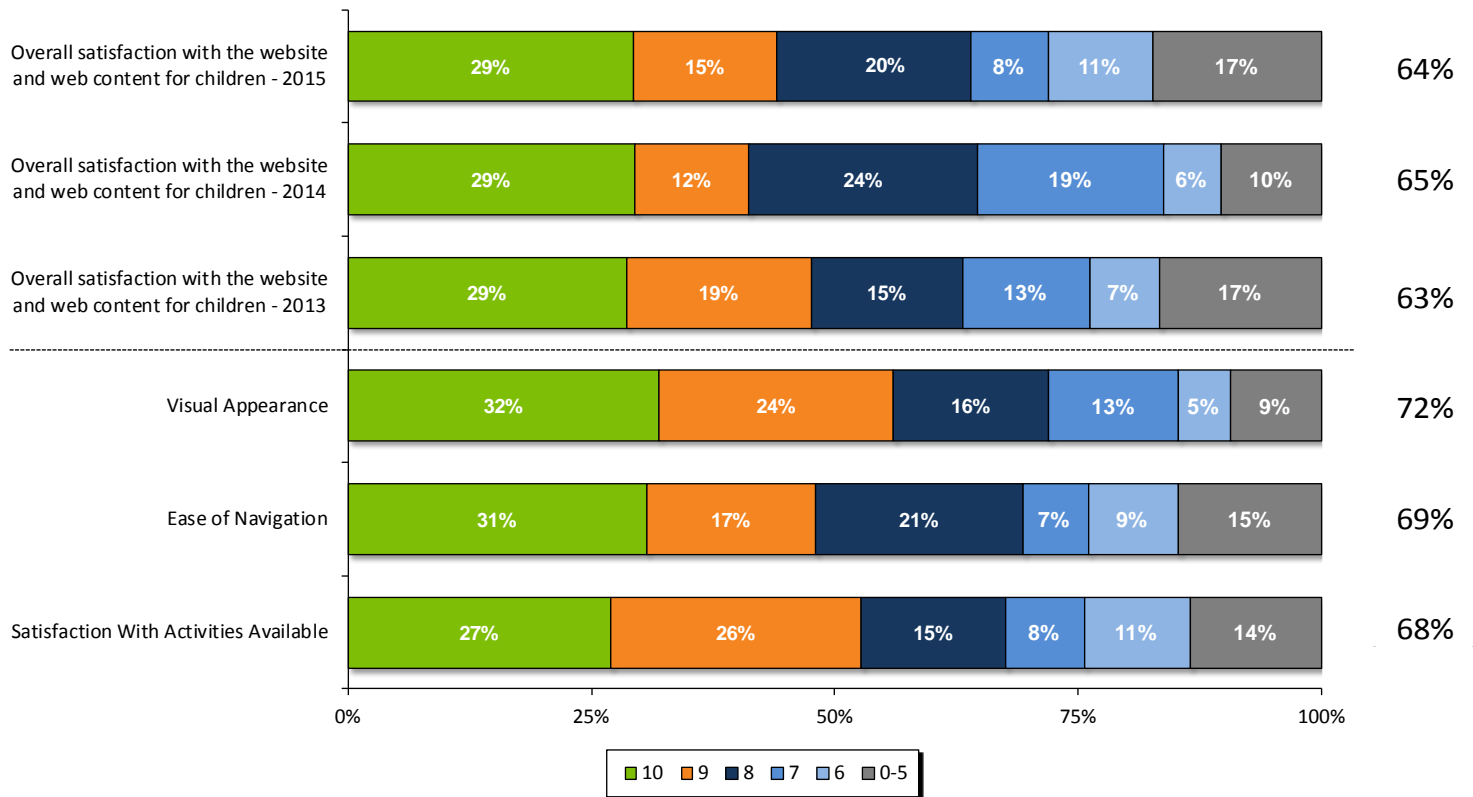
**Source:** Source: Q11. Did you consult the Children’s website in 2014/15? / Q11A. Please explain why you did not consult the children’s website and what resources would make you more likely to visit the site in future years?

Libraries who had used the children’s website were asked to rate their level of satisfaction with the web content available to children. Overall satisfaction with the content was consistent in 2015 with almost two thirds (64%) giving a top three box satisfaction score compared to 65% in 2014.

Among the librarians who did visit the children’s website, the scores for the elements were high overall. The visual appearance of the website was rated highly with almost a third (32%) of all respondents giving the highest possible satisfaction score and more than two thirds (72%) giving a score of 8 or higher. Satisfaction with the ease of navigating the website and with the activities available on the children’s website was also high with 69% and 68%, respectively, providing a top three box satisfaction score.

Top 3  
Box %

**Figure 19. Satisfaction with Web Content For Children**



Source: Q12. Web Content For Children Satisfaction Questions.



Librarians were also asked for suggestions of how to improve the children’s website. The largest single group, representing more than three quarters of librarians (78%) said they did not have any suggestions to offer. Among those who did, suggestions included more/larger variety of games, increased interactivity and having more contests/challenges available.

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

**Figure 20. Suggestions For The Children’s Website**

<u>Suggestions on how to improve the web content for children?</u>	<u>2015</u>
<i>Satisfied/no suggestions</i>	78%
More/larger variety of games	11%
Increase interactivity	11%
More contests/challenges/prizes available	11%

Source: Q13B. Do you have any suggestions on how to improve the web content for children?

Librarians were also asked whether they promoted or made reference to the children’s website in their programming for the TD Summer Reading Club. 86% of Newfoundland & Labrador libraries promoted the children’s website in 2015, basically unchanged from 2014.

The librarians who said that they did not promote or make reference to the children’s website were asked why they did not. The most common reasons given were that the librarian was too busy and did not have the time, that there were insufficient children enrolled in the program and that there was a lack of interest among children for online activities (33% each).

**Figure 21. Promotion Of The Children’s Website & Reasons For Not Promoting The Children’s Website**

	Libraries Promote/Reference the Website in Programming?	
	2015	2014
Nfld. & Lab.	86%	87%

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

Why Did You Not Promote the Children's Website?	2015
Too busy/didn't have time/forgot/didn't think about it	33%
Insufficient children enrolling in program/visiting the library	33%
Lack of interest/children preferred offline activities	33%
Discouraged computer use/parents preferred to have children engaged in non-computer related activities	17%
Promoted it only on registration day/not during program/just mentioned it to parents	17%

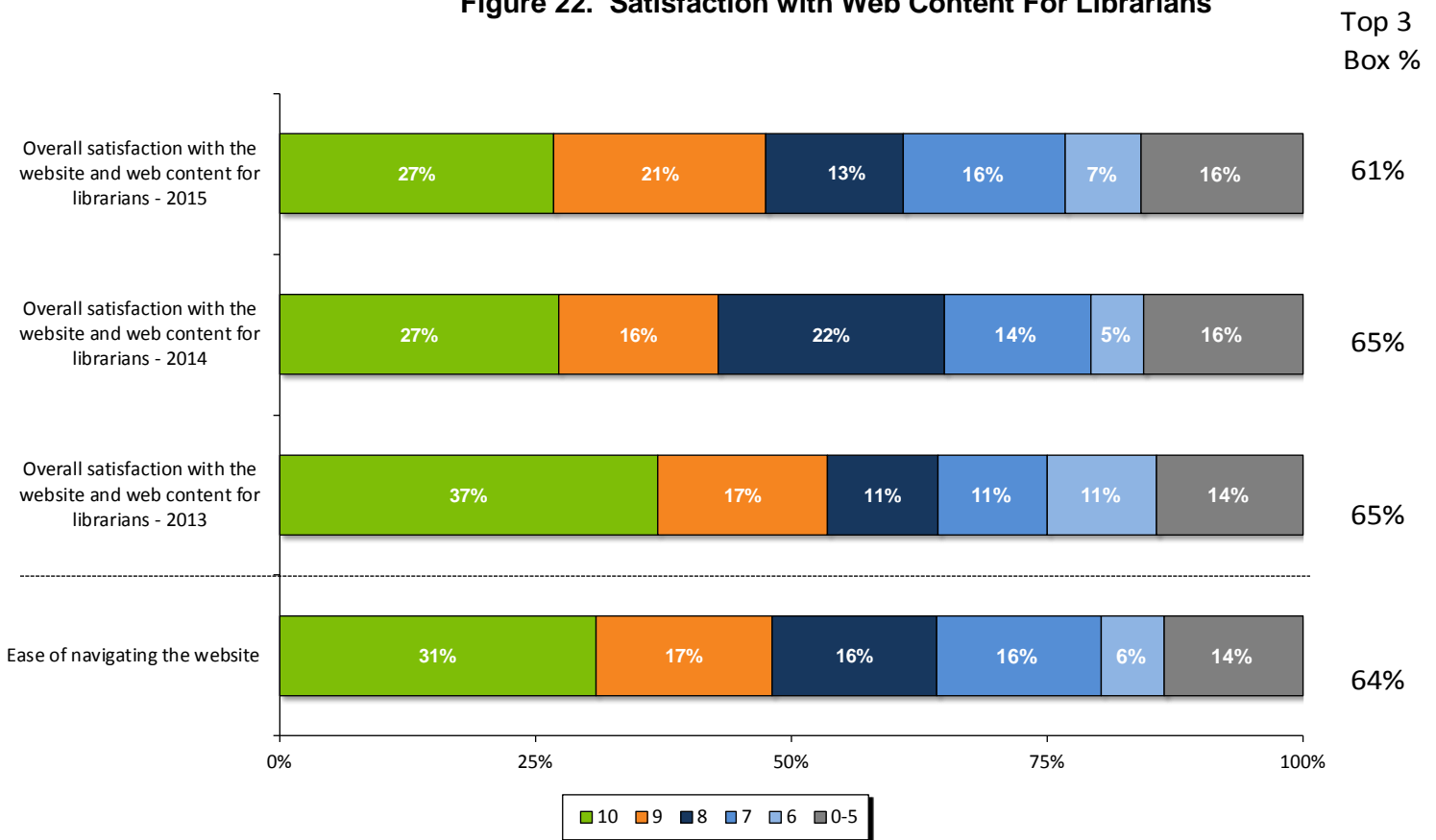
**Source:** Source: Q13. Did you promote or make reference to the website in any of your programming for the 2015 TD Summer Reading Club? / Q13A. Please explain why you did not promote or make reference to the children’s website and what would make you more likely to use it in promoting the TD Summer Reading Club in future years?

