

# LAC TD SUMMER READING CLUB 2016 (FINAL REPORT OF PROGRAM STATISTICS)

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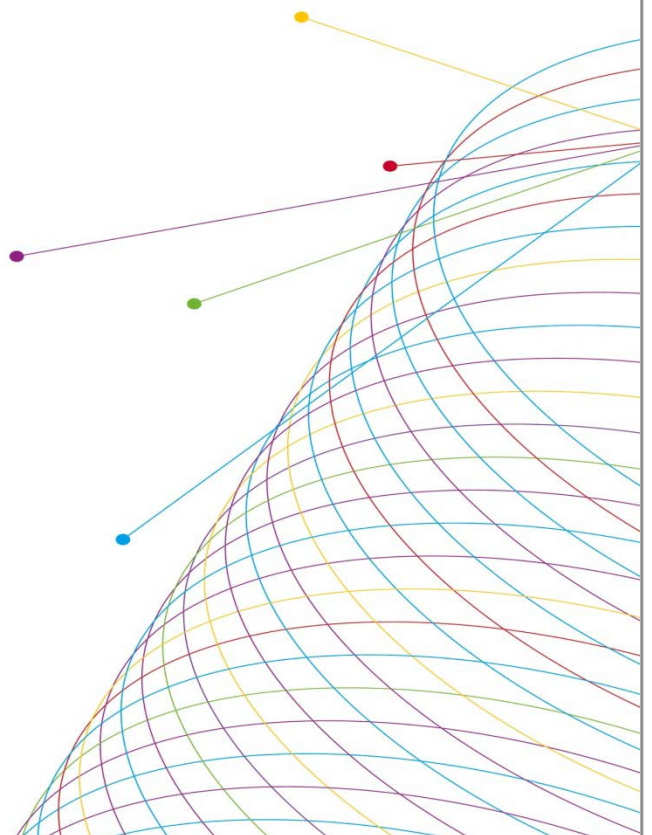
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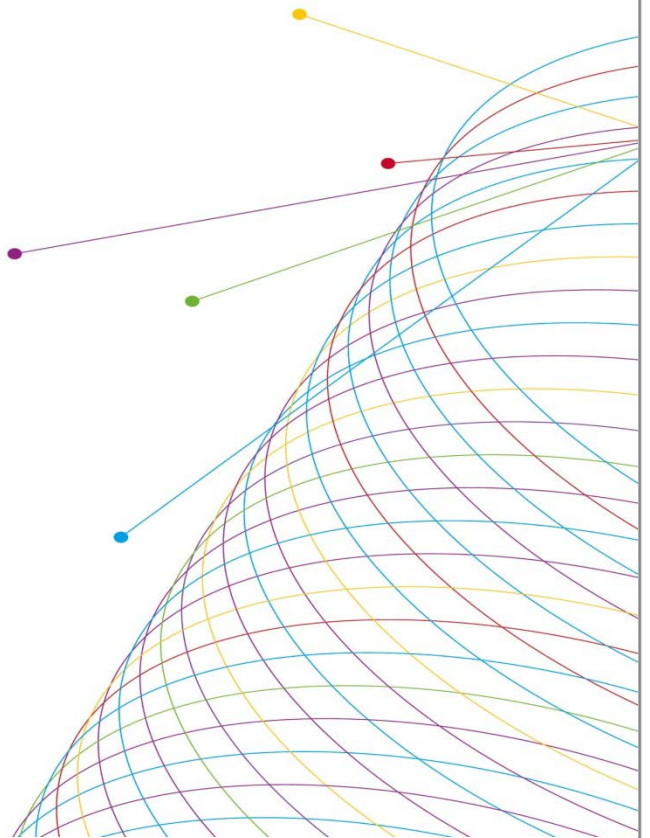
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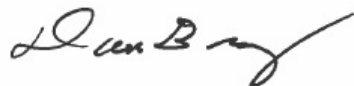


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## POLITICAL NEUTRALITY

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A handwritten signature in black ink, appearing to read "David Brady". The signature is fluid and cursive, with a long, sweeping tail on the final letter.

David Brady

November 17, 2016

## ACKNOWLEDGEMENTS

Nielsen would like to extend its thanks to the many people who assisted with the TD Summer Reading Club (TDSRC) Statistics and Evaluation project. In particular, we would like to thank Lianne Fortin, Program Manager at Library and Archives Canada, for her guidance and commentary throughout the project this year and in past years. Marietta Mikova and Ashley-Ann Brooks, Project Assistants for the TD Summer Reading Club took the lead in contacting libraries and helping to collect information which was vital to the data collection and analysis. Nielsen would like to thank them for their hard work and invaluable input at every step of this process.

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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 2016, 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 Nielsen'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 August for the past four years, much earlier than in the years before 2013. In 2016, the opening of the form was delayed slightly, but was available to libraries on August 24th. It also included a function that allowed for automatic generation of an electronic version of their results.

In 2016, Nielsen sent out 855 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, 725 evaluations were collected between August 24th and October 17th, 2016. The completed evaluations contained data for 1,825 of the 2,027 total service points that participated in the TDSRC in 2016, resulting in a response rate of 90%.

Wherever appropriate throughout the report, the results from the 2016 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, 855 library systems participated in the TDSRC program during the summer of 2016. Within these 855 systems, a total of 2,027 branches (localities) participated in the program.

An estimated 327,164 children registered for the TDSRC 2016 program, an increase of over 18,000 children over 2015. Gender was not recorded in 2016, but the age distribution was similar to previous years. The table below shows the age distribution of the children who registered for this year’s program.

Age	2016 Registered Children (N=327,164)
Between 0 and 5 years old	31%
Between 6 and 8 years old	39%
Between 9 and 12 years old	28%
13 years old or more	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 2016 were the highest ever recorded and were the second straight sizeable increase over the previous year. In total, 18,478 more children registered in 2016 than in 2015. This total represents a 51% increase since the numbers were first gathered in 2005. The 2016 registration numbers mean that roughly 5.5% of all Canadian children were registered in this year’s TD Summer Reading Club.

A total of 38,326 programs and activities were organized around the 2016 club theme (entitled Wild). Total attendance at these programs and activities amounted to 718,399 children, which translates to an approximate average of 19 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 two thirds (63%) visited schools, 20% visited child care centres and 16% made visits to day camps. Almost a fifth of all libraries (18%) made visits to other locations to promote their program.

In total, 12,083 visits were made to schools, day camps, child care centres and other locations. Approximately 641,987 children were reached by these visits – roughly 53 children per visit.

	Visits Made To:			
	Schools	Day Camps	Child Care Centres	Other
% That Made Visits	63%	16%	20%	18%
# Of Visits Made	8,882	871	1,060	1,270
Number of Children Reached	567,480	22,264	23,568	28,676

In 2016, 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% (164,236 children)	50% (162,928 children)

### Satisfaction & Suggestions

The satisfaction section of the 2016 evaluation was scaled back compared to previous years and focused on the web resources available to librarians and the program evaluation process itself. Wherever possible, the satisfaction scores for each question is compared to results from 2013 onward and use scales from 0 to 10.

Satisfaction with the website and web content for the library staff was again high in 2016 with roughly two thirds giving a score out of ten of eight or higher. A similar proportion (67%) also rated their satisfaction with the program evaluation system in the top three, which represented a positive shift over 2015 (when the equivalent proportion score was 61%).



T3 Box Summary (8,9,10 on 10-point scale)	
Satisfaction with the website and web content for library staff	65%
Ease of navigating to web resources	67%
Satisfaction with program evaluation process	67%
Ease of using the program evaluation system	72%
The program evaluation asks about relevant concerns	66%

Librarians were asked for suggestions on ways that the web resources available to librarians could be improved. Among those who provided a response, almost four in ten (38%) said that they were satisfied or had nothing to suggest. Those who did provide a suggestion were most likely to suggest providing a simpler/more user friendly navigation (14%) or improving the clip art/materials to be more visually appealing (10%).

When asked how the program evaluation and statistical collection process could be improved, librarians suggested that the information requested be better defined/clearer or that the evaluation question be made available to them sooner (10% for both suggestions). It must be kept in mind, however, that 44% all respondents did not have a suggestion to offer in this regard.

### Statistical Overview

The following table summarize some of the key statistics collected in 2016.

Measure	Total
Children who registered for TDSRC	327,164
Programs or activities organized around club theme	38,326
Attendance at programs and activities	718,399
Visits made to schools	8,882
Visits made to day camps	871
Visits made to child care centres	1,060
Other visits made	1,270
Children reached by all visits	641,987
% who attended in previous years	50%

### Qualitative Research

In-depth interviews with librarians who administered the program across the country asked about a range of topics and gathered feedback specifically about the re-branding effort that was undertaken in 2016.

Satisfaction and appreciation for the program is high and for most librarians the Summer Reading Club is the biggest program they run each year. There are differences in how the programs are run across the country, but the broad structure is similar in terms of having a registration day kick-off, running activities throughout the summer and providing stickers and prizes to children. In some libraries, children set specific goals based on their reading level and circumstances while in others children received prizes based only on the number of books they read or the amount of time spent reading. Libraries receive varying levels of financial support from their community, including the TD branches in their community who in some cases are very involved in the program while in others, they have no involvement with it at all. Virtually every library promoted their program at schools in their community, but beyond that the amount and types of promotion in the communities depended mostly on the resources available to the library and the amount of 'buy-in' from the community. Librarians were also happy with the ease of using the statistical evaluation system and were pleased with not needing to track gender among the registering children this year.

Regarding the branding exercise in 2016 that introduced the new TD Summer Reading Club logo, the reception was mostly positive. Despite the sentiment from a small number of librarians that the logo may be a little simplistic, everyone was positive about how easy it was to incorporate into their own promotional and program materials. There was agreement that the logo will more clearly brand the club and make it more identifiable across the country. Some librarians felt that the new logo was not something that the children themselves really noticed consciously while others felt that the kids did notice it and had come to associate it with the program. The only concern that was raised regarding the new branding was that it would weaken the impact of the annual themes. Some librarians felt that the branding may cause parents/kids to feel like they "did that last year" and may not realize that the activities would be different. Mostly, librarians worry that the re-branding would weaken the themes, which they see as an important unifying direction for the whole program that gets kids excited for that year's program. That being said, most librarians felt that it should be possible to balance the new branding with engaging themes each year and were not terribly concerned about it.

# 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 2016 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 de statistiques et d'évaluation du Club de lecture d'été de la Banque TD au moyen de l'outil d'évaluation en ligne de Nielsen.

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, le formulaire est mis en ligne au mois d'août depuis quatre ans, soit beaucoup plus tôt que lors des années antérieures

à 2013. En 2016, l'accès au formulaire a été légèrement retardé, mais il a été mis à la disposition des bibliothèques le 24 août. Le formulaire comporte également une fonction permettant aux bibliothèques de générer automatiquement un document électronique incluant leurs résultats.

En 2016, Nielsen a envoyé des invitations à 855 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, 725 évaluations ont été recueillies pendant la période du 24 août au 17 octobre 2016. Les évaluations complétées contiennent les données de 1 825 des 2 027 points de service qui ont participé au CLÉ TD en 2016, ce qui donne un taux de réponse global de 90 %.

Partout où c'est possible de le faire dans le rapport, les résultats du programme CLÉ TD 2016 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, 855 réseaux de bibliothèques ont participé au Club de lecture d'été TD (CLÉ TD) pendant l'été 2016. Parmi ces 855 réseaux, 2 027 succursales (localités) ont participé au programme.

Environ 327 164 enfants se sont inscrits au programme CLÉ TD 2016, soit 18 000 enfants de plus qu'en 2015. Le sexe des participants n'a pas été consigné en 2016, mais la distribution par groupe d'âge est semblable aux années antérieures. Le tableau ci-dessous démontre la distribution par groupe d'âge des enfants qui se sont inscrits au programme cette année.

Âge	Enfants inscrits en 2016 (N=327 164)
0 à 5 ans	31 %
6 à 8 ans	39 %
9 à 12 ans	28 %
13 ans et plus	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. Les inscriptions totales ont atteint un sommet historique en 2016 et il s'agit de la deuxième année consécutive où on enregistre une augmentation notable par rapport à l'année précédente. Pour 2016, en tout, 18 478 enfants de plus qu'en 2015 se sont inscrits. Il s'agit ici d'une augmentation de 51 % par rapport à 2005, la première année où les inscriptions ont été compilées. Les données sur l'inscription de 2016 révèlent qu'environ 5,5 % de tous les enfants canadiens se sont inscrits au Club de lecture d'été TD cette année.

Un total de 38 326 programmes et activités ont été organisés autour du thème de 2016 : *Fou de nature*. 718 399 enfants ont participé à ces activités et programmes, soit une moyenne de 19 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 des deux tiers (63 %) d’entre eux ont effectué des visites dans des écoles, alors que 20 % ont effectué des visites dans des garderies et 16 %, dans des camps de jour. Près du cinquième de toutes les bibliothèques (18 %) indiquent que leurs employés se sont également rendus à d’autres endroits pour promouvoir leur programme.

En tout, les employés des bibliothèques ont effectué 12 083 visites dans des écoles, des camps de jour, des garderies et ailleurs. Environ 641 987 enfants ont été joints de cette façon – approximativement 53 enfants par visite.

	Visites effectuées dans des...			
	Écoles	Camps de jour	Garderies	Autre
% des bibliothèques dont les employés ont effectué des visites	63 %	16 %	20 %	18 %
Nombre de visites effectuées	8 882	871	1 060	1 270
Nombre d’enfants joints	567 480	22 264	23 568	28 676

En 2016, 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’années antérieures?	
Ont participé lors d’années antérieures	Nouveaux participants au programme
50 % (164 236 enfants)	50 % (162 928 enfants)

### Satisfaction et suggestions

La section consacrée à la satisfaction était plus courte en 2016 que lors des années précédentes et portait surtout sur les ressources Web mises à la disposition des bibliothécaires et sur le processus d'évaluation du programme en tant que tel. Lorsque c'est possible, les notes de satisfaction de chaque question sont comparées aux résultats obtenus depuis 2013. Les échelles vont de 0 à 10.

La satisfaction à l'égard du site Web et du contenu Web destinés au personnel des bibliothèques était encore élevée en 2016 : près des deux tiers des répondants accordent ici une note d'au moins huit sur dix. Un pourcentage similaire du personnel (67 %) a accordé une note dans les 3 cotes supérieures pour évaluer sa satisfaction à l'égard du système d'évaluation du programme, ce qui représente un changement positif par rapport à 2015 (lorsque ce pourcentage était de 61 %).

3 cotes supérieures (8, 9 et 10 sur une échelle de 10 points) – résumé	
Satisfaction globale à l'égard du site Web et du contenu Web pour les bibliothécaires	65 %
Facilité de la navigation dans les ressources Web	67 %
Satisfaction à l'égard du processus d'évaluation du programme	67 %
Facilité d'utilisation du système d'évaluation du programme	72 %
Pertinence des éléments examinés dans le cadre des processus d'évaluation et de collecte	66 %

Les bibliothécaires étaient invités à formuler des suggestions pour améliorer les ressources Web mises à leur disposition. Parmi ceux qui ont répondu à cette question, près de quatre bibliothécaires sur dix (38 %) se disent satisfaits et n'ont rien à suggérer. Ceux qui émettent une suggestion demandent généralement de rendre la navigation plus simple/plus conviviale (14 %) ou d'améliorer les images et le matériel afin qu'ils soient plus attrayants sur le plan visuel (10 %).

Lorsque les bibliothécaires doivent indiquer comment améliorer l'évaluation du programme et le processus de collecte de statistiques, ils suggèrent de mieux définir/clarifier les renseignements demandés ou de leur donner accès aux questions d'évaluation plus tôt (10 % pour chaque suggestion). Il importe cependant de garder à l'esprit que 44 % de tous les répondants n'avaient aucune suggestion à formuler à cet égard.

### Aperçu statistique

Le tableau qui suit résume les principales statistiques recueillies en 2016.

Facteurs évalués	Total
Enfants inscrits au CLÉ TD	327 164
Programmes ou activités organisés autour du thème du club	38 326
Participation aux programmes et aux activités	718 399
Visites faites dans les écoles	8 882
Visites faites dans les camps de jour	871
Visites faites dans les garderies	1 060
Visites faites ailleurs	1 270
Enfants rejoints par toutes les visites	641 987
% qui y ont participé lors des années antérieures	50 %

### Recherche qualitative

Des entrevues en profondeur ont été menées partout au pays auprès de bibliothécaires qui ont administré le programme. Les entrevues portaient sur un éventail de sujets, et plus particulièrement sur les efforts entrepris en 2016 pour remodeler la marque.

La satisfaction et l'appréciation à l'égard du programme sont élevées. Le Club de lecture d'été est le plus gros programme que la plupart des bibliothécaires pilotent chaque année. Si le programme ne se déroule pas exactement de la même façon dans l'ensemble du pays, la structure générale est la même partout : le lancement du programme a lieu le jour des inscriptions, des activités ont lieu tout au long de l'été et les enfants reçoivent des autocollants et des prix. Dans certaines bibliothèques, les enfants se fixent des objectifs précis en fonction de leur niveau de lecture et de leur situation, tandis qu'ailleurs, les prix qu'ils reçoivent dépendent uniquement du nombre de livres qu'ils ont lus ou du temps qu'ils ont consacré à la lecture. Les bibliothèques bénéficient d'un soutien financier variable de la part de leur collectivité, y compris des succursales TD qui s'y trouvent et qui sont parfois très impliquées dans le programme, alors que dans d'autres collectivités, leur implication est nulle. Pratiquement toutes les bibliothèques ont fait la promotion du programme dans les écoles de leur collectivité, mais pour ce qui est de l'ampleur et des autres types de promotion, elles étaient surtout tributaires des ressources disponibles et du niveau d'« adhésion » de la collectivité. Les bibliothécaires sont satisfaits de la facilité d'utilisation du système d'évaluation et de statistiques et sont heureux de ne pas avoir eu à faire le suivi du sexe des enfants qui se sont inscrits cette année.

En ce qui concerne l'exercice de remodelage de la marque qui a eu lieu en 2016 et qui a mené au nouveau logo du Club de lecture d'été TD, la réception est généralement positive. En dépit du fait que quelques bibliothécaires trouvent le logo un peu simpliste, tous s'entendent pour dire qu'il est facile à intégrer dans leur propre matériel promotionnel et le matériel du programme. Ils s'entendent également pour dire que le logo identifiera plus clairement le Club et que ce sera plus facile de le repérer d'un océan à l'autre. Certains sont d'avis que les enfants

eux-mêmes ne remarquent pas vraiment le nouveau logo de manière consciente, alors que d'autres soutiennent que les enfants en sont venus à l'associer au programme. La seule objection soulevée à l'égard de la nouvelle image de marque est qu'elle affaiblira l'impact des thèmes annuels. Selon certains, l'image de marque risque de faire en sorte que des parents ou des enfants auront l'impression que « ça a déjà été fait l'an dernier », sans s'apercevoir que les activités sont différentes. Les bibliothécaires craignent surtout que la nouvelle image de marque amoindrisse l'impact des thèmes annuels, qu'ils estiment importants pour unifier la direction de tout le programme et susciter l'excitation des enfants à l'égard de ce thème. Cela dit, la plupart des bibliothécaires pensent qu'il est possible d'atteindre un équilibre avec la nouvelle image en proposant chaque année des thèmes stimulants, et donc ne s'inquiètent pas outre mesure.



## 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 2016 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.

A 'school age or pre-school notebook' was again provided to every child who registered for the TD Summer Reading Club in 2016. 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

### QUANTITATIVE PHASE

Previous waves of this research were conducted by *Harris/Decima*, but *Harris/Decima* recently joined the Nielsen family of companies. Although the name of the company has changed the key project team members have remained intact to ensure continuity of the institutional knowledge gained from conducting this research project for most of the years over the last decade.

The 2016 wave of research also included a qualitative component in the form of in-depth interviews with librarians and system administrators across the country about their 2016 TD Summer Reading Club. These interviews gathered feedback about a wide range of topics but the main interest in conducting it was to get opinions and views about the re-branding exercise that was undertaken in 2016. This included the introduction of a TD Summer Reading Club logo that will be used going forward. This logo was meant to more clearly brand the club and make it more identifiable across the country.

According to the data collected and the information provided by the provincial library services and associations coordinating the program regionally, 1,825 public library localities supplied their statistics from the 2016 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 Nielsen 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 Nielsen (at that time, *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 2016 version of the form has maintained the approach begun in 2013 that moved from an 'electronic form' approach to an 'online library file' format that which allowing librarians to complete the

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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.

evaluation in sections, add notes and re-access their form as many times as needed over the reporting period.

LAC provided Nielsen 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 Nielsen (on behalf of LAC) that contained the unique password-encrypted hyperlink to their online evaluation file. A unique URL was generated for each library/system to ensure that only one file existed per library/system (i.e. no duplicate entries would be possible) and as a means of 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, Nielsen 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 1,825 of the 2,027 participating libraries reported data, translating to a 90% response rate. Evaluations were collected between August 24<sup>th</sup> and October 17<sup>th</sup>, 2016.

The numbers presented in this report are based on a weighting system that represents the estimated 2,027 participating branches and not just the 1,825 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 Nielsen. 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 260 libraries participated in the Summer Reading Club in 2016, but statistics were available for only 234 of them (90%). This means that the responses from those 234 libraries are multiplied by 1.11 in order to represent the 26 missing libraries.

The final weights used in each region are presented in the table below:

**Figure 1. Overall Response Rate & Weighting Scheme Used**

Regions	(A) # of Libraries Reporting	(B) # of Libraries Participating	(C) % of Libraries Reporting	(D) Weight Used
Alberta	234	260	90%	1.11
ABPQ	166	186	89%	1.12
British Columbia	1	1	100%	1.00
Manitoba	75	80	94%	1.07
Newfoundland & Labrador	78	92	85%	1.18
OLS-North	75	92	82%	1.23
Northwest Territories	4	4	100%	1.00
Nova Scotia	51	51	100%	1.00
PEI	25	25	100%	1.00
Réseau BIBLIO	177	236	75%	1.33
Saskatchewan	263	271	97%	1.03
SOLS	569	617	92%	1.08
Toronto	98	98	100%	1.00
Yukon	3	3	100%	1.00
Independent LAC	6	11	55%	1.83
<b>Total</b>	<b>1,825</b>	<b>2,027</b>	<b>90%</b>	<b>1.11</b>

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

### QUALITATIVE PHASE

The 2016 research included a qualitative element in order to gather deeper and richer feedback from librarians who administered the program in their libraries. In addition to the quantitative census, qualitative interviews were conducted with 9 different librarians who agreed to participate. The participants represented a cross-section of participating libraries across Canada with respondents from each region, from large and small, urban and rural libraries. The table below summarizes the profile of the respondents to the qualitative portion of the research:

Region	# of Interviews	Size of System/Library	# of Interviews	Type	# of Interviews
East	2	Small	2	Urban	3
Quebec	2	Medium	2	Rural	3
Ontario	2	Large	5	Urban+Rural	3
West	3				

The interviews varied in length from 30 to 55 minutes in length and covered a range of topics including their program structure, their promotional efforts, the resources available to them, the statistical evaluation process and suggestions for how the program could be improved. One major point of interest was getting opinions and views about the re-branding exercise that was undertaken in 2016. This included the introduction of a standard TD Summer Reading Club logo that will be used going forward. Despite some pre-determined broad topics to be covered, the discussions were free-ranging and also allowed for ample opportunity for open discussion in which respondents were encouraged to raise any topics or concerns which they felt were relevant.

The conversations were enlightening and provided a good basis for understanding both the differences in how these programs are administered across the country as well as the many similarities despite very different situations in terms of library/community size, resources available and geography. The results of these discussions are included within the appropriate sections below and are meant to provide a deeper understanding of the challenges and successes of running the TD Summer Reading Club across Canada.

## 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 855 participating libraries/systems for which an online file was created, 725 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 1,825 of the total 2,027 libraries being represented, the overall response rate was 90%.

**Figure 2. Response Rate by Region**

Regions	(A) Total Service Points Participated	(B) Total Service Points Responded	(C) Evaluation Response Rate
<b>Atlantic</b>	<b>168</b>	<b>154</b>	<b>92%</b>
Newfoundland & Labrador	92	78	85%
Nova Scotia	51	51	100%
PEI	25	25	100%
<b>Québec</b>	<b>422</b>	<b>343</b>	<b>81%</b>
ABPQ	186	166	89%
Réseau BIBLIO	236	177	75%
<b>Ontario</b>	<b>807</b>	<b>742</b>	<b>92%</b>
SOLS	617	569	92%
OLS-North	92	75	82%
Toronto	98	98	100%
<b>West</b>	<b>612</b>	<b>573</b>	<b>94%</b>
Manitoba	80	75	94%
Saskatchewan	271	263	97%
Alberta	260	234	90%
British Columbia	1	1	100%
<b>Territories</b>	<b>7</b>	<b>7</b>	<b>100%</b>
Yukon	3	3	100%
Northwest Territories	4	4	100%
Nunavut	-	-	-
<b>Independent LAC</b>	<b>11</b>	<b>6</b>	<b>100%</b>
<b>Totals</b>	<b>2,027</b>	<b>1,825</b>	<b>90%</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 2016 program. This reflects the total number of children who were registered with a library and were given program materials.

Across Canada, an estimated 327,164 children registered for the TDSRC 2016 program<sup>3</sup>. This represents the highest total yet recorded for the TD Summer Reading Club in one year and is a sizeable increase over the 2015 wave. Last year saw a large increase in registration as well (increasing from 289,542 in 2014 to 308,686) while registration been fairly steady for the four years prior to that (from 2011 to 2014). Although registration increased over 2015 in most regions, there was a decrease in Nova Scotia (of around 3,300) and large increases in SOLS (6,600 more than in 2015) and Alberta (around 7,000 more). Despite the decrease since 2015, registration in Atlantic Canada was similar to that in 2014 (but still lower than in 2009 to 2013). The registration figures going back to 2005 are given below for comparison purposes.

Beginning in 2016, gender is no longer gathered and recorded by librarians and administrators. As a result, all comparisons to previous years will consider only the age grouping of registered children.

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<sup>3</sup> Based on the 1,825 libraries that submitted their information, extrapolations have been made to represent all 2,027 participating branches.

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

	2016	2015	2014	2013	2012	2011	2010	2009	2008	2007	2006	2005
Region	Totals	Totals	Totals	Totals	Totals	Totals	Totals	Totals	Totals	Totals	Totals	Totals
<b>Atlantic</b>	<b>13,664</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.	2,591	2,453	2,497	2,608	3,788	3,148	3,388	2,912	2,840	1,691	2,905	2,090
Nova Scotia	9,357	12,739	9,518	13,848	15,131	13,348	12,003	13,197	8,380	11,927	9,639	11,719
PEI	1,716	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>50,814</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	41,141	36,344	28,151	23,023	22,491	18,681	16,507	22,483	17,388	16,614	18,277	12,968
Reseau Biblio	9,673	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>165,695</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	123,587	116,924	113,634	119,687	107,589	113,490	114,861	125,244	120,991	111,232	110,811	98,476
OLS-North	5,358	4,411	4,841	4,025	4,365	5,078	5,377	6,590	5,693	6,892	3,858	3,404
Toronto	36,750	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>95,481</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	17,677	13,985	11,954	10,881	10,798	10,997	9,550	9,722	7,900	7,640	7,686	6,421
Saskatchewan	21,943	21,968	20,424	21,460	26,434	20,527	15,098	17,547	16,476	17,677	17,605	16,047
Alberta	55,717	48,661	51,138	53,857	54,869	49,683	36,637	36,793	46,471	34,792	30,523	27,415
British Columbia	145	132	-	-	-	-	-	-	-	-	-	-
<b>Territories</b>	<b>430</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	166	78	594	486	316	224	371	617	370	-	243	307
NWT	264	218	235	312	293	155	108	85	96	100	70	44
Nunavut	-	-	-	614	-	921	282	42	90	27	451	268
<b>Independent LAC</b>	<b>1,080</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>Registration Totals:</b>	<b>327,164</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 2016.



The table below summarizes the number of children who participated in the 2016 program by province, and by network for Quebec and Ontario. The table features detailed totals by age for each province.

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

Region	Total Registration				Province
	0-5	6-8	9-12	13+	Totals
<b>Atlantic</b>	<b>3,585</b>	<b>5,607</b>	<b>4,180</b>	<b>293</b>	<b>13,664</b>
Nfld. & Lab.	932	992	635	33	2,591
Nova Scotia	2,086	3,959	3,126	186	9,357
PEI	567	656	419	74	1,716
<b>Quebec</b>	<b>11,961</b>	<b>20,355</b>	<b>17,091</b>	<b>1,407</b>	<b>50,814</b>
ABPQ	9,338	16,407	14,156	1,239	41,141
Reseau Biblio	2,623	3,948	2,935	168	9,673
<b>Ontario</b>	<b>56,717</b>	<b>62,652</b>	<b>42,822</b>	<b>3,503</b>	<b>165,695</b>
SOLS	40,700	47,330	32,749	2,807	123,587
OLS-North	2,060	1,960	1,224	114	5,358
Toronto	13,957	13,362	8,849	582	36,750
<b>West</b>	<b>27,912</b>	<b>38,238</b>	<b>27,312</b>	<b>2,019</b>	<b>95,481</b>
Manitoba	4,954	7,455	4,917	351	17,677
Saskatchewan	6,492	9,022	6,048	381	21,943
Alberta	16,409	21,720	16,303	1,284	55,717
British Columbia	58	41	44	2	145
<b>Territories</b>	<b>184</b>	<b>135</b>	<b>100</b>	<b>11</b>	<b>430</b>
Yukon	93	39	23	11	166
NWT	91	96	77	0	264
Nunavut	0	0	0	0	0
<b>Independent LAC</b>	<b>249</b>	<b>368</b>	<b>378</b>	<b>84</b>	<b>1,080</b>
<b>Age Totals:</b>	<b>100,608</b>	<b>127,356</b>	<b>91,882</b>	<b>7,318</b>	<b>327,164</b>
<b>Percentage By Age:</b>	<b>31%</b>	<b>39%</b>	<b>28%</b>	<b>2%</b>	<b>100%</b>

Source: Q1 Total number of children who registered for the TDSRC 2016.

The distribution of registered children by age group remains consistent from year to year. In 2016, 31% of children fell in the 0-5 age group, 39% were aged 6-8, 28% were aged 9-12, and 2% were 13 years or older. There is a small general trend toward registered children getting younger over time. The figure below shows results by age group from 2006 onward.

**Figure 5. Percentage of Participating Children by Age**

Children	2016	2015	2014	2013	2012	2011	2010	2009	2008	2007	2006
<b>0-5</b>	31%	30%	30%	30%	29%	28%	28%	26%	26%	24%	24%
<b>6-8</b>	39%	38%	39%	39%	39%	39%	39%	38%	39%	38%	39%
<b>9-12</b>	28%	29%	29%	28%	29%	30%	30%	32%	32%	34%	33%
<b>13+</b>	2%	3%	2%	2%	3%	3%	3%	3%	3%	4%	4%

Source: Q1. Total number of children who registered for the TDSRC 2016 program.

Comparing the demographic breakdown by region, there are no major age differences across the country. Regarding age, there is some variation, but the same general trends emerge. Children 6-8 years old make up the largest group in every region with the exceptions of the Northern Ontario, Toronto and the Yukon, where the youngest group of children (aged 0-5) are the largest group.

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

Region	Total Registration			
	0-5	6-8	9-12	13+
<b>Atlantic</b>	<b>26%</b>	<b>41%</b>	<b>31%</b>	<b>2%</b>
Nfld. & Lab.	36%	38%	24%	1%
Nova Scotia	22%	42%	33%	2%
PEI	33%	38%	24%	4%
<b>Quebec</b>	<b>24%</b>	<b>40%</b>	<b>34%</b>	<b>3%</b>
ABPQ	23%	40%	34%	3%
Reseau Biblio	27%	41%	30%	2%
<b>Ontario</b>	<b>34%</b>	<b>38%</b>	<b>26%</b>	<b>2%</b>
SOLS	33%	38%	26%	2%
OLS-North	38%	37%	23%	2%
Toronto	38%	36%	24%	2%
<b>West</b>	<b>29%</b>	<b>40%</b>	<b>29%</b>	<b>2%</b>
Manitoba	28%	42%	28%	2%
Saskatchewan	30%	41%	28%	2%
Alberta	29%	39%	29%	2%
British Columbia	40%	28%	30%	1%
<b>Territories</b>	<b>43%</b>	<b>31%</b>	<b>23%</b>	<b>3%</b>
Yukon	56%	23%	14%	7%
NWT	34%	36%	29%	0%
Nunavut	-	-	-	-
<b>Independent LAC</b>	<b>23%</b>	<b>34%</b>	<b>35%</b>	<b>8%</b>
<b>Age Totals:</b>	<b>31%</b>	<b>39%</b>	<b>28%</b>	<b>2%</b>

Source: Q1. Total number of children who registered for the TDSRC 2016 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 2016 was highest among 6 to 8 year old children in almost every province and territory, but particularly in Saskatchewan (23.8%), Manitoba (16.8%) and Alberta (16.5%). Nova Scotia (15.0%), Ontario (14.7%) and PEI (14.5%) were also very high. Conversely, reach continues to be lowest for teenagers between 13 and 17 years old with a national average reach of 0.4%.

Saskatchewan (9.1%), Alberta (6.7%), Manitoba (6.2%) and Ontario (6.1%) had the greatest proportion of children register overall for the Summer Reading Club in the country. Although traditionally, Quebec had usually had the lowest registration for any province, beginning in 2015 a greater percentage of children registered for the program (3.3%) than did in Newfoundland and Labrador (2.6%) or the Territories (1.0%). The national average increased slightly from 5.2% in 2015 to 5.5% in 2016.

**Figure 7. Number of Registered Children**

	2011 CENSUS	2016 TD SRC REGISTRANTS	% PARTICIP. CHILDREN	% PARTICIP. CHILDREN	% PARTICIP. CHILDREN
	(A)	(B)	2016	2015	2014
Province / Territory	Total Children	Total Children	Total Children	Total Children	Total Children
<b>Newfoundland</b>	<b>94,150</b>	<b>2,591</b>	<b>2.75%</b>	<b>2.61%</b>	<b>2.65%</b>
0-5	29,415	932	3.17%	3.32%	3.22%
6-8	15,085	992	6.58%	5.88%	6.20%
9-12	21,030	635	3.02%	2.62%	2.78%
13+	19,170	33	0.17%	0.21%	0.16%
<b>Nova Scotia</b>	<b>171,790</b>	<b>9,357</b>	<b>5.45%</b>	<b>7.42%</b>	<b>5.54%</b>
0-5	52,725	2,086	3.96%	5.83%	4.12%
6-8	26,460	3,959	14.96%	18.17%	14.51%
9-12	38,310	3,126	8.16%	10.63%	8.43%
13+	54,295	186	0.34%	1.44%	0.50%
<b>PEI</b>	<b>28,795</b>	<b>1,716</b>	<b>5.96%</b>	<b>6.21%</b>	<b>4.79%</b>
0-5	8,665	567	6.54%	6.49%	5.12%
6-8	4,525	656	14.50%	14.41%	12.55%
9-12	6,380	419	6.57%	7.24%	4.73%
13+	9,225	74	0.80%	1.20%	0.72%
<b>Québec</b>	<b>1,546,480</b>	<b>50,814</b>	<b>3.29%</b>	<b>3.05%</b>	<b>2.49%</b>
0-5	523,395	11,961	2.29%	2.13%	1.75%
6-8	237,390	20,355	8.57%	7.92%	6.54%
9-12	322,760	17,091	5.30%	4.94%	3.89%
13+	462,935	1,407	0.30%	0.29%	0.29%
<b>Ontario</b>	<b>2,693,835</b>	<b>165,695</b>	<b>6.15%</b>	<b>5.92%</b>	<b>5.69%</b>
0-5	846,055	56,717	6.70%	6.17%	5.93%
6-8	427,470	62,652	14.66%	14.19%	14.05%
9-12	590,615	42,822	7.25%	7.38%	6.76%
13+	829,695	3,503	0.42%	0.36%	0.37%
<b>Manitoba</b>	<b>283,235</b>	<b>17,677</b>	<b>6.24%</b>	<b>4.94%</b>	<b>4.22%</b>
0-5	92,185	4,954	5.37%	4.33%	3.80%
6-8	44,480	7,455	16.76%	12.08%	10.58%
9-12	62,225	4,917	7.90%	6.91%	5.58%
13+	84,345	351	0.42%	0.38%	0.33%
<b>Saskatchewan</b>	<b>240,645</b>	<b>21,943</b>	<b>9.12%</b>	<b>9.13%</b>	<b>8.49%</b>
0-5	81,605	6,492	7.95%	8.43%	7.56%
6-8	37,925	9,022	23.79%	22.61%	20.32%
9-12	51,470	6,048	11.75%	11.86%	12.03%
13+	69,645	381	0.55%	0.58%	0.51%
<b>Alberta</b>	<b>826,285</b>	<b>55,717</b>	<b>6.74%</b>	<b>5.89%</b>	<b>6.19%</b>
0-5	290,125	16,409	5.66%	4.45%	4.81%
6-8	131,415	21,720	16.53%	14.31%	14.96%
9-12	173,625	16,303	9.39%	8.62%	9.46%
13+	231,120	1,284	0.56%	0.86%	0.48%
<b>Territories</b>	<b>30,490</b>	<b>430</b>	<b>1.41%</b>	<b>0.97%</b>	<b>2.72%</b>
0-5	10,845	184	1.70%	1.19%	2.04%
6-8	4,930	135	2.74%	1.66%	6.13%
9-12	6,310	100	1.58%	1.35%	3.57%
13+	8,405	11	0.13%	0.00%	0.96%
<b>Canada (Participating regions excl. BC + Independents)</b>	<b>5,915,705</b>	<b>325,939</b>	<b>5.5%</b>	<b>5.2%</b>	<b>4.9%</b>
0-5	1,935,015	100,301	5.18%	4.75%	4.48%
6-8	929,680	126,947	13.65%	12.76%	12.19%
9-12	1,272,725	91,461	7.19%	7.08%	6.52%
13+	1,768,835	7,231	0.41%	0.45%	0.37%

**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 2016, 2015, 2014. Population statistics provided by Statistics Canada Census 2011. 2015 and 2014 columns present data that was collected by Nielsen (as Harris/Decima).

**Qualitative Insights - Registration:** The interviews were done with administrators who varied in terms of their personal experience with the program. For some of them, it was their first time administering the program while others had run it for more than a decade.

Regarding the registration of children into the Summer Reading Club, most libraries had a single registration day or at least a 'kick-off' date. Although most libraries appreciated the idea of harmonizing the launch of the program across the country, the libraries in Quebec mentioned that the day chosen for 2016 was the weekend of St. Jean Baptise day, which is a holiday in Quebec and not an ideal day for launching the program for them.

Every library registered children on their launch day and then continued to register children throughout the course of the summer. Generally, though, children were allowed to participate in the library's activities even if they were not registered for the program itself. Some libraries required that children come in to log their reading over the course of the program, while some did it entirely at home on their own and sent their results to the library. There were requests for an online registration tool that children and parents could use to register for the program that would route the information directly to the library that would be running the program. One library actually administered a survey as part of the registration process to gauge their needs and goals.

Most libraries mentioned that in each year, only a portion of kids that actually register for the program regularly participate in it over the course of the whole summer. This proportion varied among libraries from just under half to most of the registered children.

Librarians often mentioned challenges around funding. One stated that although funding that is available from TD, this is not widely known and libraries should be made aware of this. Some of the libraries mentioned that there is active involvement from TD branches in their community (branches) and others have never had any (and had not considered it).

Overall, though, librarians were very positive about the program and how it is administered.

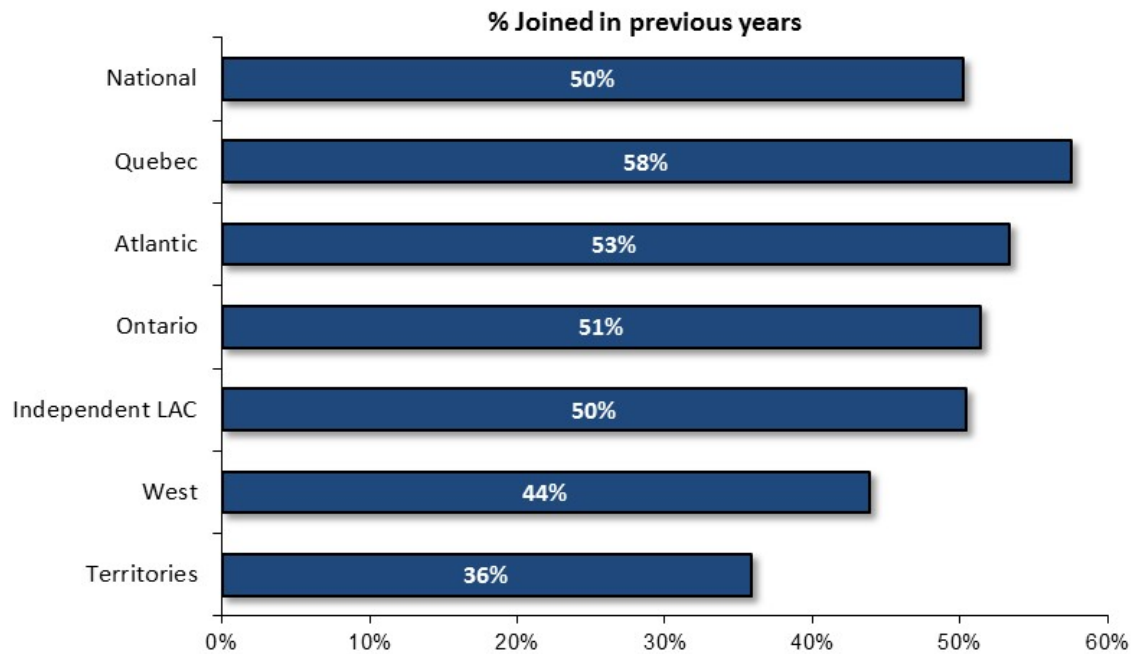
***"The program is always a favourite among children and the librarians. It really reminds you of why you do what you do."***

## 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 Quebec (58%) and the Atlantic provinces (53%) were the most likely to say they had participated in the past with children in the Territories being the least likely to have been repeat participants (36%). Quebec has the highest proportion of previous participation of all of the regions but has among the lowest overall participation implying that there is a small but more committed group of participants in Quebec compared to other regions.