## Satisfaction With Web Content For Librarians

Libraries were asked to rate their level of satisfaction with the web content available to them on the librarian’s website. The levels of satisfaction with the web content for librarians in 2015 are still high (61%) but they are slightly lower than those in 2014. Although there was no change in the top box satisfaction score since last year (27%), the top three box score decreased by four percentage points.

The only element of the web content for librarians which was measured was the ease of navigating the website. The level of satisfaction with the navigation of the website mirrored the overall satisfaction with the site itself. Almost a third (31%) of respondents gave the highest possible satisfaction score and almost two thirds (64%) gave a score of 8 or higher.

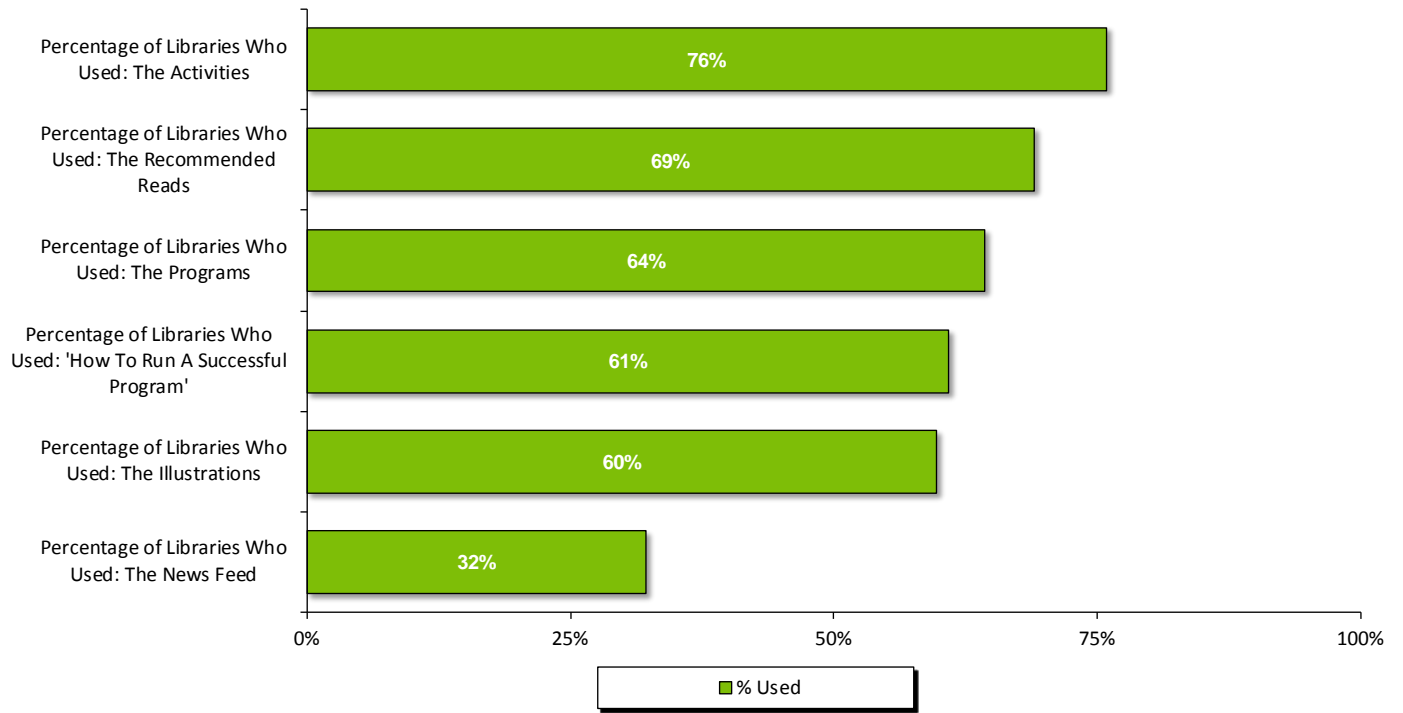
**Figure 22. Satisfaction with Web Content For Librarians**



Source: Q14. Web Content For Librarians Satisfaction Questions.

Librarians were asked specifically which of the resources that were available to them were actually used in running their TD Summer Reading Club in 2015. Usage of the resources was varied and ranged from the activities (used by 76% of libraries) and the recommended reads & programs (which were used by 69% and 64%, respectively) to the news feed which was used by only 32% of libraries.

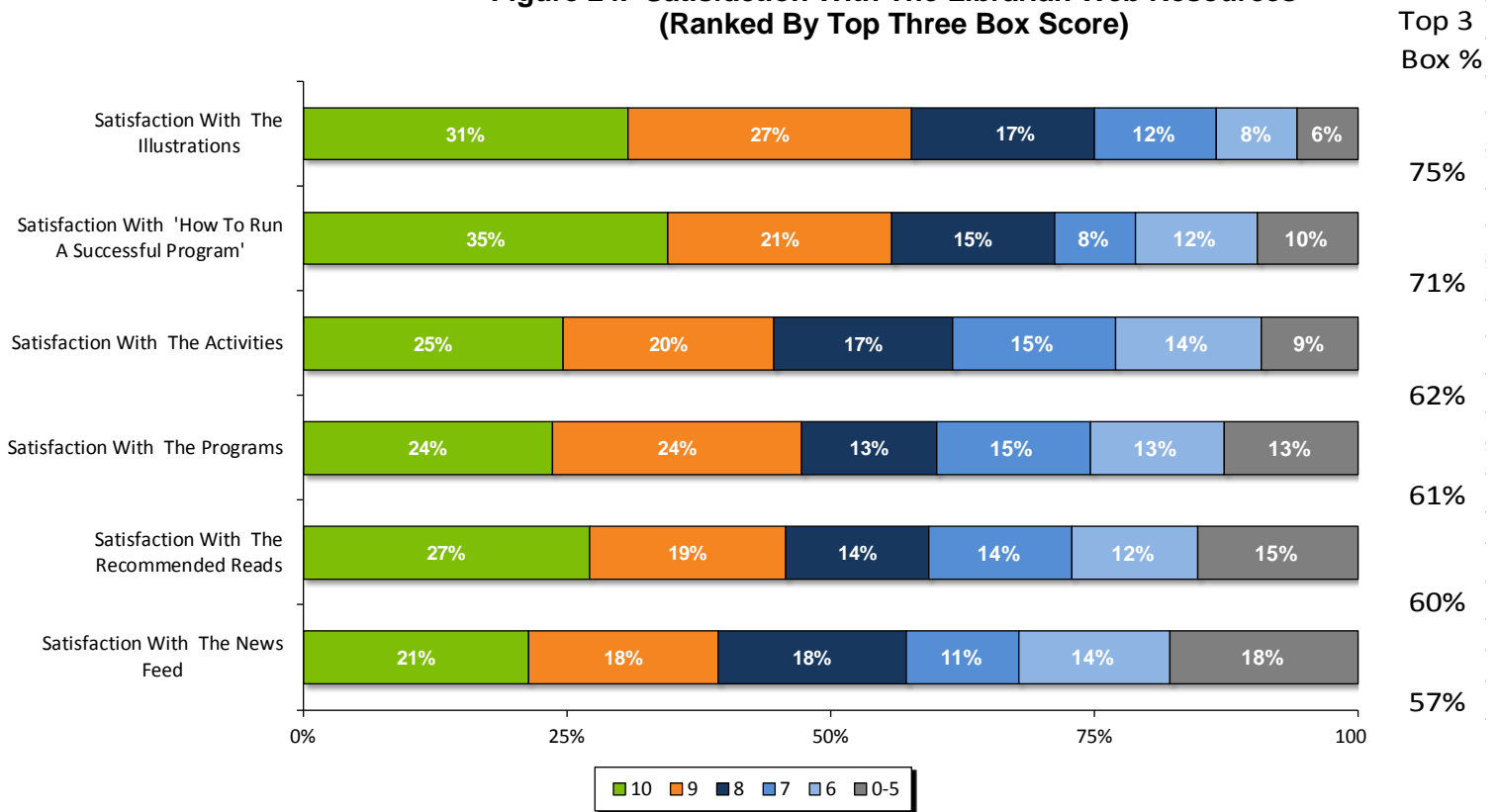
**Figure 23. Usage of Librarian Web Resources**



**Source:** Q15. Please identify which of the resources on the Librarians' website you used and, for each resource that you did use, please give your level of satisfaction with it.

Those who reported using the web resources were then asked to rate their satisfaction with those resources. Satisfaction was high for the librarian resources with five of the six getting top three box satisfaction scores above 60% (ranging from 60%-75%). When looking at just the proportion of people who gave the highest possible satisfaction score, however, the ‘how to run a successful program’ was the best regarded. The news feed received the lowest level of satisfaction but was well received among those who used it, with 57% giving a score of 8 or higher.

**Figure 24. Satisfaction With The Librarian Web Resources (Ranked By Top Three Box Score)**



**Source:** Q15. Please identify which of the resources on the Librarians' website you used and, for each resource that you did use, please give your level of satisfaction with it.

Librarians were asked about the time of year in which they accessed the librarians’ resources from the web. As expected, the months in which it was most common to access these resources are those in the lead up to, and during the execution of the Summer Reading Club from May to August. Accessing these resources was uncommon in the months after the program (September to December) but increased steadily beginning in January.

**Figure 25. Use Of Web Resources Throughout The Year**

Web Resources Consulted	Jan	Feb	March	April	May	June	July	Aug	Sept	Oct	Nov	Dec
TD Summer Reading Club staff website	2%	1%	1%	11%	39%	69%	72%	63%	1%	0%	0%	0%
Other web resources	5%	3%	3%	8%	29%	43%	41%	34%	3%	3%	3%	3%

*Source: QD16. Please identify the months that libraries from your system consulted the TD Summer Reading Club website for library staff/other resources.*

Librarians were asked for suggestions on how to improve the librarian’s website for future years. Three quarters of respondents said that they were satisfied or had nothing to suggest. Those who did provide a suggestion were most likely to complain that the programs/activities were geared toward larger libraries and to request the ability to share ideas/info among libraries (13% each).

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

**Figure 26. Suggestions For Librarian Web Resources**

<b>Suggestions on how to improve the web content for librarians?</b>	<b>2015</b>
Satisfied/no suggestions	75%
Program/activities were too geared toward larger libraries	13%
Ability to share ideas/information between libraries/through social media/online forum	13%

Source: Q16A. Do you have any suggestions on how to improve the web content for librarians?

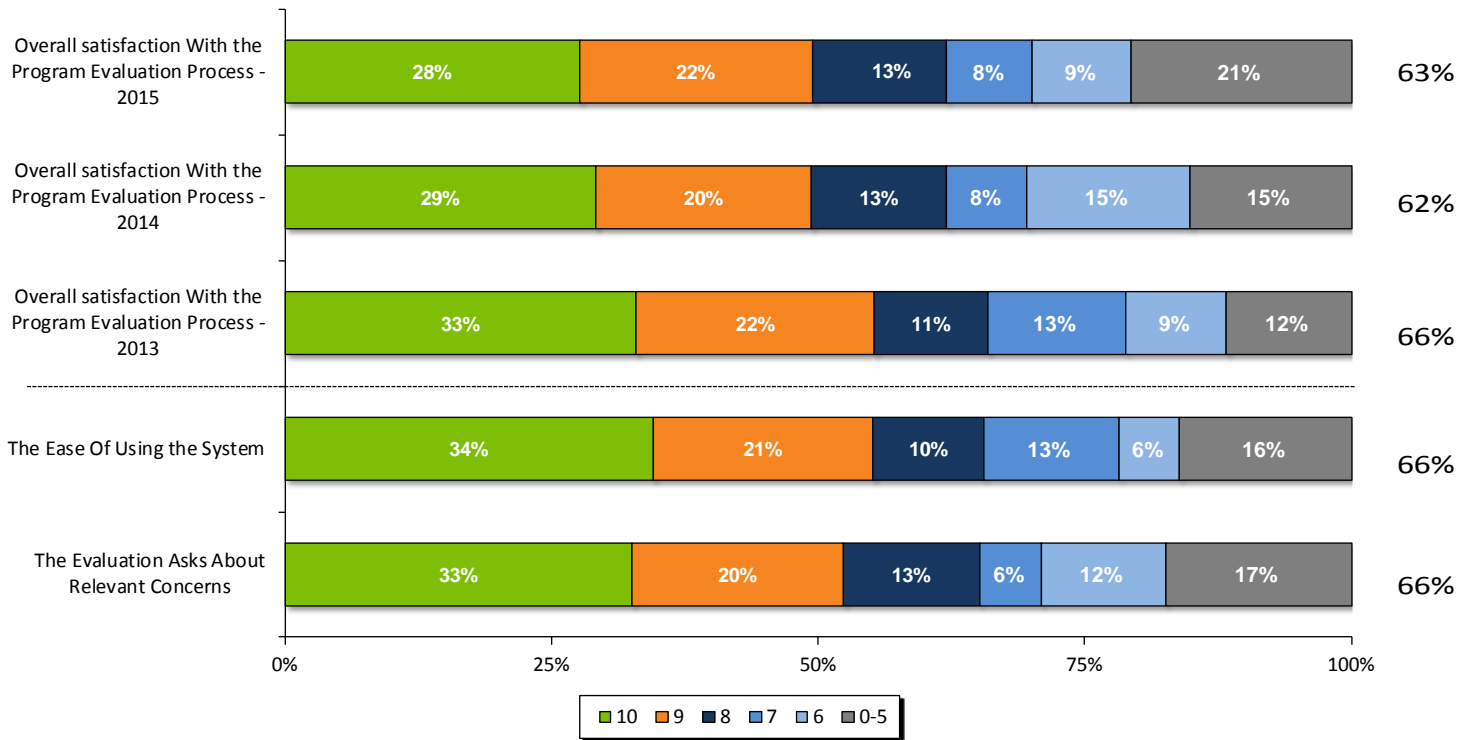
## Satisfaction With Program Evaluation

Finally, libraries were asked to rate their level of satisfaction with the program evaluation and statistics process for 2015. Overall, satisfaction was high with 63% of respondents giving top three box satisfaction scores. More than a quarter of respondents (28%) gave the highest possible score. One in five respondents (21%) gave a score which would indicate dissatisfaction with the process. This question has been asked since 2013 and satisfaction has been mostly consistent since then.

Among the elements of the program evaluation process, the score for ‘ease of using the system’ was essentially the same as those for ‘the evaluation asks about relevant concerns.’ The top three box scores for both elements were two thirds.

**Figure 27. Satisfaction with Program Evaluation and Statistics Process**

Top 3  
Box %



Source: Q17. 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 single response, given by greater than three quarters of librarians (77%), was that they had no suggestions to give. Among those who had something to suggest, the most common request was to provide the questions/forms sooner (15%).

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

**Figure 28. Suggestions For Improving The Program Evaluation and Statistics Process**

<u>Suggestions on how to improve the statistical collection and program evaluation process?</u>	<u>2015</u>
<i>Satisfied/no suggestions</i>	77%
Make questions/forms available sooner/let us know what to track	15%
Other	8%

**Source:** Q17A. Do you have any suggestions for how to improve the statistical collection and program evaluation process?

Libraries were asked to share 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 children said they enjoyed coming back to the program each year (15%). Other librarians, hearing from parents, mentioned that children enjoy the program and were motivated to read more, that it brings more children to the library and that it makes them excited and keeps them reading over the summer (10% each).

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

**Figure 29. Testimonials Indicating An Increased Love Of Reading**

<u>Testimonials indicating increased love of reading?</u>	<u>2015</u>
Children enjoy coming back each year	15%
Children enjoyed the program/enjoyed reading/were motivated to read more	10%
Brings more children to the library/they enjoy coming	10%
Makes them excited/keeps them reading over the summer	10%
Noticeable improvement in reading level	5%
Children love adding stickers to their passports	5%
Improved confidence/communication skills	5%
Children enjoyed this year's theme	5%
Children enjoyed story time/hearing stories recited	5%
Other	10%
Don't know/refused	40%

Source: Q17B. Do you have any testimonials from parents, caregivers or teachers that may indicate an increased love of reading?

# Appendix 10

## Territories

# Territories 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. Within all of the Territories, 7 of the 10 participating individual libraries submitted their results, representing an overall response rate of 70%.

**Figure 1. Response Rate**

	Territories	NWT	Nunavut	Yukon
<b>(A) Total Participating Libraries</b>	10	5	-	5
<b>(B) Total Responded to Survey</b>	7	3	-	4
<b>(C) Survey Response Rate</b>	70%	60%	-	80%

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 2015. This reflects the number of children who registered on the sign-up sheet, with the intent to read books as part of the TD Summer Reading Club.

In the Territories, an estimated 296 children registered for the TDSRC 2015 program, which is a sizeable decrease since 2014. The split by gender was, broadly speaking, similar to previous years with 58% of the participants being girls and boys representing 42% of the participants.

**Figure 2. Total Registration 2008 – 2015**

	Total Registration							
Region	2015	2014	2013	2012	2011	2010	2009	2008
Territories	296	829	1,412	609	1,300	761	744	556

Source: Q1 Total number of children who registered for the TDSRC 2015.