**Figures 8 & 9. Previous Participation By Region**



Region	Joined in previous years		New Registrants	
	Count	Percentage	Count	Percentage
<b>Atlantic</b>	<b>7,283</b>	<b>53%</b>	<b>6,382</b>	<b>47%</b>
Nfld. & Lab.	1,325	51%	1,267	49%
Nova Scotia	5,194	56%	4,163	44%
PEI	764	45%	952	55%
<b>Quebec</b>	<b>29,219</b>	<b>58%</b>	<b>21,595</b>	<b>42%</b>
ABPQ	23,561	57%	17,579	43%
Reseau Biblio	5,657	58%	4,016	42%
<b>Ontario</b>	<b>85,186</b>	<b>51%</b>	<b>80,508</b>	<b>49%</b>
SOLS	68,772	56%	54,814	44%
OLS-North	2,403	45%	2,955	55%
Toronto	14,011	38%	22,739	62%
<b>West</b>	<b>41,850</b>	<b>44%</b>	<b>53,631</b>	<b>56%</b>
Manitoba	6,501	37%	11,175	63%
Saskatchewan	7,361	34%	14,581	66%
Alberta	27,943	50%	27,773	50%
British Columbia	44	30%	101	70%
<b>Territories</b>	<b>154</b>	<b>36%</b>	<b>276</b>	<b>64%</b>
Yukon	11	7%	155	93%
NWT	143	54%	121	46%
Nunavut	-	-	-	-
<b>Independent LAC</b>	<b>544</b>	<b>50%</b>	<b>535</b>	<b>50%</b>
<b>Overall</b>	<b>164,236</b>	<b>50%</b>	<b>162,928</b>	<b>50%</b>

*Source: Q2. 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 on the next page compares the responses received over the past three years. Given the change in how this question was asked in 2014, comparisons to years prior to 2014 are difficult so only the three most recent waves are included. In these three years, the proportion of children who joined in previous years has been very stable overall with some regional changes over time. Children in Quebec are now more likely to have joined in previous years than in the past, while the trend is the opposite in the Western and Atlantic provinces.

**Figure 10. Previous Participation By Region (Tracking)**

% Joined in previous years			
Region	2016	2015	2014
<b>Atlantic</b>	<b>53%</b>	<b>54%</b>	<b>58%</b>
Nfld. & Lab.	51%	48%	49%
Nova Scotia	56%	58%	62%
PEI	45%	39%	50%
<b>Quebec</b>	<b>58%</b>	<b>48%</b>	<b>50%</b>
ABPQ	57%	47%	52%
Reseau Biblio	58%	51%	47%
<b>Ontario</b>	<b>51%</b>	<b>51%</b>	<b>47%</b>
SOLS	56%	56%	49%
OLS-North	45%	61%	62%
Toronto	38%	37%	40%
<b>West</b>	<b>44%</b>	<b>48%</b>	<b>57%</b>
Manitoba	37%	45%	48%
Saskatchewan	34%	34%	50%
Alberta	50%	56%	62%
British Columbia	30%	57%	-
<b>Territories</b>	<b>36%</b>	<b>16%</b>	<b>39%</b>
Yukon	7%	2%	40%
NWT	54%	21%	38%
Nunavut	-	-	-
<b>Overall</b>	<b>50%</b>	<b>50%</b>	<b>51%</b>

Source: Q2. 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?



**Qualitative Insights - Outcomes:** Librarians were also asked about what sort of outcomes they measured, and, more broadly, how they measure success/what they consider a successful program. Although most libraries counted only the number of books read by each child, others felt that it was more important to measure the amount of time spent reading (some libraries said that since they track hours read they would like to see it asked in the statistical evaluation again).

Although in most libraries the goal of the program is just to maximize the amount that children read in total, some libraries mentioned that they set individual-specific goals based on their level of reading proficiency. One library only provided year-end rewards to the kids that finished the program.

Most libraries kept track of outcomes using an in-house solution (like a common spreadsheet or database that all librarians could access). It was suggested that a template could be provided by LAC for doing this and would be even better if there were a way for kids to log in at home and then have that data sent to their library for tracking purposes. Anything they enter online never actually gets to the child's local library so it would be great if they could access/link up that system to their local system.

Most libraries reported roughly the same participation levels as previous years, while one recalled how they had good success in increasing registration/participation by focusing their promotional efforts on lower socio-economic areas within their community.

Most libraries would solicit donations from local businesses, but their success in this respect varied with some getting a lot of useful prizes to give out and others getting just some small prizes. Some libraries held a lottery for some of the larger prizes while also giving out small prizes to all or most children. Some librarians felt that prizes should only be given out for specific milestones that are the same for everyone – read x number of books and receive this prize.

## 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 38,326 organized programs and activities were scheduled in libraries across Canada in the summer of 2016, from which a full 89% were organized inside libraries. Total attendance at all activities was 718,399<sup>4</sup> children. This resulted in an average of approximately 19 children attending each activity.

Attendance increased dramatically in 2016 (by 66,399), an increase of 10%. The number of activities also increased over 2015 by 2,353 (or 7%). Although this means there was an increase in the ratio between attendance and activities in 2016 (more children attending each activity), the number was very similar to that recorded in recent years. 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.

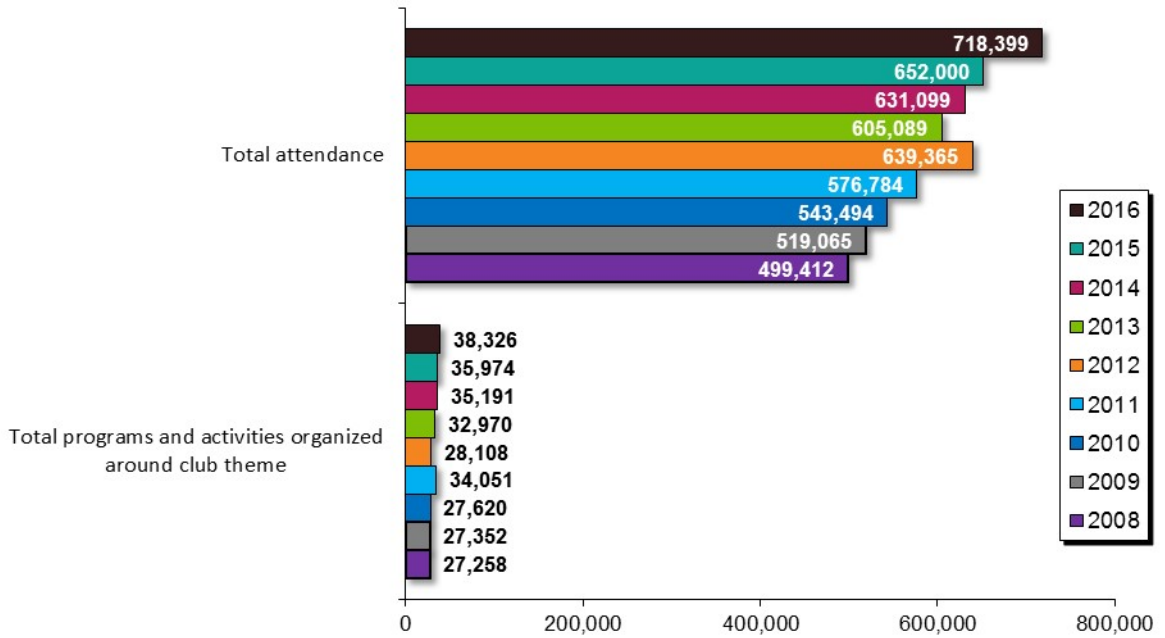
2016	2015	2014	2013	2012	2011	2010	2009	2008
18.7	18.1	17.9	18.4	22.7	16.9	19.7	19.0	18.3

Figure 11 on the following page graphically displays the total attendance of programs and activities organized this year compared to the results obtained in previous years.

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<sup>4</sup> Some libraries did not collect or report this data. Where it was not 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/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 11. Organized Programs/Activities and Attendance**



Source: Q3. Total number of activities in your libraries and in your community. Attendance at activities in your libraries and in your community.

Given that the average number of children attending each activity has remained roughly similar over the years, it appears that attendance is simply increasing in line with increased registration along with libraries running more activities each summer.

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 at each activity has been stable over the last four despite the fact that both attendance and activities have increased. Historically, average attendance was highest in 2012 (22.7) and lowest in 2011 (16.9).

**Figure 12. Organized Programs and Activities and Attendance by Region**

Region	2016					2015			2014		
	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>2,177</b>	<b>37,728</b>	<b>17</b>	<b>91%</b>	<b>9%</b>	<b>2,580</b>	<b>52,401</b>	<b>20</b>	<b>2,132</b>	<b>37,487</b>	<b>18</b>
Nfld. & Lab.	687	8,188	12	94%	6%	747	6,732	9	759	8,325	11
Nova Scotia	796	22,151	28	86%	14%	1,245	40,110	32	824	23,694	29
PEI	694	7,389	11	95%	5%	588	5,559	9	548	5,468	10
<b>Quebec</b>	<b>4,468</b>	<b>78,002</b>	<b>17</b>	<b>86%</b>	<b>14%</b>	<b>4,187</b>	<b>83,245</b>	<b>20</b>	<b>4,515</b>	<b>73,953</b>	<b>16</b>
ABPQ	3,457	65,637	19	85%	15%	3,239	66,540	21	3,506	53,851	15
Reseau Biblio	1,011	12,365	12	88%	12%	948	16,704	18	1,009	20,102	20
<b>Ontario</b>	<b>21,645</b>	<b>415,410</b>	<b>19</b>	<b>92%</b>	<b>8%</b>	<b>19,410</b>	<b>363,232</b>	<b>19</b>	<b>18,500</b>	<b>359,645</b>	<b>19</b>
SOLS	18,489	336,073	18	92%	8%	16,442	287,917	18	15,185	284,631	19
OLS-North	1,089	22,193	20	93%	7%	1,024	21,621	21	1,445	19,245	13
Toronto	2,068	57,144	28	93%	7%	1,944	53,693	28	1,870	55,770	30
<b>West</b>	<b>9,871</b>	<b>185,119</b>	<b>19</b>	<b>84%</b>	<b>16%</b>	<b>9,745</b>	<b>152,415</b>	<b>16</b>	<b>9,889</b>	<b>157,506</b>	<b>16</b>
Manitoba	910	26,849	29	95%	5%	1,056	16,939	16	1,137	16,995	15
Saskatchewan	2,510	45,209	18	90%	10%	2,454	44,791	18	2,745	46,465	17
Alberta	6,416	112,219	17	80%	20%	6,198	89,935	15	6,006	94,046	16
British Columbia	35	843	24	100%	0%	37	750	20			
<b>Territories</b>	<b>96</b>	<b>948</b>	<b>10</b>	<b>96%</b>	<b>4%</b>	<b>52</b>	<b>707</b>	<b>14</b>	<b>155</b>	<b>2,508</b>	<b>16</b>
Yukon	54	451	8	100%	0%	39	397	10	103	868	8
NWT	42	497	12	90%	10%	13	310	23	52	1,640	32
Nunavut	0	0	-	-	-	0	0	-	0	0	-
Independent LAC	68	1,192	18	97%	3%	-	-	-	-	-	-
<b>Overall</b>	<b>38,326</b>	<b>718,399</b>	<b>18.7</b>	<b>89%</b>	<b>11%</b>	<b>35,974</b>	<b>652,000</b>	<b>18</b>	<b>35,191</b>	<b>631,099</b>	<b>18</b>

Source: Q3. Total number of activities in your libraries and in your community. Attendance at activities in your libraries and in your community.

**Qualitative Insights - Activities:** This was an area where libraries did differ in their approaches. Although virtually all had some sort of 'reporting' or 'check-in' running at their libraries where children could report their books at all times, some libraries had an online system that allowed children to report their books read in a way that would be forwarded to the library for calculation.

In terms of the activities that were run, some libraries ran activities every day with a smaller number of participants and others ran them only at designated days of the week over the summer. Some libraries preferred more complex or involved activities that involved arts and crafts where some involved the inclusion of parents in the activities and other ran the activities only with children. Wherever possible, librarians tried to devise activities that were age-appropriate since some of the suggested activities would be too simple or complex for some age groups. Again, available resources were an issue, especially in smaller libraries, and the solution for some were to run fewer activities so that they could run separate age-specific activities.

Activities were mostly held inside the library, but some of the larger libraries (and those close to parks or nature areas) held some larger activities outside which took advantage of the *Wild* theme. These activities were less common as they often involved including an outside presenter/volunteer or incurred some other costs/resources. Libraries often mention being strapped for resources and are often restrained in the types of activities they can do with the resources that they do have. Some libraries included an additional fee for some activities outside of the library.

Most of the libraries interviewed said that they held a party at the end of the program to reward the kids that participated and/or reached their goals. In some cases, additional prizes were made available for the kids that attended the party at the end of the summer, and in others, this was the only time that prizes were awarded (outside of the regular stickers and small prizes for books read).

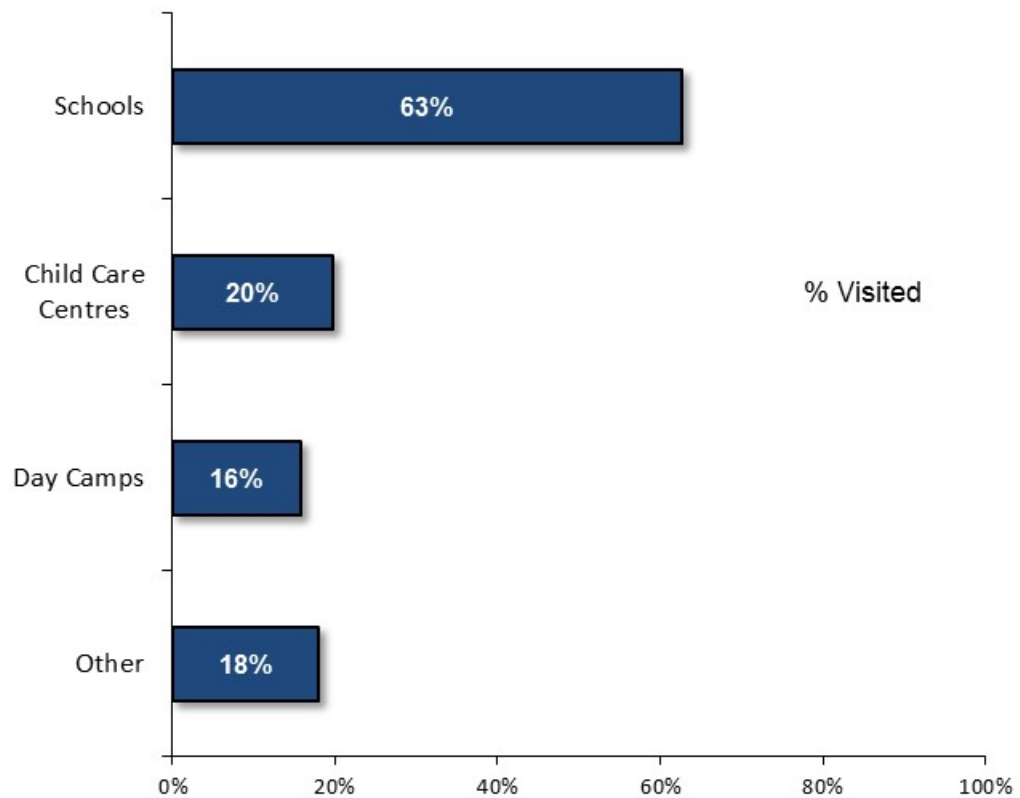
## Promotion of Program

### 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 two thirds (63%) visited schools, 20% visited child care centres and 16% made visits to day camps. Almost one fifth of all libraries (18%) made visits to other locations to promote their program.

**Figure 13. School and Daycare Visits by Staff**



**Source:** Q4. 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 Nova Scotia, PEI, Toronto, Manitoba and Alberta, greater than 70% of libraries made visits to schools in their community. The rate was the lowest in Newfoundland, the Territories, Saskatchewan and the two Quebec networks. Visits to child care centres were the second most common type of promotional visit made, and were most common in PEI, Toronto, BC and the NWT.

**Figure 14. Promotional Visits by Staff By Region**

	Made Visits (%)			
	Schools	Child Care Centres	Day Camps	Other
<b>Atlantic</b>	<b>62%</b>	<b>21%</b>	<b>10%</b>	<b>23%</b>
Nfld. & Lab.	51%	18%	8%	31%
Nova Scotia	75%	8%	4%	4%
PEI	76%	60%	32%	32%
<b>Quebec</b>	<b>44%</b>	<b>19%</b>	<b>25%</b>	<b>16%</b>
ABPQ	50%	18%	27%	20%
Reseau Biblio	40%	19%	23%	13%
<b>Ontario</b>	<b>69%</b>	<b>22%</b>	<b>20%</b>	<b>17%</b>
SOLS	67%	17%	20%	15%
OLS-North	64%	19%	5%	16%
Toronto	86%	59%	31%	33%
<b>West</b>	<b>67%</b>	<b>16%</b>	<b>6%</b>	<b>19%</b>
Manitoba	85%	25%	9%	19%
Saskatchewan	55%	17%	4%	16%
Alberta	74%	12%	7%	21%
British Columbia	100%	100%	0%	100%
<b>Territories</b>	<b>43%</b>	<b>29%</b>	<b>29%</b>	<b>57%</b>
Yukon	33%	0%	0%	67%
NWT	50%	50%	50%	50%
Nunavut	-	-	-	-
<b>Independent LAC</b>	<b>67%</b>	<b>50%</b>	<b>17%</b>	<b>0%</b>
<b>Overall</b>	<b>63%</b>	<b>20%</b>	<b>16%</b>	<b>18%</b>

**Source:** Q4. 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 2016 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 64 children reached per visit.

**Figure 15. 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>62%</b>	<b>338</b>	<b>47,400</b>	<b>21%</b>	<b>62</b>	<b>1,390</b>	<b>10%</b>	<b>33</b>	<b>570</b>	<b>23%</b>	<b>70</b>	<b>1,870</b>
Nfld. & Lab.	51%	104	6,263	18%	23	500	8%	21	252	31%	51	1,266
Nova Scotia	75%	176	30,357	8%	10	304	4%	4	110	4%	4	216
PEI	76%	58	10,780	60%	29	586	32%	8	208	32%	15	388
<b>Quebec</b>	<b>44%</b>	<b>1,468</b>	<b>62,050</b>	<b>19%</b>	<b>197</b>	<b>4,122</b>	<b>25%</b>	<b>245</b>	<b>7,411</b>	<b>16%</b>	<b>216</b>	<b>7,319</b>
ABPQ	50%	943	51,963	18%	141	2,791	27%	151	5,482	20%	125	6,478
Reseau Biblio	40%	524	10,087	19%	56	1,331	23%	95	1,929	13%	91	841
<b>Ontario</b>	<b>69%</b>	<b>3,878</b>	<b>266,630</b>	<b>22%</b>	<b>622</b>	<b>15,060</b>	<b>20%</b>	<b>501</b>	<b>12,571</b>	<b>17%</b>	<b>285</b>	<b>11,656</b>
SOLS	67%	2861	225,359	17%	299	10,352	20%	346	10,809	15%	173	7,796
OLS-North	64%	169	7,201	19%	24	356	5%	6	76	16%	31	1,283
Toronto	86%	848	34,070	59%	300	4,353	31%	149	1,686	33%	81	2,577
<b>West</b>	<b>67%</b>	<b>3,123</b>	<b>189,218</b>	<b>16%</b>	<b>165</b>	<b>2,741</b>	<b>6%</b>	<b>87</b>	<b>1,607</b>	<b>19%</b>	<b>687</b>	<b>7,669</b>
Manitoba	85%	313	28,362	25%	41	812	9%	10	156	19%	26	1,099
Saskatchewan	55%	422	31,566	17%	65	998	4%	28	452	16%	172	2,442
Alberta	74%	2384	129,202	12%	59	913	7%	50	999	21%	487	4,096
British Columbia	100%	7	469	100%	0	0	0%	0	0	100%	5	70
<b>Territories</b>	<b>43%</b>	<b>9</b>	<b>624</b>	<b>29%</b>	<b>2</b>	<b>35</b>	<b>29%</b>	<b>2</b>	<b>50</b>	<b>57%</b>	<b>12</b>	<b>162</b>
Yukon	33%	2	155	0%	2	35	0%	2	50	67%	7	92
NWT	50%	66	1,558	50%	11	220	50%	2	55	50%	0	0
Nunavut	-	-	-	-	-	-	-	-	-	-	-	-
Independent LAC	67%	4	88	50%	1	18	17%	0	0	0%	3	32
<b>Overall</b>	<b>63%</b>	<b>8,882</b>	<b>567,480</b>	<b>20%</b>	<b>1,060</b>	<b>23,568</b>	<b>16%</b>	<b>871</b>	<b>22,264</b>	<b>18%</b>	<b>1,270</b>	<b>28,676</b>
Average Attendance / Activity			<b>64</b>			<b>22</b>			<b>26</b>			<b>23</b>

Source: Q4. 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 and 2016.

In 2016, more than six in ten libraries across the country reported visiting a school (63%), which is higher than the proportion in 2015 (57%). The proportion of libraries that made promotional visits to child care centres decreased to 20% in 2016 from 23% last year, while the proportion visiting day camps was virtually unchanged (despite a decrease in the real number of visits to both child care centres and day camps).

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

	Schools				Child Care Centres				Day Camps			
	2016		2015		2016		2015		2016		2015	
	School Visits (% Yes)	Total Visits	School Visits (% Yes)	Total Visits	School 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>62%</b>	<b>338</b>	<b>56%</b>	<b>322</b>	<b>21%</b>	<b>62</b>	<b>19%</b>	<b>57</b>	<b>10%</b>	<b>33</b>	<b>9%</b>	<b>37</b>
Nfld. & Lab.	51%	104	49%	73	18%	23	18%	23	8%	21	9%	25
Nova Scotia	75%	176	59%	186	8%	10	7%	5	4%	4	1%	2
PEI	76%	58	68%	63	60%	29	56%	29	32%	8	32%	10
<b>Quebec</b>	<b>44%</b>	<b>1,468</b>	<b>41%</b>	<b>814</b>	<b>19%</b>	<b>197</b>	<b>15%</b>	<b>113</b>	<b>25%</b>	<b>245</b>	<b>24%</b>	<b>264</b>
ABPQ	50%	943	37%	578	18%	141	13%	67	27%	151	22%	176
Reseau Biblio	40%	524	45%	235	19%	56	17%	46	23%	95	26%	88
<b>Ontario</b>	<b>69%</b>	<b>3,878</b>	<b>60%</b>	<b>4,036</b>	<b>22%</b>	<b>622</b>	<b>28%</b>	<b>609</b>	<b>20%</b>	<b>501</b>	<b>17%</b>	<b>438</b>
SOLS	67%	2,861	57%	3,064	17%	299	20%	323	20%	346	15%	281
OLS-North	64%	169	54%	185	19%	24	37%	75	5%	6	17%	108
Toronto	86%	848	90%	787	59%	300	68%	211	31%	149	26%	49
<b>West</b>	<b>67%</b>	<b>3,123</b>	<b>63%</b>	<b>1,852</b>	<b>16%</b>	<b>165</b>	<b>22%</b>	<b>555</b>	<b>6%</b>	<b>87</b>	<b>12%</b>	<b>139</b>
Manitoba	85%	313	65%	378	25%	41	29%	45	9%	10	9%	21
Saskatchewan	55%	422	62%	456	17%	65	21%	82	4%	28	5%	22
Alberta	74%	2,384	63%	1,017	12%	59	21%	427	7%	50	18%	95
British Columbia	100%	7	0%	0	100%	0	0%	0	0%	0	0%	0
<b>Territories</b>	<b>43%</b>	<b>9</b>	<b>63%</b>	<b>36</b>	<b>29%</b>	<b>2</b>	<b>75%</b>	<b>18</b>	<b>29%</b>	<b>2</b>	<b>33%</b>	<b>20</b>
Yukon	33%	2	25%	3	0%	2	50%	11	0%	2	0%	0
NWT	50%	66	100%	33	50%	11	100%	7	50%	2	67%	20
Nunavut	-	-	-	-	-	-	-	-	-	-	-	-
Independent LAC	67%	4	-	-	50%	1	-	-	17%	0	-	-
<b>Overall</b>	<b>63%</b>	<b>8,882</b>	<b>57%</b>	<b>7,060</b>	<b>20%</b>	<b>1,060</b>	<b>23%</b>	<b>1,352</b>	<b>16%</b>	<b>871</b>	<b>16%</b>	<b>898</b>

Source: Q4. 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.)?

**Qualitative Insights - Promotion:** Virtually every library reported promoting their program at schools in their community. A few of the librarians stressed the importance of receiving promotion materials from LAC early enough in the year to make sure they can be provided to schools and used in presentation to children before the end of the school year.

Outside of schools, there were varying levels of promotion and advertising employed in order to make the community aware of the program. In some cases (usually in smaller communities), librarians talked about this process as performing more of a 'reminder' role than an 'informing' role since most parents were at least aware of the program. The libraries all used posters in schools and at their library to promote the program. Some libraries did say that they needed more promotional posters for schools because they simply don't receive enough for their needs. Another request that came up was to ensure that the posters have enough space for library-specific information such as activity times.

In addition to using the posters and other materials at the library/libraries themselves, some librarians mentioned placing newspaper ads in the local newspaper and even radio spots with the local radio station. The ability to do this sort of promotion was dependent on the amount of resources they had available to them as well as the level of 'buy-in' from their community (for example the radio station in this case offered to play the spots for a reduced price).

One librarian mentioned that there should be some kind of **national** approach to marketing the program. Given that the program is run in virtually every community in the country, it may make sense to have a centralized advertising campaign that would reach everyone in the country on TV or radio. This would increase awareness, bring all libraries together all while helping smaller libraries to reach their communities and promote the program.

***“Most people don't realize this program is all across the country. TD should get the recognition they deserve for funding this program and a national awareness or advertising campaign would let everyone know who the sponsor is at the same time that it made people more aware of the program. Promotion is currently on the libraries themselves to do, but a nation TV commercial would take some of the pressure off of the small libraries that just don't have the money or time to run ads themselves”***

## 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. Due to the changes made in 2013, direct comparisons can only be made with research done since that year and only in some instances.

The 2016 Statistics and Evaluation Form was further streamlined in order to gather information from librarians about only the most important and actionable elements of the program.

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 results for each question is directly compared to data from 2013 onward where possible. Libraries were also asked for suggestions and comments and their open-ended responses have been coded and are presented below as graphs.

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%.

**Qualitative Insights – Logo and Branding:** The branding exercise undertaken in 2016 included the introduction of a TD Summer Reading Club logo that will be used going forward. This logo was meant to more clearly brand the club and make it more identifiable across the country. This was a major component of the qualitative in-depth interviews conducted with librarians.

Although there was broad agreement that the logo itself is effective and aesthetically pleasing (one librarian felt it was perhaps a little too simplistic), when discussing the change in branding, there was some tension among the librarians between using the same logo/brand every year and making it clear that the theme is different each year. There is a concern that some parents will see the logo and think 'that's something that we did last year, why would we do it again?' They stressed a need to "keep it fresh" each year with a strong theme.

Most respondents liked the 2016 theme and it seemed to be better received than 2015's *'Play'* which some felt was too broad. The annual theme serves to unify all of the activities and materials and provides direction for the whole program. Some librarians said that if they had to choose between consistent branding from year to year and strong, clear themes each year, they may choose the themes. There was a sense for all librarians, however, that these two goals can easily be compatible.

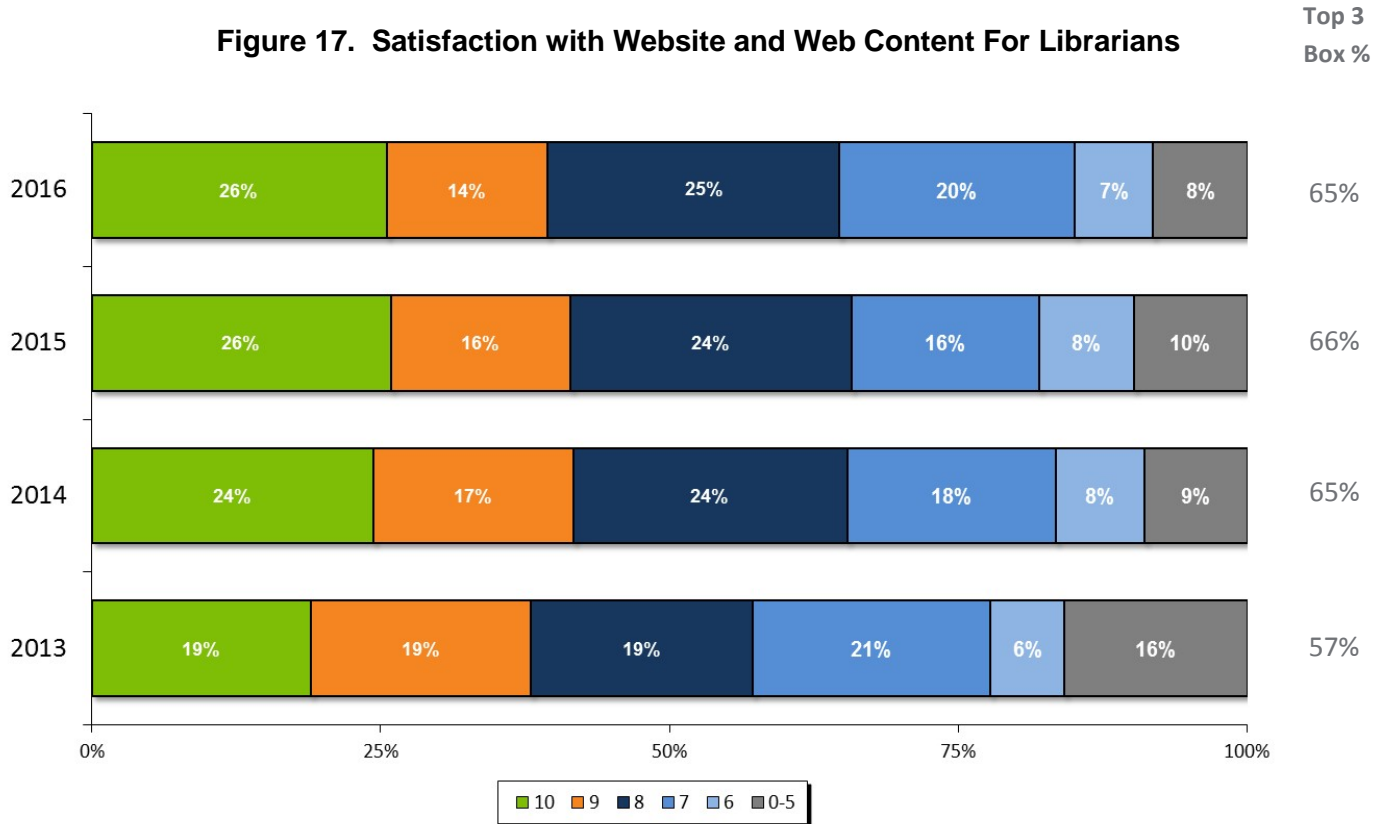
Some librarians said that the children were basically unaware of the branding/logo while others felt that they did come to recognize it even if they did not consciously realize they had. One librarian recounted a story about a child that spent part of the summer with their grandparents in another province, but got excited when they recognized the TDSRC logo in the other community. This is exactly the sort of advantage that consistent, national branding provides.

There was some suggestion that LAC provide more advice/guidelines of where to put the logo and how it should be incorporated into customized materials. One librarian also mentioned that the font that is used in the materials is one that you need to pay for and hoped that in future years it would be provided to them to be able to make custom materials that are consistent with the rest of the branding.

## Overall Website Satisfaction

Libraries were asked to rate their level of satisfaction with the web content available to them on the librarians’ website. The level of satisfaction in 2016 is virtually unchanged compared to the previous two years, whether looking at the top box score or the top three box satisfaction score. There was a measurable shift from 2013 to 2014, but librarians have reported stable and high levels of satisfaction with the web content since 2014 with roughly two thirds of libraries providing a top three score.

**Figure 17. Satisfaction with Website and Web Content For Librarians**



Source: Q5. Website and Web Content For Librarians Satisfaction Questions.

As in previous years, Quebec was the most satisfied with the content on the librarians’ website, with satisfaction scores being lower for libraries in Atlantic Canada (especially Nova Scotia), Southern Ontario and Alberta. 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 18. Satisfaction with Web Content For Librarians by Region Top 3 Box Scores**

Region	Overall Satisfaction With Librarian Website (Top 3 Box)			
	2016	2015	2014	Difference (2015 to 2016)
	Top 3 Box	Top 3 Box	Top 3 Box	% Change
<b>Atlantic</b>	<b>48%</b>	<b>64%</b>	<b>61%</b>	<b>-16%</b>
Nfld. & Lab.	61%	61%	65%	0%
Nova Scotia	16%	61%	49%	-45%
PEI	56%	76%	68%	-20%
<b>Quebec</b>	<b>78%</b>	<b>79%</b>	<b>81%</b>	<b>-1%</b>
ABPQ	78%	83%	78%	-5%
Reseau Biblio	78%	76%	84%	2%
<b>Ontario</b>	<b>62%</b>	<b>64%</b>	<b>64%</b>	<b>-2%</b>
SOLS	58%	65%	63%	-7%
OLS-North	73%	67%	76%	6%
Toronto	69%	58%	58%	11%
<b>West</b>	<b>64%</b>	<b>60%</b>	<b>59%</b>	<b>4%</b>
Manitoba	71%	69%	70%	2%
Saskatchewan	67%	61%	61%	6%
Alberta	58%	57%	52%	1%
British Columbia	100%	100%	-	0%
<b>Territories</b>	<b>75%</b>	<b>62%</b>	<b>67%</b>	<b>13%</b>
Yukon	100%	100%	67%	0%
NWT	67%	33%	67%	34%
Nunavut	-	-	-	-
<b>Independent LAC</b>	<b>100%</b>	<b>-</b>	<b>-</b>	<b>-</b>
<b>Total</b>	<b>65%</b>	<b>66%</b>	<b>65%</b>	<b>-1%</b>

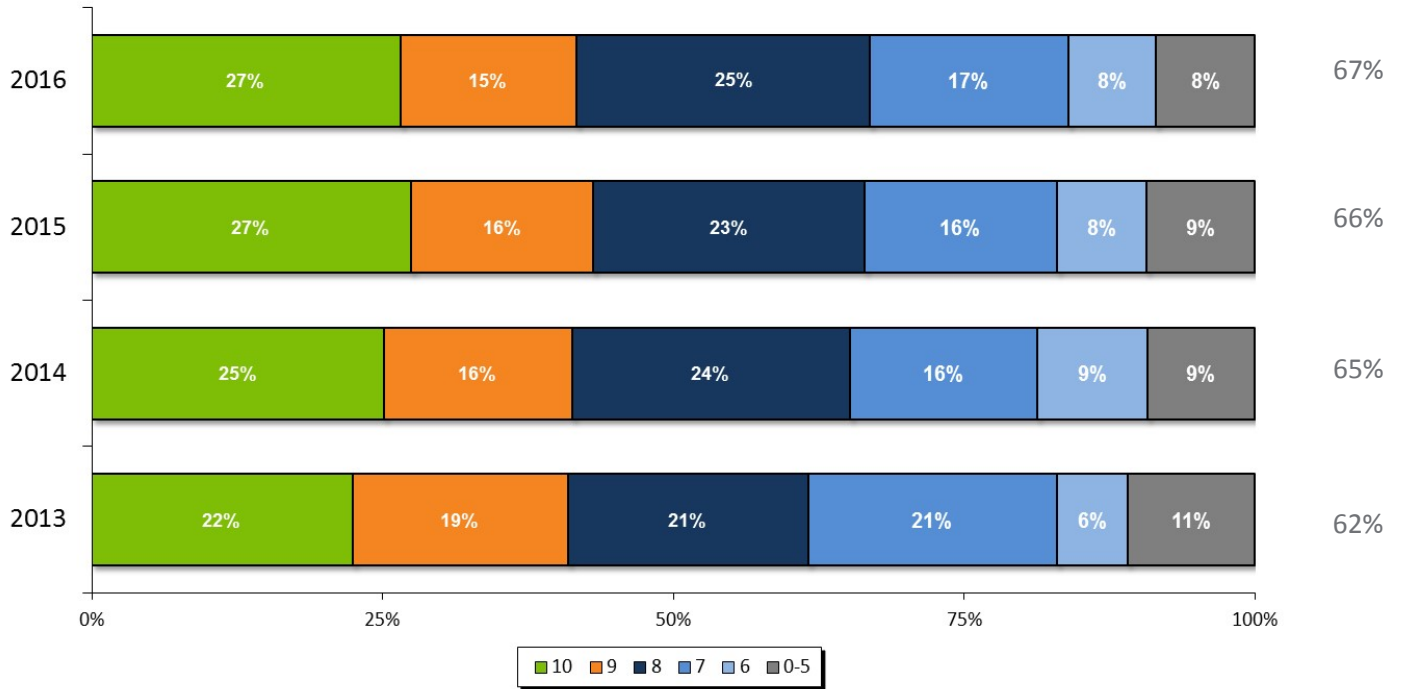
Source: Q5. Website and Web Content For Librarians Satisfaction Questions.

## Website Navigation

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 (67%) gave a score of 8 or higher.

**Top 3  
Box %**

**Figure 19. Ease of Navigating the Website For Librarians**



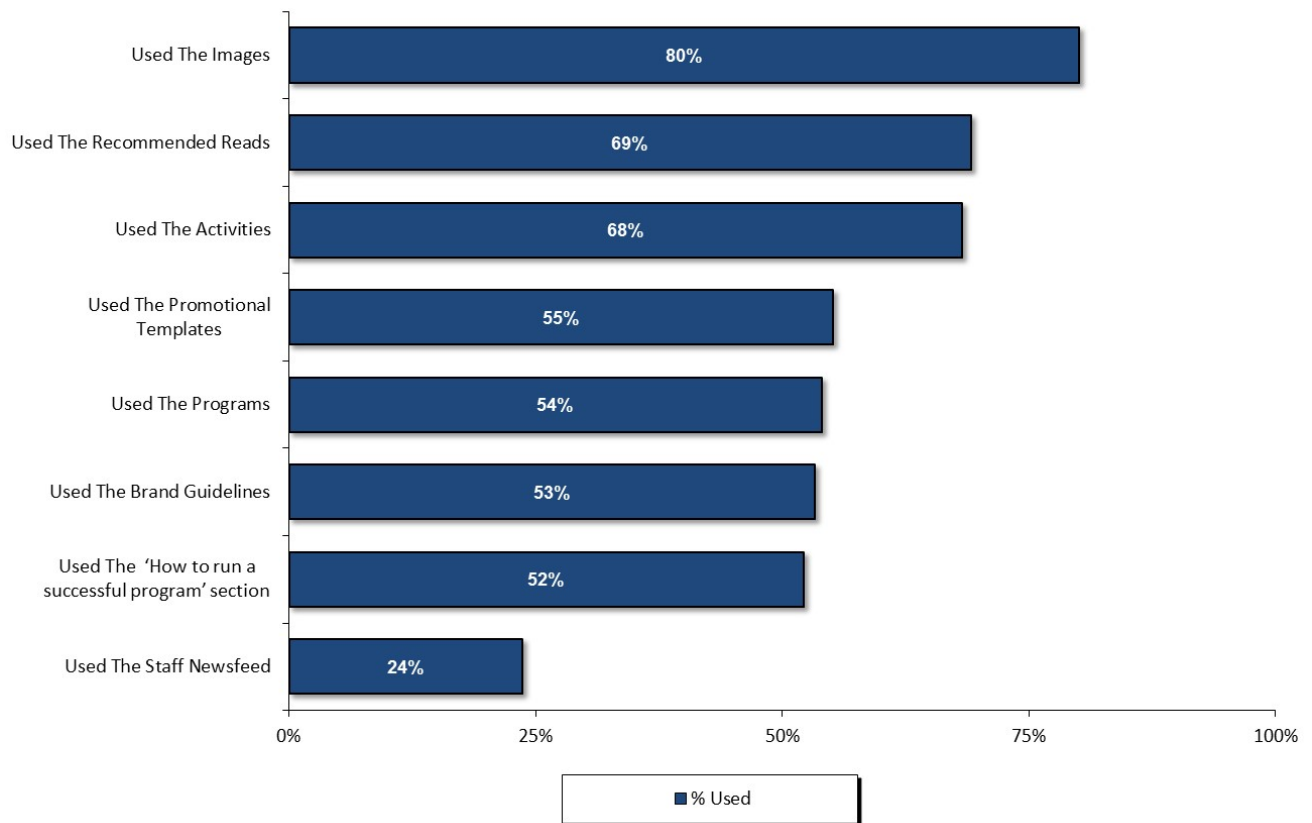
Source: Q5. Website and Web Content For Librarians Satisfaction Questions.