**Figure 3. Percentage of Participating Children by Gender (Tracking)**

Year	% Girls	% Boys
2005	51%	49%
2006	64%	36%
2007	66%	34%
2008	46%	54%
2009	57%	43%
2010	58%	42%
2011	58%	42%
2012	52%	48%
2013	54%	46%
2014	54%	46%
2015	58%	42%

Source: Q1. Total number of children who registered for the TDSRC 2015 program

The figure below shows the age breakdown of registered children. For the summer 2015, 44% of the girls were in the 0-5 age group, 25% were 6-8, 30% were 9-12, and none were 13 years or older. There were some slight differences in age between boys and girls in 2015 with 43% of boys aged 0-5, 31% aged 6-8, 27% aged 9-12, with none aged 13 and older.

**Figure 4. Percentage of Registered Children by Gender and Age**

BOYS	2015	2014	2013	2012	2011	2010	2009	2008	2007	2006	2005
0-5	43%	26%	37%	32%	28%	35%	28%	28%	21%	28%	21%
6-8	31%	37%	39%	36%	42%	46%	38%	44%	28%	47%	39%
9-12	27%	27%	22%	19%	28%	17%	31%	27%	47%	22%	34%
13+	0%	9%	2%	12%	2%	2%	3%	2%	5%	3%	6%

GIRLS	2015	2014	2013	2012	2011	2010	2009	2008	2007	2006	2005
0-5	44%	27%	34%	29%	25%	27%	22%	24%	13%	32%	21%
6-8	25%	36%	32%	37%	39%	43%	38%	44%	39%	36%	43%
9-12	30%	27%	29%	23%	32%	26%	34%	30%	45%	25%	33%
13+	0%	10%	5%	11%	4%	4%	6%	2%	2%	7%	3%

Source: Q1. Total number of children who registered for the TDSRC 2015 program

Figure 5 below summarizes the participation rate for the Territories by age and gender based on 2011 census data. Given the decline in registration, the proportion of all children who were registered in 2015 was lower than in recent waves decreasing from 2.72% last year to 0.97% in 2015.

**Figure 5. Number of Registered Children**

	2011 CENSUS			2015 TD SRC REGISTRANTS			% PARTICIP. CHILDREN	% PARTICIP. CHILDREN	% PARTICIP. CHILDREN
	(A)	(B)	(C)	(D)	(E)	(F)	2015	2014	2013
Province / Territory	Total Children	Total Boys	Total Girls	Total Children	Total Boys	Total Girls	Total Children	Total Children	Total Children
<b>Territories</b>	<b>30,490</b>	<b>15,560</b>	<b>14,915</b>	<b>296</b>	<b>125</b>	<b>170</b>	<b>0.97%</b>	<b>2.72%</b>	<b>4.63%</b>
0-5	10,845	5,530	5,310	129	54	75	1.19%	2.04%	4.64%
6-8	4,930	2,520	2,395	82	38	43	1.66%	6.13%	10.16%
9-12	6,310	3,150	3,155	85	33	52	1.35%	3.57%	5.74%
13+	8,405	4,360	4,055	0	0	0	0.00%	0.96%	0.54%

Source: Q1 Total number of children who registered for the TDSRC 2015, 2014, 2013. Columns (A) through (C) provided by Statistics Canada Census 2011. Columns (D) through (F) represent data collected by Harris/Decima.

## 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 707 children attended the 52 theme-related activities which were organized in libraries across the Territories over the summer months of 2015. Overall, an average of 14 children attended each activity in 2015, and 98% 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
Territories	52	707	14	98%	2%

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

Given that registration decreased substantially in 2015 it is not surprising that the number of theme-related activities and attendance at those activities was lower than in 2014. In addition to running fewer activities with lower attendance than in 2014, average attendance at each activity was also lower in 2015.

**Figure 7. Activities and Attendance 2013 – 2015**

Region	2015		2014		2013	
	Theme-Related Activities	Total Attendance	Theme-Related Activities	Total Attendance	Theme-Related Activities	Total Attendance
Territories	52	707	155	2,508	379	4,025

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

## 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, 63% of libraries indicated that their library staff made promotional visits to schools, while 75% visited child care centres, 33% visited day camps, and 17% made other promotional visits. A total of 82 visits were made, reaching a total of 1,024 children (the vast majority of them at schools).

**Figure 8. Total Number of Visits and Children Reached by Segment**

Made Visits 2015 (%)						
Schools			Day Camps			
School Visits (% Yes)	Total Visits	Children Attended	Day Camp Visits (%)	Total Visits	Children Attended	
Territories	63%	36	770	33%	20	185
Child Care Centres			Other Locations			
Childcare Visits (%)	Total Visits	Children Attended	Other Visits (%)	Total Visits	Children Attended	
Territories	75%	18	61	17%	8	8

Source: Q3 Did any library staff promote the program at schools, day camps, child-care centres, or other locations?



## Previous Participation

In order to streamline the process of entering the data for each library/system, the question that asked how each of their registrants heard about the program was changed so that it asked only whether or not each registrant had joined in a previous year. Beginning in 2014, the question was asked simply as a ‘yes or no’ during the registration process and, as a result, the numbers were available for virtually every library/system. While the results provided here may be less detailed than in previous years, they are more reliable.

In the Territories, only 16% of all registered children said that they had participated in previous years while the remaining 84% were new registrants in 2015.

**Figure 9. Previous Participation**

Region	Joined in previous years		New Registrants	
Territories	46	16%	250	84%

% Joined in Previous Years			
Region	2015	2014	2013
Territories	16%	39%	51%

**Source:** Q4. 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?

## Satisfaction & Suggestions

Over the past three years, the Statistics and Evaluation Form was streamlined and refocused in order to gather more specific data while lessening the burden on library staff who are required to keep track of and enter a number of metrics. Additionally, the satisfaction questions were converted from a five-point scale to a ten-point scale to measure satisfaction with more precision. Due to these changes, direct comparisons can only be made for the last three waves, and only in some instances.

In 2015, the Statistics and Evaluation Form was again updated to include questions asking about new elements in 2015, namely whether libraries created their own promotional materials and when libraries accessed resources from the Summer Reading Club website.

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 and directly compared to previous waves of data (wherever applicable). It is followed by the individual element scores, ranked by the proportion giving a score of 10 (unless otherwise noted). Libraries were also asked for their suggestions and comments in each section.

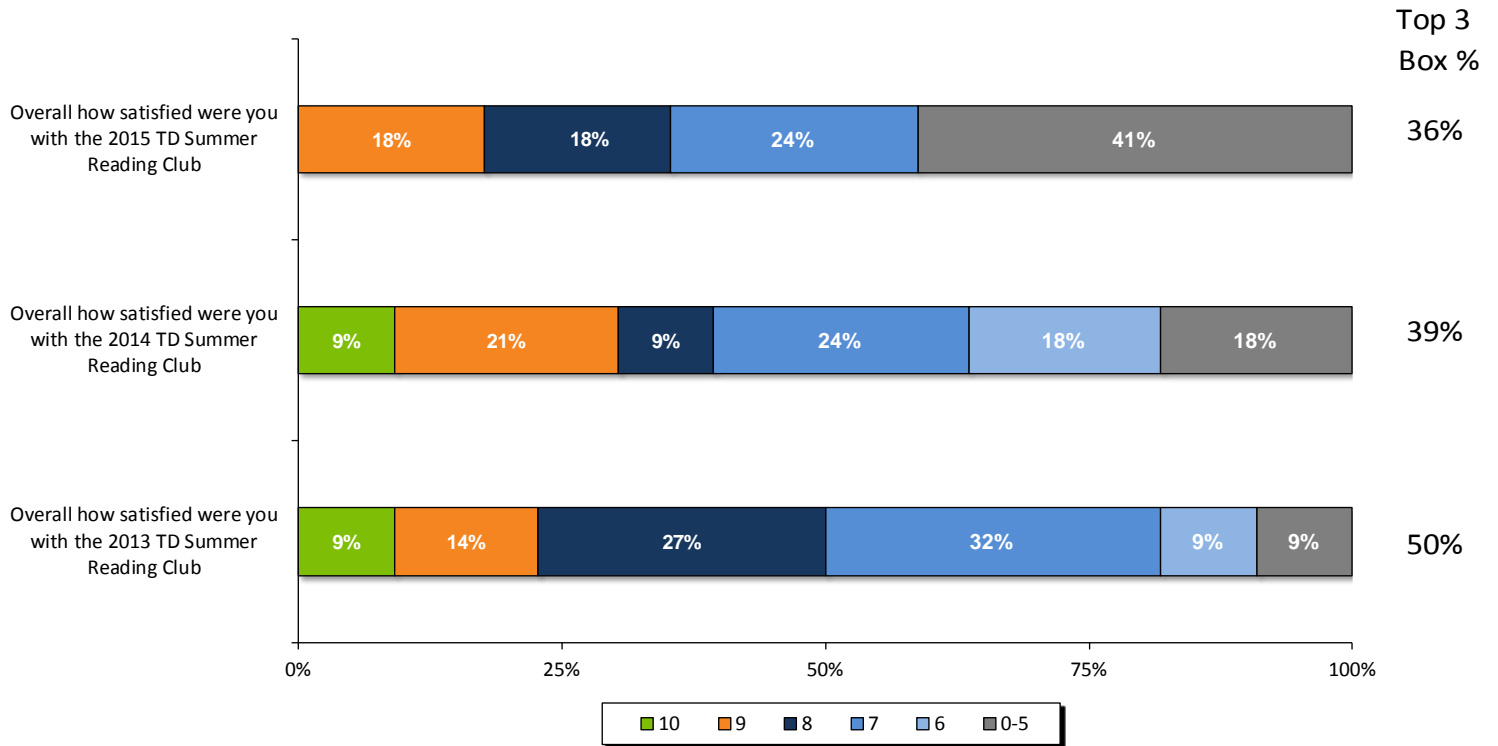
Please note that libraries that did not provide information for any given question are not considered in the percentages reported here so that each graph will sum to 100%.