## Librarian Web Resources

Beginning in 2015, librarians were asked about which librarian resources were used and how satisfied they were with each of the resources that they used. The questions 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 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 2016. Among libraries that ran their program in English, the images were the most commonly utilized resource – by four in every five libraries. The recommended reads and the activities were both used by more than two thirds of libraries (69% and 68% respectively). More than half of all libraries used the promotional templates, the programs the brand guidelines and the ‘How To Run a Successful Program’ section. Less than a quarter of all libraries made use of the news feed offering (24%).

**Figure 20. Usage of Librarian Web Resources (English)**



**Source:** Q6. 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 than those in the West.

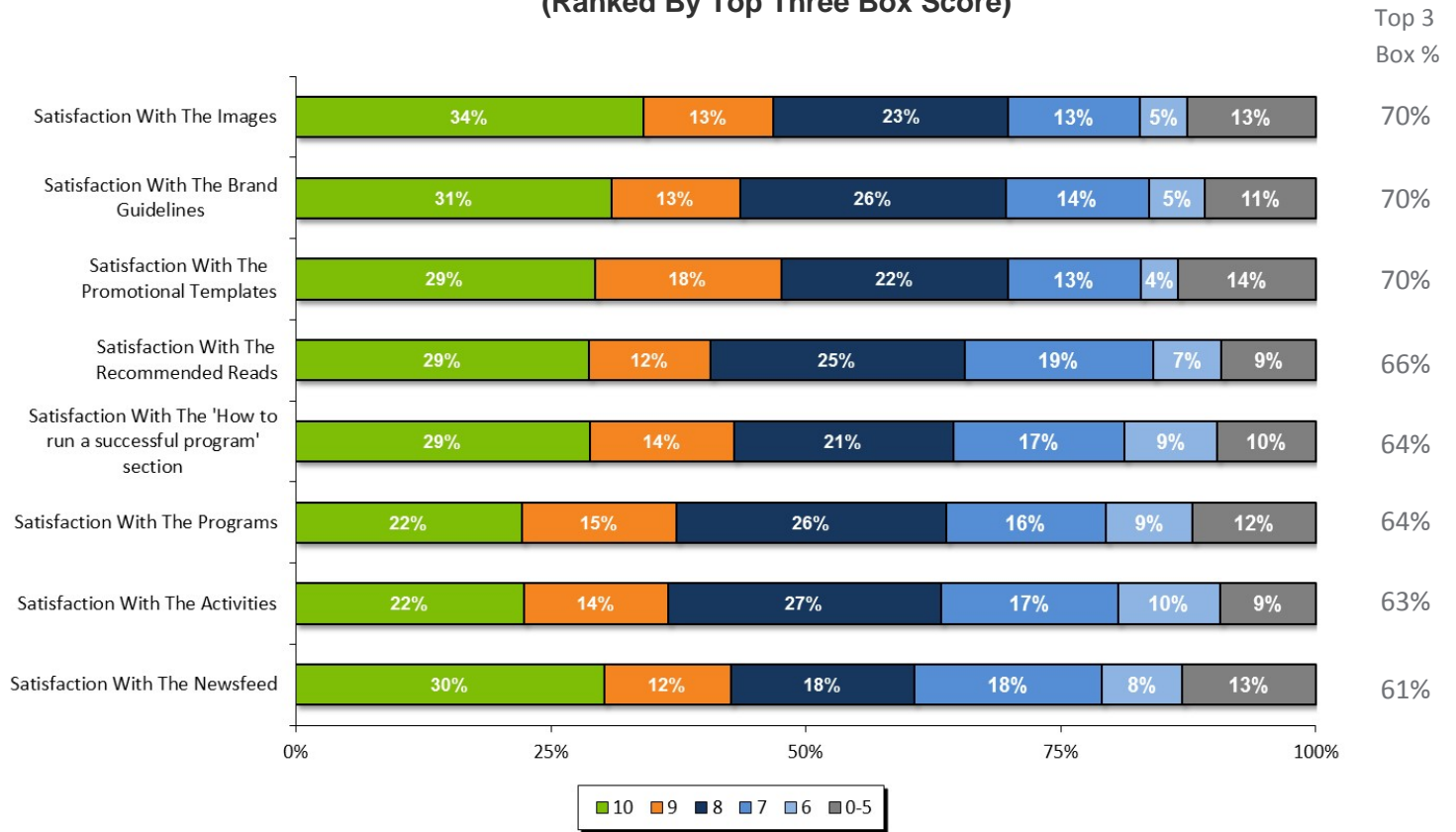
**Figure 21. Usage of Librarian Web Resources (English)**

Region	Librarian Web Resource Usage (% Yes)							
	Used The Recommended Reads	Used The Images	Used The Activities	Used The Programs	Used The Staff Newsfeed	Used The 'How to run a successful program' section	Used The Brand Guidelines	Used The Promotional Templates
	% Yes	% Yes	% Yes	% Yes	% Yes	% Yes	% Yes	% Yes
<b>Atlantic</b>	<b>73%</b>	<b>79%</b>	<b>85%</b>	<b>75%</b>	<b>29%</b>	<b>71%</b>	<b>65%</b>	<b>69%</b>
Nfld. & Lab.	64%	68%	78%	65%	34%	68%	44%	60%
Nova Scotia	100%	100%	100%	100%	26%	100%	100%	89%
PEI	77%	91%	95%	86%	14%	50%	73%	73%
<b>Quebec</b>	<b>93%</b>	<b>93%</b>	<b>87%</b>	<b>87%</b>	<b>7%</b>	<b>33%</b>	<b>100%</b>	<b>33%</b>
ABPQ (n=8)	93%	93%	87%	87%	7%	33%	100%	33%
<b>Ontario</b>	<b>74%</b>	<b>85%</b>	<b>70%</b>	<b>57%</b>	<b>25%</b>	<b>49%</b>	<b>61%</b>	<b>60%</b>
SOLS	74%	84%	65%	54%	27%	45%	61%	53%
OLS-North	72%	85%	89%	70%	14%	68%	56%	73%
Toronto	75%	93%	79%	65%	22%	53%	66%	87%
<b>West</b>	<b>61%</b>	<b>73%</b>	<b>61%</b>	<b>43%</b>	<b>21%</b>	<b>52%</b>	<b>38%</b>	<b>45%</b>
Manitoba	58%	92%	75%	65%	25%	78%	49%	66%
Saskatchewan	61%	63%	53%	37%	26%	45%	26%	32%
Alberta	62%	79%	67%	44%	14%	54%	49%	56%
British Columbia	0%	100%	0%	0%	0%	0%	100%	0%
<b>Territories</b>	<b>71%</b>	<b>71%</b>	<b>43%</b>	<b>43%</b>	<b>14%</b>	<b>43%</b>	<b>71%</b>	<b>71%</b>
Yukon	67%	67%	33%	33%	0%	67%	67%	67%
NWT	75%	75%	50%	50%	25%	25%	75%	75%
Nunavut	-	-	-	-	-	-	-	-
<b>Independent LAC</b>	<b>67%</b>	<b>100%</b>	<b>67%</b>	<b>33%</b>	<b>0%</b>	<b>33%</b>	<b>100%</b>	<b>100%</b>
<b>Overall</b>	<b>69%</b>	<b>80%</b>	<b>68%</b>	<b>54%</b>	<b>24%</b>	<b>52%</b>	<b>53%</b>	<b>55%</b>

Source: Q6. 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. Librarians reported being the most satisfied with the images, the brand guidelines and the promotional templates with 70% giving a top three box score. Two thirds scored the recommended reads in the top three scores and almost as many said the same for the programs and the 'How to Run a Successful Program' section (64% each). Despite being given the lowest scores among the resources, the news feed was still fairly well received by the minority who used it, with 61% giving a score of 8 or higher.

**Figure 22. Satisfaction With The Librarian Web Resources (English)  
(Ranked By Top Three Box Score)**



**Source:** Q6A. 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 and Ontario. 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 libraries traditionally give higher satisfaction scores (see the French resources section below).

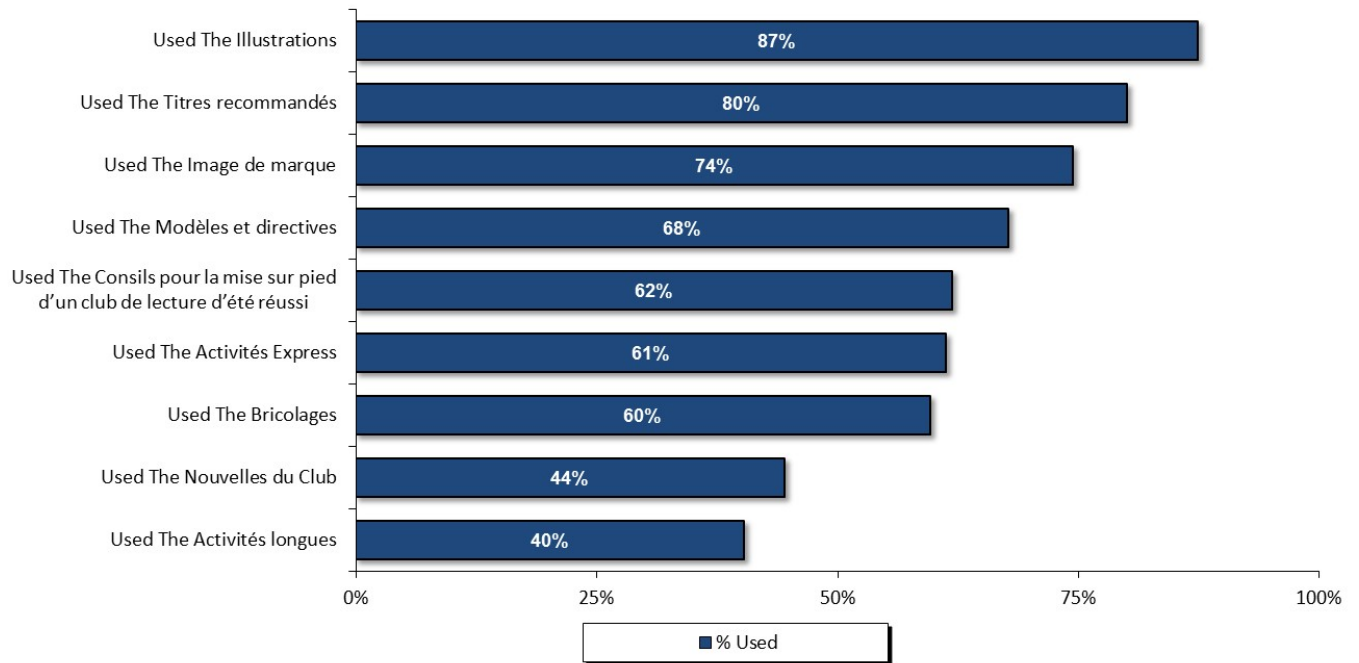
**Figure 23. Satisfaction With The Librarian Web Resources (English)**

Region	Satisfaction With Web Content For Librarians (Top 3 Box)							
	The Recommended Reads	The Images	The Activities	The Programs	The Newsfeed	The 'How to run a successful program' section	The Brand Guidelines	The Promotional Templates
	Top 3 Box	Top 3 Box	Top 3 Box	Top 3 Box	Top 3 Box	Top 3 Box	Top 3 Box	Top 3 Box
<b>Atlantic</b>	<b>49%</b>	<b>66%</b>	<b>63%</b>	<b>66%</b>	<b>62%</b>	<b>66%</b>	<b>70%</b>	<b>77%</b>
Nfld. & Lab.	70%	71%	72%	73%	72%	65%	67%	80%
Nova Scotia	19%	77%	59%	59%	20%	69%	81%	73%
PEI	29%	30%	38%	53%	33%	64%	60%	75%
<b>Quebec</b>	<b>43%</b>	<b>100%</b>	<b>100%</b>	<b>100%</b>	<b>0%</b>	<b>80%</b>	<b>80%</b>	<b>80%</b>
ABPQ (n=8)	43%	100%	100%	100%	0%	80%	80%	80%
<b>Ontario</b>	<b>63%</b>	<b>69%</b>	<b>62%</b>	<b>61%</b>	<b>53%</b>	<b>58%</b>	<b>69%</b>	<b>72%</b>
SOLS	60%	67%	61%	60%	54%	53%	66%	67%
OLS-North	76%	86%	66%	69%	40%	73%	84%	90%
Toronto	69%	69%	61%	58%	57%	68%	71%	72%
<b>West</b>	<b>74%</b>	<b>70%</b>	<b>63%</b>	<b>65%</b>	<b>72%</b>	<b>72%</b>	<b>70%</b>	<b>64%</b>
Manitoba	61%	65%	63%	57%	40%	70%	55%	46%
Saskatchewan	83%	73%	70%	73%	75%	79%	66%	71%
Alberta	68%	69%	56%	59%	84%	66%	77%	66%
British Columbia	-	-	-	-	-	-	-	-
<b>Territories</b>	<b>100%</b>	<b>100%</b>	<b>100%</b>	<b>100%</b>	<b>100%</b>	<b>100%</b>	<b>100%</b>	<b>100%</b>
Yukon	100%	100%	100%	100%	-	100%	100%	100%
NWT	100%	100%	100%	100%	100%	100%	100%	100%
Nunavut	-	-	-	-	-	-	-	-
<b>Independent LAC</b>	<b>-</b>	<b>100%</b>	<b>100%</b>	<b>100%</b>	<b>-</b>	<b>0%</b>	<b>67%</b>	<b>67%</b>
<b>Overall</b>	<b>66%</b>	<b>70%</b>	<b>63%</b>	<b>64%</b>	<b>61%</b>	<b>64%</b>	<b>70%</b>	<b>70%</b>

Source: Q6A. 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 (87%). The *titres recommandés* (80%), the *image de marque* (74%) and the *modèles et directives* (68%) were also commonly utilized by libraries. Roughly six in ten libraries used the *conseils pour la mise sur pied d'un club de lecture d'été réussi* (62%), the *activités express* (61%) and the *bricolages* (60%). The *nouvelles du club* (44%) and the *activités longues* (40%) were less popular with less than half of libraries making use of these resources.

**Figure 24. Usage of Librarian Web Resources (French)**



**Source:** Q6FR. 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 *titres recommandés* and the *nouvelles du club*, while Réseau Biblio libraries were more likely to have used the *activités express*, the *bricolages*, the *modèles et directives* and the *conseils pour la mise sur pied d'un club de lecture d'été réussi*.

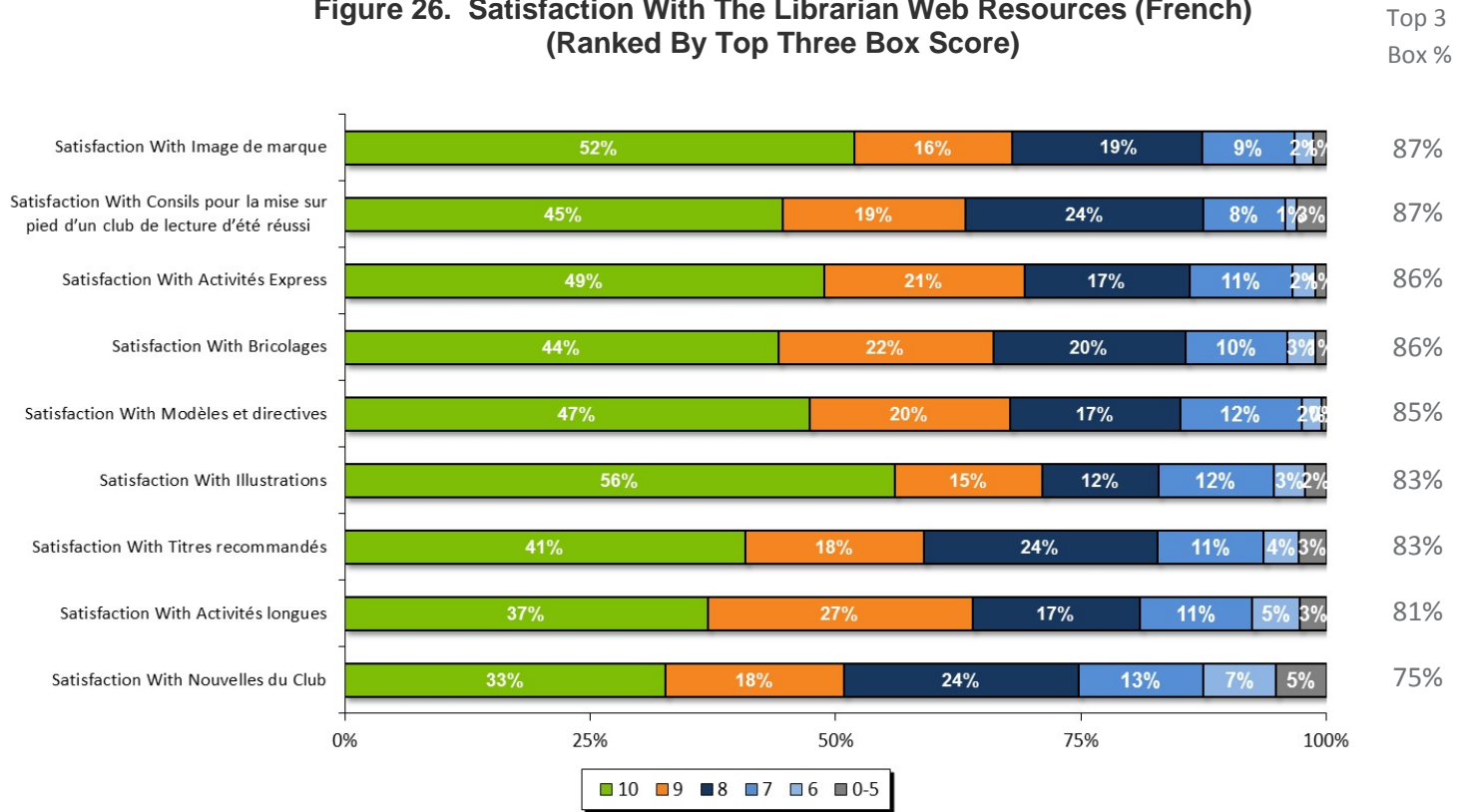
**Figure 25. Usage of Librarian Web Resources (French)**

Region	Librarian Web Resource Usage (French - % Yes)								
	<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>Image de marque</i>	<i>Modèles et directives</i>
	% Yes	% Yes	% Yes	% Yes	% Yes	% Yes	% Yes	% Yes	% Yes
<b>Atlantic</b>	<b>100%</b>	<b>100%</b>	<b>100%</b>	<b>100%</b>	<b>100%</b>	<b>67%</b>	<b>100%</b>	<b>100%</b>	<b>100%</b>
PEI (n=3)	100%	100%	100%	100%	100%	67%	100%	100%	100%
<b>Quebec</b>	<b>80%</b>	<b>88%</b>	<b>61%</b>	<b>40%</b>	<b>60%</b>	<b>45%</b>	<b>62%</b>	<b>74%</b>	<b>68%</b>
ABPQ	86%	90%	54%	43%	50%	49%	50%	77%	64%
Réseau Biblio	75%	86%	67%	38%	68%	41%	71%	72%	72%
<b>Ontario</b>	<b>74%</b>	<b>74%</b>	<b>50%</b>	<b>36%</b>	<b>50%</b>	<b>24%</b>	<b>66%</b>	<b>84%</b>	<b>64%</b>
SOLS (n=4)	83%	83%	50%	50%	50%	33%	75%	75%	50%
OLS-North (n=2)	50%	50%	50%	0%	50%	0%	50%	100%	100%
<b>Independent LAC (n=6)</b>	<b>100%</b>	<b>100%</b>	<b>67%</b>	<b>33%</b>	<b>33%</b>	<b>33%</b>	<b>67%</b>	<b>67%</b>	<b>33%</b>
<b>Overall</b>	<b>80%</b>	<b>87%</b>	<b>61%</b>	<b>40%</b>	<b>60%</b>	<b>44%</b>	<b>62%</b>	<b>74%</b>	<b>68%</b>

Source: Q6FR. 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 87% for the *image de marque* to 75% for the *nouvelles du club*. Looking at the highest satisfaction score, provides a slightly different view where the *illustrations* received by far the highest scores (58% of all French libraries) and the *nouvelles du club* receiving only 33%.

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



**Source:** Q6AFR. 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).

In previous waves of research, measures of satisfaction with the various resources has been 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 when 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.

**Figure 27. Satisfaction With The Librarian Web Resources (French)**

Region	Satisfaction With Web Content For Librarians (French - Top 3 Box)								
	<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>Image de marque</i>	<i>Modèles et directives</i>
	Top 3 Box	Top 3 Box	Top 3 Box	Top 3 Box	Top 3 Box	Top 3 Box	Top 3 Box	Top 3 Box	Top 3 Box
<b>Atlantic</b>	<b>67%</b>	<b>100%</b>	<b>100%</b>	<b>100%</b>	<b>100%</b>	<b>100%</b>	<b>67%</b>	<b>67%</b>	<b>67%</b>
PEI	67%	100%	100%	100%	100%	100%	67%	67%	67%
<b>Quebec</b>	<b>83%</b>	<b>83%</b>	<b>85%</b>	<b>81%</b>	<b>85%</b>	<b>74%</b>	<b>87%</b>	<b>87%</b>	<b>85%</b>
ABPQ	83%	81%	85%	75%	83%	63%	93%	90%	83%
Réseau Biblio	83%	85%	85%	87%	87%	87%	84%	84%	86%
<b>Ontario</b>	<b>75%</b>	<b>61%</b>	<b>100%</b>	<b>100%</b>	<b>100%</b>	-	<b>100%</b>	<b>100%</b>	<b>100%</b>
SOLS (n=4)	71%	50%	100%	100%	100%	-	100%	100%	100%
OLS-North (n=2)	100%	100%	100%	-	100%	-	-	100%	100%
<b>Independent LAC (n=6)</b>	<b>100%</b>	<b>67%</b>	<b>100%</b>	<b>0%</b>	<b>100%</b>	<b>100%</b>	<b>100%</b>	<b>100%</b>	<b>100%</b>
<b>Overall</b>	<b>83%</b>	<b>83%</b>	<b>86%</b>	<b>81%</b>	<b>86%</b>	<b>75%</b>	<b>87%</b>	<b>87%</b>	<b>85%</b>

Source: Q6AFR. 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 for suggestions on how to improve the librarians’ website for future years. Almost four in ten (38%) of respondents said that they were satisfied or had nothing to suggest. Those who did provide a suggestion were most likely to mention simpler/better navigation and search/print functions (14%). Others requested more visually appealing clip art and a greater variety (10%), that the materials be made available sooner or that more age-specific content be provided (8% each). 7% of libraries also requested more suggestions/ideas for programs/activities. It is perhaps not surprising that the two most common comments deal with the images since they are the most commonly used resource.

*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 any of the web resources for library staff?</b>	<b>2016</b>
Satisfied/no suggestions	38%
Simpler/more user friendly/better navigation/search/print functions	14%
Improve clip art/more visually appealing/more variety	10%
Make material available sooner	8%
Age specific content/separate by age/school level	8%
More suggestions/ideas for programs/activities	7%
Program/activities were too geared toward larger libraries	4%
Better/more recent/broader booklists	4%
Lack of relevance/relation to theme/reading programs	3%
Better craft ideas	3%
Ability to share ideas/information between libraries/through social media/online forum	2%
More cost-effective ideas/more consideration for libraries with smaller budgets	2%
Information/activities available in English and French	2%
Provide promotional material in a common format/unable to use them in the format provided	2%
Provide regular updates/newsletters/ability to subscribe to mailing list	2%
Less restrictive/more flexible promotional templates/brand guidelines	2%
More promotion/awareness for website/website content	2%
Other	21%
Don't know/refused	5%

**Source:** QD10. Do you have any suggestions on how to improve any of the web resources for library staff?



**Qualitative Insights – Web Resources and Materials:** Generally speaking, every librarian was very happy with the materials in 2016 (and previous years). Many librarians want to make it clear that the program would not be able to run without the materials they are provided by TD and LAC as they would never be able to afford to create them alone. As mentioned above, some libraries used only the promotional material provided by TD/LAC but libraries with the available resources did create their own using the LAC templates and images available from the website. There was a request that the images be provided in a transparent format as well as some of the promotional or custom material that was created was done on coloured backgrounds, and images with white backgrounds are not easy to incorporate into these posters/materials.

Librarians definitely prefer the logbook approach to the older approaches from a few years ago and the children are always happy with the stickers. The only concern raised about the logbooks is that they should be longer/bigger as there were some children that managed to fill theirs up. There was also some mention of the branded prizes which were made available. Some libraries saw these are being too expensive, and smaller libraries simply can't afford to give out the prizes that TD/LAC suggest. Finally, almost every library said they would prefer to get the materials earlier in the year to give them more time to create customized materials for promotion and activities based on that year's theme.

Regarding the available web resources, some libraries made use of the suggested reading lists and others did not. Some smaller libraries mentioned that the lists were not very useful for them because they did not have many (or any) copies of the books on the recommended reads lists. In some cases, librarians also mentioned that most kids did not use the online resources, mostly just stuck to their logbook and stickers.

## Satisfaction With The Program Evaluation

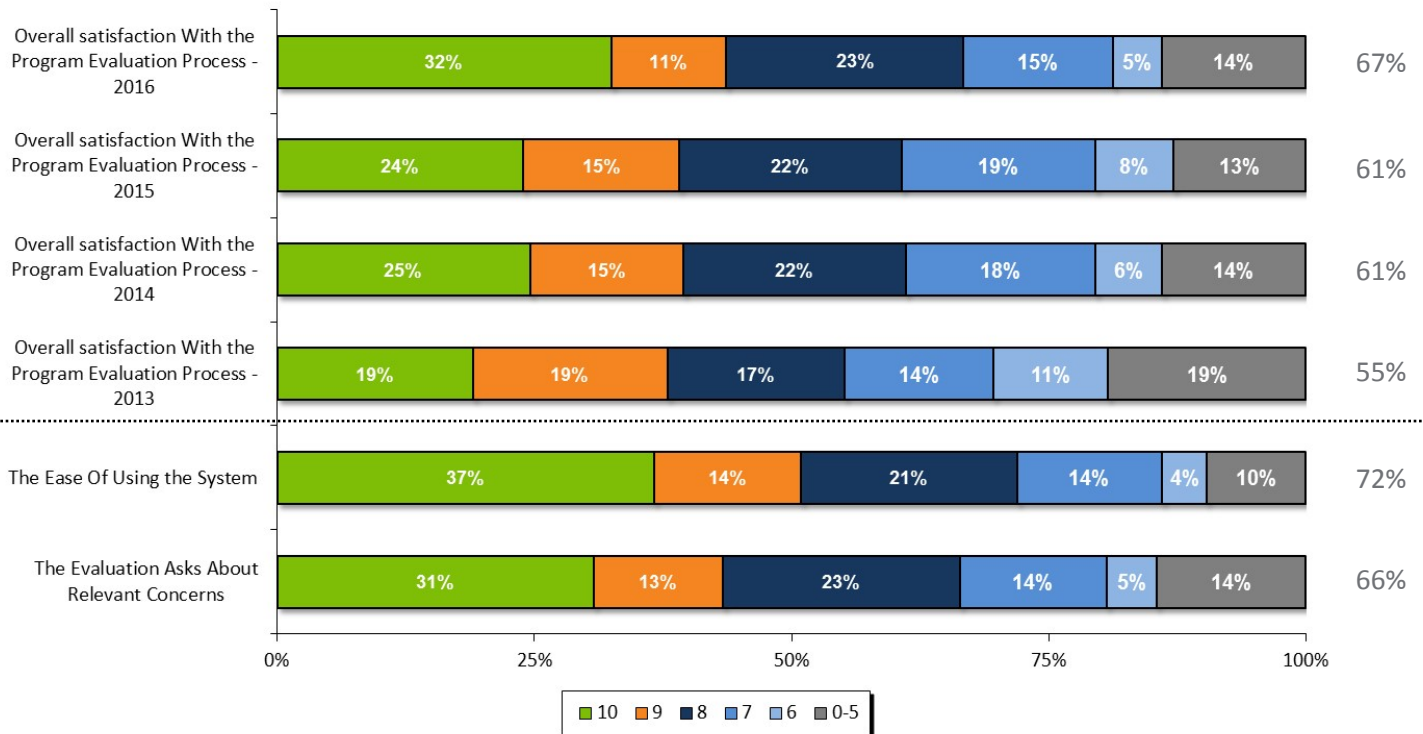
Finally, libraries were asked to rate their level of satisfaction with the program evaluation and statistics process. Overall, satisfaction was relatively high with more than two thirds (67%) of respondents giving top three box satisfaction scores. Just shy of a third of respondents (32%) gave the highest possible score. Only 14% of respondents gave a score which would indicate dissatisfaction with the process.

The top three box score in 2016 is an increase over the previous two years (61% in each year) and a sizeable increase over 2013 (which was 55%). The continued streamlining of the form and the dropping of the requirement that gender among registering children be tracked are likely to have contributed to this increase.

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 both the top box score and the top three box satisfaction score for ‘ease of using the system’ being six percentage points higher. In addition, both elements had top three box scores 4% points higher than in 2015 (68% and 72% respectively).

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

Top 3  
Box %



Source: Q7. 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. Outside of this, however, there is little consistent regional variation with satisfaction being somewhat inconsistent across the country. In most regions, 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 30. 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 Program Evaluation Process	Ease Of Using The Evaluation System	Asks About Relevant Concerns
	<i>Top 3 Box</i>	<i>Top 3 Box</i>	<i>Top 3 Box</i>
<b>Atlantic</b>	<b>58%</b>	<b>71%</b>	<b>63%</b>
Nfld. & Lab.	59%	68%	67%
Nova Scotia	56%	-	56%
PEI	56%	80%	60%
<b>Quebec</b>	<b>72%</b>	<b>79%</b>	<b>72%</b>
ABPQ	72%	80%	71%
Reseau Biblio	72%	79%	72%
<b>Ontario</b>	<b>63%</b>	<b>68%</b>	<b>65%</b>
SOLS	62%	64%	63%
OLS-North	65%	82%	73%
Toronto	67%	79%	71%
<b>West</b>	<b>70%</b>	<b>72%</b>	<b>66%</b>
Manitoba	73%	72%	68%
Saskatchewan	72%	75%	70%
Alberta	66%	68%	60%
British Columbia	100%	100%	100%
<b>Territories</b>	<b>60%</b>	<b>80%</b>	<b>40%</b>
Yukon	100%	100%	100%
NWT	50%	75%	25%
Nunavut	-	-	-
<b>Independent LAC</b>	<b>83%</b>	<b>83%</b>	<b>67%</b>
<b>Overall</b>	<b>67%</b>	<b>72%</b>	<b>66%</b>

Source: Q7. 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 44% of librarians, was that they had no suggestions to give. Among those who had something to suggest, the most common comments were to clarify or better define the information requested and to make the questions/forms available earlier (10% each). Others commented that the questions did not apply or could not be collected (4%) or requested that the form include stats on the number of books read (3%).

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

**Figure 31. Suggestions For Improving The Program Evaluation and Statistics Process**

<u>Suggestions on how to improve the statistical collection and program evaluation process?</u>	<u>2016</u>
<i>Satisfied/no suggestions</i>	44%
Clarify/better define information requested	10%
Make questions/forms available sooner/let us know what to track	10%
Questions don't apply/we can't collect certain statistics	4%
Include stats on number of books read	3%
Include a comments section for each question to allow for explanation of data collected	2%
Problems recording children who weren't officially registered	2%
Survey should ask feedback on promotional/program material	2%
Other	23%
Don't know/refused	2%

Source: QD11. Do you have any suggestions for how to improve the statistical collection and program evaluation process?

**Qualitative Insights – Statistical Evaluation:** The overwhelming reaction to the topic of the statistical evaluation was that it is now routine and easy for libraries to track their key numbers. Some of the less experienced librarians had a harder time keeping track of everything that they needed to because they were just less familiar with what would be required and so they needed to bring all of the data together from different sources. Most mentioned that they used a custom database or spreadsheet to keep track of the statistics over the course of the summer, but that an online solution that would allow kids to report their books which the libraries could access may be helpful to them as well.

Librarians appreciate the fact that the outcomes being tracked have remained consistent over the past few years – there were no surprises. Most librarians who have run the program in previous years mentioned that they appreciate that gender is no longer tracked since it simplifies the process and the question can be awkward in some cases with small children. Some mentioned that they did not see the value in collecting the data on gender anyway.

Other comments and suggestions included providing more places to provide open-ended feedback beyond just the questions being asked. A concern was raised by one librarian who, after talking to some other librarians about the evaluation was concerned that (although the same definition is provided to every librarian) there may still be some confusion about what constitutes 'attendance' at activities with some counting any children who interacted with the library staff at all and others counting only measured attendance at specific events.

Finally, 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 were excited about the program and that it kept them reading over the summer (23% of libraries). Others heard that the challenges/incentives were a motivating factor for their children (17%) and many children said they enjoyed the program and that it motivated them to read more (16%). 12% of librarians reported that the program brings more children into the library and others noted that children *and* parents enjoyed the activities/crafts or that there was a noticeable improvement in reading level among participating children (10% each).

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

**Figure 32. Testimonials Indicating An Increased Love Of Reading**

<u>Testimonials indicating increased love of reading?</u>	<u>2016</u>
Makes them excited/keeps them reading over the summer	23%
Challenges/incentives were a motivating factor	17%
Children enjoyed the program/enjoyed reading/were motivated to read more	16%
Brings more children to the library/they enjoy coming	12%
Noticeable improvement in reading level	10%
Children/parents enjoyed the activities/crafts/website	10%
Children more willing to read at home/share with family	5%
Children enjoy coming back each year	5%
Children love adding stickers to their passports	4%
Improved confidence/communication skills	4%
Children checking out more books from library	4%
Children exceeding goals of club/reading extra	3%
Higher program registration numbers	3%
Children enjoyed this year's theme	2%
Children enjoyed story time/hearing stories recited	2%
Children/parents wish program was longer/all year	2%
Children exploring more/new genres/topics	2%
Increased interest/abilities in school	2%
Other	14%
Don't know/refused	19%

**Source:** QD12. Do you have any testimonials from parents, caregivers or teachers that may indicate an increased love of reading?

**Qualitative Insights – Suggestions For Improvement:** Most librarians could not provide a 'top-of-mind' suggestion for how the program could be improved and were all very positive about the program as it is now. It was necessary to probe further and suggest 'blue sky solutions' in order to get suggestions from some librarians. There were a few specific suggestions for improvements to the TD Summer Reading Club mentioned which have not been mentioned already above.

The first was a 'sister library' program with other libraries across the country. Although there already exists some version of this project already, it should be expanded to link libraries from different parts of the country together as it would help kids to learn about other places and could make activities easier by having the library staff in each location work together to create activities and share ideas.

Another common suggestion was to create a way to add local/customized books to the recommended reads list. Many of the libraries could not really make use of the recommended reads lists for kids as they did not have the specific books being recommended. Also, some librarians suggested a feedback mechanism that would allow them to suggest or recommend books based on the feedback of children in their programs.

Finally, one library suggested that given the common national branding, there should be a mascot for the TD Summer Reading Club. Kids always seem to react positively to mascots and felt that it could make help to draw kids to registration and/or activities throughout the summer.

# **Appendix 1**

## **Evaluation Forms**





## TD Summer Reading Club STATISTICS AND EVALUATION FORM 2016

### ENGLISH LIBRARY SYSTEM FORM

#### Introduction / Splash Screen

Thank you for participating in the 2016 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 2016 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 24<sup>th</sup> and September 23<sup>rd</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 2016 in your system?**

\_\_\_\_\_

**How many of the service points/branches that participated in the TDSRC 2016 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 2016 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*).

(NOTE: Please note that we no longer require staff to record children’s gender at registration.)

<u>Children Registered For The Summer Reading Program</u>	<b><i>TOTAL</i></b>
0-5 years old	
6-8 years old	
9-12 years old	
13 + years old	

<b>TOTAL # of registrants</b>	
-------------------------------	--

**[Exclusive Option]** No children registered for The Summer Reading Program **[Skip to Q4]**

**Q2 – 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>	



### Program Participation Statistics & Materials Module

**Q3 - 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

**Q4 - STAFF PROMOTION:** How many of **the libraries** in your system made visits to promote the program at schools, day camps, child-care centers, 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**

	No	Yes	<b>(If Yes) Number of individual visits</b>	<b>(If Yes) Estimated number of children in attendance</b>
Schools				
Day Camps				
Child Care Centres				
Other				



### Staff Website 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 - 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												

**Q6 – LIBRARY STAFF WEBSITE:** Please enter the number of libraries that used each resource below and the number that did not use the resource.

<u>Q6 - 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>
Recommended Reads			
Images/Illustrations			
Activities			
Programs			
Staff News feed			
'How to run a Successful Program' section			
Brand Guidelines			
Promotional Templates			



**Q6A** - 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>Q6A – 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>
Recommended Reads												
Images/Illustrations												
Activities												
Programs												
Staff News Feed												
The ‘How to run a successful program’ section												
Brand Guidelines												
Promotional Templates												

QD10 - Do you have any suggestions on how to improve any of the web resources for library staff?	
--------------------------------------------------------------------------------------------------	--

<u>Q7 - 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>QD11 - Do you have any suggestions for how to improve the statistical collection and program evaluation process?</p>	
-------------------------------------------------------------------------------------------------------------------------	--

<p>QD12 - Do you have any testimonials from parents, caregivers or teachers that may indicate an increased love of reading?</p>	
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**Thank You for Your Participation!**

## Club de lecture d'été TD

# FORMULAIRE D'ÉVALUATION ET DE STATISTIQUES 2016

# FORMULAIRE POUR LES RÉSEAUX DE BIBLIOTHÈQUES

## Formulaire pour les réseaux de bibliothèques

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

Merci de participer à l'édition 2016 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 2016 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 24 août au 23 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 2016 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.)*

*Veuillez noter qu’il n’est plus nécessaire d’inscrire le sexe des enfants lors de l’inscription.*

<u>Enfants inscrits au Club</u>	<u>TOTAL</u>
0-5 ans	
6-8 ans	
9-12 ans	
13 ans +	

<b>NOMBRE TOTAL D’INSCRIPTIONS</b>	
------------------------------------	--

**Q2 - 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.

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





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

**Q3 - 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

**Q4 - 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.**

	<u>Non</u>	<u>Oui</u>	<b>(Si oui) Nombre de visites individuelles</b>	<b>(Si oui) Nombre d’enfants présents (une estimation suffit)</b>
Écoles				
Camps de jour				
Garderies				
Autres				

## 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 - 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												

**Q6 – 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>Q6 - 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			
Image de marque			
Modèles et directives			

Q6A - 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.

<u>Q6A – Satisfaction à l’égard des ressources 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>
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												
Image de marque												
Modèles et directives												

QD10 - Avez-vous des suggestions pour améliorer le site Web pour les bibliothécaires?	
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<u>Q7 - Processus d’évaluation du programme et de collecte de statistiques</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 processus d’évaluation du programme												
Facilité d’utilisation du système												
Pertinence des éléments examinés dans le cadre des processus d’évaluation et de collecte												

<p>QD11 - Avez-vous des suggestions pour améliorer le processus de collecte de statistiques et d'évaluation du programme?</p>	
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<p>QD12 - Avez-vous des témoignages de parents, d'accompagnateurs ou d'enseignants qui témoignent d'un accroissement de l'intérêt des enfants envers la lecture?</p>	
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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, 742 of the 807 participating individual libraries submitted their results, representing an overall response rate of 92%.

**Figure 1. Response Rate**

	Ontario	TPL	SOLS	OLS-N
<b>(A) Total Participating Libraries</b>	807	98	617	92
<b>(B) Total Responded to Survey</b>	742	98	569	75
<b>(C) Survey Response Rate</b>	<b>92%</b>	<b>100%</b>	<b>92%</b>	<b>82%</b>

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

## 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 2016. 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 165,695 children registered for the TDSRC 2016 program, which is a moderate increase over 2015. Registration increased in SOLS and Northern Ontario, but declined slightly in Toronto.

**Figure 2. Total Registration 2008 – 2016**

Total Registration									
Region	2016	2015	2014	2013	2012	2011	2010	2009	2008
Ontario	165,695	159,437	153,232	154,153	143,213	153,779	153,003	161,275	161,057
SOLS	123,587	116,924	113,634	119,687	107,589	113,490	114,861	125,244	120,991
OLS-North	5,358	4,411	4,841	4,025	4,365	5,078	5,377	6,590	5,693
Toronto	36,750	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 2016.

The figure below shows the age breakdown of registered children. In 2016 the gender of registering children was not recorded. For the summer 2016, 34% of the registered children were in the 0-5 age group, 38% were 6-8, 26% were 9-12, and 2% were 13 years or older. Although the age make-up of registered children is similar from year to year, there appears to be a slight trend toward the youngest group and away from the two oldest groups since 2008.

**Figure 3. Percentage of Registered Children by Age 2008 – 2016**

Ontario	2016	2015	2014	2013	2012	2011	2010	2009	2008
0-5	34%	33%	33%	32%	32%	30%	30%	28%	28%
6-8	38%	38%	39%	40%	39%	39%	39%	38%	39%
9-12	26%	27%	26%	26%	27%	28%	28%	30%	30%
13+	2%	2%	2%	2%	2%	2%	2%	3%	3%

Source: Q1 Total number of children who registered for the TDSRC 2016.



Figure 4 below summarizes the participation rate for Ontario by age based on 2011 census data. The proportion of all children who were registered in 2016 was higher than in previous years and increased from 5.92% to 6.15% in the most recent wave. The age group with the highest proportion of the total population taking part in the TD Summer Reading Club was 6-8 year olds, with almost 15% of children in this age group taking part in the program.

**Figure 4. Number of Registered Children**

	2011 CENSUS	2016 TD SRC REGISTRANTS	% PARTICIP. CHILDREN	% PARTICIP. CHILDREN	% PARTICIP. CHILDREN
	(A)	(B)	2016	2015	2014
Province / Territory	Total Children	Total Children	Total Children	Total Children	Total Children
<b>Ontario</b>	<b>2,693,835</b>	<b>165,695</b>	<b>6.15%</b>	<b>5.92%</b>	<b>5.69%</b>
0-5	846,055	56,717	6.70%	6.17%	5.93%
6-8	427,470	62,652	14.66%	14.19%	14.05%
9-12	590,615	42,822	7.25%	7.38%	6.76%
13+	829,695	3,503	0.42%	0.36%	0.37%

**Source:** Q1 Total number of children who registered for the TDSRC 2016, 2015, 2014. Column (A) provided by Statistics Canada Census 2011. Column (B) presents data that was collected by Nielsen.

## 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 415,410 children attended the 21,645 theme-related activities which were organized in libraries across Ontario over the summer months of 2016. Within Ontario, SOLS organized the large 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 2016, with the average attendance per activity in Toronto being the highest of any of the regions. Provincially, 92% of all activities were conducted inside libraries.

**Figure 5. 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>21,645</b>	<b>415,410</b>	<b>19</b>	<b>92%</b>	<b>8%</b>
SOLS	18,489	336,073	18	92%	8%
OLS-North	1,089	22,193	20	93%	7%
Toronto	2,068	57,144	28	93%	7%

Source: Q3. 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 substantially in 2016 in Ontario, especially in SOLS libraries. Both OLS-North and TPL also recorded more activities and higher attendance over last year, but the increase was not as dramatic as for SOLS.

**Figure 6. Activities and Attendance 2014 – 2016**

Region	2016		2015		2014	
	Theme-Related Activities	Total Attendance	Theme-Related Activities	Total Attendance	Theme-Related Activities	Total Attendance
<b>Ontario</b>	<b>21,645</b>	<b>415,410</b>	<b>19,410</b>	<b>363,232</b>	<b>18,500</b>	<b>359,645</b>
SOLS	18,489	336,073	16,442	287,917	15,185	284,631
OLS-North	1,089	22,193	1,024	21,621	1,445	19,245
Toronto	2,068	57,144	1,944	53,693	1,870	55,770

Source: Q3. 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, 69% of libraries indicated that their library staff made promotional visits to schools, while 22% visited child care centres, 20% visited day camps, and 17% made other promotional visits. A total of 5,286 promotional visits were made, reaching a total of 305,971 children (the vast majority at schools).

**Figure 7. Total Number of Visits and Children Reached by Segment**

	Made Visits 2016 (%)					
	Schools			Day Camps		
	School Visits (% Yes)	Total Visits	Children Attended	Day Camp Visits (%)	Total Visits	Children Attended
Ontario	69%	3878	266,630	20%	501	12,571
	Child Care Centres			Other Locations		
	Childcare Visits (%)	Total Visits	Children Attended	Other Visits (%)	Total Visits	Children Attended
Ontario	22%	622	15,060	17%	285	11,656

**Source:** Q4. 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. 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 Southern Ontario (56%) and lowest in Toronto (38%). The proportion of children who reported having participated in a previous year was unchanged compared to last year.

**Figure 8. Previous Participation**

Region	Joined in previous years		New Registrants	
	Count	Percentage	Count	Percentage
<b>Ontario</b>	<b>85,186</b>	<b>51%</b>	<b>80,509</b>	<b>49%</b>
SOLS	68,772	56%	54,815	44%
OLS-North	2,403	45%	2,955	55%
Toronto	14,011	38%	22,739	62%

% Joined in Previous Years			
Region	2016	2015	2014
<b>Ontario</b>	<b>51%</b>	<b>51%</b>	<b>47%</b>
SOLS	56%	56%	49%
OLS-North	45%	61%	62%
Toronto	38%	37%	40%

**Source:** Q2. 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 2016, the Statistics and Evaluation Form was again streamlined to ask only about the web resources and statistical program evaluations to make completing the form as easy and quick as possible for librarians.

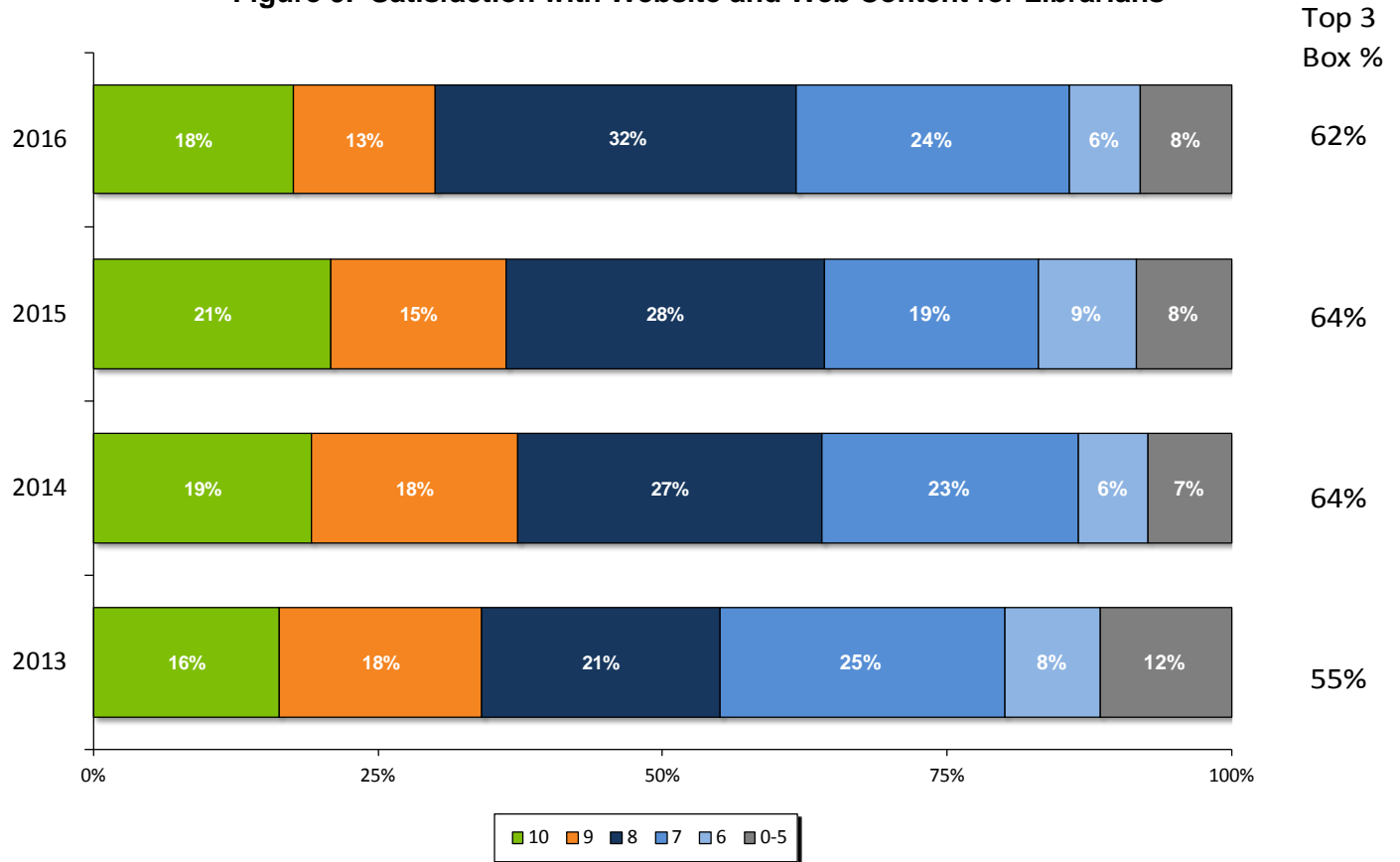
The following section will provide satisfaction scores for every question asked by giving the proportion of libraries who responded with each score from 10 down to 6, along with those who gave a score of 0-5. The overall satisfaction question for each section is reported first and directly compared to 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 Web Content Satisfaction

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 2016 were just slightly lower than those in 2014 and 2015, but still higher than in 2013. The top three box scores fell by two percentage points since last year, including a decline in the top box score by three percentage points. Although the overall level of satisfaction is relatively similar to last year, it increased in Northern Ontario and TPL, but actually declined in SOLS.

**Figure 9. Satisfaction with Website and Web Content for Librarians**



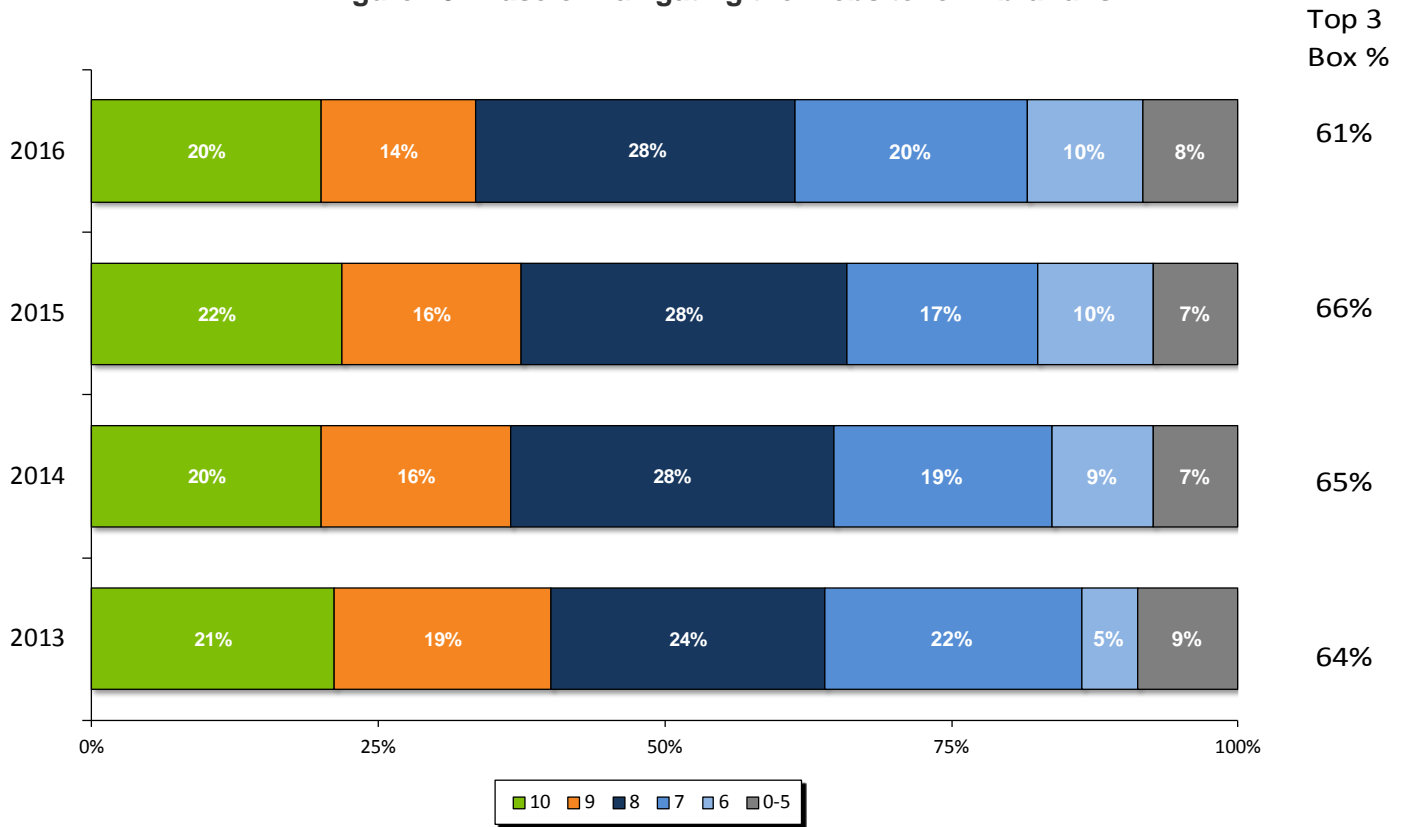
Region	Overall Satisfaction With Librarians' Website (Top 3 Box)			
	2016	2015	2014	2013
Ontario	62%	64%	64%	55%
SOLS	58%	65%	63%	53%
OLS-North	73%	67%	76%	71%
Toronto	69%	58%	58%	52%

Source: Q5. Website and Web Content For Librarians Satisfaction Questions.

## Website Navigation

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 fell by five percentage points since 2015 and was lower than in 2014 and 2013. Again, satisfaction increased among OLS-North and TPL libraries but fell among SOLS libraries.

**Figure 10. Ease of Navigating the Website for Librarians**



Region	Ease of Navigation (Top 3 Box)			
	2016	2015	2014	2013
Ontario	61%	66%	65%	64%
SOLS	58%	67%	63%	64%
OLS-North	74%	73%	80%	66%
Toronto	65%	56%	60%	63%

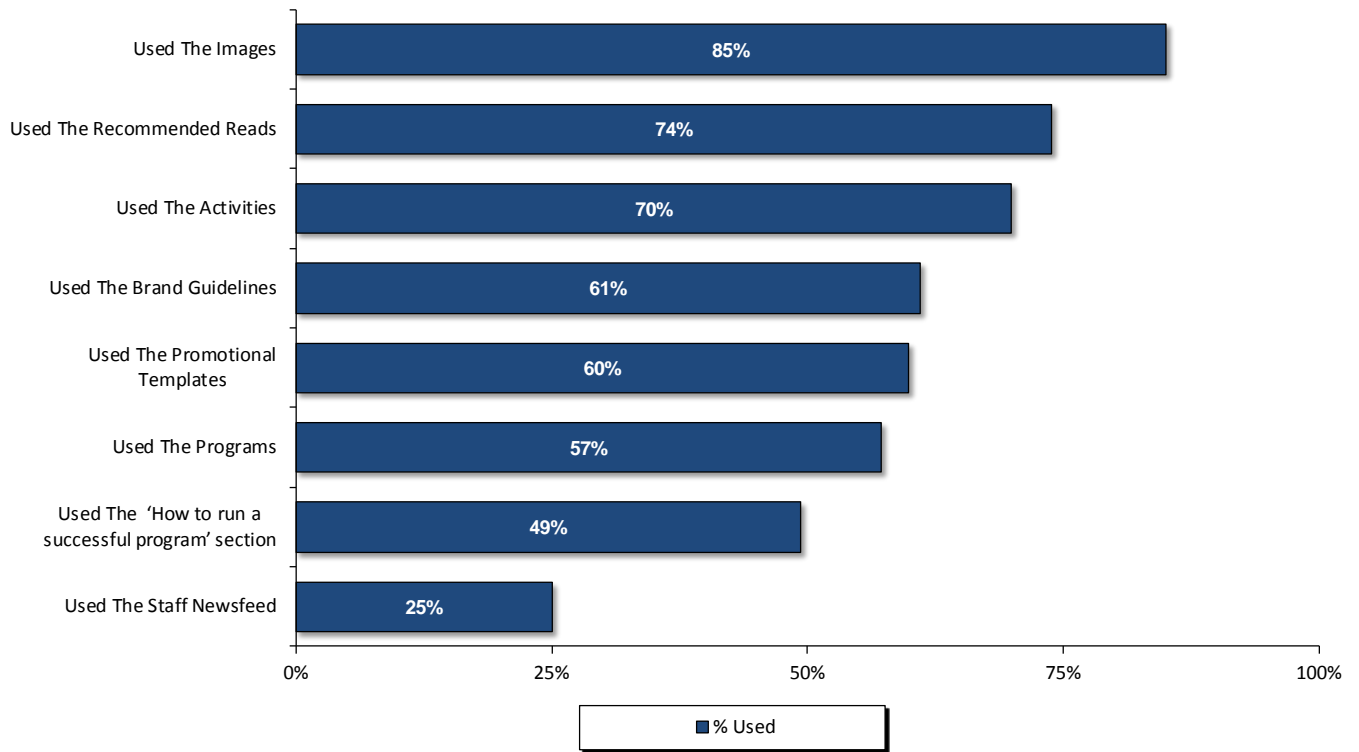
Source: Q5. Website and Web Content For Librarians Satisfaction Questions.



## Librarian Web Resources

Librarians were asked specifically which of the resources that were available to them were actually used in running their TD Summer Reading Club in 2016. Usage of the resources was varied and ranged from the images (85% of Ontario libraries) and the recommended reads (74%) to the newsfeed which was used by only 25% of libraries.

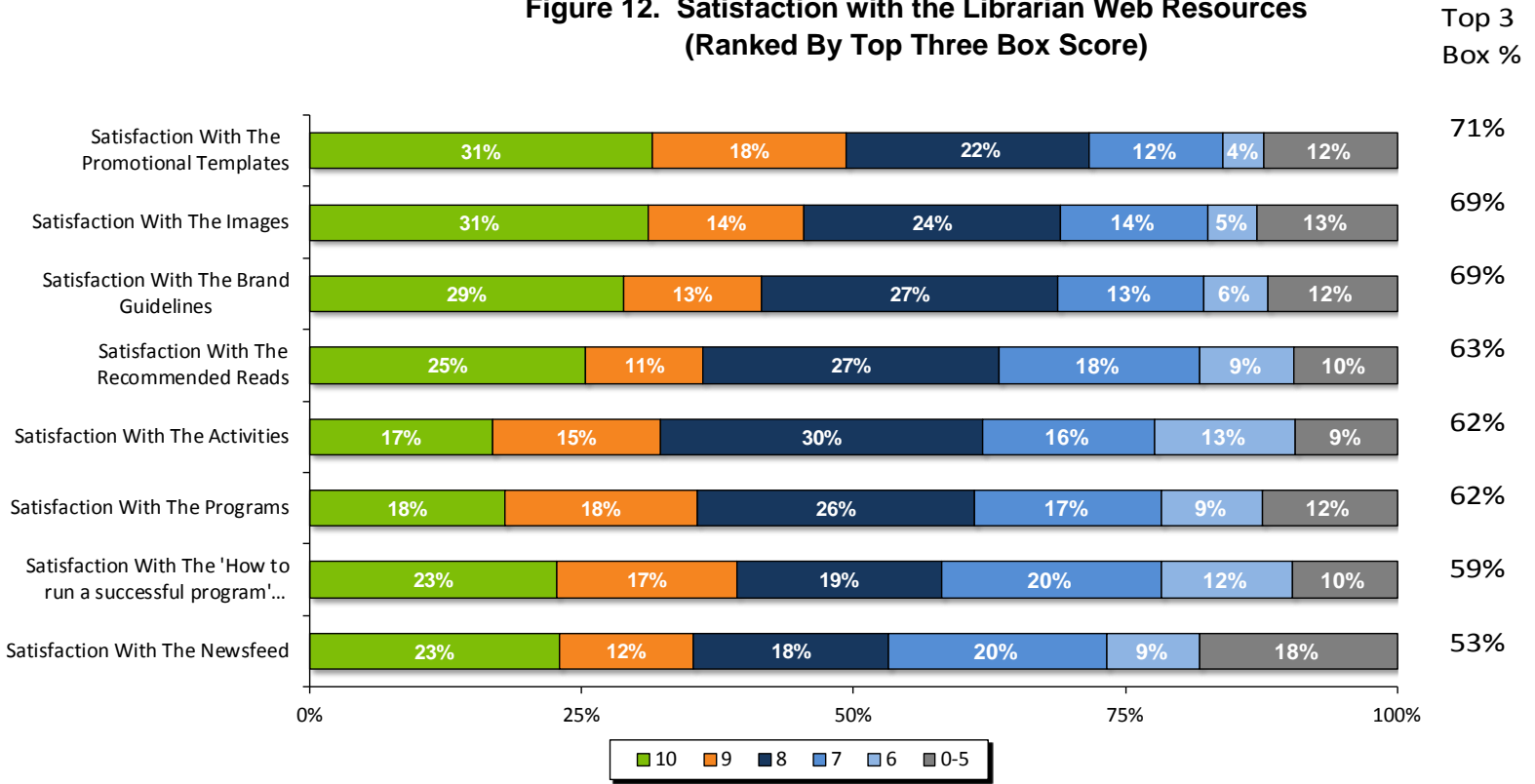
**Figure 11. Usage of Librarian Web Resources**



**Source:** Q6. 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 promotional templates (71% top three box), the images and the brand guidelines (69%). Satisfaction with the activities was still high when looking at top three box scores (62%), but actually had the lowest top box score of all of the resources. The newsfeed had the lowest level of satisfaction overall, but even here, more than half of respondents gave a top three box score (53%).

**Figure 12. Satisfaction with the Librarian Web Resources (Ranked By Top Three Box Score)**



**Source:** Q6. 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 for suggestions on how to improve the librarians’ website for future years. A third of respondents said that they were satisfied or had nothing to suggest. Those who did provide a suggestion were most likely to mention simpler/better navigation and search/print functions (15%). Others requested more suggestions for activities, more age specific content (8% each), more visually appealing clip art (7%) and that the materials be made available sooner (6%).

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

**Figure 13. Suggestions for Librarian Web Resources**

<b>Suggestions on how to improve any of the web resources for library staff?</b>	<b>2016</b>
<i>Satisfied/no suggestions</i>	33%
Simpler/more user friendly/better navigation/search/print functions	15%
More suggestions/ideas for programs/activities	8%
Age specific content/separate by age/school level	8%
Improve clip art/more visually appealing/more variety	7%
Make material available sooner	6%
Program/activities were too geared toward larger libraries	5%
Better craft ideas	4%
Lack of relevance/relation to theme/reading programs	4%
Better/more recent/broader booklists	3%
Provide promotional material in a common format/unable to use them in the format provided	3%
More cost-effective ideas/more consideration for libraries with smaller budgets	2%
Provide visual/photo/video guidance/instruction	2%
Information/activities available in English and French	2%
Printable certificate/participation award	2%
Provide more detailed/clearer information	2%
Ability to share ideas/information between libraries/through social media/online forum	2%
More promotion/awareness for website/website content	2%
Other	13%
Don't know/refused	2%

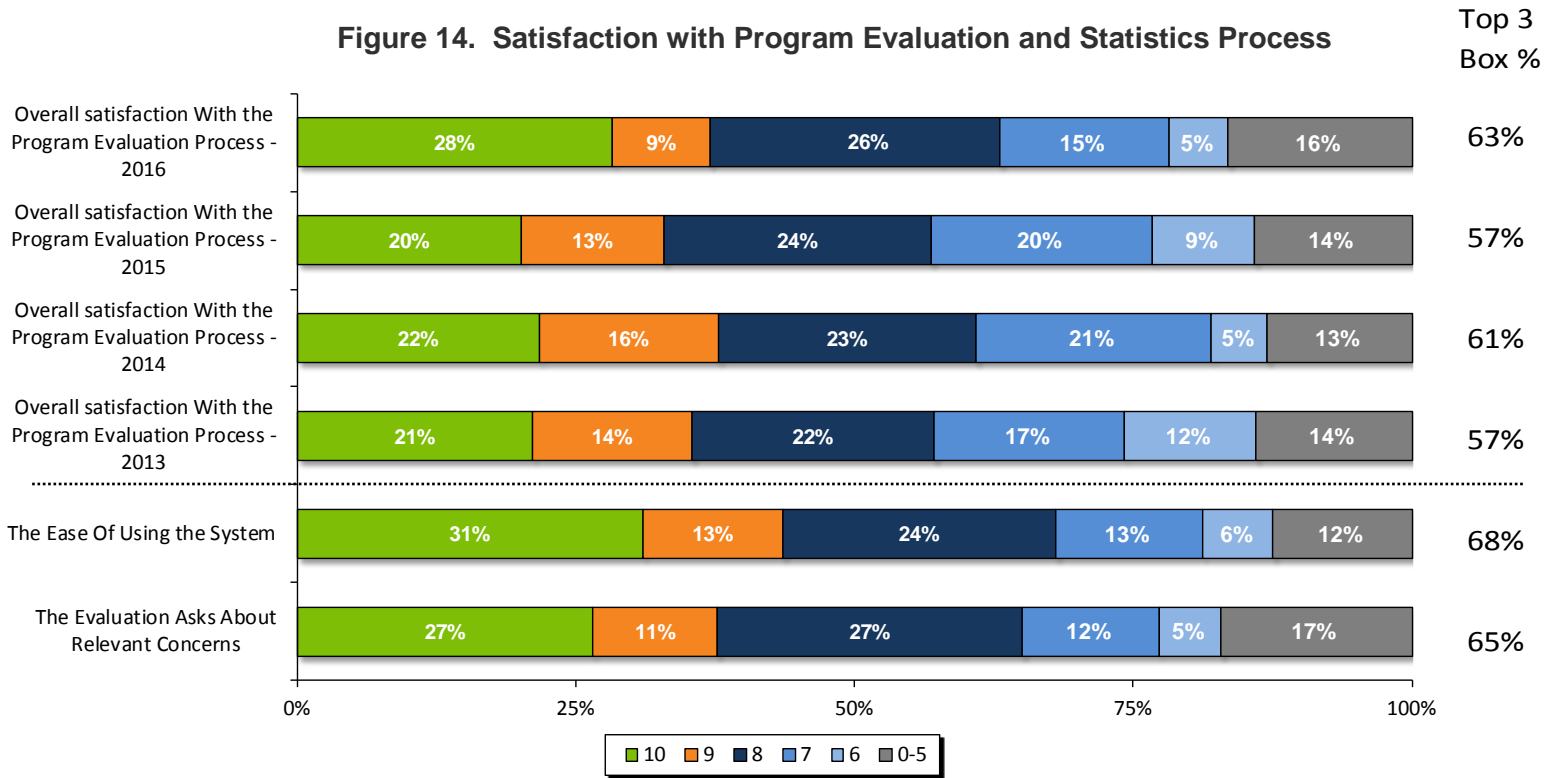
Source: QD10. Do you have any suggestions on how to improve any of the web resources for library staff?

## Satisfaction With The Program Evaluation

Finally, libraries were asked to rate their level of satisfaction with the program evaluation and statistics process for 2016. Satisfaction was higher in 2016 than in the last three years. More than a quarter of respondents (28% - an increase of eight percentage points over 2015) gave the highest possible score, and just shy of two thirds giving a top three score (63%).

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 65%) giving a top three box satisfaction score.

**Figure 14. Satisfaction with Program Evaluation and Statistics Process**



Source: Q7. 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 common single response was that respondents were satisfied or had no suggestions to offer (39%). The most common suggestions were to clarify or better define the information being requested (13%) and to make the questions/forms available sooner (9%).

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

**Figure 15. Suggestions for Improving the Program Evaluation and Statistics Process**

<u>Suggestions on how to improve the statistical collection and program evaluation process?</u>	<u>2016</u>
<i>Satisfied/no suggestions</i>	39%
Clarify/better define information requested	13%
Make questions/forms available sooner/let us know what to track	9%
Questions don't apply/we can't collect certain statistics	3%
Problems recording children who weren't officially registered	2%
Survey should ask feedback on promotional/program material	2%
Include a comments section for each question to allow for explanation of data collected	2%
Statistical collection requirements shouldn't be changed after program has started	2%
Include stats on number of books read	2%
Standardized forms/Excel format to accommodate formulas	2%
Other	21%
Don't know/refused	2%

**Source:** QD11. Do you have any suggestions for how to improve the statistical collection and program evaluation process?

Finally, 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 the program makes the kids excited and keeps them reading over the summer (22%). Other popular responses were that children enjoyed the program and were motivated to read more as a result and that the incentives were a motivating factor (17% each). A noticeable improvement in reading level was mentioned by 13% of respondents while 12% said that children/parents enjoyed the activities or that the program brought more kids into the library over the summer.

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

**Figure 16. Testimonials Indicating an Increased Love of Reading**

<u>Testimonials indicating increased love of reading?</u>	<u>2016</u>
Makes them excited/keeps them reading over the summer	22%
Children enjoyed the program/enjoyed reading/were motivated to read more	17%
Challenges/incentives were a motivating factor	17%
Noticeable improvement in reading level	13%
Children/parents enjoyed the activities/crafts/website	12%
Brings more children to the library/they enjoy coming	12%
Children enjoy coming back each year	8%
Children love adding stickers to their passports	7%
Children exceeding goals of club/reading extra	6%
Improved confidence/communication skills	5%
Children more willing to read at home/share with family	4%
Children checking out more books from library	4%
Children enjoyed story time/hearing stories recited	3%
Children exploring more/new genres/topics	3%
Children/parents wish program was longer/all year	2%
Families continue book reporting/reward system afterwards	2%
Higher program registration numbers	2%
Increased interest/abilities in school	2%
Other	18%
Don't know/refused	12%

Source: QD12. 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, 343 of the 422 participating individual libraries submitted their results, representing an overall response rate of 81%.

**Figure 1. Response Rate**

	Quebec	ABPQ	RBQ
<b>(A) Total Participating Libraries</b>	422	186	236
<b>(B) Total Responded to Survey</b>	343	166	177
<b>(C) Survey Response Rate</b>	<b>81%</b>	<b>89%</b>	<b>75%</b>

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



## 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 2016. 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 50,814 children registered for the TDSRC 2016 program, which is a sizeable increase over 2015 and is the highest total ever reported for Quebec. The increase happened almost entirely in the ABPQ libraries.

**Figure 2. Total Registration 2008 – 2016**

Region	Total Registration								
	2016	2015	2014	2013	2012	2011	2010	2009	2008
Quebec	50,814	47,229	38,570	28,517	32,808	27,391	27,068	29,813	24,276
BPQ	41,141	36,344	28,151	23,023	22,491	18,681	16,507	22,483	17,388
Reseau Biblio	9,673	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 2016.

The figure below shows the age breakdown of registered children. In 2016 the gender of registering children was not recorded. For the summer 2016, 24% of the registered children were in the 0-5 age group, 40% were 6-8, 34% were 9-12, and 3% were 13 years or older. Although the age make-up of registered children is similar from year to year, there has been a trend toward the youngest group and away from the two oldest groups since 2008.

**Figure 3. Percentage of Registered Children by Age 2008 – 2016**

Quebec	2016	2015	2014	2013	2012	2011	2010	2009	2008
<b>0-5</b>	24%	24%	24%	23%	22%	19%	20%	17%	18%
<b>6-8</b>	40%	40%	40%	40%	38%	39%	38%	39%	40%
<b>9-12</b>	34%	34%	33%	36%	35%	39%	37%	40%	39%
<b>13+</b>	3%	3%	3%	2%	5%	4%	5%	3%	3%

Source: Q1 Total number of children who registered for the TDSRC 2016.

Figure 4 below summarizes the participation rate for Quebec by age based on 2011 census data. The proportion of all children who were registered in 2016 was higher than in previous years and increased from 3.05% to 3.29% in the most recent wave. The age group with the highest proportion of the total population taking part in the TD Summer Reading Club was 6-8 year olds, with almost 9% of children in this age group taking part in the program.

**Figure 4. Number of Registered Children**

	2011 CENSUS	2016 TD SRC REGISTRANTS	% PARTICIP. CHILDREN	% PARTICIP. CHILDREN	% PARTICIP. CHILDREN
	(A)	(B)	2016	2015	2014
Province / Territory	Total Children	Total Children	Total Children	Total Children	Total Children
<b>Québec</b>	<b>1,546,480</b>	<b>50,814</b>	<b>3.29%</b>	<b>3.05%</b>	<b>2.49%</b>
0-5	523,395	11,961	2.29%	2.13%	1.75%
6-8	237,390	20,355	8.57%	7.92%	6.54%
9-12	322,760	17,091	5.30%	4.94%	3.89%
13+	462,935	1,407	0.30%	0.29%	0.29%

**Source:** Q1 Total number of children who registered for the TDSRC 2016, 2015, 2014. Column (A) provided by Statistics Canada Census 2011. Column (B) presents data that was collected by Nielsen.

## 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 78,002 children attended the 4,468 theme-related activities which were organized in libraries across Quebec over the summer months of 2016. Within Quebec, ABPQ organized the majority of the activities and as a result, the majority of children who attended did so at ABPQ libraries. Overall, an average of 17 children attended each activity in 2016, with the average attendance per activity in ABPQ being considerably higher than in Reseau Biblio. Provincially, 86% of all activities were conducted inside libraries.

**Figure 5. 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>4,468</b>	<b>78,002</b>	<b>17</b>	<b>86%</b>	<b>14%</b>
ABPQ	3,457	65,637	19	85%	15%
Reseau Biblio	1,011	12,365	12	88%	12%

Source: Q3. Total number of activities in your libraries and in your community. Attendance at activities in your libraries and in your community.

The number of activities run by Quebec libraries increased from 2015 but attendance at activities actually decreased. This pattern was true in both ABPQ and RBQ, but the decrease in attendance was larger in the Reseau Biblio libraries.

**Figure 6. Activities and Attendance 2014 – 2016**

Region	2016		2015		2014	
	Theme-Related Activities	Total Attendance	Theme-Related Activities	Total Attendance	Theme-Related Activities	Total Attendance
<b>Quebec</b>	<b>4,468</b>	<b>78,002</b>	<b>4,187</b>	<b>83,245</b>	<b>4,515</b>	<b>73,953</b>
ABPQ	3,457	65,637	3,239	66,540	3,506	53,851
Reseau Biblio	1,011	12,365	948	16,704	1,009	20,102

Source: Q3. 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, 44% of libraries indicated that their library staff made promotional visits to schools, while 19% visited child care centres, 25% visited day camps, and 16% made other promotional visits. A total of 2,126 visits were made, reaching a total of 80,902 children (the vast majority of them at schools).

**Figure 7. Total Number of Visits and Children Reached by Segment**

	Made Visits 2016 (%)					
	Schools			Day Camps		
	School Visits (% Yes)	Total Visits	Children Attended	Day Camp Visits (%)	Total Visits	Children Attended
Quebec	44%	1468	62,050	25%	245	7,411
	Child Care Centres			Other Locations		
	Childcare Visits (%)	Total Visits	Children Attended	Other Visits (%)	Total Visits	Children Attended
	Quebec	19%	197	4,122	16%	216

**Source:** Q4. 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. 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, the majority of all registered children (58%) said that they had participated in previous years. This number was slightly higher in Reseau Biblio (58%) than in ABPQ (57%) but this proportion increased in both systems over 2015.

**Figure 8. Previous Participation**

Region	Joined in previous years		New Registrants	
<b>Quebec</b>	<b>29,219</b>	<b>58%</b>	<b>21,595</b>	<b>42%</b>
ABPQ	23,561	57%	17,579	43%
Reseau Biblio	5,657	58%	4,016	42%

% Joined in Previous Years			
Region	2016	2015	2014
<b>Quebec</b>	<b>58%</b>	<b>48%</b>	<b>50%</b>
ABPQ	57%	47%	52%
Reseau Biblio	58%	51%	47%

*Source: Q2. 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 2016, the Statistics and Evaluation Form was again streamlined to ask only about the web resources and statistical program evaluations to make completing the form as easy and quick as possible for librarians.

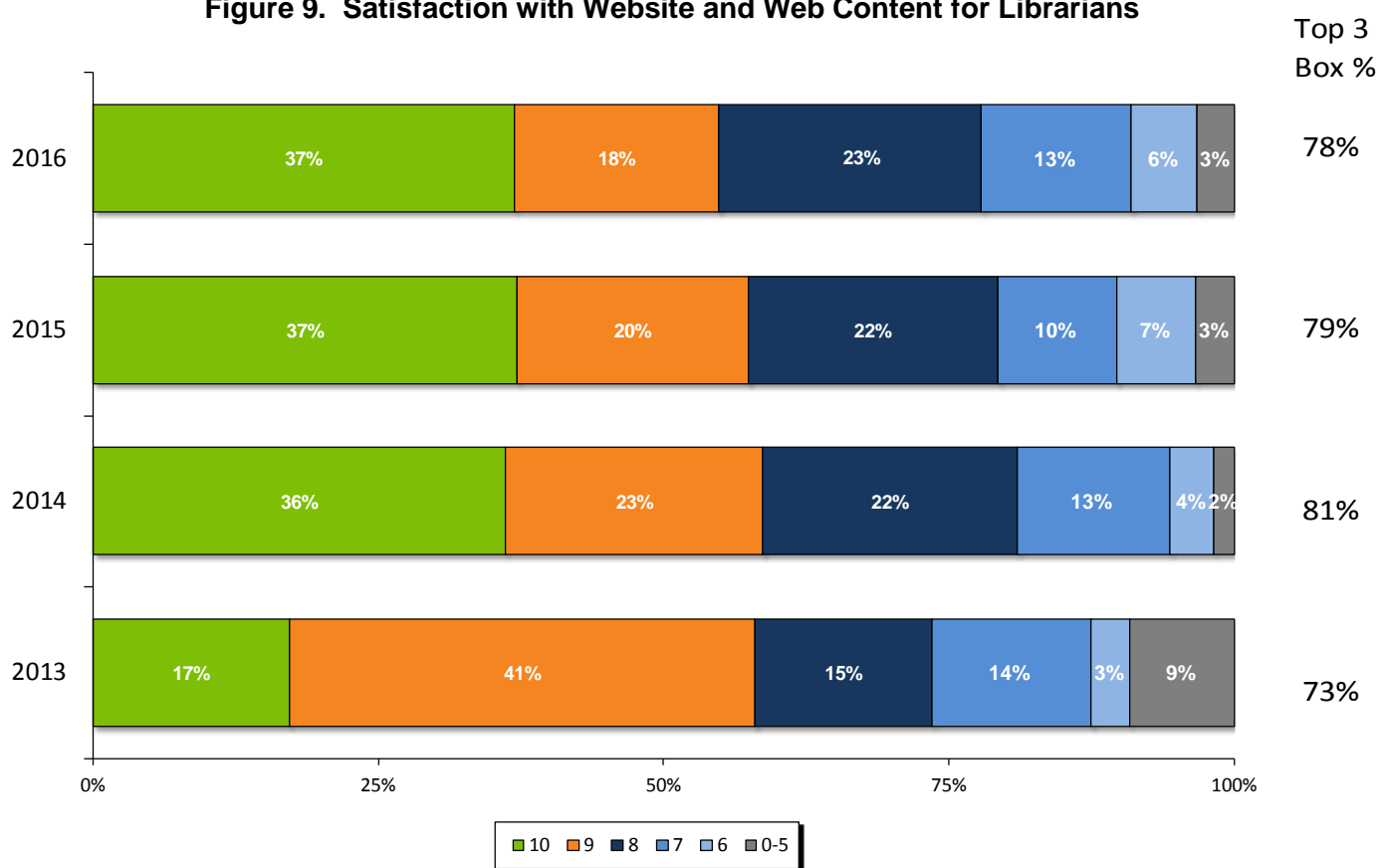
The following section will provide satisfaction scores for every question asked by giving the proportion of libraries who responded with each score from 10 down to 6, along with those who gave a score of 0-5. The overall satisfaction question for each section is reported first and directly compared to 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 Web Content Satisfaction

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 2016 were just slightly lower than those in 2014 and 2015, but still higher than in 2013. Although the top three box score fell by a point the top box score was unchanged at 37%. Unlike in previous years, there was no difference between ABPQ and Reseau Biblio in satisfaction in 2016.