## Overall Program Satisfaction

Individual overall satisfaction was asked as a stand-alone question for the first time in 2013 and has been asked that way in the years since.

Satisfaction was relatively low in 2015, with the results being a moderate decline since last year. A little over a third of the libraries in the Territories (36%) gave a top three box satisfaction score while 41% gave a score that suggests they were dissatisfied with the program.

**Figure 10. Satisfaction With The Summer Reading Program Overall**



Source: Q5. Overall, how satisfied were you with the 2015/2014/2013 TD Summer Reading Club?

## Suggestions For Future Themes

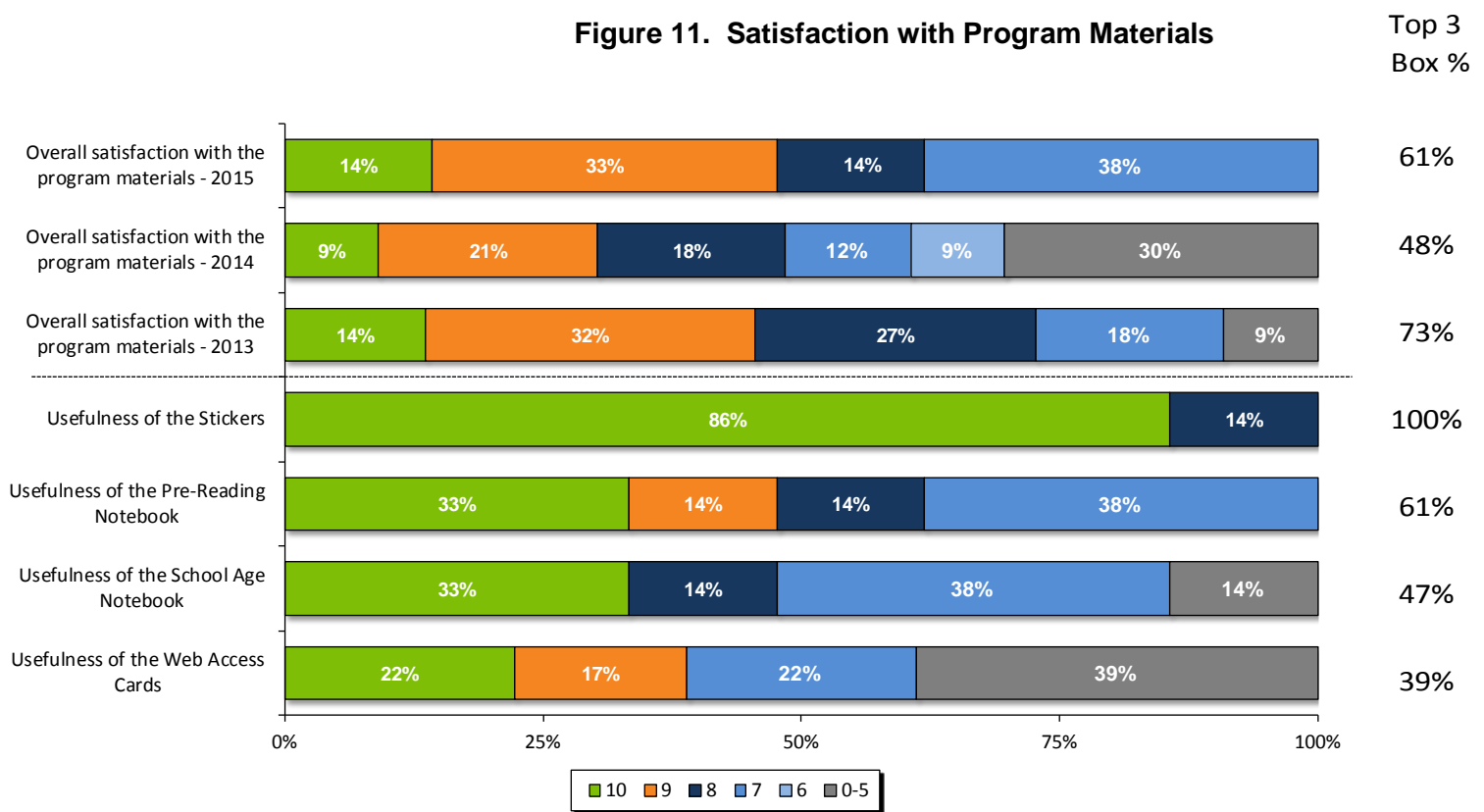
Librarians were asked to provide suggestions for future themes. Only one response was provided for this question in the Territories: Games/gaming/board games/game shows.

## Program Materials Satisfaction

Librarians were asked to rate their overall satisfaction with the program materials. The level of satisfaction with the materials was relatively high in 2015 when compared to 2014. More than six in ten libraries (61%) gave a top three box satisfaction score and 14% gave the highest possible score. This represents an increase of 13% and 5% over 2014, respectively.

Libraries were asked to rate the usefulness of the various program materials. Every library in the Territories gave the stickers a top three box usefulness score with 86% giving the highest possible score. The pre-reading notebook also rated highly as 61% gave a top three box score. The school age notebook and the web access card both received similar levels of usefulness (47% and 39% respectively).

**Figure 11. Satisfaction with Program Materials**



Source: Q6/Q7. 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 responses given by the small number of librarians in the Territories are listed in the table below.

**Figure 12. Suggestions For Improving The Program Material**

<u>Comments/Improvements for the Content of the Program Material for Future Programs (All Responses Given)</u>
<i>Satisfied/no suggestions</i>
Poor participation/some participants don't bring in their notebooks/didn't return their reading logs

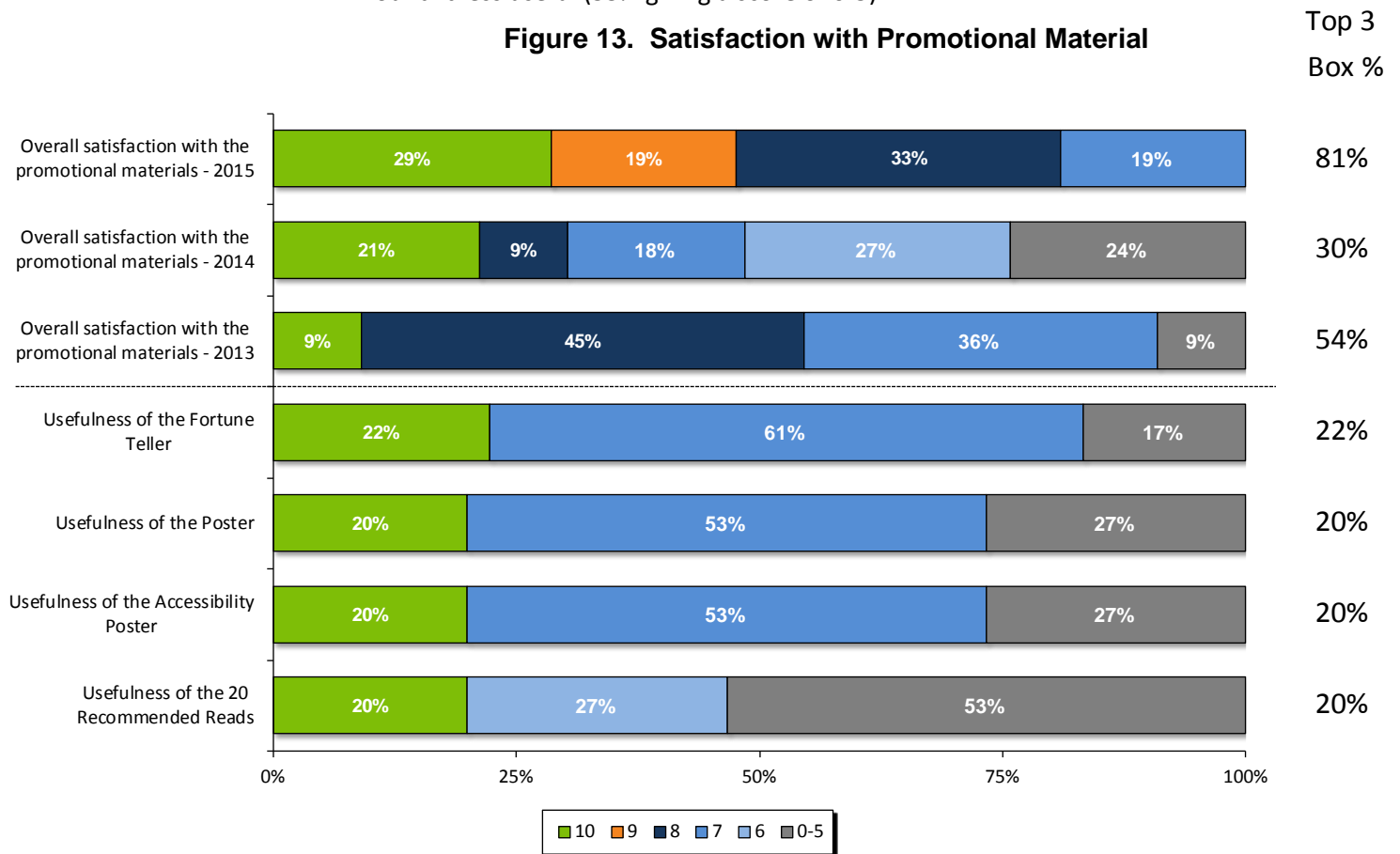
**Source:** Q7A. Do you have any suggestions on how to improve the content of the material for future programs?