**Figure 9. Satisfaction with Website and Web Content for Librarians**



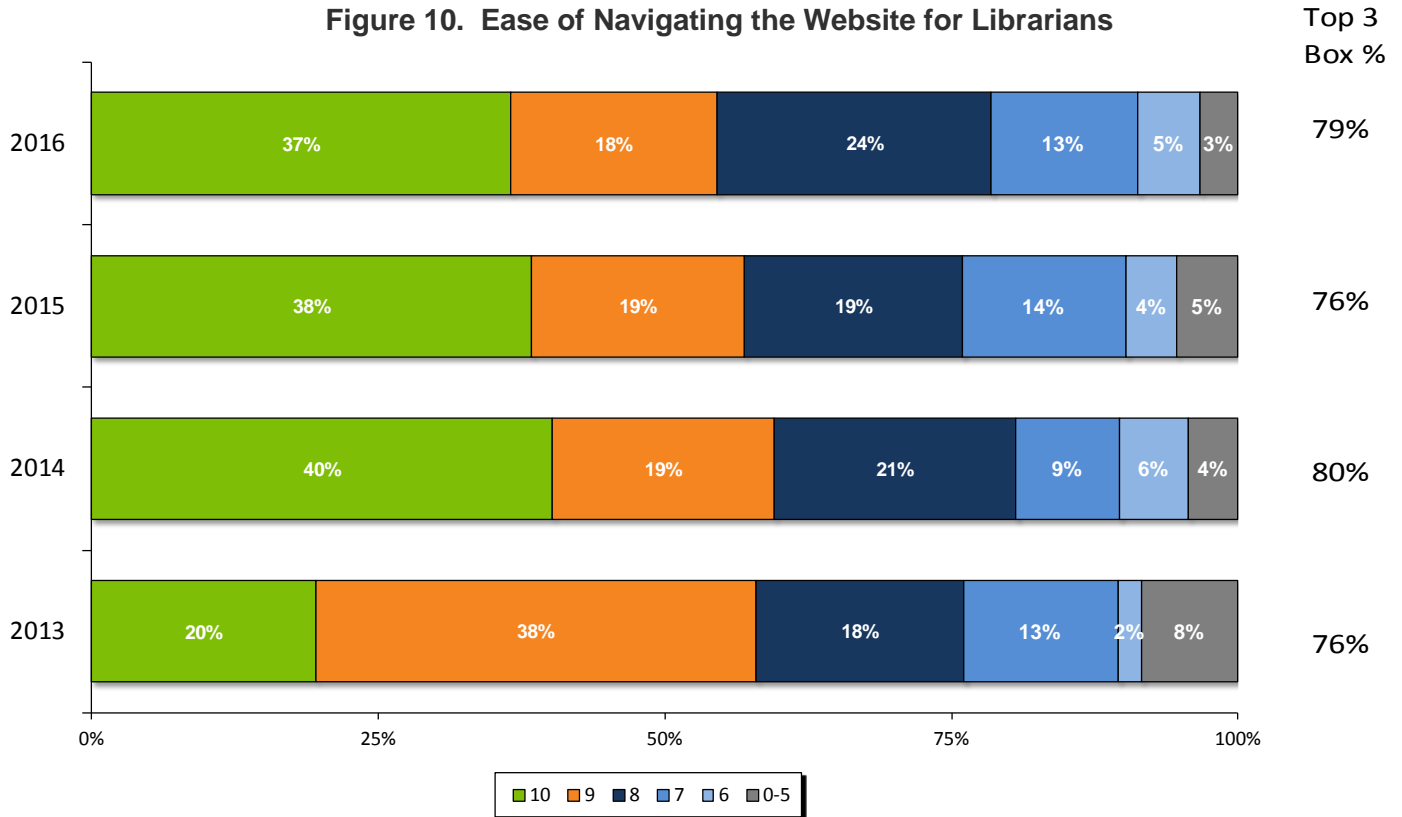
Region	Overall Satisfaction With Librarians' Website (Top 3 Box)			
	2016	2015	2014	2013
<b>Quebec</b>	<b>78%</b>	<b>79%</b>	<b>81%</b>	<b>73%</b>
ABPQ	78%	83%	78%	62%
Reseau Biblio	78%	76%	84%	81%

Source: Q5. Website and Web Content For Librarians Satisfaction Questions.

## Website Navigation

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 increased by three percentage points since 2015 but was similar to the level of satisfaction in 2014. The increase in satisfaction came entirely from RBQ libraries as it was unchanged since last year for ABPQ.

**Figure 10. Ease of Navigating the Website for Librarians**



Region	Ease of Navigation (Top 3 Box)			
	2016	2015	2014	2013
Quebec	78%	76%	81%	76%
ABPQ	80%	80%	79%	69%
Reseau Biblio	77%	72%	82%	81%

Source: Q5. Website and Web Content For Librarians Satisfaction Questions.

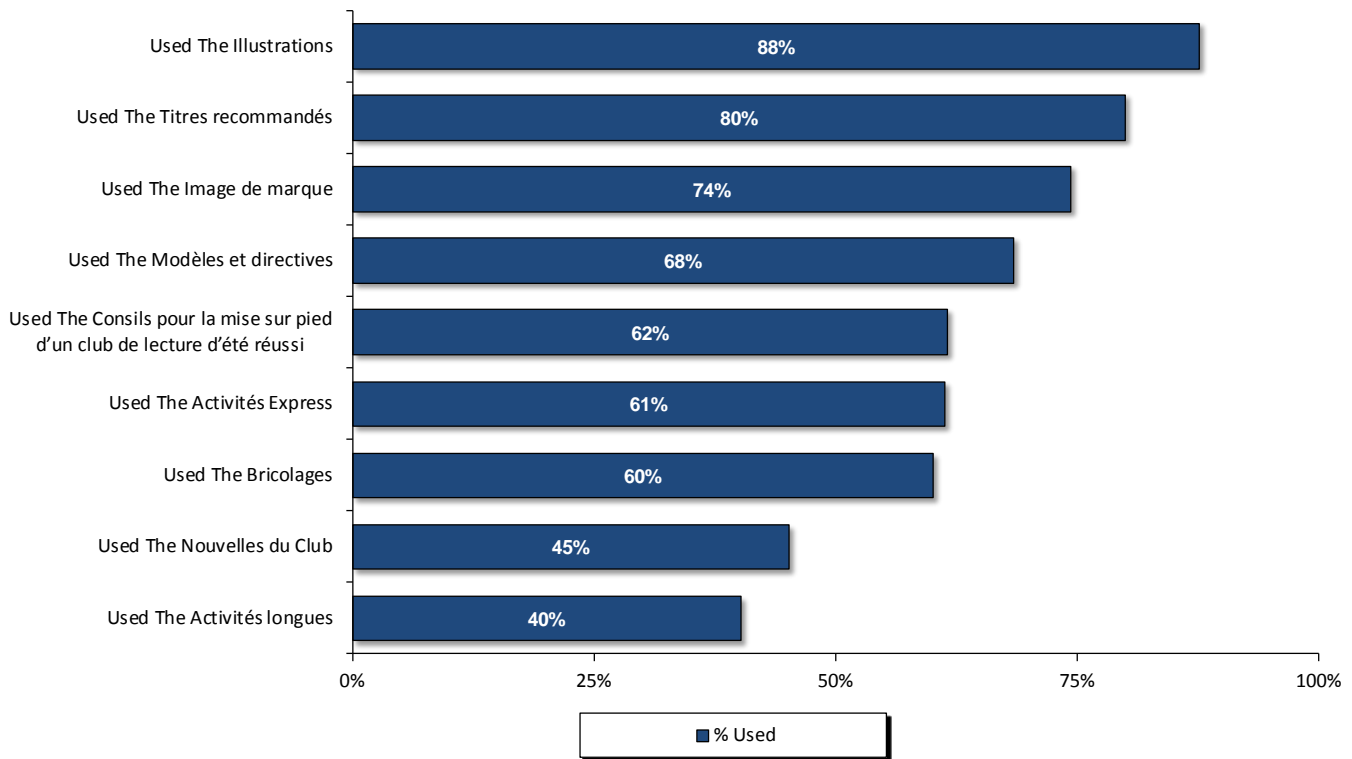


## Librarian Web Resources

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 (88%). The *titres recommandés* (80%) were also widely used. The *image de marque* were used by around three quarters of respondents (74%) and the *modèles et directives* (68%) were also popular. Most of the other resources were used by around six in ten librarians with the *nouvelles du club* (45%) and the *activités longues* (40%) being the only ones which were used by fewer than half.

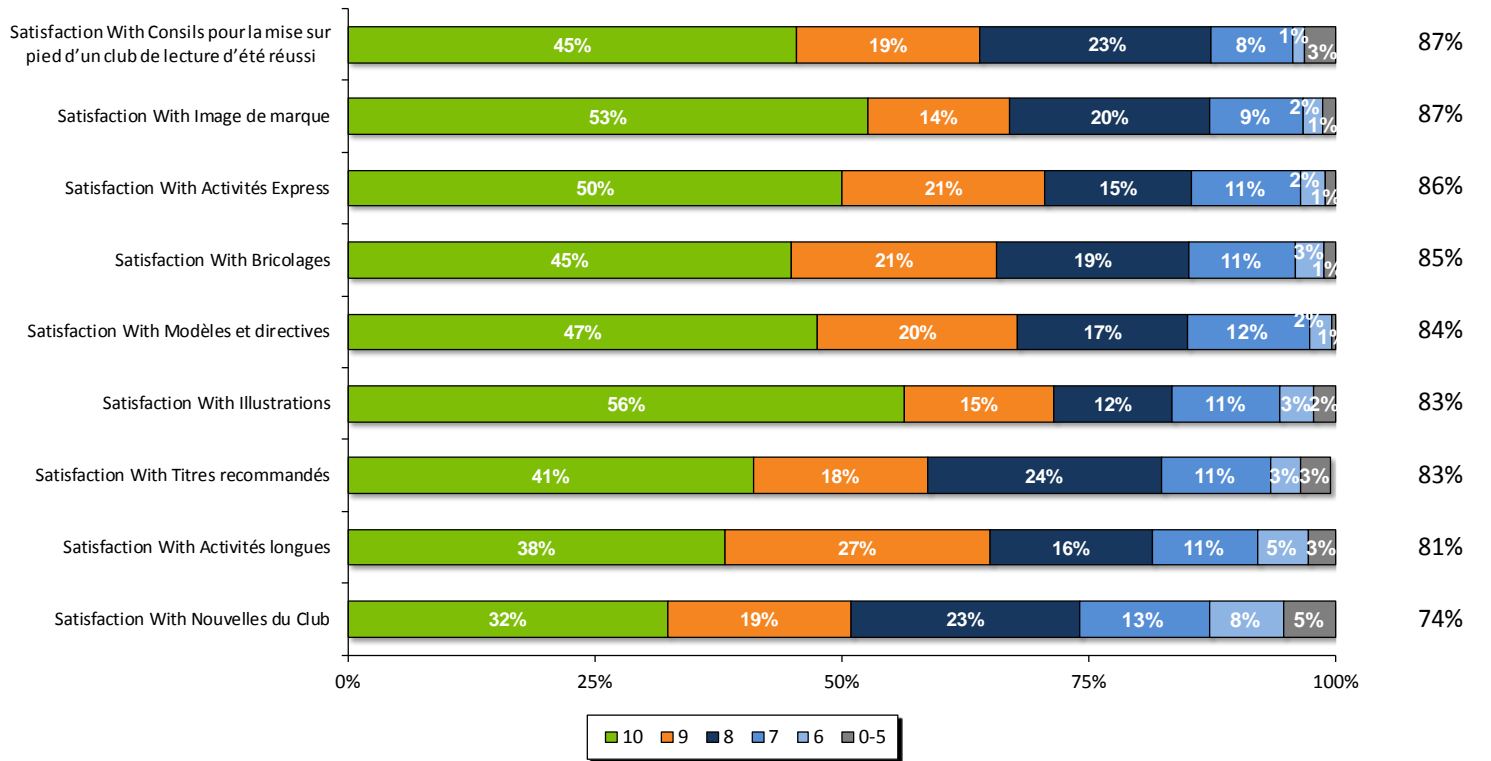
**Figure 11. Usage of Librarian Web Resources (French)**



**Source:** Q6FR. 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 *consils pour la mise sur pied d'un club de lecture d'été réussi* and the *image de marque* to 74% for the *nouvelles du club*. Looking at the highest satisfaction score provides a slightly different view where the *illustrations* received by far the highest scores (56% of all French libraries).

**Figure 12. Satisfaction with the Librarian Web Resources (French)  
 (Ranked By Top Three Box Score)**

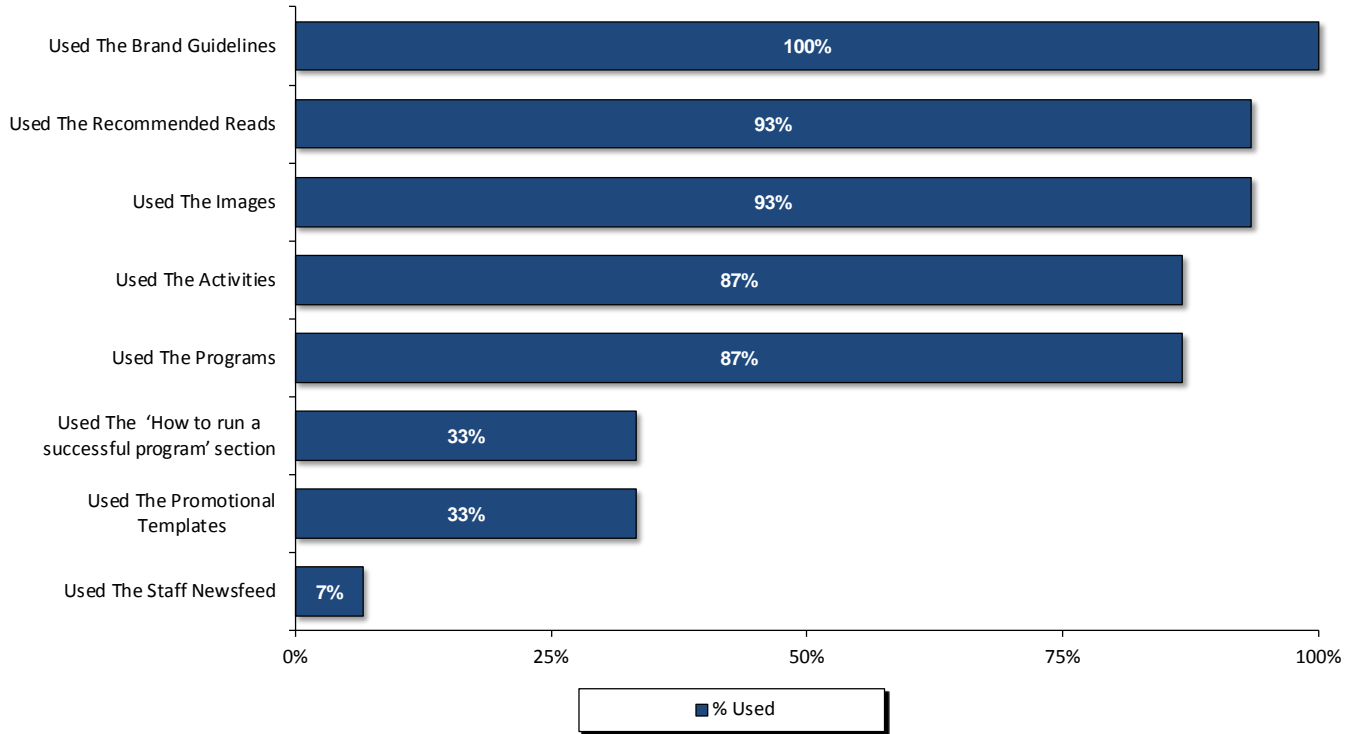


**Source:** Q6AFR. Please identify which of the resources on the Librarians' website you used and, for each resource that you did use, please give your level of satisfaction with it (French).

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

Usage of the English resources was inconsistent across these libraries/systems. Usage rates ranged from the brand guidelines, which every respondent used, to the recommended reads and images (93% of these libraries) down to the staff newsfeed which was used by only 7% of libraries.

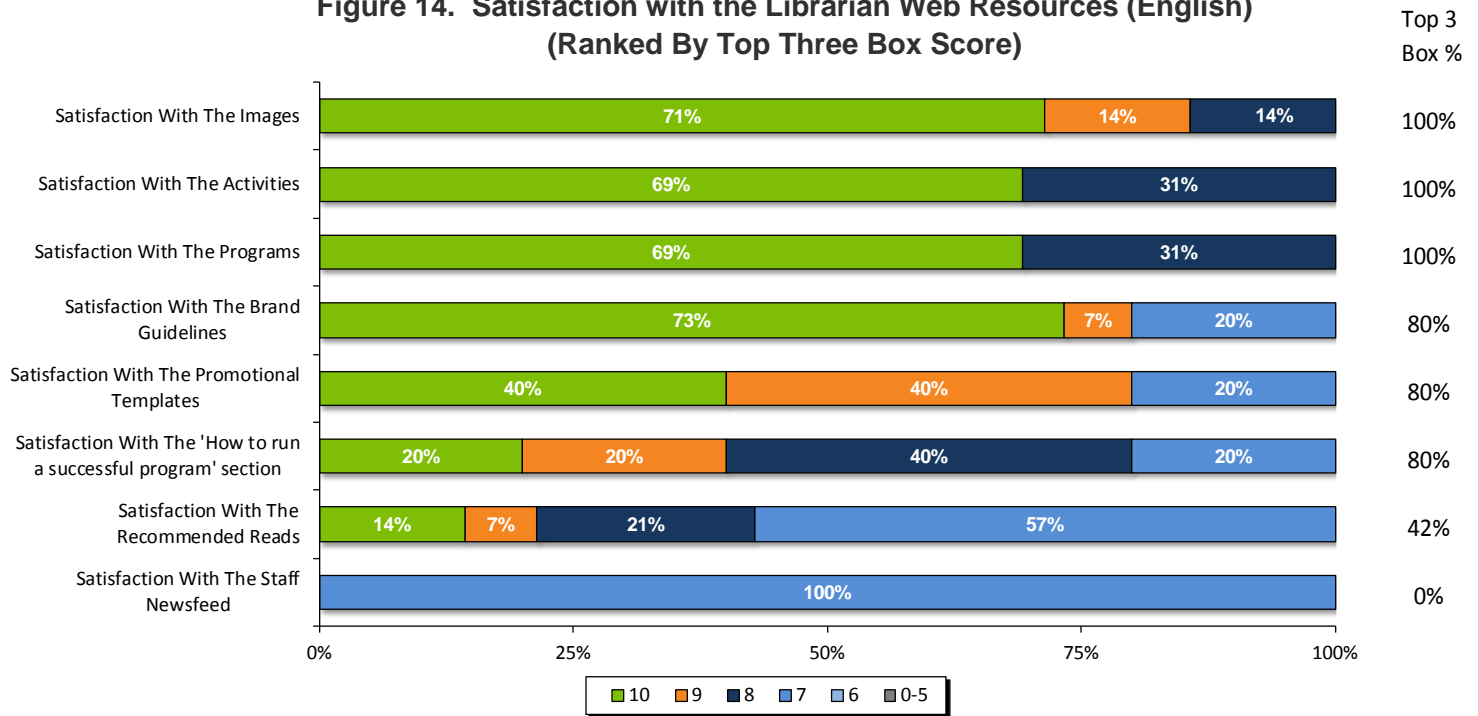
**Figure 13. Usage of Librarian Web Resources (English)**



**Source:** Q6. 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 (English).

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 images, the activities and the programs, with every single librarian providing a top three box score. Four out of five gave a top three box score for the 'How to run a successful program' section, the promotional templates and the brand guidelines. There was less satisfaction with the recommended reads (42%) and the staff newsfeed (the only library that used it did not give it a top three box score).

**Figure 14. Satisfaction with the Librarian Web Resources (English)  
 (Ranked By Top Three Box Score)**



Source: Q6A. 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 (English).

Librarians were asked for suggestions on how to improve the librarians’ website for future years. Four in ten respondents said that they were satisfied or had nothing to suggest (41%). Those who did provide a suggestion were most likely to mention simpler/better navigation and search/print functions or to request that the materials be made available sooner (15% each). Others requested more age-specific content (9%) or that regular updates/a newsletter be provided (6%).

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

**Figure 15. Suggestions for Librarian Web Resources**

<b>Suggestions on how to improve any of the web resources for library staff?</b>	<b>2016</b>
Satisfied/no suggestions	41%
Simpler/more user friendly/better navigation/search/print functions	15%
Make material available sooner	15%
Improve clip art/more visually appealing/more variety	11%
Age specific content/separate by age/school level	9%
Provide regular updates/newsletters/ability to subscribe to mailing list	6%
More suggestions/ideas for programs/activities	4%
Ability to share ideas/information between libraries/through social media/online forum	4%
Information/activities available in English and French	4%
Printable certificate/participation award	2%
Improve material available in black and white	2%
More printable activities	2%
Provide promotional material in a common format/unable to use them in the format provided	2%
Other	12%

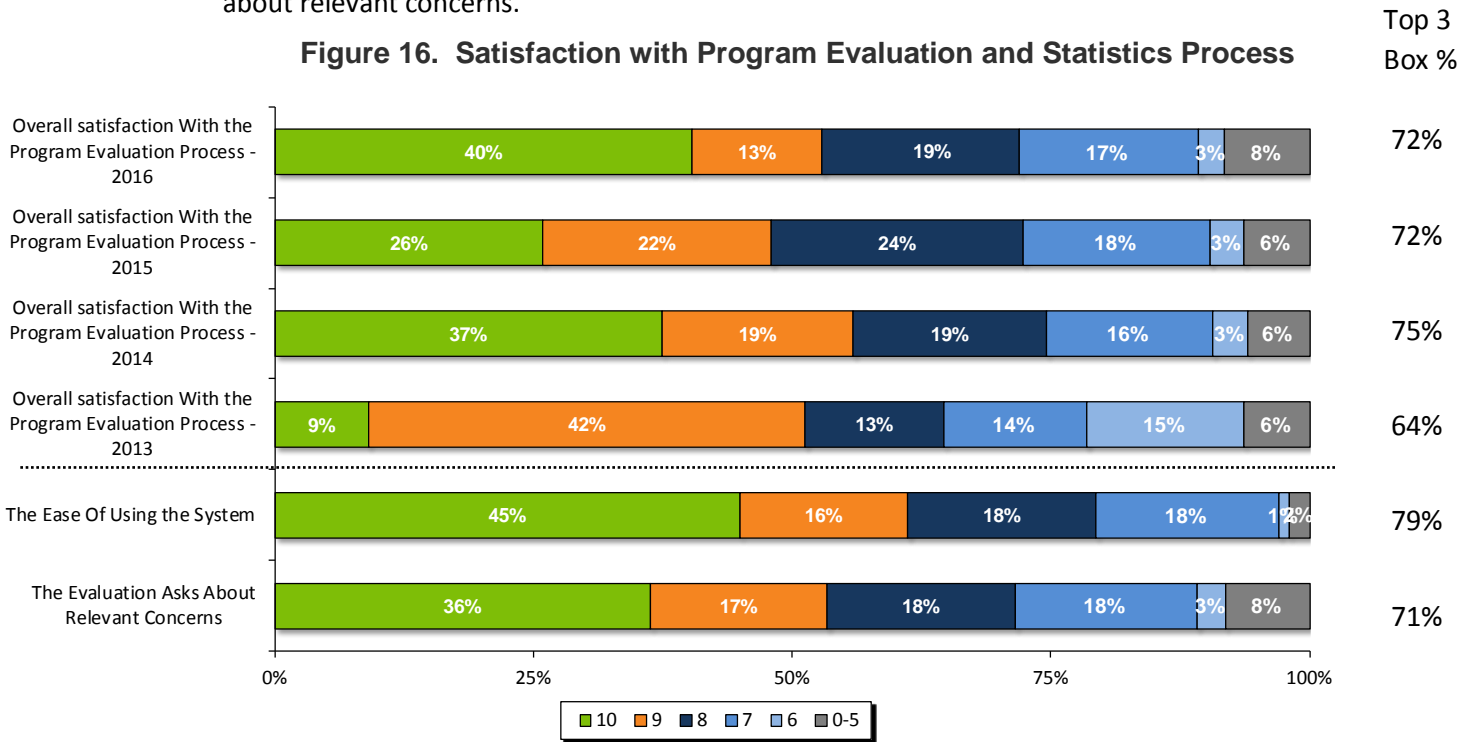
Source: QD10. Do you have any suggestions on how to improve any of the web resources for library staff?

## Satisfaction With The Program Evaluation

Finally, libraries were asked to rate their level of satisfaction with the program evaluation and statistics process for 2016. When looking at the top three box scores, satisfaction was unchanged at 72% since 2015 and was still a little lower than in 2014 (when it was 75%). However, there was a large shift in the proportion of people who gave the highest possible score, increasing from 26% last year to 40% in 2016.

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 79% for the ease of using the system and 71% for asking about relevant concerns.

**Figure 16. Satisfaction with Program Evaluation and Statistics Process**



Source: Q7. 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 common single response was that respondents were satisfied or had no suggestions to offer (37%). The most common suggestions were to make the questions/forms available sooner (19%), that some of the questions don't apply/that they can't collect certain statistics (7%), to include a comments section for each question (6%), or to clarify or better define the information being requested (5%).

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

**Figure 17. Suggestions for Improving the Program Evaluation and Statistics Process**

<u>Suggestions on how to improve the statistical collection and program evaluation process?</u>	<u>2016</u>
<i>Satisfied/no suggestions</i>	37%
Make questions/forms available sooner/let us know what to track	19%
Questions don't apply/we can't collect certain statistics	7%
Include a comments section for each question to allow for explanation of data collected	6%
Clarify/better define information requested	5%
Fewer questions/reduce survey length	2%
Include stats on number of books read	2%
Child's gender should be collected/gender statistics are important	2%
Other	27%
Don't know/refused	2%

Source: QD11. Do you have any suggestions for how to improve the statistical collection and program evaluation process?

Finally, 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 the program makes kids excited and keeps them reading over the summer (30%). Other popular responses were that children enjoyed the program and were motivated to read more as a result (17%) and that the incentives/challenges were a motivating factor (13%). Eight percent of respondents mentioned that the program brings more kids into the library, that children/parents enjoyed the activities and that there were higher registration numbers than last year.

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

**Figure 18. Testimonials Indicating an Increased Love of Reading**

<u>Testimonials indicating increased love of reading?</u>	<u>2016</u>
Makes them excited/keeps them reading over the summer	30%
Children enjoyed the program/enjoyed reading/were motivated to read more	17%
Challenges/incentives were a motivating factor	13%
Brings more children to the library/they enjoy coming	8%
Children/parents enjoyed the activities/crafts/website	8%
Higher program registration numbers	8%
Noticeable improvement in reading level	7%
Children enjoy coming back each year	3%
Children love adding stickers to their passports	2%
Children more willing to read at home/share with family	2%
Children exploring more/new genres/topics	2%
Children exceeding goals of club/reading extra	2%
Improved confidence/communication skills	2%
Children enjoyed this year's theme	2%
Other	17%
Don't know/refused	18%

Source: QD12. 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 Manitoba, 75 of the 80 participating individual libraries submitted their results, representing an overall response rate of 94%.

**Figure 1. Response Rate**

	Manitoba
<b>(A) Total Participating Libraries</b>	80
<b>(B) Total Responded to Survey</b>	75
<b>(C) Survey Response Rate</b>	94%

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

## 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 2016. 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 17,677 children registered for the TDSRC 2016 program, which is a sizeable increase over 2015 and is the highest total ever reported for Manitoba.

**Figure 2. Total Registration 2008 – 2016**

Region	Total Registration								
	2016	2015	2014	2013	2012	2011	2010	2009	2008
Manitoba	17,677	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 2016.

The figure below shows the age breakdown of registered children. In 2016 the gender of registering children was not recorded. For the summer 2016, 28% of the registered children were in the 0-5 age group, 42% were 6-8, 28% were 9-12, and 2% were 13 years or older. The age make-up of registered children is largely similar from year to year and there is no discernable trend over time in terms of the age of children registered for the program.

**Figure 3. Percentage of Registered Children by Age 2008 – 2016**

Manitoba	2016	2015	2014	2013	2012	2011	2010	2009	2008
0-5	28%	29%	29%	29%	30%	29%	28%	27%	26%
6-8	42%	38%	39%	40%	41%	40%	39%	38%	41%
9-12	28%	31%	29%	29%	27%	29%	30%	31%	32%
13+	2%	2%	2%	2%	2%	2%	2%	4%	2%

Source: Q1 Total number of children who registered for the TDSRC 2016.

Figure 4 below summarizes the participation rate for Manitoba by age based on 2011 census data. The proportion of all children who were registered in 2016 was higher than in previous years and increased from 4.94% to 6.24% in the most recent wave. The age group with the highest proportion of the total population taking part in the TD Summer Reading Club was 6-8 year olds, with almost 17% of all of the children in the province in this age group taking part in the program.

**Figure 4. Number of Registered Children**

	2011 CENSUS	2016 TD SRC REGISTRANTS	% PARTICIP. CHILDREN	% PARTICIP. CHILDREN	% PARTICIP. CHILDREN
	(A)	(B)	2016	2015	2014
Province / Territory	Total Children	Total Children	Total Children	Total Children	Total Children
<b>Manitoba</b>	<b>283,235</b>	<b>17,677</b>	<b>6.24%</b>	<b>4.94%</b>	<b>4.22%</b>
0-5	92,185	4,954	5.37%	4.33%	3.80%
6-8	44,480	7,455	16.76%	12.08%	10.58%
9-12	62,225	4,917	7.90%	6.91%	5.58%
13+	84,345	351	0.42%	0.38%	0.33%

**Source:** Q1 Total number of children who registered for the TDSRC 2016, 2015, 2014. Column (A) provided by Statistics Canada Census 2011. Column (B) presents data that was collected by Nielsen.

## 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 26,849 children attended the 910 theme-related activities which were organized in libraries across Manitoba over the summer months of 2016. Overall, an average of 29 children attended each activity in 2016 (a large increase over 2015 when the average was around 16), and 95% of all activities were conducted in libraries.

**Figure 5. 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	910	26,849	29	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.

The number of activities run by Manitoba libraries decreased slightly since 2015 but attendance at activities increased substantially from around 17,000 to almost 27,000. This was the highest attendance total ever recorded in Manitoba.

**Figure 6. Activities and Attendance 2014 – 2016**

Region	2016		2015		2014	
	Theme-Related Activities	Total Attendance	Theme-Related Activities	Total Attendance	Theme-Related Activities	Total Attendance
Manitoba	910	26,849	1,056	16,939	1,137	16,995

Source: Q3. 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, 85% of libraries indicated that their library staff made promotional visits to schools, while 25% visited child care centres, 9% visited day camps, and 19% made other promotional visits. A total of 390 visits were made, reaching a total of 30,428 children (the vast majority of them at schools).

**Figure 7. Total Number of Visits and Children Reached by Segment**

	Made Visits 2016 (%)					
	Schools			Day Camps		
	School Visits (% Yes)	Total Visits	Children Attended	Day Camp Visits (%)	Total Visits	Children Attended
Manitoba	85%	313	28,362	9%	10	156
	Child Care Centres			Other Locations		
	Childcare Visits (%)	Total Visits	Children Attended	Other Visits (%)	Total Visits	Children Attended
	Manitoba	25%	41	812	19%	26

**Source:** Q4. 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. 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, 37% of all registered children said that they had participated in previous years and 63% were new registrants in 2016. The proportion of children saying they participated in previous years has declined each year since 2014.

**Figure 8. Previous Participation**

Region	Joined in previous years		New Registrants	
Manitoba	6,501	37%	11,175	63%

% Joined in Previous Years			
Region	2016	2015	2014
Manitoba	37%	45%	48%

**Source:** Q2. 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 2016, the Statistics and Evaluation Form was again streamlined to ask only about the web resources and statistical program evaluations to make completing the form as easy and quick as possible for librarians.

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.

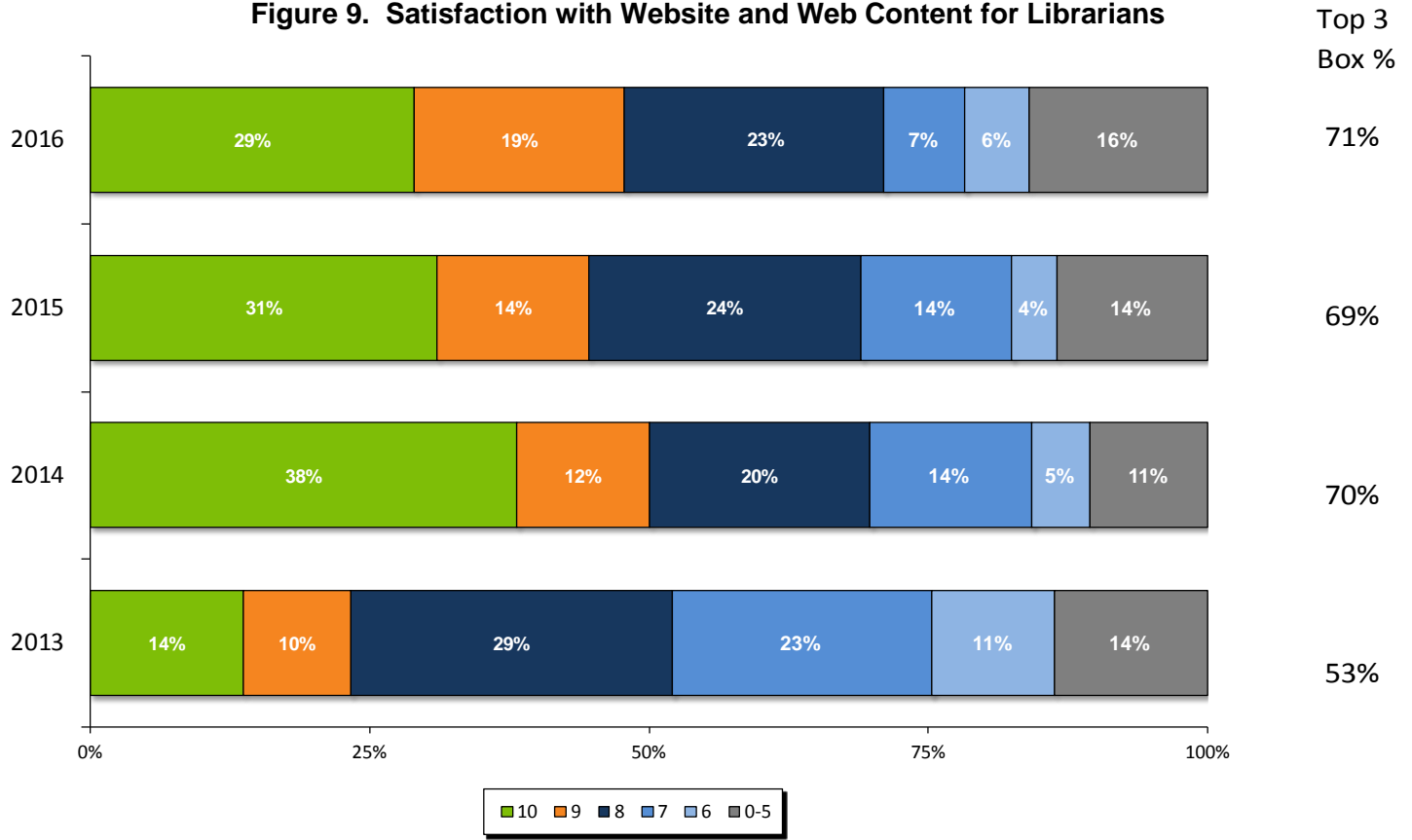
Please note that libraries that did not provide information for any given question are not considered in the percentages reported here so that each graph will sum to 100%.



## Overall Web Content Satisfaction

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 2016 were slightly higher than those in 2015 despite a decline in the proportion of librarians giving a top box score.

**Figure 9. Satisfaction with Website and Web Content for Librarians**

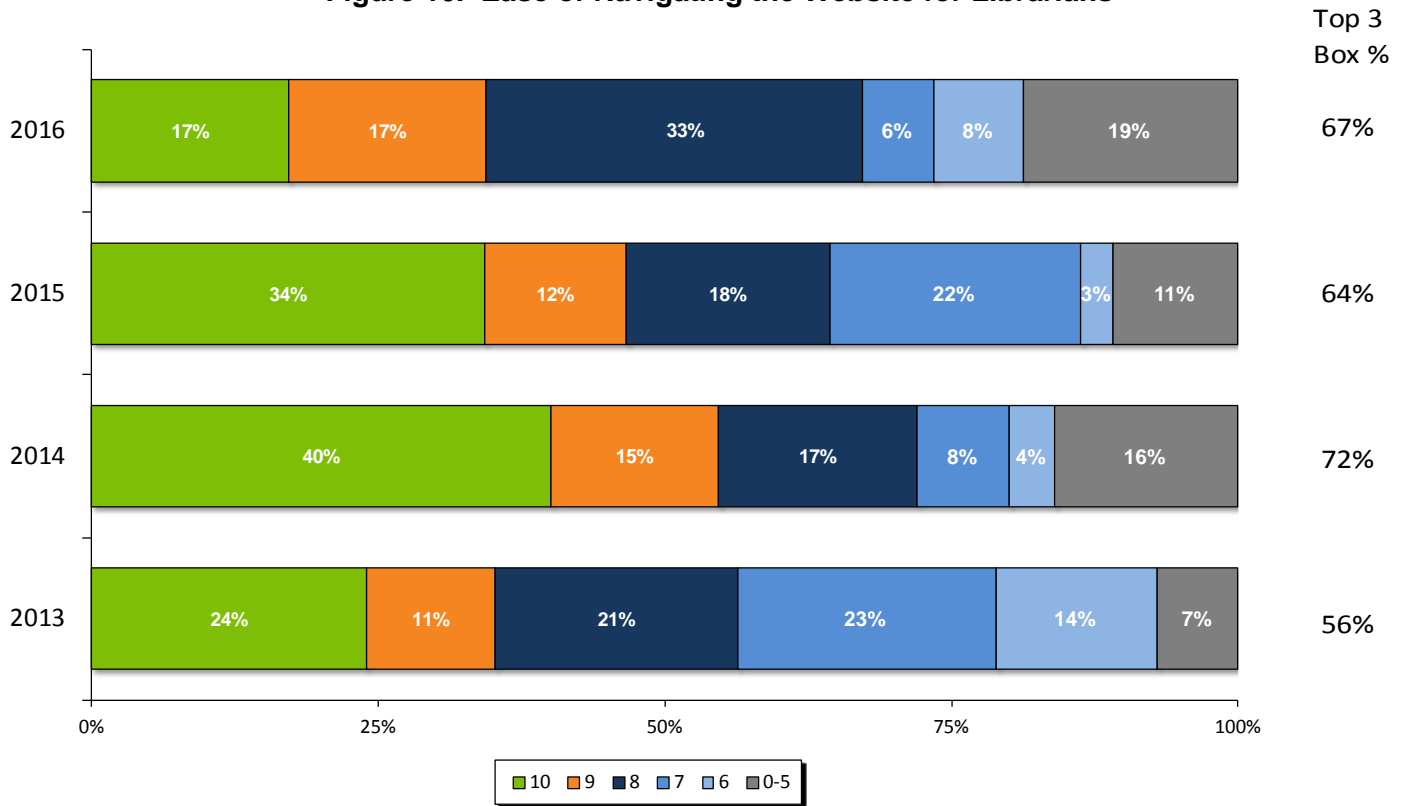


Source: Q5. Website and Web Content For Librarians Satisfaction Questions.

## Website Navigation

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 specifically was not as high as the overall satisfaction with the site itself with just over two thirds (67%) giving a top three box score. Although the top three box score was higher in 2016, the top box score fell substantially from 34% in 2015 to 17% in 2016.

**Figure 10. Ease of Navigating the Website for Librarians**

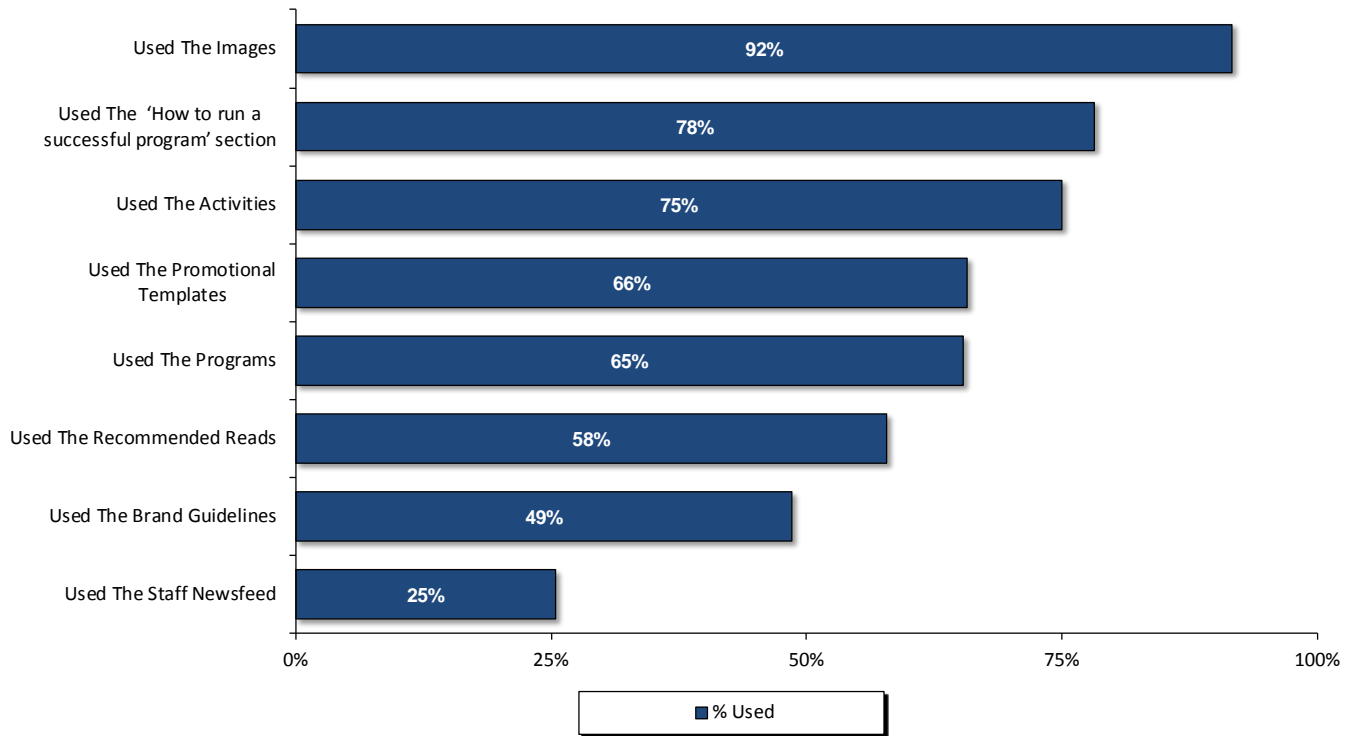


Source: Q5. Website and Web Content For Librarians Satisfaction Questions.

## Librarian Web Resources

Librarians were asked specifically which of the resources that were available to them were actually used in running their TD Summer Reading Club in 2016. Usage of the resources was varied and ranged from the images, which were used by almost all (92%) of libraries, the ‘how to run a successful program’ section and the activities, which were used by around three quarters of respondents. The promotional templates and the programs were both used by roughly two thirds of libraries. The staff newsfeed which was used by only 25% of libraries.

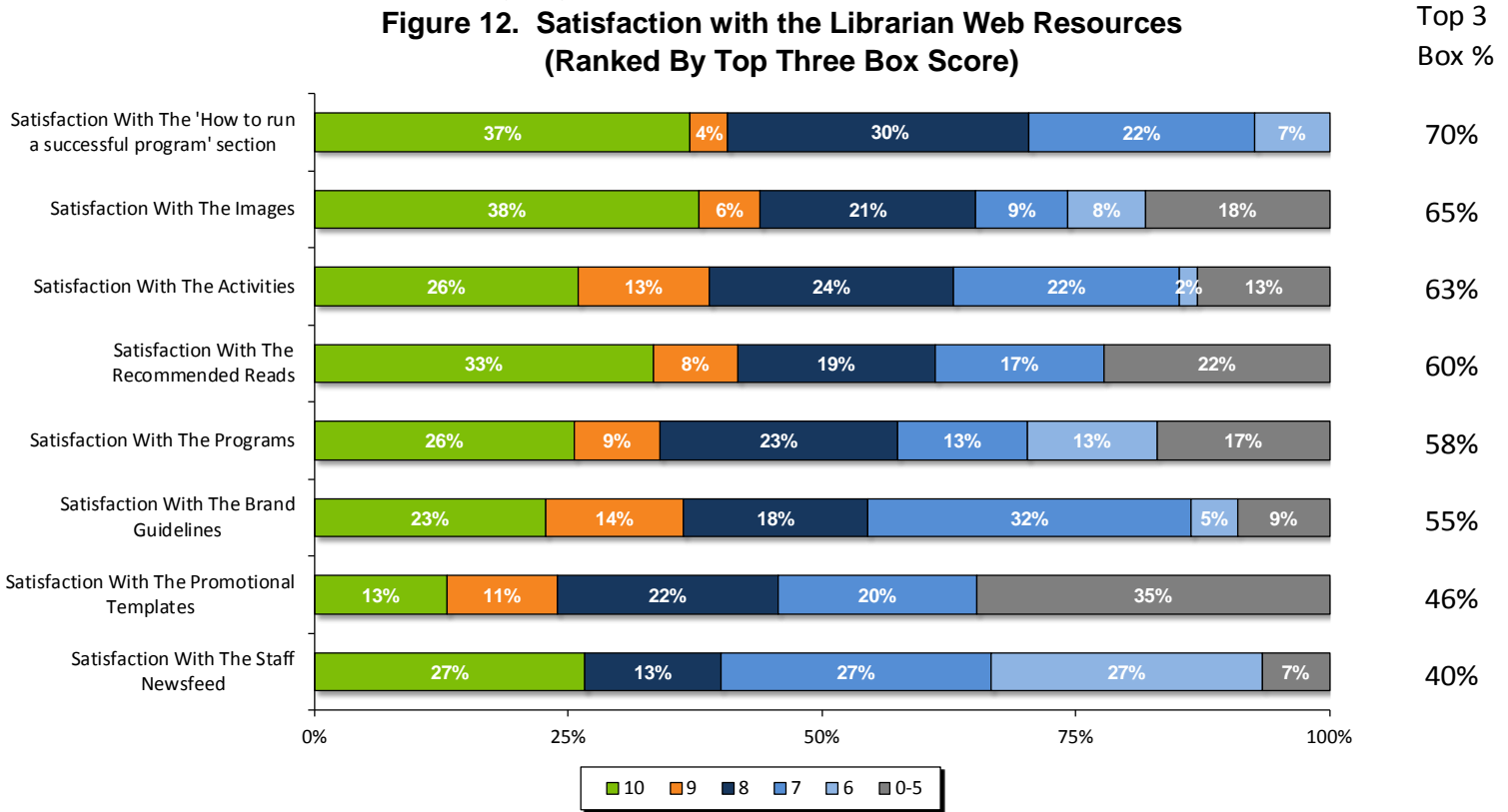
**Figure 11. Usage of Librarian Web Resources**



**Source:** Q6. 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 'how to run a successful program' section (70%), the images (65%), the activities (63%) and the recommended reads (60%). There was less satisfaction with the promotional templates (46%) and the staff newsfeed (40%).

**Figure 12. Satisfaction with the Librarian Web Resources (Ranked By Top Three Box Score)**



Source: Q6A. 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 for suggestions on how to improve the librarians’ website for future years. More than a third of respondents (37%) said that they were satisfied or had nothing to suggest. The most common suggestion was to make the clip art more visually appealing and provide a better variety (21%). Others comments included requesting that the materials be made available sooner, making the website more user friendly and that the website contains irrelevant resources (11% each).

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

**Figure 13. Suggestions for Librarian Web Resources**

<b>Suggestions on how to improve any of the web resources for library staff?</b>	<b>2016</b>
Satisfied/no suggestions	37%
Improve clip art/more visually appealing/more variety	21%
Make material available sooner	11%
Simpler/more user friendly/better navigation/search/print functions	11%
Lack of relevance/relation to theme/reading programs	11%
More suggestions/ideas for programs/activities	5%
Other	11%
Don't know/refused	5%

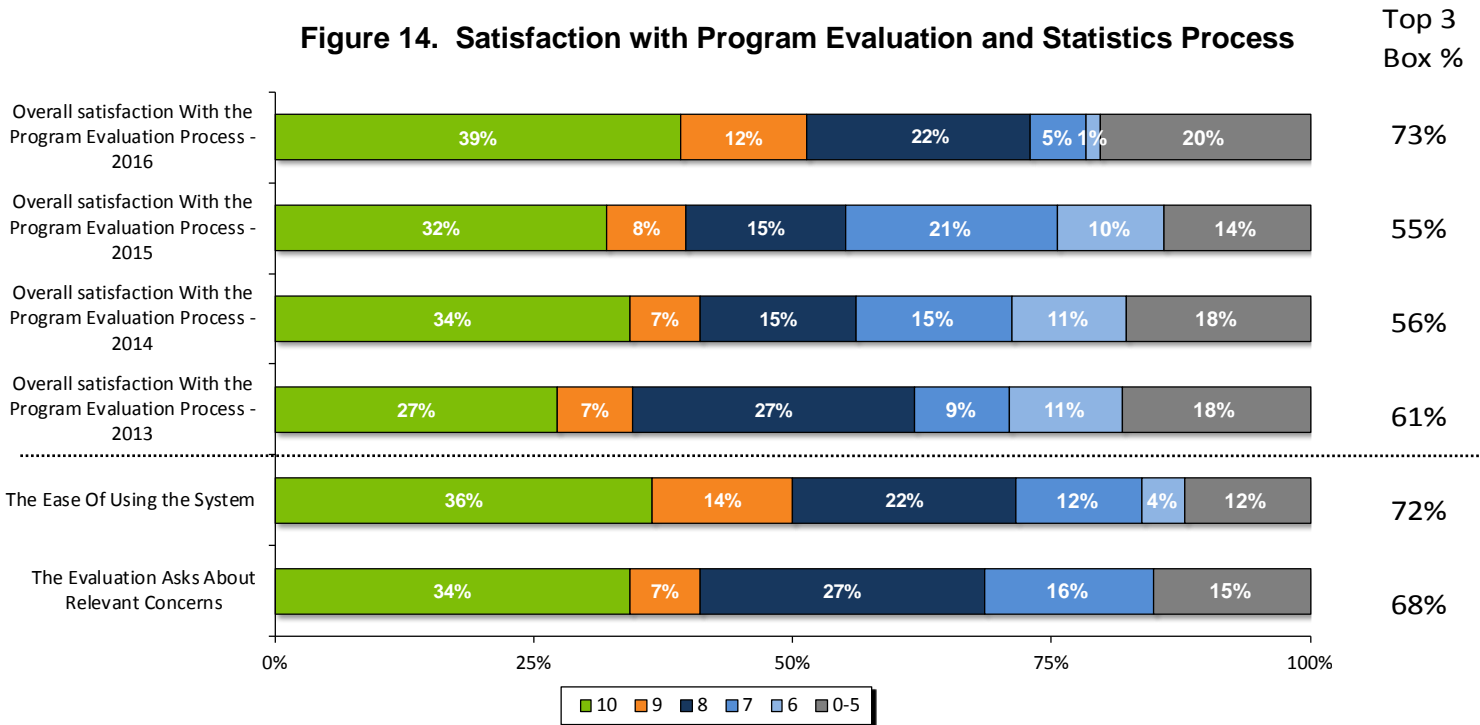
Source: QD10. Do you have any suggestions on how to improve any of the web resources for library staff?

## Satisfaction With The Program Evaluation

Finally, libraries were asked to rate their level of satisfaction with the program evaluation and statistics process for 2016. When looking at the top three box scores, satisfaction increased substantially from 55% to 73% in 2016, including a 7 point increase in people giving a top box score.

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 72% for the ease of using the system and 68% for asking about relevant concerns.

**Figure 14. Satisfaction with Program Evaluation and Statistics Process**



Source: Q7. Program Evaluation and Statistics Process Questions.

Librarians were asked for their suggestions on how the program evaluation and statistical collection process could be improved. A majority of respondents responded that they were satisfied or had no suggestions to offer (58%). The only other suggestion that was made by more than one respondent was to make the forms available sooner and/or to let the libraries know what they need to track (8%).

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

**Figure 15. Suggestions for Improving the Program Evaluation and Statistics Process**

<u>Suggestions on how to improve the statistical collection and program evaluation process?</u>	<u>2016</u>
<i>Satisfied/no suggestions</i>	58%
Make questions/forms available sooner/let us know what to track	8%
Other	33%

*Source: QD11. Do you have any suggestions for how to improve the statistical collection and program evaluation process?*

Finally, 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 the program makes the kids excited and keeps them reading over the summer (35%). Others mentioned that the challenges/incentives were a motivating factor (24%), that the program motivated them to read more and that there was a noticeable improvement in reading level (18% each) and that children were more willing to read at home (12%).

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

**Figure 16. Testimonials Indicating an Increased Love of Reading**

<b>Testimonials indicating increased love of reading?</b>	<b>2016</b>
Makes them excited/keeps them reading over the summer	35%
Challenges/incentives were a motivating factor	24%
Children enjoyed the program/enjoyed reading/were motivated to read more	18%
Noticeable improvement in reading level	18%
Children more willing to read at home/share with family	12%
Children enjoy coming back each year	6%
Children love adding stickers to their passports	6%
Children checking out more books from library	6%
Children/parents wish program was longer/all year	6%
Children enjoyed this year's theme	6%
Other	12%
Don't know/refused	6%

*Source: QD12. 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 Saskatchewan, 263 of the 271 participating individual libraries submitted their results, representing an overall response rate of 97%.

**Figure 1. Response Rate**

	Saskatchewan
<b>(A) Total Participating Libraries</b>	271
<b>(B) Total Responded to Survey</b>	263
<b>(C) Survey Response Rate</b>	<b>97%</b>

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

## 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 2016. 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 21,943 children registered for the TDSRC 2016 program, which is virtually unchanged compared to 2015.

**Figure 2. Total Registration 2008 – 2016**

Region	Total Registration								
	2016	2015	2014	2013	2012	2011	2010	2009	2008
Saskatchewan	21,943	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 2016.

The figure below shows the age breakdown of registered children. In 2016 the gender of registering children was not recorded. For the summer 2016, 30% of the registered children were in the 0-5 age group, 41% were 6-8, 28% were 9-12, and 2% were 13 years or older. The age make-up of registered children is similar from year to year and there is no clear trend in Saskatchewan over time in terms of the age of children registered for the program.

**Figure 3. Percentage of Registered Children by Age 2008 – 2016**

Saskatchewan	2016	2015	2014	2013	2012	2011	2010	2009	2008
<b>0-5</b>	30%	31%	30%	29%	28%	28%	26%	25%	22%
<b>6-8</b>	41%	39%	38%	39%	41%	40%	41%	38%	41%
<b>9-12</b>	28%	28%	30%	30%	30%	30%	31%	34%	34%
<b>13+</b>	2%	2%	2%	3%	1%	2%	2%	3%	3%

Source: Q1 Total number of children who registered for the TDSRC 2016.

Figure 4 below summarizes the participation rate for Saskatchewan by age based on 2011 census data. The proportion of all children who were registered in 2016 was similar to previous years and moved from 9.13% to 9.12% in the most recent wave. The age group with the highest proportion of the total population taking part in the TD Summer Reading Club was 6-8 year olds, with almost 24% of all of the children in the province in this age group taking part in the program.

**Figure 4. Number of Registered Children**

	2011 CENSUS	2016 TD SRC REGISTRANTS	% PARTICIP. CHILDREN	% PARTICIP. CHILDREN	% PARTICIP. CHILDREN
	(A)	(B)	2016	2015	2014
Province / Territory	Total Children	Total Children	Total Children	Total Children	Total Children
<b>Saskatchewan</b>	<b>240,645</b>	<b>21,943</b>	<b>9.12%</b>	<b>9.13%</b>	<b>8.49%</b>
0-5	81,605	6,492	7.95%	8.43%	7.56%
6-8	37,925	9,022	23.79%	22.61%	20.32%
9-12	51,470	6,048	11.75%	11.86%	12.03%
13+	69,645	381	0.55%	0.58%	0.51%

**Source:** Q1 Total number of children who registered for the TDSRC 2016, 2015, 2014. Column (A) provided by Statistics Canada Census 2011. Column (B) presents data that was collected by Nielsen.

## 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 45,209 children attended the 2,510 theme-related activities which were organized in libraries across Saskatchewan over the summer months of 2016. Overall, an average of 18 children attended each activity in 2016, and 90% of all activities were conducted in libraries.

**Figure 5. 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	2,510	45,209	18	90%	10%

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 run by Saskatchewan libraries as well as the attendance at the activities increased slightly from 2015. The number of children attending activities has been stable since 2014.

**Figure 6. Activities and Attendance 2014 – 2016**

Region	2016		2015		2014	
	Theme-Related Activities	Total Attendance	Theme-Related Activities	Total Attendance	Theme-Related Activities	Total Attendance
Saskatchewan	2,510	45,209	2,454	44,791	2,745	46,465

Source: Q3. 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, 55% of libraries indicated that their library staff made promotional visits to schools, while 17% visited child care centres, 4% visited day camps, and 16% made other promotional visits. A total of 687 visits were made, reaching a total of 35,458 children (the majority of them at schools).

**Figure 7. Total Number of Visits and Children Reached by Segment**

	Made Visits 2016 (%)					
	Schools			Day Camps		
	School Visits (% Yes)	Total Visits	Children Attended	Day Camp Visits (%)	Total Visits	Children Attended
Saskatchewan	55%	422	31,566	4%	28	452
	Child Care Centres			Other Locations		
	Childcare Visits (%)	Total Visits	Children Attended	Other Visits (%)	Total Visits	Children Attended
Saskatchewan	17%	65	998	16%	172	2,442

**Source:** Q4. 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. 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 (34%) of all registered children said that they had participated in previous years and two thirds were new registrants in 2016. The proportion of children saying they participated in previous years was similar to 2015 but is lower than in 2014.

**Figure 8. Previous Participation**

Region	Joined in previous years		New Registrants	
Saskatchewan	7,361	34%	14,581	66%

% Joined in Previous Years			
Region	2016	2015	2014
Saskatchewan	34%	34%	50%

**Source:** Q2. 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 2016, the Statistics and Evaluation Form was again streamlined to ask only about the web resources and statistical program evaluations to make completing the form as easy and quick as possible for librarians.

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.

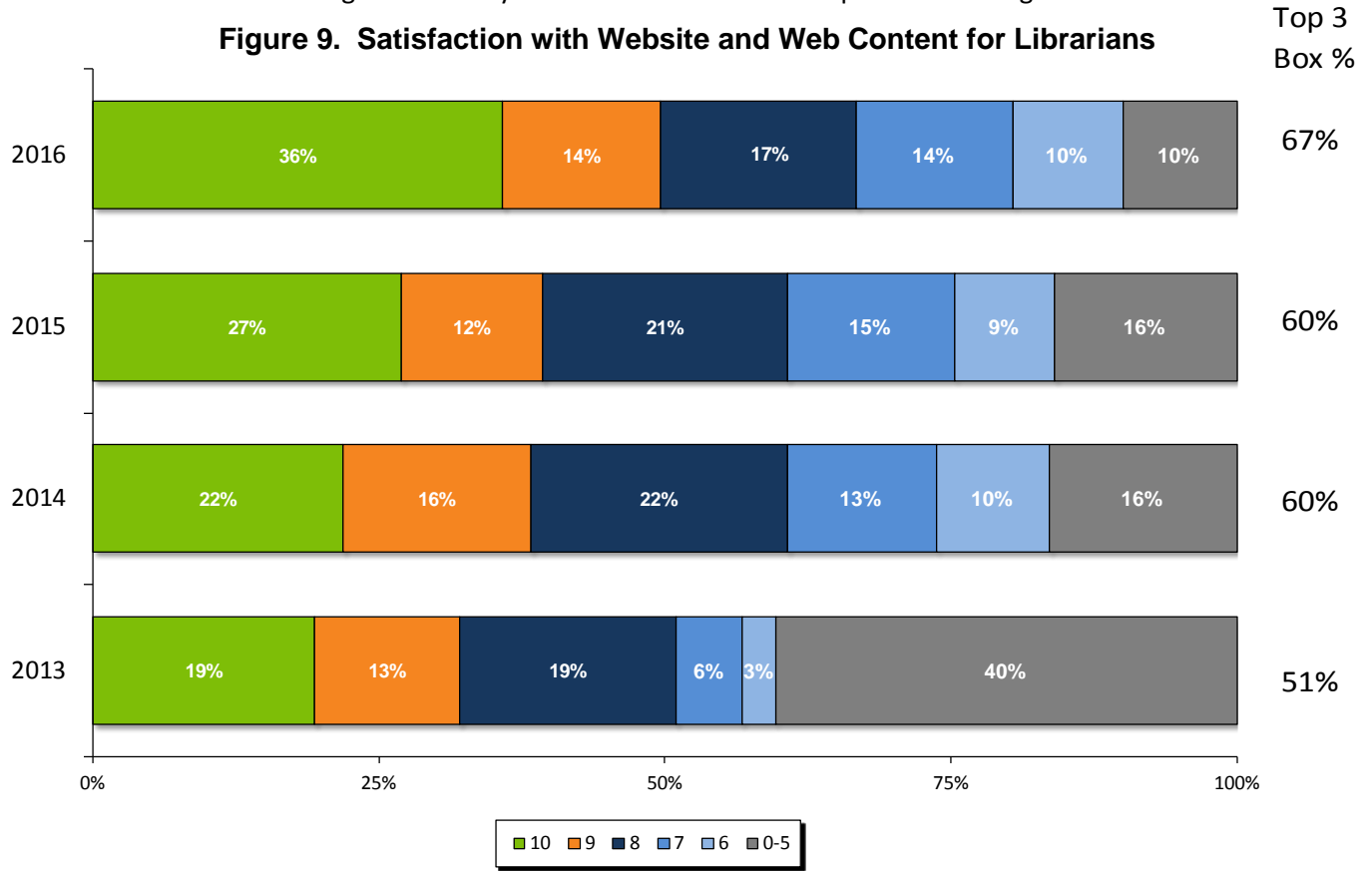
Please note that libraries that did not provide information for any given question are not considered in the percentages reported here so that each graph will sum to 100%.



## Overall Web Content Satisfaction

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 2016 were higher than in 2015 with the top three box increasing substantially from 2015 as well as the top box increasing from 27% to 36%

**Figure 9. Satisfaction with Website and Web Content for Librarians**

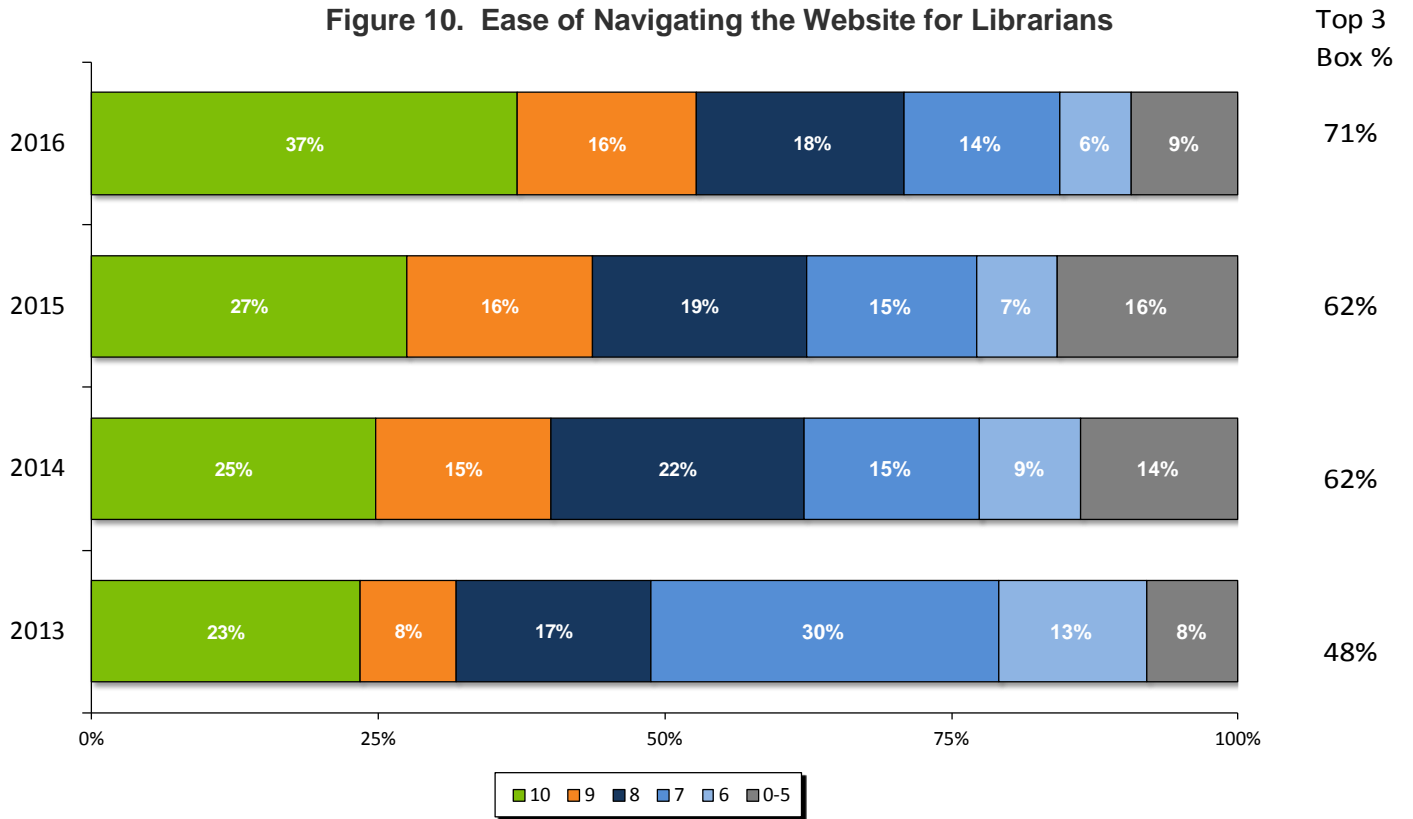


Source: Q5. Website and Web Content For Librarians Satisfaction Questions.

## Website Navigation

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 specifically was higher than the overall satisfaction with the site itself with 71% giving a top three box score. Along with a large increase in the top three box score, there was also a 10% point increase in the top box score compared to 2015.

**Figure 10. Ease of Navigating the Website for Librarians**

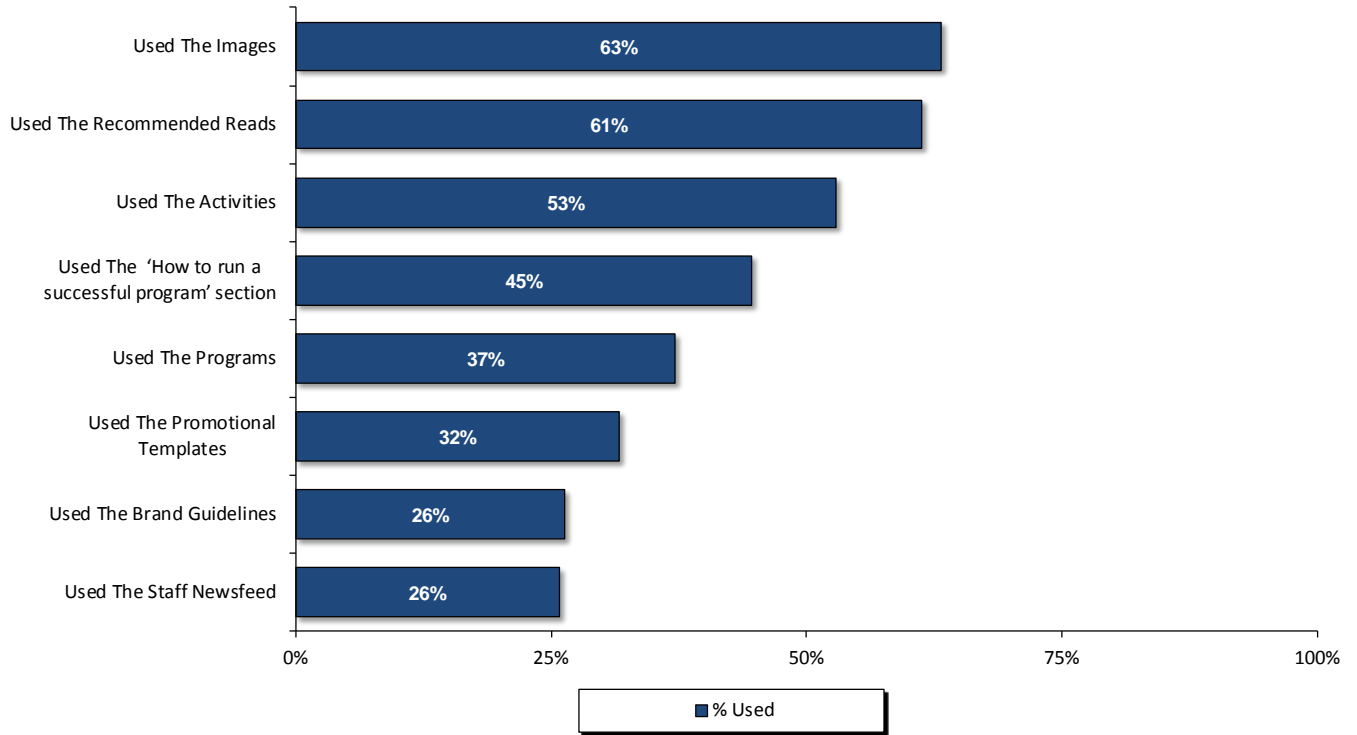


Source: Q5. Website and Web Content For Librarians Satisfaction Questions.

## Librarian Web Resources

Librarians were asked specifically which of the resources that were available to them were actually used in running their TD Summer Reading Club in 2016. Usage of the resources was lower than in some other regions and ranged from the images (used by 63% of libraries) and the recommended reads (61%) to the brand guidelines and the staff newsfeed which was used by only 26% of libraries.

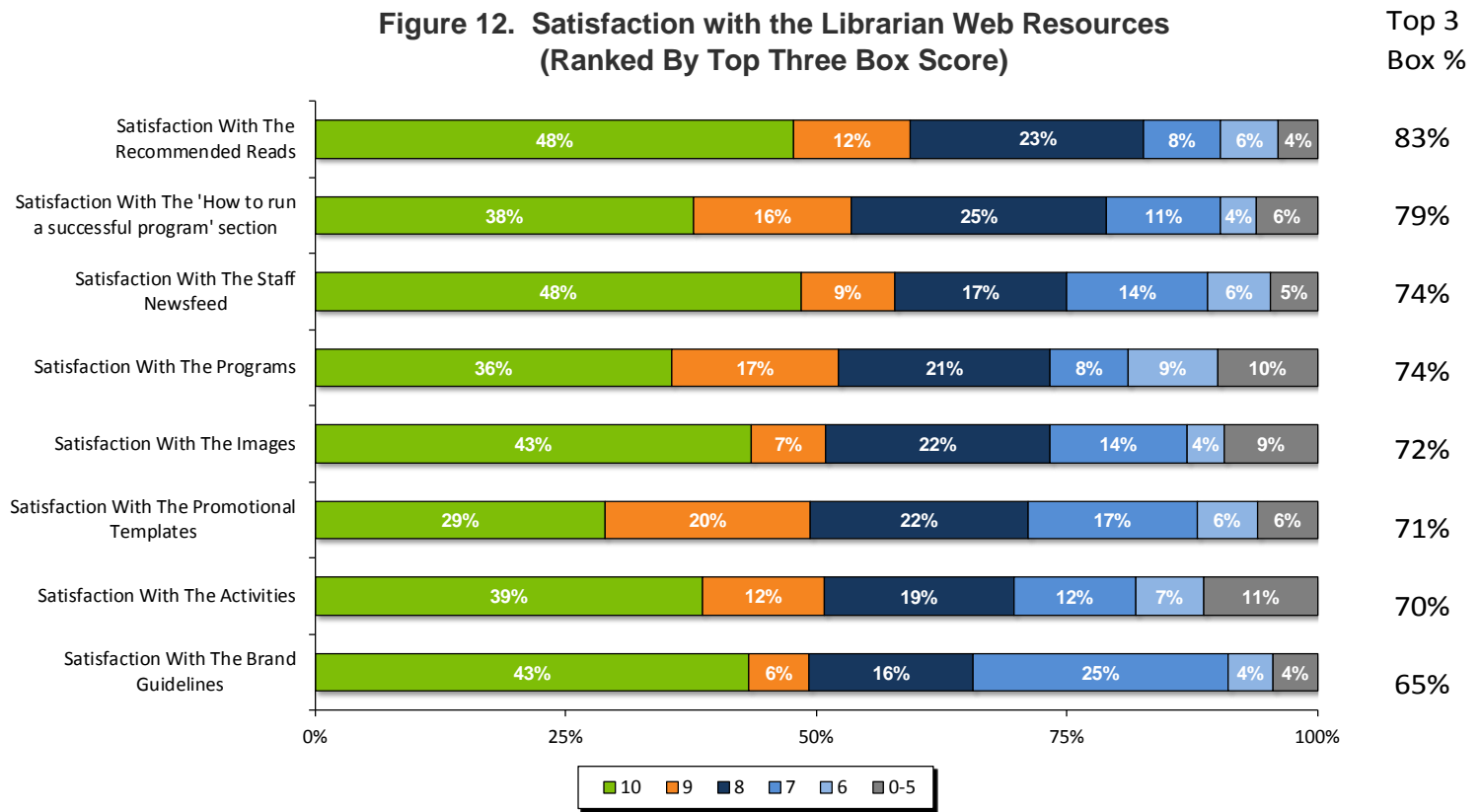
**Figure 11. Usage of Librarian Web Resources**



**Source:** Q6. 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 recommended reads (83% top three box) and the 'how to run a successful program' section (79%). Roughly three quarters of respondents gave a top three box satisfaction score for the staff newsfeed and the programs (74% each). Satisfaction was lowest with the brand guidelines even though almost two thirds of respondents were satisfied (65%).

**Figure 12. Satisfaction with the Librarian Web Resources (Ranked By Top Three Box Score)**



Source: Q6A. 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 for suggestions on how to improve the librarians’ website for future years. Almost two thirds of respondents (64%) were satisfied or had no suggestions. The most common suggestion was to provide more age-specific content (15%) while others mentioned more visually appealing clip art, making the materials sooner, that the programs are too geared toward large libraries, that there should be more ideas for activities and that there should be more promotion of the website content (6% each).

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

**Figure 13. Suggestions for Librarian Web Resources**

<b>Suggestions on how to improve any of the web resources for library staff?</b>	<b>2016</b>
Satisfied/no suggestions	64%
Age specific content/separate by age/school level	15%
Improve clip art/more visually appealing/more variety	6%
Make material available sooner	6%
Program/activities were too geared toward larger libraries	6%
More suggestions/ideas for programs/activities	6%
More promotion/awareness for website/website content	6%
Better craft ideas	3%
Simpler/more user friendly/better navigation/search/print functions	3%
Less restrictive/more flexible promotional templates/brand guidelines	3%
Other	6%
Don't know/refused	3%

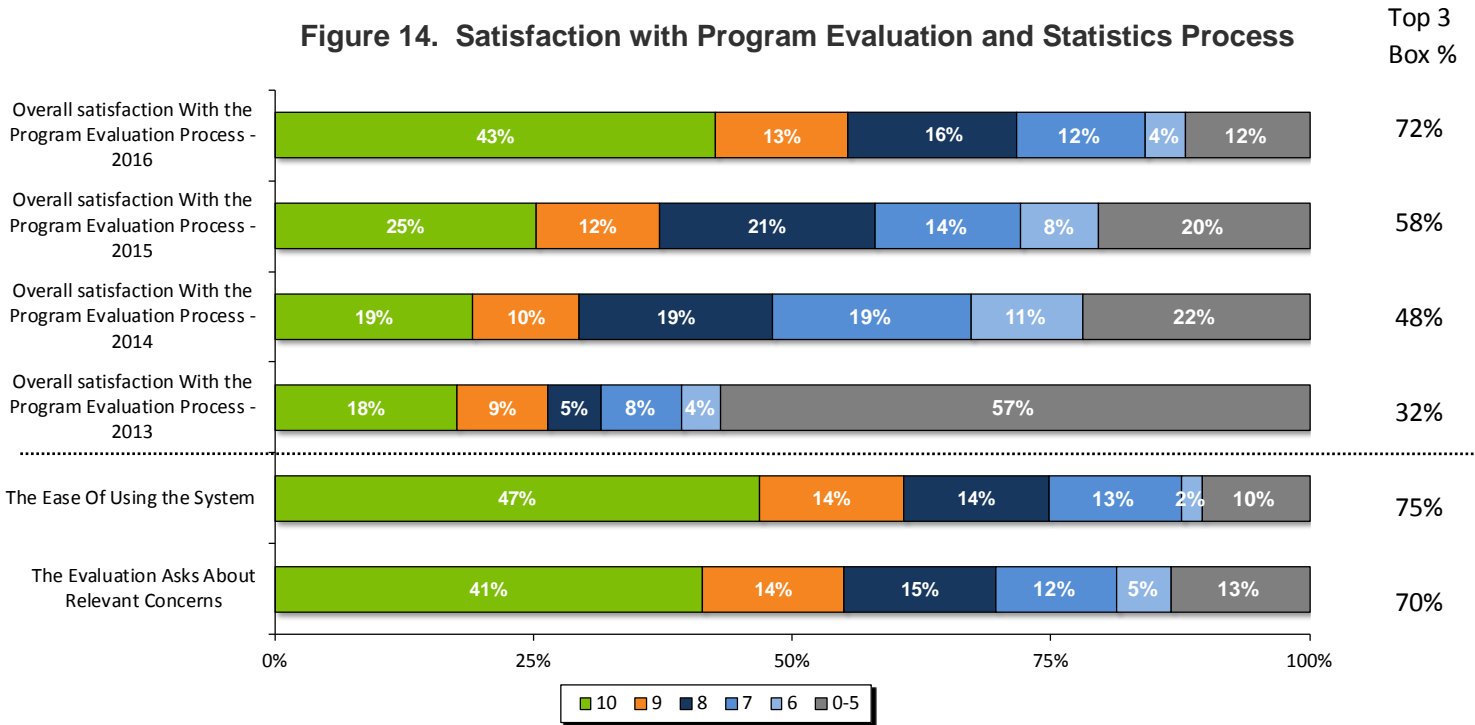
*Source: QD10. Do you have any suggestions on how to improve any of the web resources for library staff?*

## Satisfaction With The Program Evaluation

Finally, libraries were asked to rate their level of satisfaction with the program evaluation and statistics process for 2016. When looking at the top three box scores, satisfaction increased substantially from 58% to 72% in 2016 along with a large increase in the top box satisfaction score (from 25% to 43%).

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 75% for the ease of using the system and 70% for asking about relevant concerns.

**Figure 14. Satisfaction with Program Evaluation and Statistics Process**



Source: Q7. Program Evaluation and Statistics Process Questions.

Librarians were asked for their suggestions on how the program evaluation and statistical collection process could be improved. By far the most common single response was to say that they were satisfied or had no suggestions to offer (69%). The most common suggestion was to request that there be fewer questions or to make the survey shorter (7%). A smaller proportion of respondents made a series of other suggestions as well.

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

**Figure 15. Suggestions for Improving the Program Evaluation and Statistics Process**

<u>Suggestions on how to improve the statistical collection and program evaluation process?</u>	<u>2016</u>
<i>Satisfied/no suggestions</i>	69%
Fewer questions/reduce survey length	7%
Make questions/forms available sooner/let us know what to track	3%
Include stats on number of books read	3%
Questions don't apply/we can't collect certain statistics	3%
Problems recording children who weren't officially registered	3%
Child's gender should be collected/gender statistics are important	3%
Include a comments section for each question to allow for explanation of data collected	3%
Other	14%

**Source:** QD11. Do you have any suggestions for how to improve the statistical collection and program evaluation process?

Finally, 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 the program makes them excited and keeps them reading over the summer (28%). Other popular responses were that the challenges/incentives motivated the children (21%), that the children enjoyed the program and were motivated to read more and that the program brings more children to the library (11% each). Others were told about a noticeable improvement in reading level and children checking out more books (9%).

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

**Figure 16. Testimonials Indicating an Increased Love of Reading**

<u>Testimonials indicating increased love of reading?</u>	<u>2016</u>
Makes them excited/keeps them reading over the summer	28%
Challenges/incentives were a motivating factor	21%
Children enjoyed the program/enjoyed reading/were motivated to read more	11%
Brings more children to the library/they enjoy coming	11%
Noticeable improvement in reading level	9%
Children checking out more books from library	9%
Children more willing to read at home/share with family	6%
Children/parents enjoyed the activities/crafts/website	6%
Children learned new words/information	4%
Children enjoyed this year's theme	4%
Children enjoy coming back each year	2%
Children love adding stickers to their passports	2%
Children exceeding goals of club/reading extra	2%
Children/parents wish program was longer/all year	2%
Families continue book reporting/reward system afterwards	2%
Improved confidence/communication skills	2%
Increased interest/abilities in school	2%
Other	9%
Don't know/refused	23%

Source: QD12. 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 Alberta, 234 of the 260 participating individual libraries submitted their results, representing an overall response rate of 90%.

**Figure 1. Response Rate**

	Alberta
<b>(A) Total Participating Libraries</b>	260
<b>(B) Total Responded to Survey</b>	234
<b>(C) Survey Response Rate</b>	<b>90%</b>

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

## 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 2016. 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 55,717 children registered for the TDSRC 2016 program, which is a sizeable increase over 2015 and is the highest total ever reported for Alberta.

**Figure 2. Total Registration 2008 – 2016**

Region	Total Registration								
	2016	2015	2014	2013	2012	2011	2010	2009	2008
Alberta	55,717	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 2016.

The figure below shows the age breakdown of registered children. In 2016 the gender of registering children was not recorded. For the summer 2016, 29% of the registered children were in the 0-5 age group, 39% were 6-8, 29% were 9-12, and 2% were 13 years or older. The age make-up of registered children is similar from year to year and there is no discernable trend in Alberta over time in terms of the age of children registered for the program.

**Figure 3. Percentage of Registered Children by Age 2008 – 2016**

Alberta	2016	2015	2014	2013	2012	2011	2010	2009	2008
0-5	29%	27%	27%	31%	29%	28%	28%	24%	27%
6-8	39%	39%	38%	38%	38%	39%	39%	38%	37%
9-12	29%	31%	32%	29%	31%	31%	30%	32%	33%
13+	2%	4%	2%	2%	2%	3%	3%	5%	3%

Source: Q1 Total number of children who registered for the TDSRC 2016.

Figure 4 below summarizes the participation rate for Alberta by age based on 2011 census data. The proportion of all children who were registered in 2016 was higher than in previous years and increased from 5.89% to 6.74% in the most recent wave. The age group with the highest proportion of the total population taking part in the TD Summer Reading Club was 6-8 year olds, with more than 16% of all of the children in the province in this age group taking part in the program.

**Figure 4. Number of Registered Children**

	2011 CENSUS	2016 TD SRC REGISTRANTS	% PARTICIP. CHILDREN 2016	% PARTICIP. CHILDREN 2015	% PARTICIP. CHILDREN 2014
	(A)	(B)			
Province / Territory	Total Children	Total Children	Total Children	Total Children	Total Children
<b>Alberta</b>	<b>826,285</b>	<b>55,717</b>	<b>6.74%</b>	<b>5.89%</b>	<b>6.19%</b>
0-5	290,125	16,409	5.66%	4.45%	4.81%
6-8	131,415	21,720	16.53%	14.31%	14.96%
9-12	173,625	16,303	9.39%	8.62%	9.46%
13+	231,120	1,284	0.56%	0.86%	0.48%

Source: Q1 Total number of children who registered for the TDSRC 2016, 2015, 2014. Column (A) provided by Statistics Canada Census 2011. Column (B) presents data that was collected by Nielsen.

## 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 112,219 children attended the 6,416 theme-related activities which were organized in libraries across Alberta over the summer months of 2016. Overall, an average of 17 children attended each activity in 2016, and 80% of all activities were conducted in libraries.

**Figure 5. 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	6,416	112,219	17	80%	20%

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

The number of activities run by Alberta libraries increased over 2015 but attendance at activities increased substantially. 2016 had the highest level of attendance in Alberta since 2012.