## Promotional Materials Satisfaction

Librarians also rated their level of satisfaction with the promotional materials that they received from LAC. Overall, satisfaction with the promotional materials was high in 2015, much higher than in 2014 and 2013. 81% of librarians gave a top three box satisfaction score for the promotional materials, including more than a quarter (29%) giving the highest possible score.

Librarians were also asked to rate the usefulness of the individual promotional tools as well. The level of usefulness for each of these resources was similar in the Territories. The fortune teller received the most top box usefulness scores among the resources (22%) while the others all received 20%. The 20 recommended reads received the highest proportion of scores which would suggest that librarians found it less useful (53% giving a score of 0-5).

**Figure 13. Satisfaction with Promotional Material**



Source: Q8/Q10. Promotional Materials Satisfaction/Usefulness Questions.

Librarians were invited to provide comments on the promotional materials provided by LAC. Only two libraries provided responses to this question and they are listed in the table below.

**Figure 14. Suggestions For Promotional Material**

<u>Comments On 2015 Promotional Materials</u> <u>(All Responses Given)</u>
<i>Satisfied/no suggestions</i>
Other

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Source: Q10A. Do you have any comments on the promotional materials?



## Creating Own Promotional Material

In 2015, every library was asked for the first time whether they created their own promotional material for their program. In the Territories, 29% of libraries did create their own material. This was lower than the National average of 51%.

**Figure 15. Creation Of Promotional Material**

Region	Libraries Create Own Promotional Materials?
	% Yes
<b>Territories</b>	<b>29%</b>
Yukon	25%
NWT	33%
Nunavut	-

**Source:** Q9A. Do libraries from your system create their own promotional materials for the program?

The libraries that did create their own promotional material were asked to provide examples of the sort of materials they created but no responses to this question were received from the Territories.

## Satisfaction With Web Content For Children

Every library was asked whether they actually consulted the children’s website in the course of running their 2015 Summer Reading Club. In 2015, 42% of the libraries in the Territories did consult the children’s website. This represents a sizeable decrease since 2014 when that proportion was 82%. Across the country, 79% of all libraries did consult the children’s website in 2015.

The minority of libraries that did not consult the children’s website were asked to explain why they did not. The responses that were received for this question are listed in the table below.

**Figure 16. Usage Of Children’s Website / Reasons For Not Using The Children’s Website**

	Libraries Consulted the Children's Web Site?	
	2015	2014
<b>Territories</b>	<b>42%</b>	<b>82%</b>
Yukon	50%	71%
NWT	33%	100%
Nunavut	-	-

<b>Why Did You Not Consult the Children's Website? (All Responses Given)</b>
Website content didn't seem relevant/not suited to age group of participants
Other

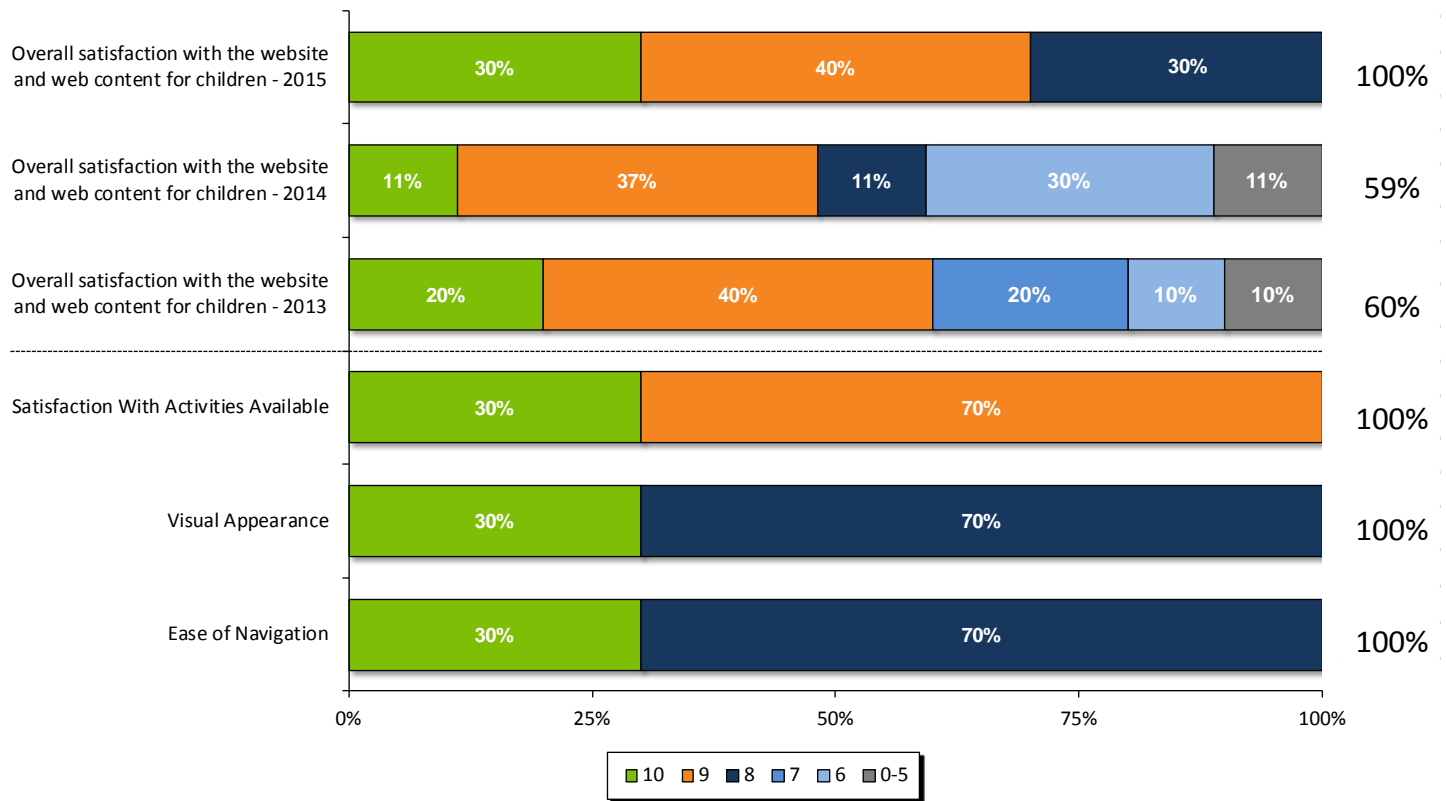
**Source:** Source: Q11. Did you consult the Children’s website in 2014/15? / Q11A. Please explain why you did not consult the children’s website and what resources would make you more likely to visit the site in future years?

Libraries who had used the children’s website were asked to rate their level of satisfaction with the web content available to children. Overall satisfaction with the content was very high in 2015 with every single library giving a top three box satisfaction score compared to 59% in 2014.

Among the librarians who did visit the children’s website, the scores for the elements were exceptionally high as well. Satisfaction with the activities available, was rated highly with 30% of all respondents giving the highest possible satisfaction score and every library giving a score of 8 or higher. Similarly, every library also gave a top three box satisfaction score for the visual appearance and ease of navigation of the website.

Top 3  
Box %

**Figure 17. Satisfaction with Web Content For Children**



Source: Q12. Web Content For Children Satisfaction Questions.

Librarians were also asked for suggestions of how to improve the children’s website. The only response that was received from the libraries in the Territories was that they were satisfied and had no suggestions.

**Figure 18. Suggestions For The Children’s Website**



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**Source:** Q13B. Do you have any suggestions on how to improve the web content for children?

Librarians were also asked whether they promoted or made reference to the children’s website in their programming for the TD Summer Reading Club. 75% of the libraries in the Territories promoted the children’s website in 2015, an increase over 2014 when only 53% said that they did.

The librarians who said that they did not promote or make reference to the children’s website were asked why they did not. No responses were received from any of these libraries in the Territories.