**Figure 6. Activities and Attendance 2014 – 2016**

Region	2016		2015		2014	
	Theme-Related Activities	Total Attendance	Theme-Related Activities	Total Attendance	Theme-Related Activities	Total Attendance
Alberta	6,416	112,219	6,198	89,935	6,006	94,046

Source: Q3. 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, 74% of libraries indicated that their library staff made promotional visits to schools, while 12% visited child care centres, 7% visited day camps, and 21% made other promotional visits. A total of 2,980 visits were made, reaching a total of 135,209 children (the vast majority of them at schools).

**Figure 7. Total Number of Visits and Children Reached by Segment**

	Made Visits 2016 (%)					
	Schools			Day Camps		
	School Visits (% Yes)	Total Visits	Children Attended	Day Camp Visits (%)	Total Visits	Children Attended
Alberta	74%	2384	129,202	7%	50	999
	Child Care Centres			Other Locations		
	Childcare Visits (%)	Total Visits	Children Attended	Other Visits (%)	Total Visits	Children Attended
	Alberta	12%	59	913	21%	487

**Source:** Q4. 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. 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, half of all registered children said that they had participated in previous years and half were new registrants in 2016. The proportion of children saying they participated in previous years has gone down each year since 2014.

**Figure 8. Previous Participation**

Region	Joined in previous years		New Registrants	
Alberta	27,943	50%	27,773	50%

% Joined in Previous Years			
Region	2016	2015	2014
Alberta	50%	56%	62%

**Source:** Q2. 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 2016, the Statistics and Evaluation Form was again streamlined to ask only about the web resources and statistical program evaluations to make completing the form as easy and quick as possible for librarians.

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.

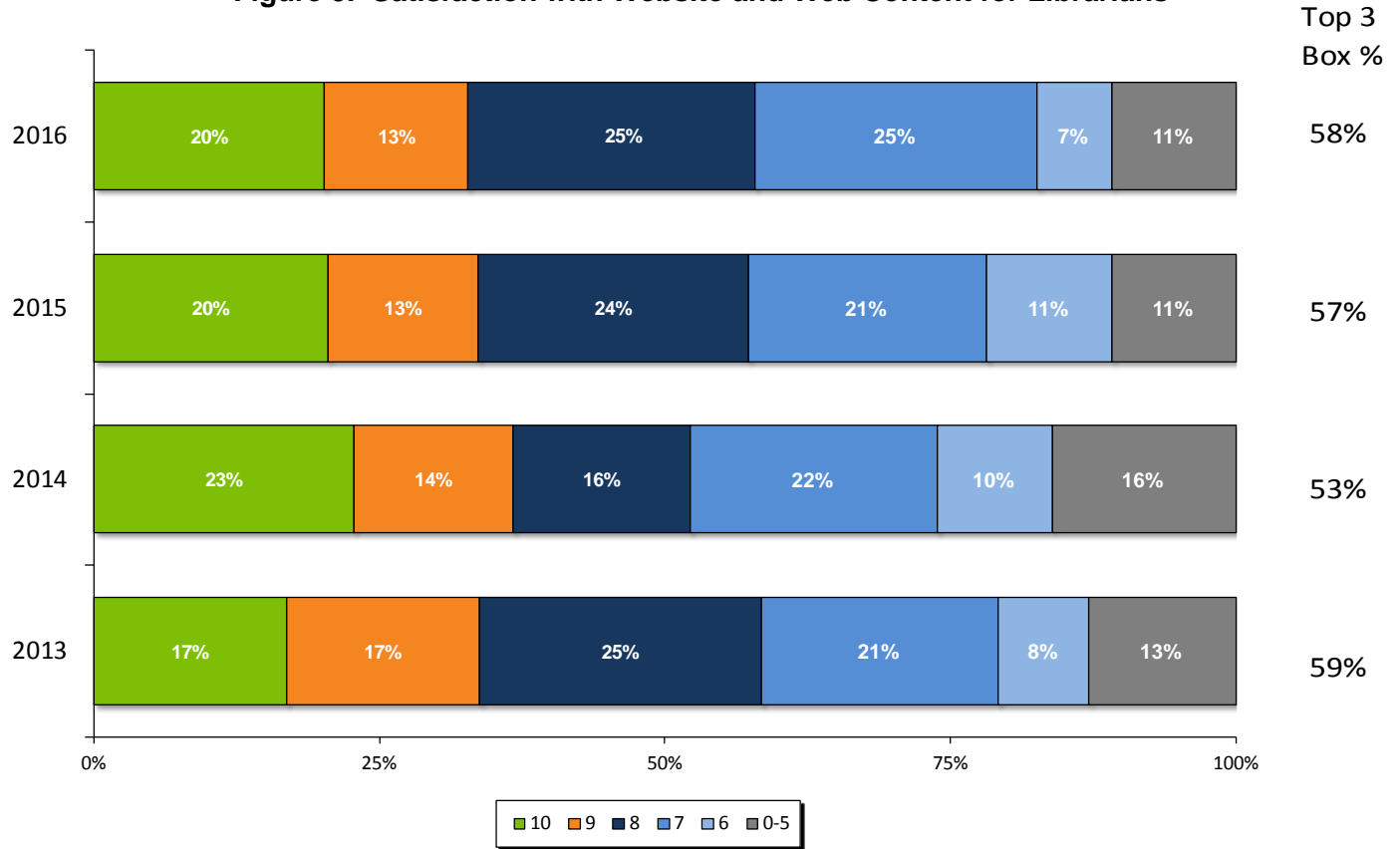
Please note that libraries that did not provide information for any given question are not considered in the percentages reported here so that each graph will sum to 100%.



## Overall Web Content Satisfaction

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 2016 were virtually unchanged from those in 2015, but still not as high as the peak in 2013. The top box score did not change since at all from last year.

**Figure 9. Satisfaction with Website and Web Content for Librarians**

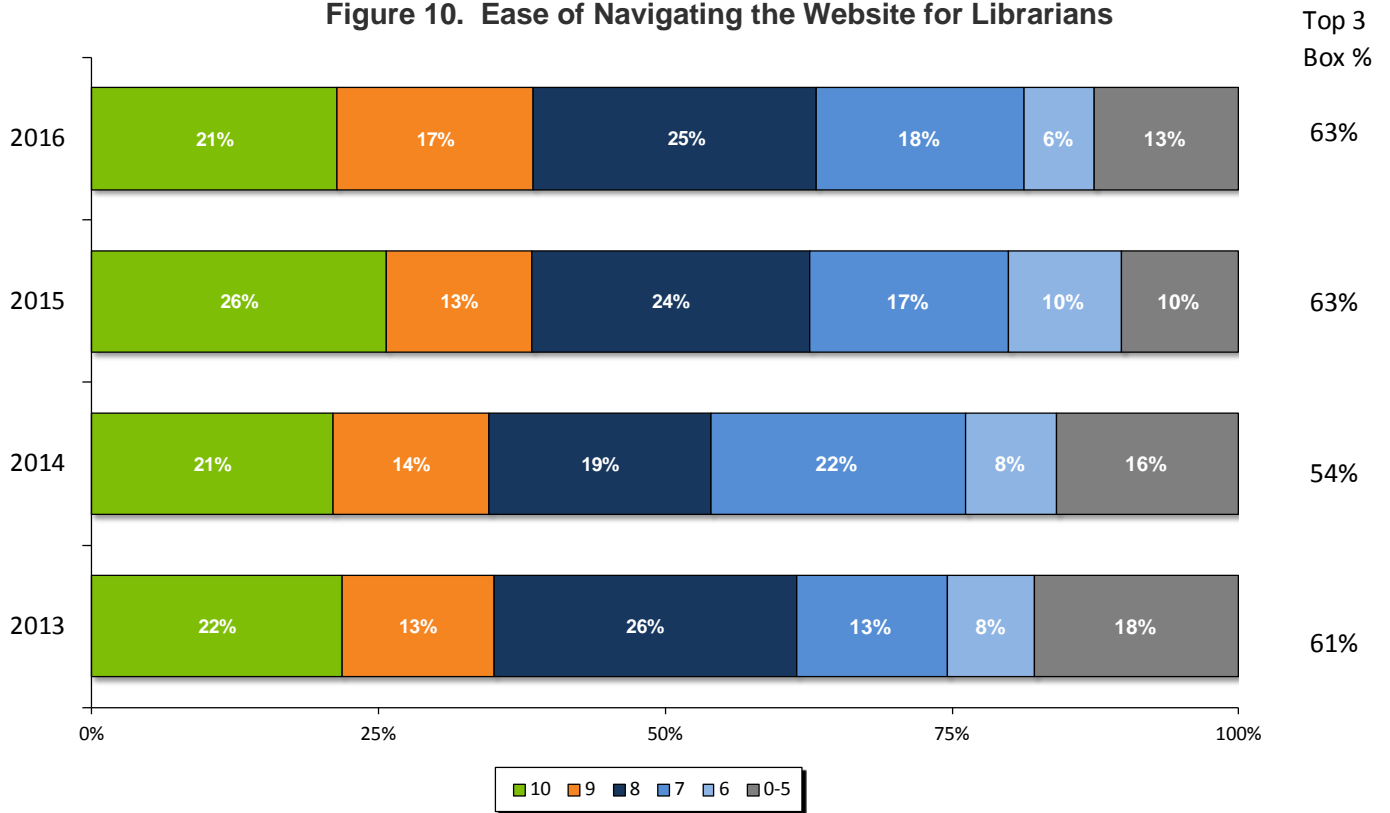


Source: Q5. Website and Web Content For Librarians Satisfaction Questions.

## Website Navigation

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 specifically was higher than the overall satisfaction with the site itself with just less than two thirds (63%) giving a top three box score. Although the top three box score has not changed compared to 2015, the top box score was five points lower.

**Figure 10. Ease of Navigating the Website for Librarians**

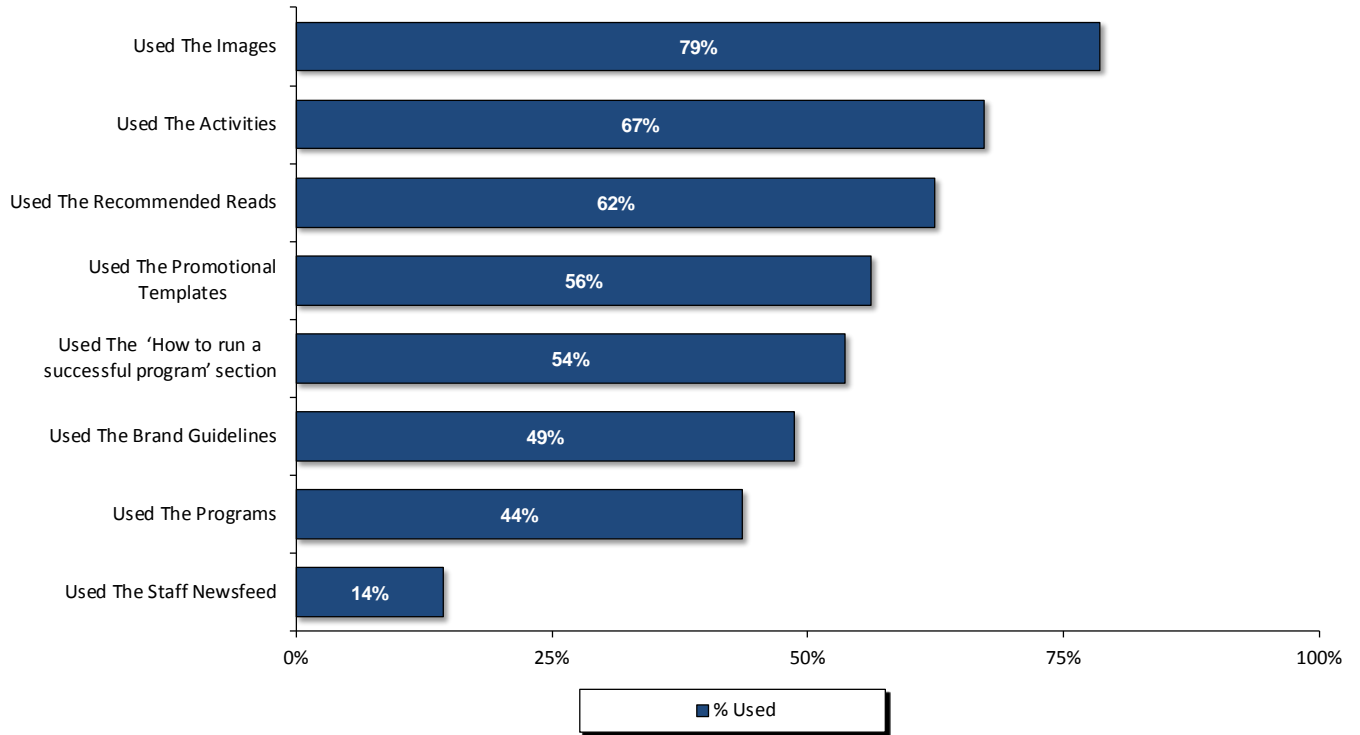


Source: Q5. Website and Web Content For Librarians Satisfaction Questions.

## Librarian Web Resources

Librarians were asked specifically which of the resources that were available to them were actually used in running their TD Summer Reading Club in 2016. Usage of the resources was varied and ranged from the images (used by 79% of libraries), the activities and the recommended reads (which roughly two thirds of libraries used) to the staff newsfeed which was used by only 14% of libraries.

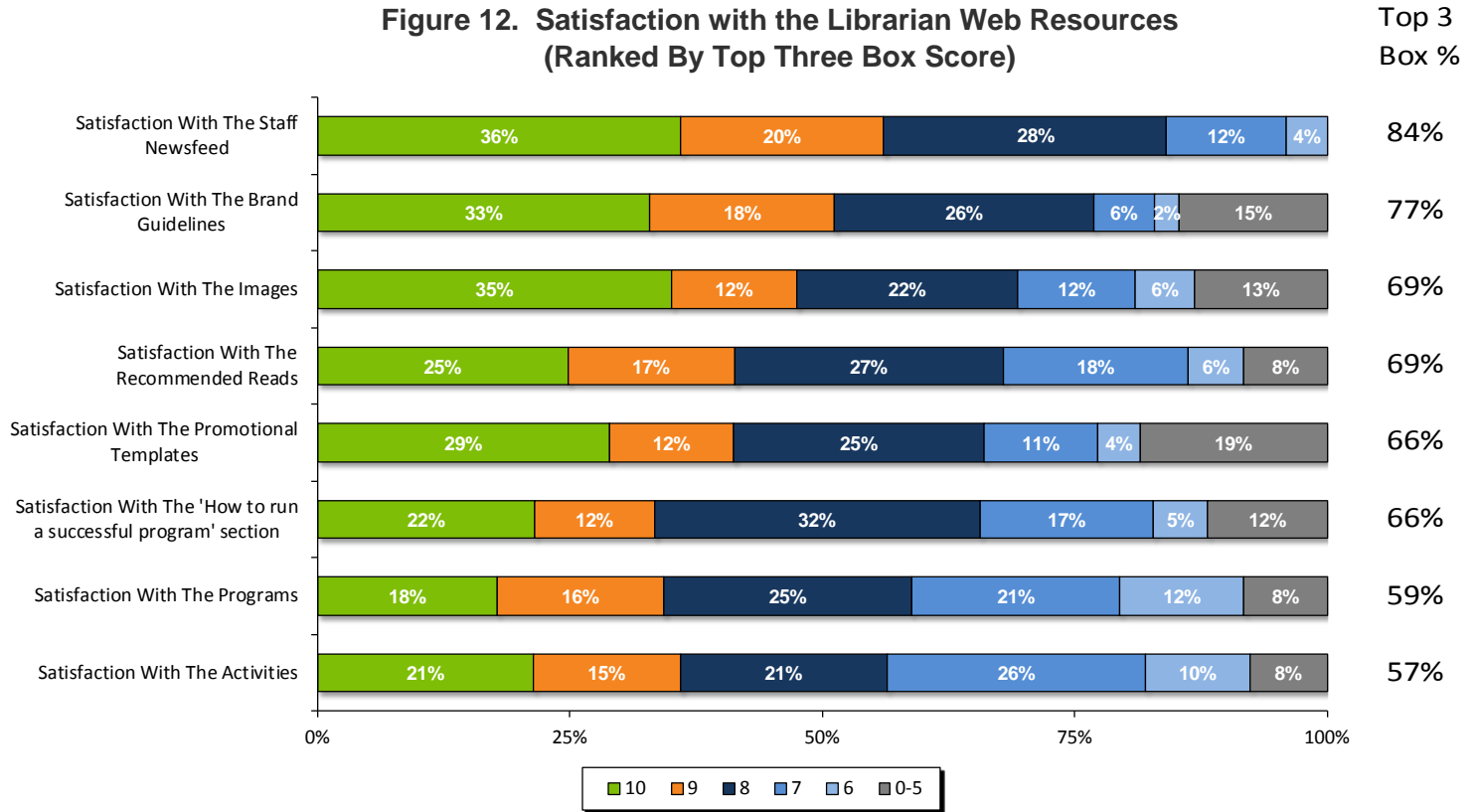
**Figure 11. Usage of Librarian Web Resources**



**Source:** Q6. 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 staff newsfeed (84% top three box) and the brand guidelines (77%). Roughly two thirds gave a top three box score for the images, the recommended reads (69% each), the promotional template and the 'how to run a successful program' section (66%). There was less satisfaction with the programs and the activities (59% and 57%, respectively).

**Figure 12. Satisfaction with the Librarian Web Resources (Ranked By Top Three Box Score)**



Source: Q6A. 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 for suggestions on how to improve the librarians’ website for future years. Almost a third of respondents (31%) suggested improving the clip art or providing a better variety. A quarter suggested making the website more user-friendly and around a fifth said that they were satisfied or had nothing to suggest (19%). The same proportion requested better craft ideas, making the materials available sooner, making the theme and reading programs more relevant, providing more suggestions for activities and making the program more cost-effective for libraries with smaller budgets.

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

**Figure 13. Suggestions for Librarian Web Resources**

<b>Suggestions on how to improve any of the web resources for library staff?</b>	<b>2016</b>
Improve clip art/more visually appealing/more variety	31%
Simpler/more user friendly/better navigation/search/print functions	25%
<i>Satisfied/no suggestions</i>	19%
Better craft ideas	19%
Make material available sooner	19%
Lack of relevance/relation to theme/reading programs	19%
More suggestions/ideas for programs/activities	19%
More cost-effective ideas/more consideration for libraries with smaller budgets	19%
Age specific content/separate by age/school level	13%
Program/activities were too geared toward larger libraries	13%
Better/more recent/broader booklists	6%
More useful staff manual/more suggestions	6%
Have previous years content available/accessible	6%
Less restrictive/more flexible promotional templates/brand guidelines	6%
Provide regular updates/newsletters/ability to subscribe to mailing list	6%
Provide promotional material in a common format/unable to use them in the format provided	6%

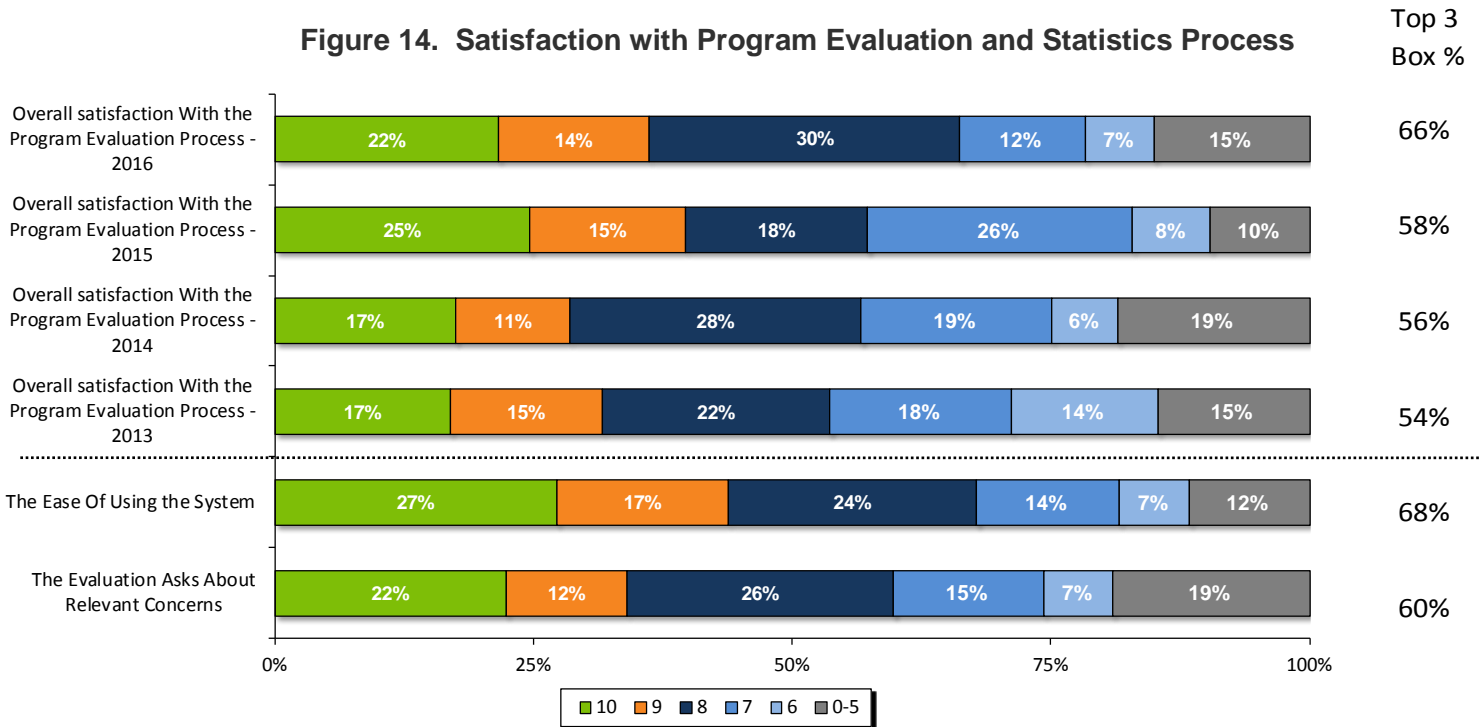
*Source: QD10. Do you have any suggestions on how to improve any of the web resources for library staff?*

## Satisfaction With The Program Evaluation

Finally, libraries were asked to rate their level of satisfaction with the program evaluation and statistics process for 2016. When looking at the top three box scores, satisfaction increased substantially from 58% to 66% in 2016 despite a small decline in the proportion of people giving a top box score.

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 68% for the ease of using the system and 60% for asking about relevant concerns.

**Figure 14. Satisfaction with Program Evaluation and Statistics Process**



Source: Q7. 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 common single response was to clarify or better define the information being requested (33%). A quarter of respondents also suggested making the forms available sooner, mentioned that there were questions asked which they did not collect statistics for or that they experienced some problems recording children who were not officially registered in the program (25% each). Almost one in five respondents were satisfied or had no suggestions to offer (17%).

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

**Figure 15. Suggestions for Improving the Program Evaluation and Statistics Process**

<u>Suggestions on how to improve the statistical collection and program evaluation process?</u>	<u>2016</u>
Clarify/better define information requested	33%
Make questions/forms available sooner/let us know what to track	25%
Questions don't apply/we can't collect certain statistics	25%
Problems recording children who weren't officially registered	25%
<i>Satisfied/no suggestions</i>	17%
Standardized forms/Excel format to accommodate formulas	8%
Offer a printable version	8%
Include stats on number of books read	8%
Survey should ask feedback on promotional/program material	8%
Make survey available online	8%
Survey should ask feedback on themes/future themes	8%
Other	50%

Source: QD11. Do you have any suggestions for how to improve the statistical collection and program evaluation process?

Finally, 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 the challenges and incentives were a motivating factor for kids (41%). Others mentioned that the program brings more children into the library and that it makes them excited and keeps them reading over the summer (35% each). Around one in five libraries also mentioned that children were more willing to read at home and that they enjoyed the theme for this year (18% each).

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

**Figure 16. Testimonials Indicating an Increased Love of Reading**

<b>Testimonials indicating increased love of reading?</b>	<b>2016</b>
Challenges/incentives were a motivating factor	41%
Brings more children to the library/they enjoy coming	35%
Makes them excited/keeps them reading over the summer	35%
Children more willing to read at home/share with family	18%
Children enjoyed this year's theme	18%
Noticeable improvement in reading level	12%
Children checking out more books from library	12%
Children/parents enjoyed the activities/crafts/website	12%
Improved confidence/communication skills	12%
Children enjoy coming back each year	6%
Children love adding stickers to their passports	6%
Children exceeding goals of club/reading extra	6%
Children/parents wish program was longer/all year	6%
Other	6%
Don't know/refused	24%

Source: QD12. Do you have any testimonials from parents, caregivers or teachers that may indicate an increased love of reading?



# **Appendix 7**

## **Prince Edward Island**

# PEI Program Statistics

## Response Rate

The participating libraries in PEI were asked to tally the results of participants in the summer reading club for all of their subsidiary branches. Within the whole system, 25 of the 25 participating individual libraries submitted their results, representing 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>	<b>100%</b>

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

## 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 2016. 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 1,716 children registered for the TDSRC 2016 program, which is a very similar to the number recorded in 2015 which was the highest total ever reported for PEI.

**Figure 2. Total Registration 2008 – 2016**

Total Registration									
Region	2016	2015	2014	2013	2012	2011	2010	2009	2008
PEI	1,716	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 2016.

The figure below shows the age breakdown of registered children. In 2016 the gender of registering children was not recorded. For the summer 2016, 33% of the registered children were in the 0-5 age group, 38% were 6-8, 24% were 9-12, and 4% were 13 years or older. The age make-up of registered children is similar from year to year and there is no discernable trend in PEI over time in terms of the age of children registered for the program.

**Figure 3. Percentage of Registered Children by Age 2008 – 2016**

PEI	2016	2015	2014	2013	2012	2011	2010	2009	2008
0-5	33%	31%	32%	34%	34%	32%	31%	30%	25%
6-8	38%	36%	41%	40%	40%	39%	44%	43%	45%
9-12	24%	26%	22%	21%	21%	27%	23%	25%	28%
13+	4%	6%	5%	4%	4%	2%	1%	2%	2%

Source: Q1 Total number of children who registered for the TDSRC 2016.

Figure 4 below summarizes the participation rate for PEI by age based on 2011 census data. The proportion of all children who were registered in 2016 was similar to previous years and decreased slightly from 6.21% to 5.96% in the most recent wave. The age group with the highest proportion of the total population taking part in the TD Summer Reading Club was 6-8 year olds, with more than 14% of all of the children in the province in this age group taking part in the program.

**Figure 4. Number of Registered Children**

	2011 CENSUS	2016 TD SRC REGISTRANTS	% PARTICIP. CHILDREN	% PARTICIP. CHILDREN	% PARTICIP. CHILDREN
	(A)	(B)	2016	2015	2014
Province / Territory	Total Children	Total Children	Total Children	Total Children	Total Children
PEI	28,795	1,716	5.96%	6.21%	4.79%
0-5	8,665	567	6.54%	6.49%	5.12%
6-8	4,525	656	14.50%	14.41%	12.55%
9-12	6,380	419	6.57%	7.24%	4.73%
13+	9,225	74	0.80%	1.20%	0.72%

Source: Q1 Total number of children who registered for the TDSRC 2016, 2015, 2014. Column (A) provided by Statistics Canada Census 2011. Column (B) presents data that was collected by Nielsen.

## 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 7,389 children attended the 694 theme-related activities which were organized in libraries across PEI over the summer months of 2016. Overall, an average of 11 children attended each activity in 2016, and 95% of all activities were conducted in libraries.

**Figure 5. 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	694	7,389	11	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 run by PEI libraries and the attendance by children at those activities increased over 2015. 2016 had the highest level of attendance in PEI ever recorded.

**Figure 6. Activities and Attendance 2014 – 2016**

Region	2016		2015		2014	
	Theme-Related Activities	Total Attendance	Theme-Related Activities	Total Attendance	Theme-Related Activities	Total Attendance
PEI	694	7,389	588	5,559	548	5,468

Source: Q3. 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, 76% of libraries indicated that their library staff made promotional visits to schools, while 60% visited child care centres, 32% visited day camps, and the same number made other promotional visits. A total of 110 visits were made, reaching a total of 11,962 children (the vast majority of them at schools).

**Figure 7. Total Number of Visits and Children Reached by Segment**

	Made Visits 2016 (%)					
	Schools			Day Camps		
	School Visits (% Yes)	Total Visits	Children Attended	Day Camp Visits (%)	Total Visits	Children Attended
PEI	76%	58	10,780	32%	8	208
	Child Care Centres			Other Locations		
	Childcare Visits (%)	Total Visits	Children Attended	Other Visits (%)	Total Visits	Children Attended
	PEI	60%	29	586	32%	15

**Source:** Q4. 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. 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, nearly half of all registered children said that they had participated in previous years (45%) and the rest were new registrants in 2016. The proportion of children saying they participated in previous years has ranged from 39% to 50%.

**Figure 8. Previous Participation**

Region	Joined in previous years		New Registrants	
PEI	764	45%	952	55%

% Joined in Previous Years			
Region	2016	2015	2014
PEI	45%	39%	50%

**Source:** Q2. 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 2016, the Statistics and Evaluation Form was again streamlined to ask only about the web resources and statistical program evaluations to make completing the form as easy and quick as possible for librarians.

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.

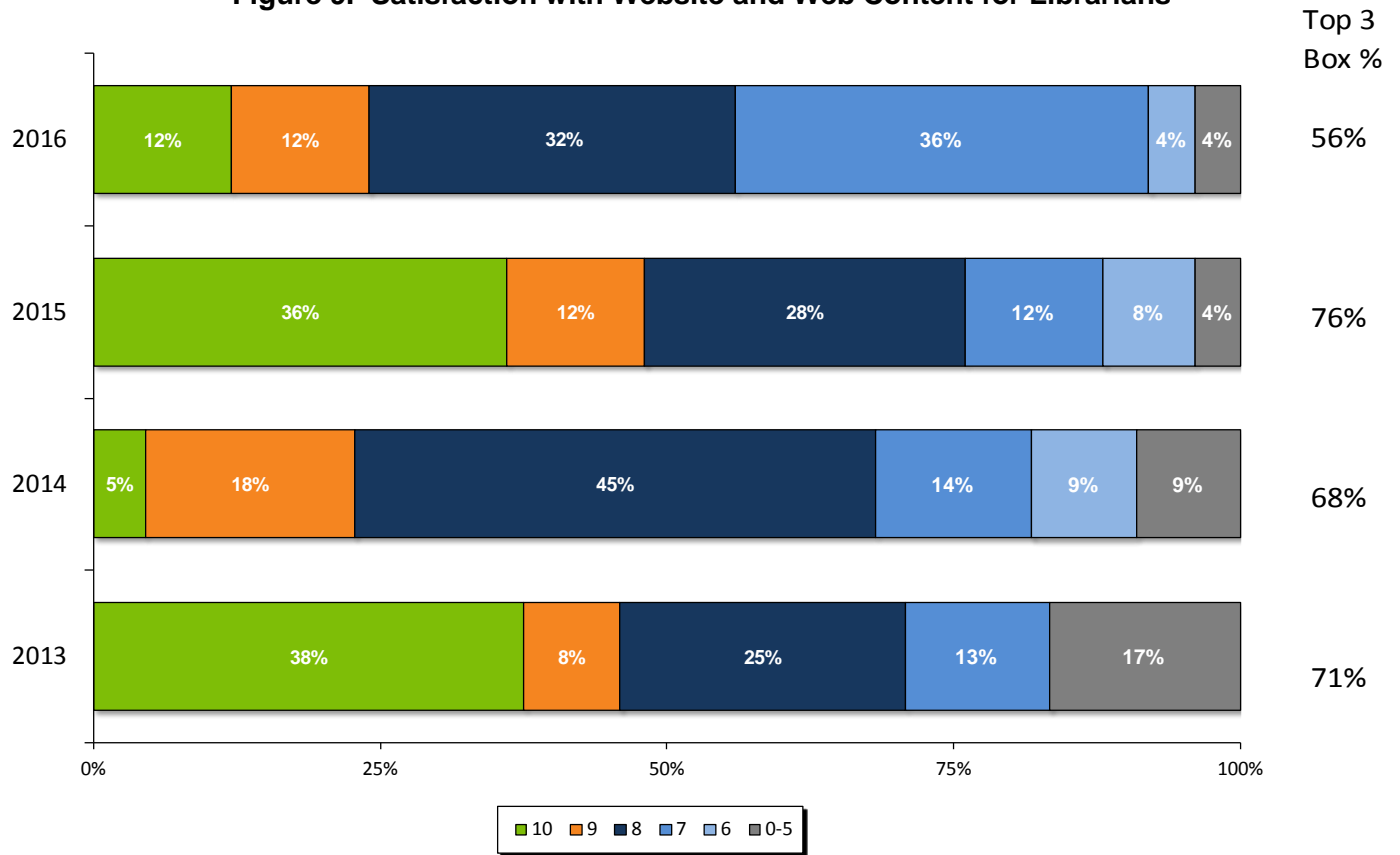
Please note that libraries that did not provide information for any given question are not considered in the percentages reported here so that each graph will sum to 100%.



## Overall Web Content Satisfaction

Librarians were asked to rate their level of satisfaction with the web content available to them on the librarians’ website. The levels of satisfaction in 2016 were lower than in previous years and fell by 20% points from 2015. In addition to a lower top three box satisfaction score, there was a substantial decline in the top box score compared to 2015.

**Figure 9. Satisfaction with Website and Web Content for Librarians**

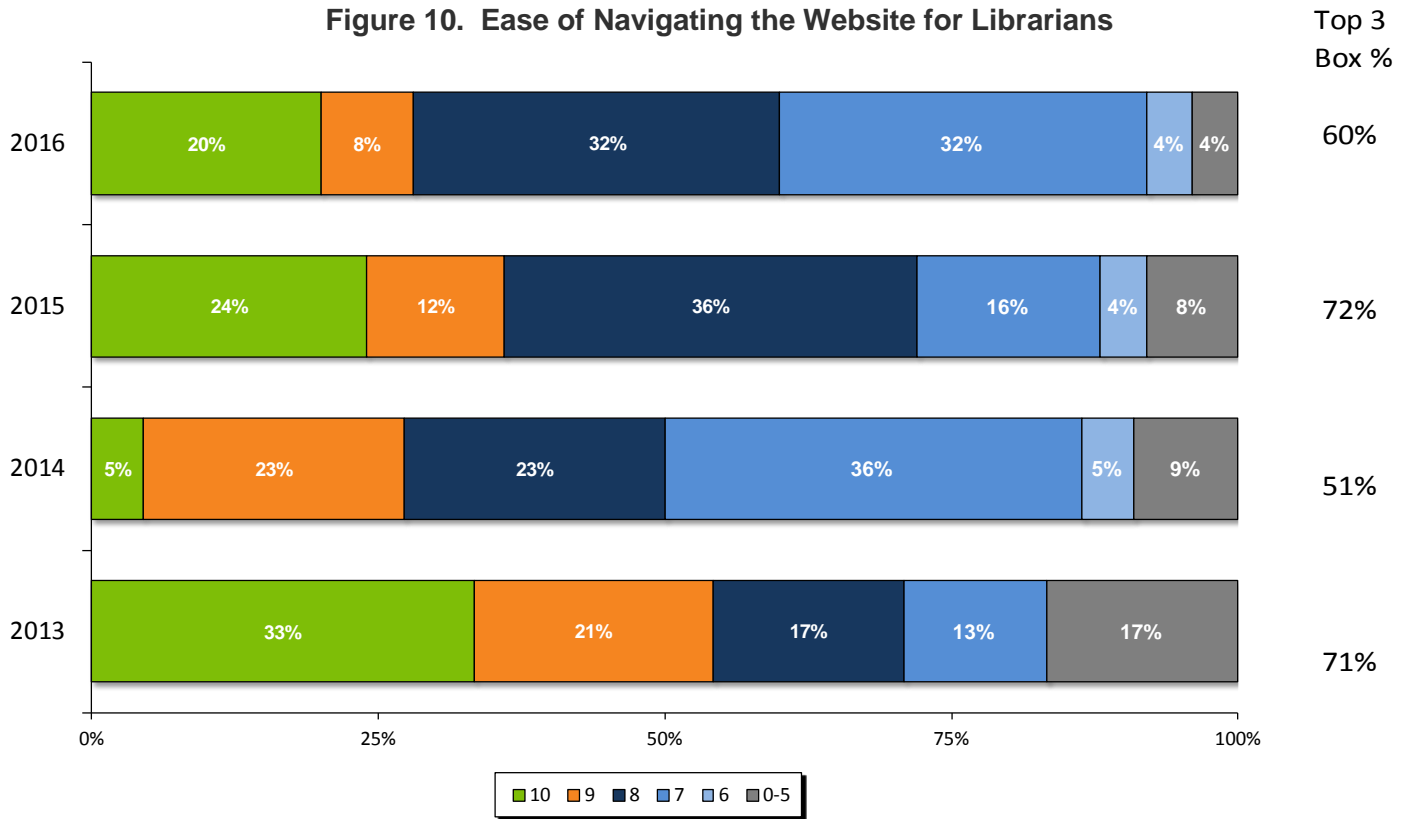


Source: Q5. Website and Web Content For Librarians Satisfaction Questions.

## Website Navigation

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 specifically was slightly higher than the overall satisfaction with the site itself with six in ten respondents providing a top three box score. Mirroring the change in overall satisfaction with the website, satisfaction was down compared to 2015.

**Figure 10. Ease of Navigating the Website for Librarians**

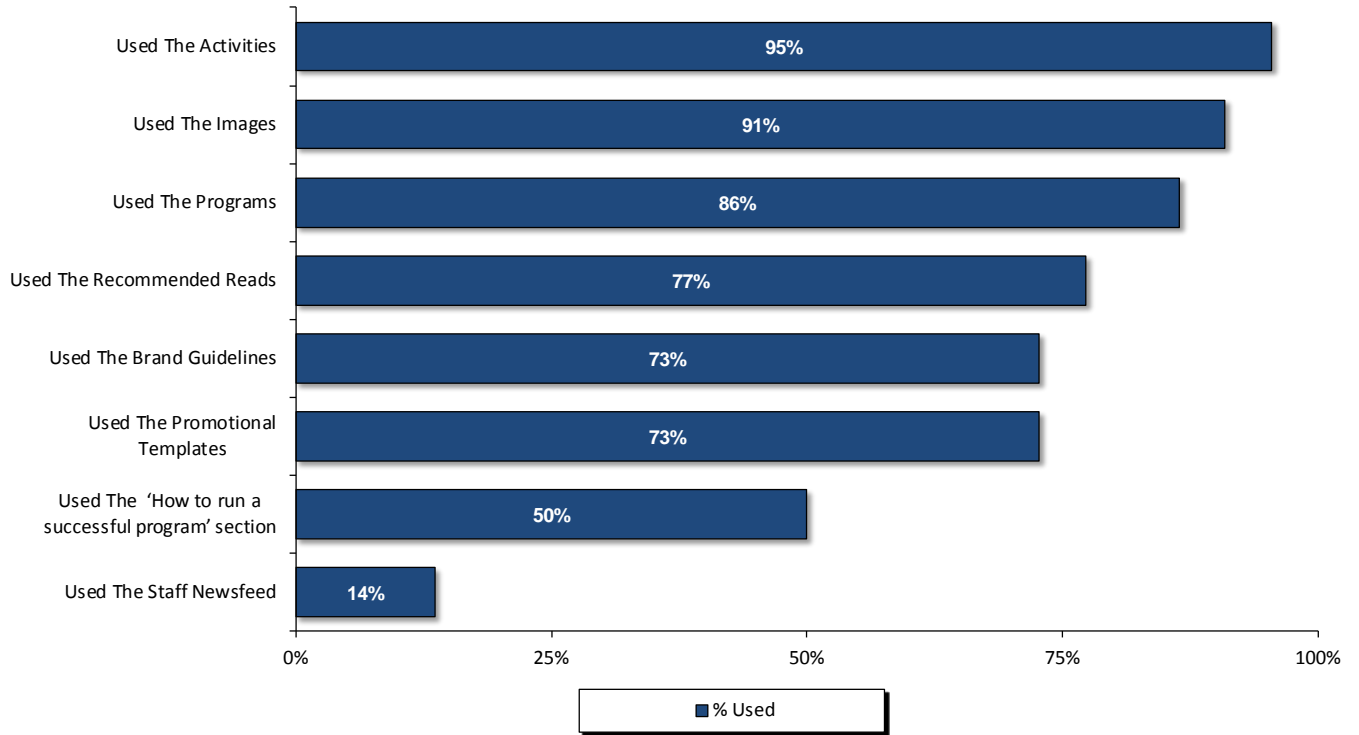


Source: Q5. Website and Web Content For Librarians Satisfaction Questions.

## Librarian Web Resources

Librarians were asked specifically which of the resources that were available to them were actually used in running their TD Summer Reading Club in 2016. Usage of the resources was varied and ranged from those used by almost all of the libraries such as the activities (used by 95% of libraries), the images (91%) and the programs (86%) to the ‘how to run a successful program’ section (50%) and the staff newsfeed, which was used by only 14% of libraries.