**Figure 19. Promotion Of The Children’s Website**

	Libraries Promote/Reference the Website in Programming?	
	2015	2014
<b>Territories</b>	<b>75%</b>	<b>53%</b>
Yukon	50%	67%
NWT	100%	33%
Nunavut	-	-

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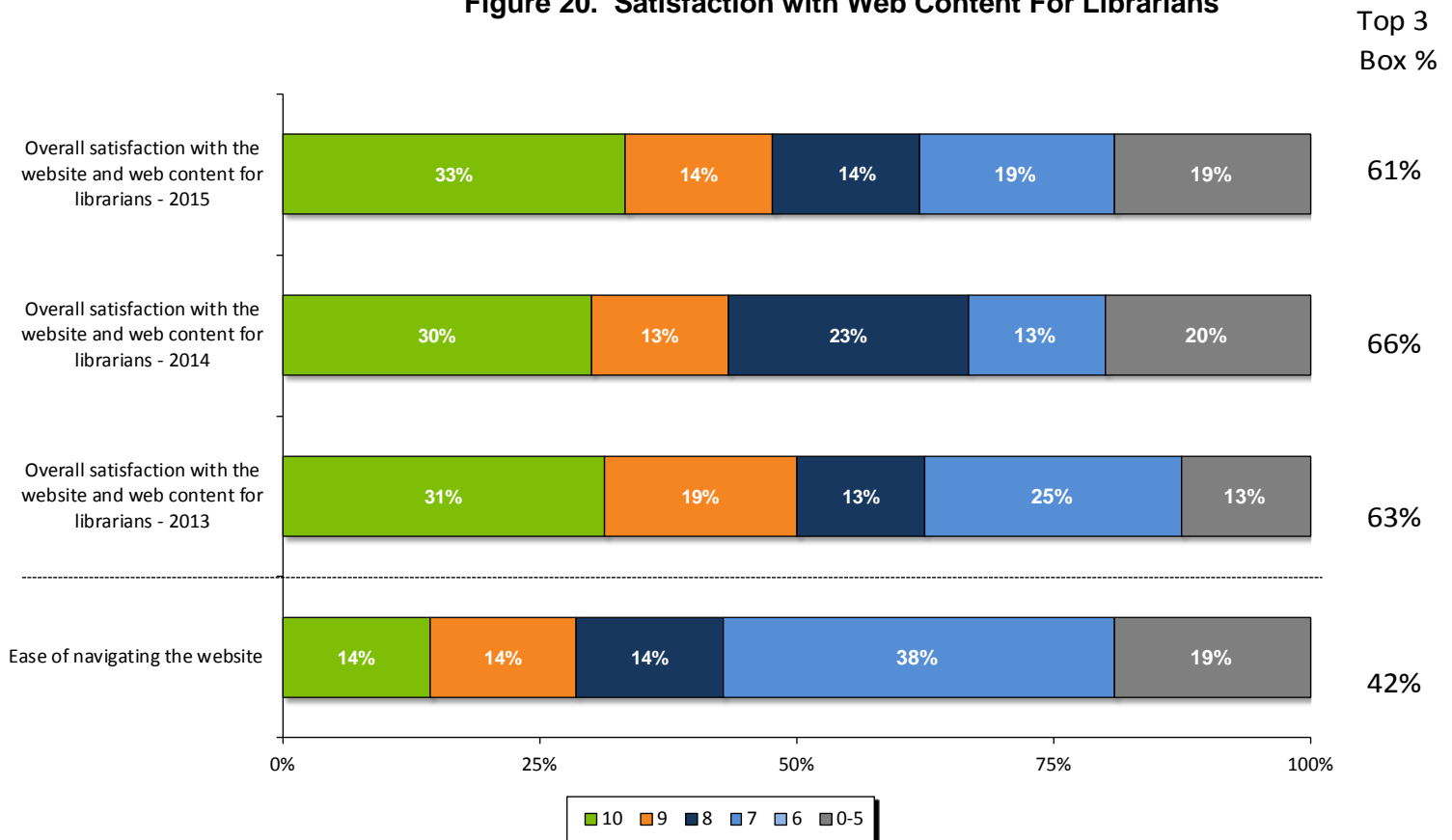
**Source:** Source: Q13. Did you promote or make reference to the website in any of your programming for the 2015 TD Summer Reading Club? / Q13A. Please explain why you did not promote or make reference to the children’s website and what would make you more likely to use it in promoting the TD Summer Reading Club in future years?

## Satisfaction With Web Content For Librarians

Libraries were asked to rate their level of satisfaction with the web content available to them on the librarian’s website. The level of satisfaction in 2015 is similar to that in previous years and is generally very high with 61% of libraries in the Territories giving a top three box score and a third giving a top box score.

The only element of the web content for librarians which was measured was the ease of navigating the website. The level of satisfaction with the navigation of the website was lower than the web content overall with only 42% giving a top three box score.

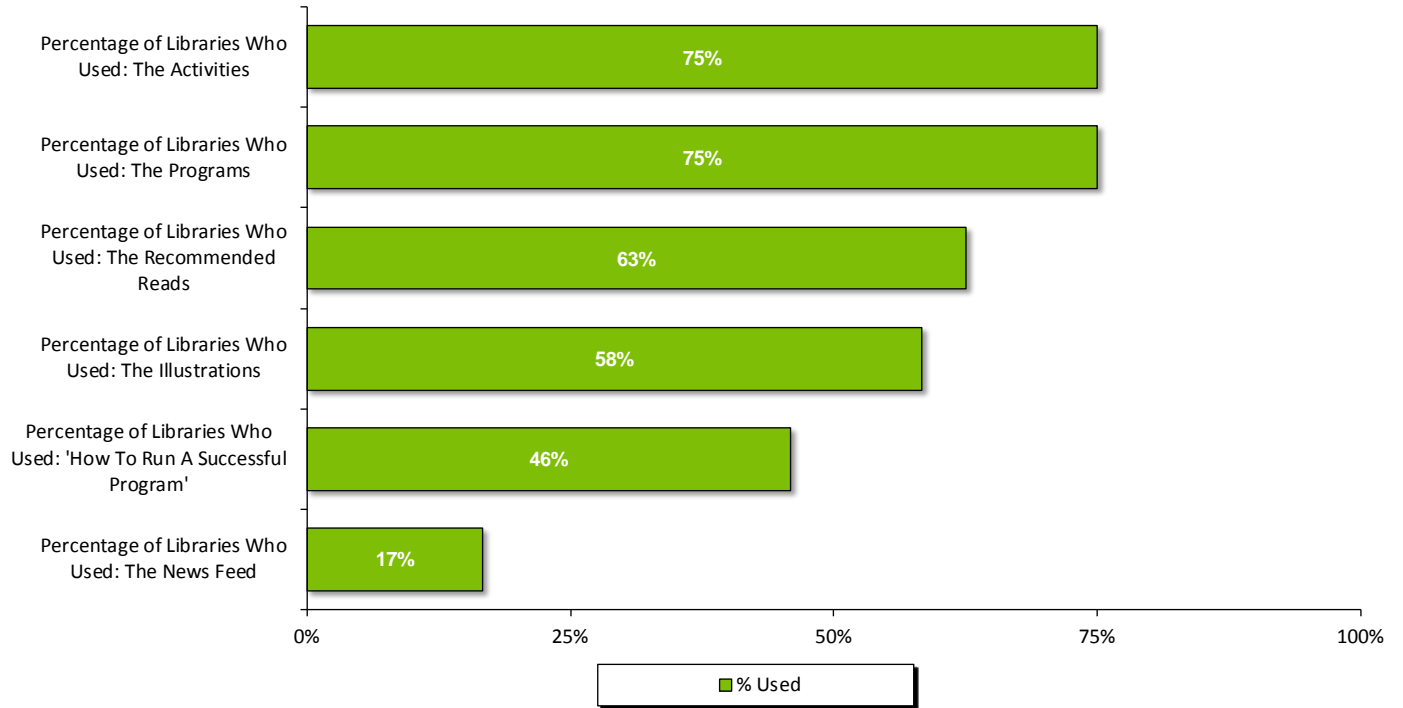
**Figure 20. Satisfaction with Web Content For Librarians**



Source: Q14. Web Content For Librarians Satisfaction Questions.

Librarians were asked specifically which of the resources that were available to them were actually used in running their TD Summer Reading Club in 2015. Usage of the resources was varied and ranged from the activities and the programs (used by 75% of libraries in the Territories) to the news feed which was used by only 17% of libraries.

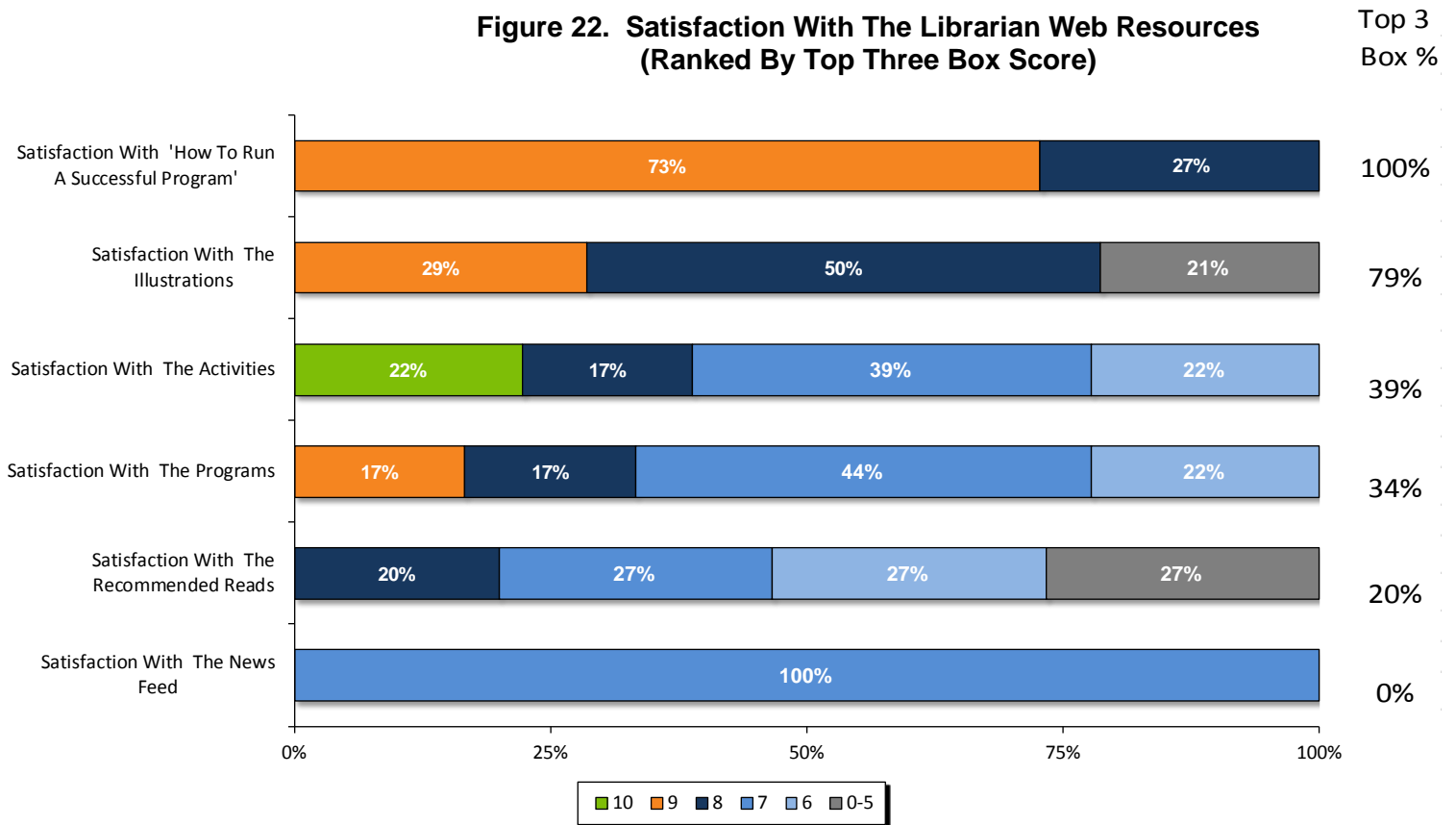
**Figure 21. Usage of Librarian Web Resources**



**Source:** Q15. Please identify which of the resources on the Librarians' website you used and, for each resource that you did use, please give your level of satisfaction with it.

Those who reported using the web resources were then asked to rate their satisfaction with those resources. The level of satisfaction with the librarian resources was varied. Every single library gave a top three box satisfaction score for the 'how to run a successful program' resource. Satisfaction was also very high for the illustrations where 79% provided a top three box score. Beyond these two resources, satisfaction decreases. Satisfaction with the news feed is the lowest with none of the libraries giving a top three box score.

**Figure 22. Satisfaction With The Librarian Web Resources (Ranked By Top Three Box Score)**



Source: Q15. Please identify which of the resources on the Librarians' website you used and, for each resource that you did use, please give your level of satisfaction with it.



Librarians were asked about the time of year in which they accessed the librarians' resources from the web. As expected, the months in which it was most common to access these resources are those in the lead up to, and during the execution of the Summer Reading Club from May to August. Accessing these resources is uncommon in the months after the program (September to December) but increase steadily beginning in January.

**Figure 23. Use Of Web Resources Throughout The Year**

Web Resources Consulted	Jan	Feb	March	April	May	June	July	Aug	Sept	Oct	Nov	Dec
TD Summer Reading Club staff website	0%	0%	33%	46%	63%	58%	58%	46%	0%	0%	0%	0%
Other web resources	0%	0%	0%	0%	0%	13%	13%	13%	0%	0%	0%	0%

**Source:** QD16. Please identify the months that libraries from your system consulted the TD Summer Reading Club website for library staff/other resources.

Librarians were asked for suggestions on how to improve the librarian’s website for future years. Very few responses were received and they are all listed in the table below.

**Figure 24. Suggestions For Librarian Web Resources**

<b>Suggestions on how to improve the web content for librarians? (All Responses Given)</b>
<i>Satisfied/no suggestions</i>
Improve clip art/more visually appealing/more variety
Better/more recent/broader booklists
Simpler/more user friendly/better navigation/search/print functions

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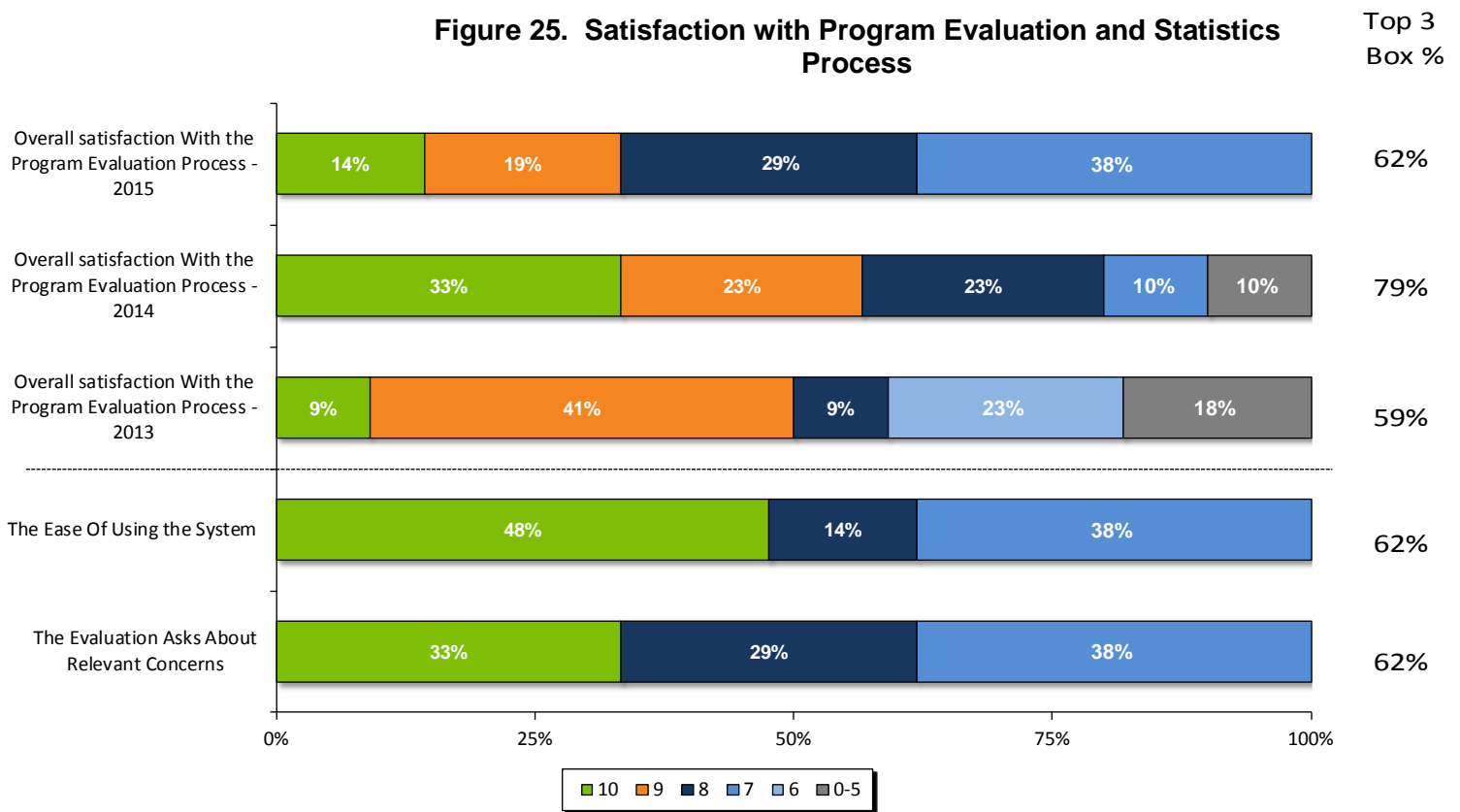
Source: Q16A. Do you have any suggestions on how to improve the web content for librarians?

## Satisfaction With Program Evaluation

Finally, libraries were asked to rate their level of satisfaction with the program evaluation and statistics process for 2015. Overall, satisfaction was relatively high with 62% of respondents giving top three box satisfaction scores. Satisfaction has decreased since 2014 both in terms of top box satisfaction and top three box scores but none of the libraries in 2015 provided a score that would suggest dissatisfaction with the process.

Among the elements of the program evaluation process, the top box score for ‘ease of using the system’ was higher than ‘the evaluation asks about relevant concerns’ (48% to 33%) even though the top three box scores for both elements are equal at 62%.

**Figure 25. Satisfaction with Program Evaluation and Statistics Process**



Source: Q17. 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 responses which were received from libraries in the Territories are contained in the table below.

**Figure 26. Suggestions For Improving The Program Evaluation and Statistics Process**

<u>Suggestions on how to improve the statistical collection and program evaluation process?</u> <u>(All Responses Given)</u>
<i>Satisfied/no suggestions</i>
Make questions/forms available sooner/let us know what to track
Other

Source: Q17A. Do you have any suggestions for how to improve the statistical collection and program evaluation process?

Libraries were asked to share whether they had any indicators of children’s increased enjoyment of reading, reading successes or changes in attitudes toward reading. The only common response receive was that children said they enjoyed the program and that it motivated them to read more.

**Figure 27. Testimonials Indicating An Increased Love Of Reading**

<u>Testimonials indicating increased love of reading?</u> <u>(All Responses Given)</u>
Children enjoyed the program/enjoyed reading/were motivated to read more

Source: Q17B. Do you have any testimonials from parents, caregivers or teachers that may indicate an increased love of reading?