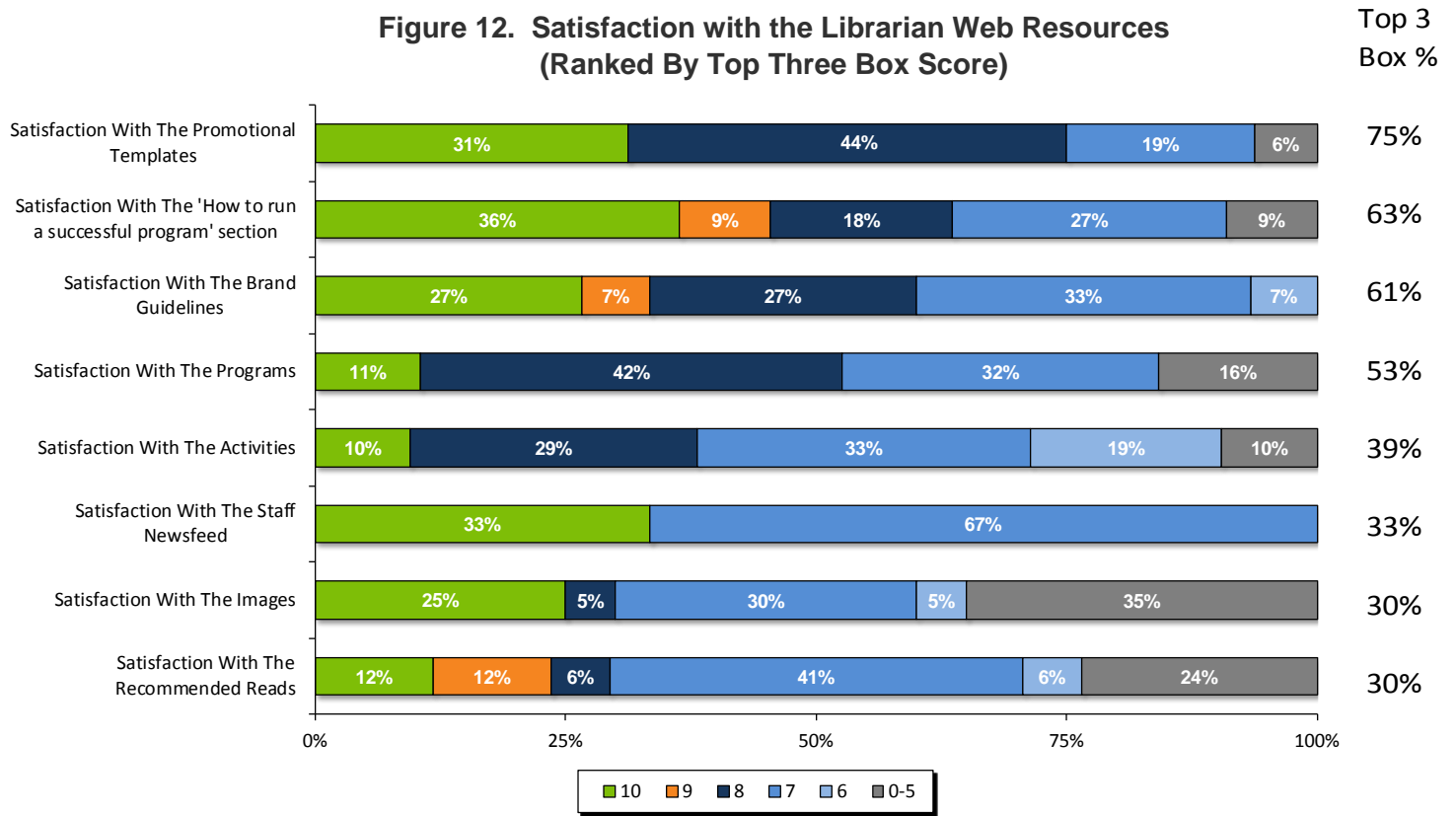
**Figure 11. Usage of Librarian Web Resources**



**Source:** Q6. 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 promotional templates, where three quarters of respondents provided a top three box score. Greater than six in ten librarians were satisfied with the 'how to run a successful program' section (63%) and the brand guidelines (61%). There was less satisfaction with the staff newsfeed (33%), the images and the recommended reads (30% each).

**Figure 12. Satisfaction with the Librarian Web Resources (Ranked By Top Three Box Score)**



Source: Q6A. 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 for suggestions on how to improve the librarians’ website for future years. More than a third of respondents (36%) said that they were satisfied or had nothing to suggest. The most common suggestions were to provide more age-specific content and to make the website more user-friendly/simpler (18% each).

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

**Figure 13. Suggestions for Librarian Web Resources**

<b>Suggestions on how to improve any of the web resources for library staff?</b>	<b>2016</b>
<i>Satisfied/no suggestions</i>	36%
Age specific content/separate by age/school level	18%
Simpler/more user friendly/better navigation/search/print functions	18%
Improve clip art/more visually appealing/more variety	9%
Better/more recent/broader booklists	9%
Make material available sooner	9%
More printable activities	9%
Information/activities available in English and French	9%
Provide visual/photo/video guidance/instruction	9%
Other	9%

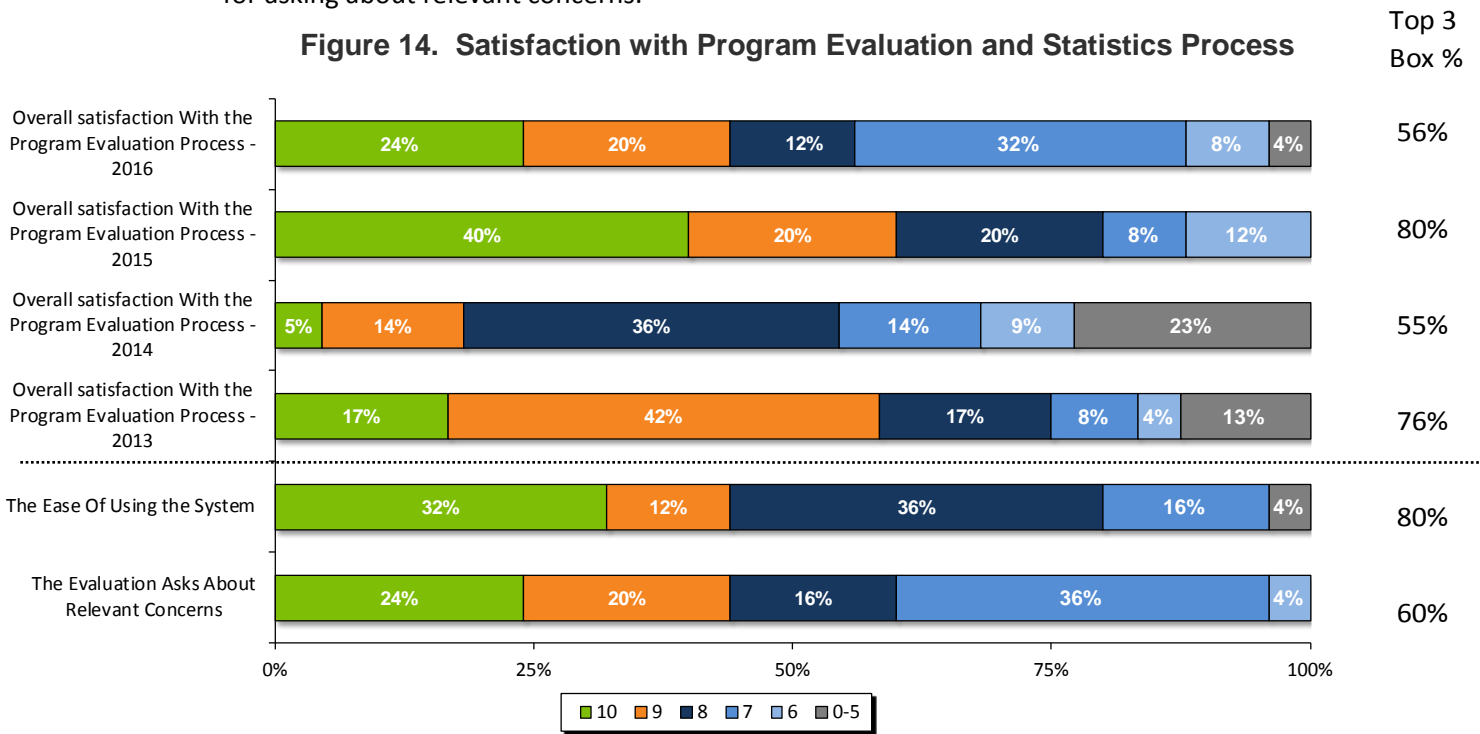
**Source:** QD10. Do you have any suggestions on how to improve any of the web resources for library staff?

## Satisfaction With The Program Evaluation

Finally, libraries were asked to rate their level of satisfaction with the program evaluation and statistics process for 2016. When looking at the top three box scores, top three box satisfaction decreased substantially from 80% to 56% in 2016 along with a 16% point decrease in the top box satisfaction score. Despite this change, however, only a very small proportion of respondents provided a response that would signify dissatisfaction with the process (4% giving a score from 0 to 5).

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 relatively high, however with 80% for the ease of using the system and 60% for asking about relevant concerns.

**Figure 14. Satisfaction with Program Evaluation and Statistics Process**



Source: Q7. Program Evaluation and Statistics Process Questions.

Librarians were asked for their suggestions on how the program evaluation and statistical collection process could be improved. By far the most common single response was to say that they were satisfied or had no suggestions to offer (50%). Other suggestions included improving the navigation of the online survey, offering a printable version and to clarify or better define the information being requested (17% each).

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

**Figure 15. Suggestions for Improving the Program Evaluation and Statistics Process**

<u>Suggestions on how to improve the statistical collection and program evaluation process?</u>	<u>2016</u>
<i>Satisfied/no suggestions</i>	50%
Improve navigation of online survey	17%
Offer a printable version	17%
Clarify/better define information requested	17%
Other	17%

Source: QD11. Do you have any suggestions for how to improve the statistical collection and program evaluation process?

Finally, 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. A series of responses were given, but the most common was that children said they enjoyed the program and that it motivated them to read more (31% of PEI libraries). Almost a quarter mentioned that that the program brings more children into the library (23%).

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

**Figure 16. Testimonials Indicating an Increased Love of Reading**

<b>Testimonials indicating increased love of reading?</b>	<b>2016</b>
Children enjoyed the program/enjoyed reading/were motivated to read more	31%
Brings more children to the library/they enjoy coming	23%
Makes them excited/keeps them reading over the summer	8%
Children love adding stickers to their passports	8%
Children exploring more/new genres/topics	8%
Children/parents enjoyed the activities/crafts/website	8%
Other	15%
Don't know/refused	15%

**Source:** QD12. 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, 51 of the 51 participating individual libraries submitted their results, representing an overall response rate of 100%.

**Figure 1. Response Rate**

	Nova Scotia
<b>(A) Total Participating Libraries</b>	51
<b>(B) Total Responded to Survey</b>	51
<b>(C) Survey Response Rate</b>	<b>100%</b>

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

## 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 2016. 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 9,357 children registered for the TDSRC 2016 program, which is a sizeable decrease since 2015. This is consistent with the decrease in the number of libraries that participated this year compared to last year - the number of children registered is similar to 2014 when the number of participating libraries was close to that in 2016.

**Figure 2. Total Registration 2008 – 2016**

Region	Total Registration								
	2016	2015	2014	2013	2012	2011	2010	2009	2008
Nova Scotia	9,357	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 2016.

The figure below shows the age breakdown of registered children. In 2016 the gender of registering children was not recorded. For the summer 2016, 22% of the registered children were in the 0-5 age group, 42% were 6-8, 33% were 9-12, and 2% were 13 years or older. The age make-up of registered children is similar from year to year and there is no discernable trend in Nova Scotia over time in terms of the age of children registered for the program.

**Figure 3. Percentage of Registered Children by Age 2008 – 2016**

Nova Scotia	2016	2015	2014	2013	2012	2011	2010	2009	2008
0-5	22%	24%	23%	23%	22%	21%	20%	19%	19%
6-8	42%	38%	40%	38%	39%	39%	38%	38%	41%
9-12	33%	32%	34%	34%	34%	35%	36%	37%	36%
13+	2%	6%	3%	6%	6%	6%	6%	5%	3%

Source: Q1 Total number of children who registered for the TDSRC 2016.

Figure 4 below summarizes the participation rate for Nova Scotia by age based on 2011 census data. The proportion of all children who were registered in 2016 was lower than in 2015 and decreased from 7.42% to 5.45% in the most recent wave. The age group with the highest proportion of the total population taking part in the TD Summer Reading Club was 6-8 year olds, with around 15% of all of the children in the province in this age group taking part in the program.

**Figure 4. Number of Registered Children**

	2011 CENSUS	2016 TD SRC REGISTRANTS	% PARTICIP. CHILDREN	% PARTICIP. CHILDREN	% PARTICIP. CHILDREN
	(A)	(B)	2016	2015	2014
Province / Territory	Total Children	Total Children	Total Children	Total Children	Total Children
<b>Nova Scotia</b>	<b>171,790</b>	<b>9,357</b>	<b>5.45%</b>	<b>7.42%</b>	<b>5.54%</b>
0-5	52,725	2,086	3.96%	5.83%	4.12%
6-8	26,460	3,959	14.96%	18.17%	14.51%
9-12	38,310	3,126	8.16%	10.63%	8.43%
13+	54,295	186	0.34%	1.44%	0.50%

**Source:** Q1 Total number of children who registered for the TDSRC 2016, 2015, 2014. Column (A) provided by Statistics Canada Census 2011. Column (B) presents data that was collected by Nielsen.

## 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 22,151 children attended the 796 theme-related activities which were organized in libraries across Nova Scotia over the summer months of 2016. Overall, an average of 28 children attended each activity in 2016, and 86% of all activities were conducted in libraries.

**Figure 5. 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	796	22,151	28	86%	14%

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

Similar to the registration numbers, the number of activities run by Nova Scotia libraries, and the attendance at those activities, decreased compared to 2015 but is similar to the numbers recorded for both in 2014.

**Figure 6. Activities and Attendance 2014 – 2016**

Region	2016		2015		2014	
	Theme-Related Activities	Total Attendance	Theme-Related Activities	Total Attendance	Theme-Related Activities	Total Attendance
Nova Scotia	796	22,151	1,245	40,110	824	23,694

Source: Q3. 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, 75% of libraries indicated that their library staff made promotional visits to schools, while 8% visited child care centres, 4% visited day camps, and 4% made other promotional visits. A total of 194 visits were made, reaching a total of 30,987 children (the vast majority of them at schools).

**Figure 7. Total Number of Visits and Children Reached by Segment**

	Made Visits 2016 (%)					
	Schools			Day Camps		
	School Visits (% Yes)	Total Visits	Children Attended	Day Camp Visits (%)	Total Visits	Children Attended
Nova Scotia	75%	176	30,357	4%	4	110
	Child Care Centres			Other Locations		
	Childcare Visits (%)	Total Visits	Children Attended	Other Visits (%)	Total Visits	Children Attended
Nova Scotia	8%	10	304	4%	4	216

**Source:** Q4. 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. 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 (56%) of all registered children said that they had participated in previous years and 44% were new registrants. The proportion of children saying they participated in previous years has been relatively stable in Nova Scotia since 2014.

**Figure 8. Previous Participation**

Region	Joined in previous years		New Registrants	
Nova Scotia	5,194	56%	4,163	44%

% Joined in Previous Years			
Region	2016	2015	2014
Nova Scotia	56%	58%	62%

**Source:** Q2. 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 2016, the Statistics and Evaluation Form was again streamlined to ask only about the web resources and statistical program evaluations to make completing the form as easy and quick as possible for librarians.

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.

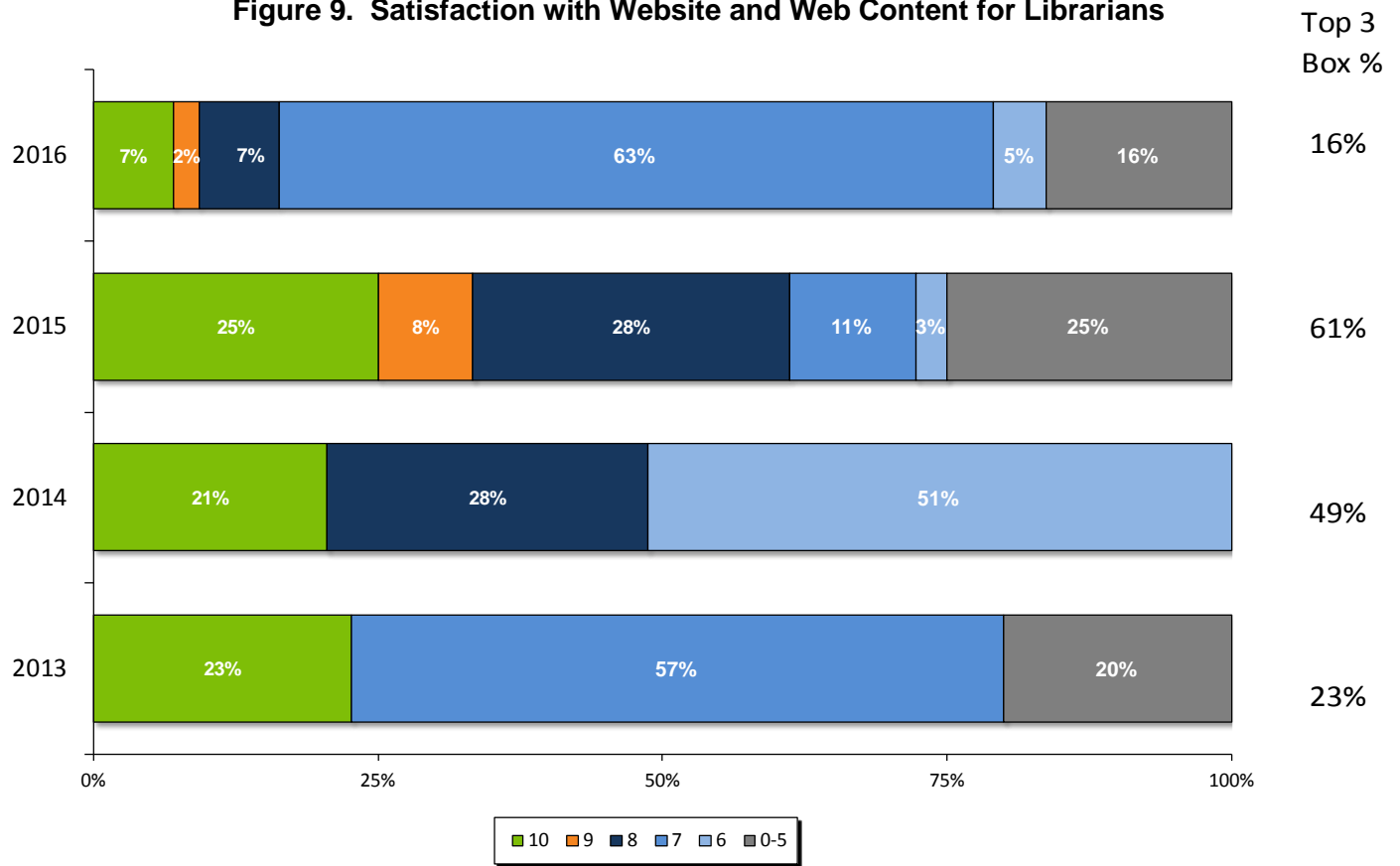
Please note that libraries that did not provide information for any given question are not considered in the percentages reported here so that each graph will sum to 100%.



## Overall Web Content Satisfaction

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 2016 were substantially lower than in 2015 due to the majority of Nova Scotia libraries providing a score of 7 out of 10. Respondents were actually less likely to have given scores at either end of the spectrum in 2016 than in 2015 with both the top box score and the proportion of people giving a score from 0 to 5 going down.

**Figure 9. Satisfaction with Website and Web Content for Librarians**

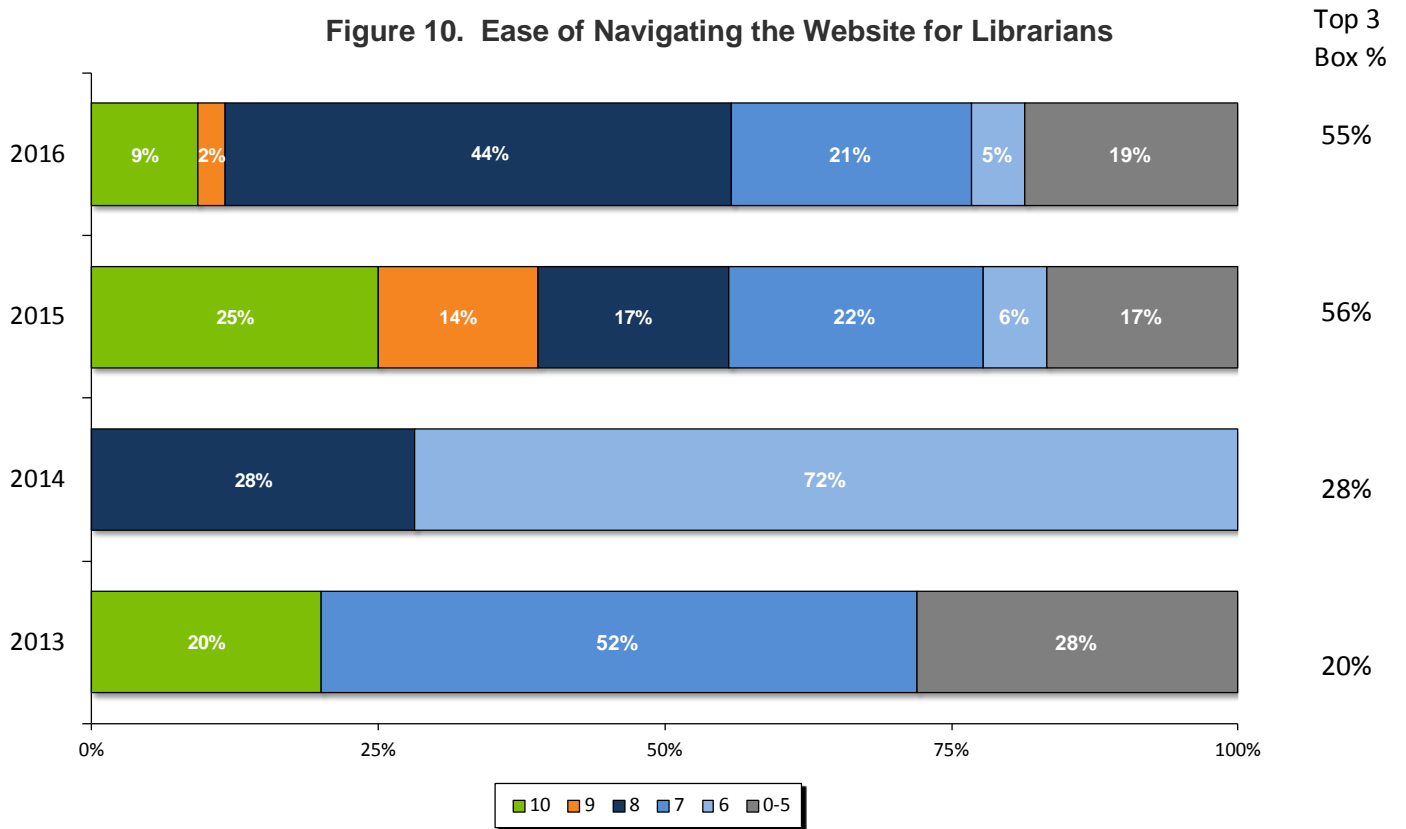


Source: Q5. Website and Web Content For Librarians Satisfaction Questions.

## Website Navigation

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 specifically was much higher than the overall satisfaction with the site itself with more than half (55%) giving a top three box score. Although the top three box score has not really changed compared to 2015, the top box score was much lower as the proportion of people giving a score of 8 out of ten is much higher than last year.

**Figure 10. Ease of Navigating the Website for Librarians**

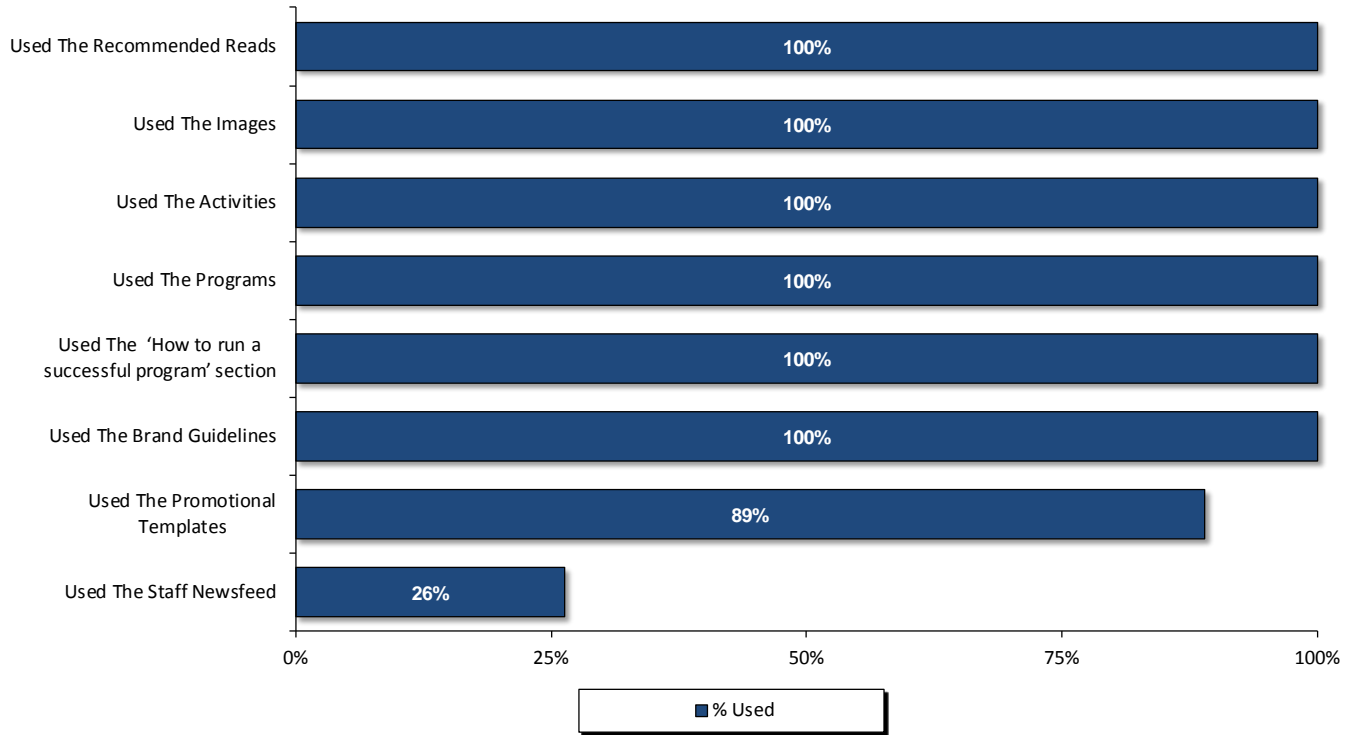


Source: Q5. Website and Web Content For Librarians Satisfaction Questions.

## Librarian Web Resources

Librarians were asked specifically which of the resources that were available to them were actually used in running their TD Summer Reading Club in 2016. Usage of the resources was very high among libraries in Nova Scotia with every single library reporting having used every resource except the promotional templates (which were actually used by 89% of libraries) and the staff newsfeed (which was only used by about a quarter of the libraries).

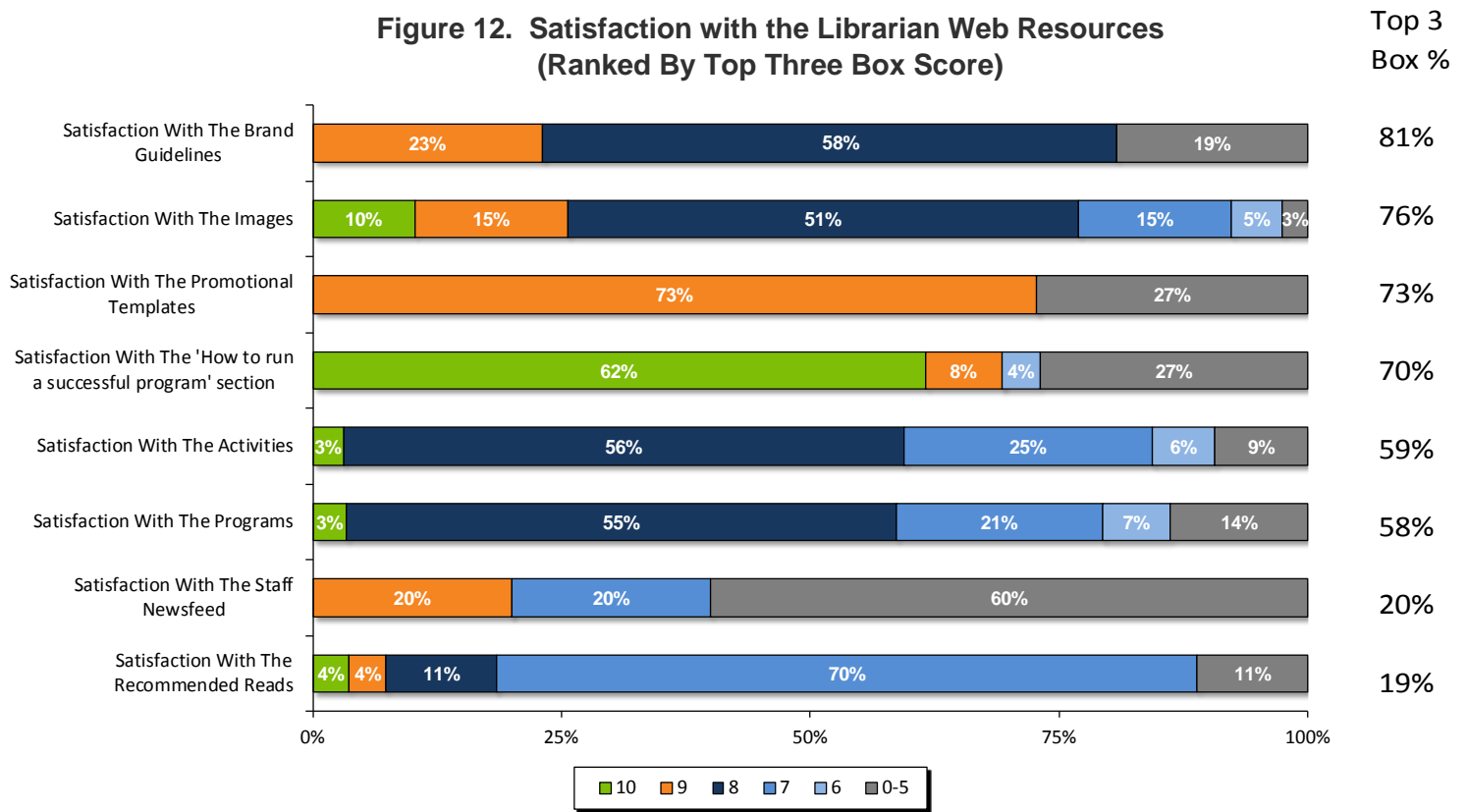
**Figure 11. Usage of Librarian Web Resources**



**Source:** Q6. 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, how the satisfaction score were distributed for each resource varied considerably. In terms of top three box scores, the brand guidelines received the highest score (at 81%) with the images and the promotional templates both scoring well (at 76% and 73%, respectively). The 'how to run a successful program' section actually received the highest top box score (at 62%). Satisfaction was lowest with the staff newsfeed (20% top three box and 60% giving a score from 0 to 5) and the recommended reads (19% top three box).

**Figure 12. Satisfaction with the Librarian Web Resources (Ranked By Top Three Box Score)**



**Source:** Q6A. 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 for suggestions on how to improve the librarians’ website for future years. Only a small proportion of libraries in Nova Scotia provided responses and they are all listed in the table below.

*The table below details all of the responses given.*

**Figure 13. Suggestions for Librarian Web Resources**

<u>Suggestions on how to improve any of the web resources for library staff?</u>
Less restrictive/more flexible promotional templates/brand guidelines
Improve clip art/more visually appealing/more variety
Make material available sooner
Simpler/more user friendly/better navigation/search/print functions
More promotion/awareness for website/website content
Other
Don't know/refused

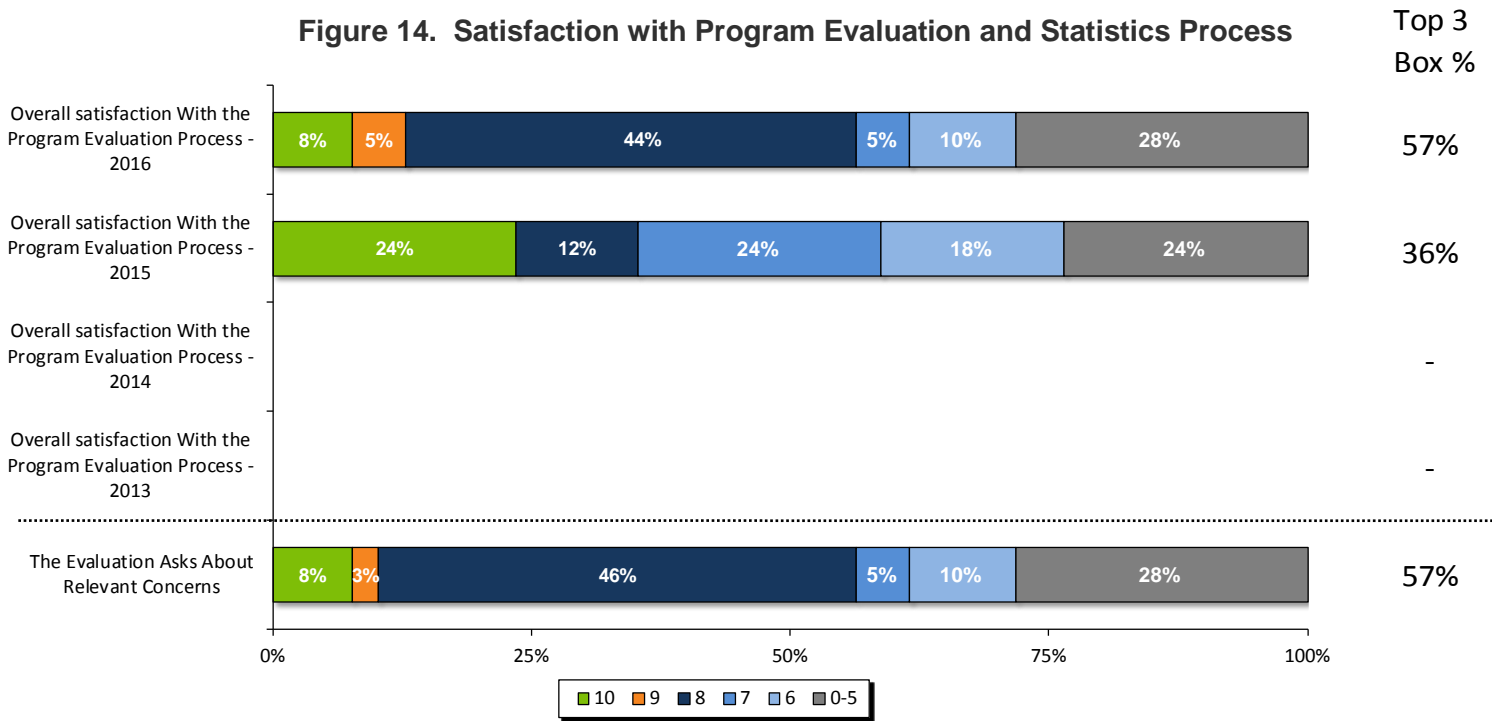
**Source:** QD10. Do you have any suggestions on how to improve any of the web resources for library staff?

## Satisfaction With The Program Evaluation

Finally, libraries were asked to rate their level of satisfaction with the program evaluation and statistics process for 2016. Overall, satisfaction was higher in 2016 than in 2015 despite a decline in the proportion giving a top box score. The number of libraries giving a low score (0 to 5 was actually slightly higher in 2016). 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 almost identical to those given for the evaluation process overall.

**Figure 14. Satisfaction with Program Evaluation and Statistics Process**



Source: Q7. 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 two responses were given for this question and they are listed in the table below.

*The table below details all of the responses given.*

**Figure 15. Suggestions for Improving the Program Evaluation and Statistics Process**

<u>Suggestions on how to improve the statistical collection and program evaluation process?</u>
Make questions/forms available sooner/let us know what to track
Survey should ask feedback on promotional/program material

**Source:** QD11. 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 all listed in the table below.

*The table below details all of the responses given.*

**Figure 16. Testimonials Indicating an Increased Love of Reading**

<b>Testimonials indicating increased love of reading?</b>
Noticeable improvement in reading level
Challenges/incentives were a motivating factor
Children more willing to read at home/share with family
Other

**Source:** QD12. 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 all systems, 78 of the 92 participating individual libraries submitted their results, representing an overall response rate of 85%.

**Figure 1. Response Rate**

	Newfoundland & Labrador
<b>(A) Total Participating Libraries</b>	92
<b>(B) Total Responded to Survey</b>	78
<b>(C) Survey Response Rate</b>	<b>85%</b>

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

## 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 2016. 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 2,591 children registered for the TDSRC 2016 program, which is a small increase over 2015 but is still lower than the peak in 2012.

**Figure 2. Total Registration 2008 – 2016**

Region	Total Registration								
	2016	2015	2014	2013	2012	2011	2010	2009	2008
Nfld. & Lab.	2,591	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 2016.

The figure below shows the age breakdown of registered children. In 2016 the gender of registering children was not recorded. For the summer 2016, 36% of the registered children were in the 0-5 age group, 38% were 6-8, 24% were 9-12, and 1% were 13 years or older. The age make-up of registered children is similar from year to year and there is no discernable trend in Newfoundland & Labrador over time in terms of the age of children registered for the program.

**Figure 3. Percentage of Registered Children by Age 2008 – 2016**

Nfld. & Lab.	2016	2015	2014	2013	2012	2011	2010	2009	2008
<b>0-5</b>	36%	40%	38%	41%	40%	38%	32%	29%	29%
<b>6-8</b>	38%	36%	37%	35%	27%	36%	36%	40%	42%
<b>9-12</b>	24%	22%	23%	23%	20%	24%	29%	29%	28%
<b>13+</b>	1%	2%	1%	1%	13%	2%	3%	2%	2%

Source: Q1 Total number of children who registered for the TDSRC 2016.

Figure 4 below summarizes the participation rate for Newfoundland & Labrador by age based on 2011 census data. The proportion of all children who were registered in 2016 was very similar to previous years and increased from 2.61% to 2.75% in the most recent wave. The age group with the highest proportion of the total population taking part in the TD Summer Reading Club was 6-8 year olds, with more than 6% of all of the children in the province in this age group taking part in the program.

**Figure 4. Number of Registered Children**

	2011 CENSUS	2016 TD SRC REGISTRANTS	% PARTICIP. CHILDREN	% PARTICIP. CHILDREN	% PARTICIP. CHILDREN
	(A)	(B)	2016	2015	2014
Province / Territory	Total Children	Total Children	Total Children	Total Children	Total Children
Newfoundland & Labrador	94,150	2,591	2.75%	2.61%	2.65%
0-5	29,415	932	3.17%	3.32%	3.22%
6-8	15,085	992	6.58%	5.88%	6.20%
9-12	21,030	635	3.02%	2.62%	2.78%
13+	19,170	33	0.17%	0.21%	0.16%

Source: Q1 Total number of children who registered for the TDSRC 2016, 2015, 2014. Column (A) provided by Statistics Canada Census 2011. Column (B) presents data that was collected by Nielsen.

## 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 687 children attended the 8,188 theme-related activities which were organized in libraries across Newfoundland & Labrador over the summer months of 2016. Overall, an average of 12 children attended each activity in 2016, and 94% of all activities were conducted in libraries.

**Figure 5. 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.	687	8,188	12	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.

The number of activities run by Newfoundland & Labrador libraries decreased slightly since 2015 but attendance at activities actually increased due to a higher average attendance at each event.

**Figure 6. Activities and Attendance 2014 – 2016**

Region	2016		2015		2014	
	Theme-Related Activities	Total Attendance	Theme-Related Activities	Total Attendance	Theme-Related Activities	Total Attendance
Nfld. & Lab.	687	8,188	747	6,732	759	8,325

Source: Q3. 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, 51% of libraries indicated that their library staff made promotional visits to schools, while 18% visited child care centres, 8% visited day camps, and 31% made other promotional visits. A total of 199 visits were made, reaching a total of 8,281 children (the vast majority of them at schools).

**Figure 7. Total Number of Visits and Children Reached by Segment**

	Made Visits 2016 (%)					
	Schools			Day Camps		
	School Visits (% Yes)	Total Visits	Children Attended	Day Camp Visits (%)	Total Visits	Children Attended
Nfld. & Lab.	51%	104	6,263	8%	21	252
	Child Care Centres			Other Locations		
	Childcare Visits (%)	Total Visits	Children Attended	Other Visits (%)	Total Visits	Children Attended
Nfld. & Lab.	18%	23	500	31%	51	1,266

**Source:** Q4. 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. 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 over half (51%) of all registered children said that they had participated in previous years and the rest were new registrants in 2016. The proportion of children saying they participated in previous years has been stable since 2014.

**Figure 8. Previous Participation**

Region	Joined in previous years		New Registrants	
Nfld. & Lab.	1,325	51%	1,267	49%

% Joined in Previous Years			
Region	2016	2015	2014
Nfld. & Lab.	51%	48%	49%

**Source:** Q2. 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 2016, the Statistics and Evaluation Form was again streamlined to ask only about the web resources and statistical program evaluations to make completing the form as easy and quick as possible for librarians.

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.

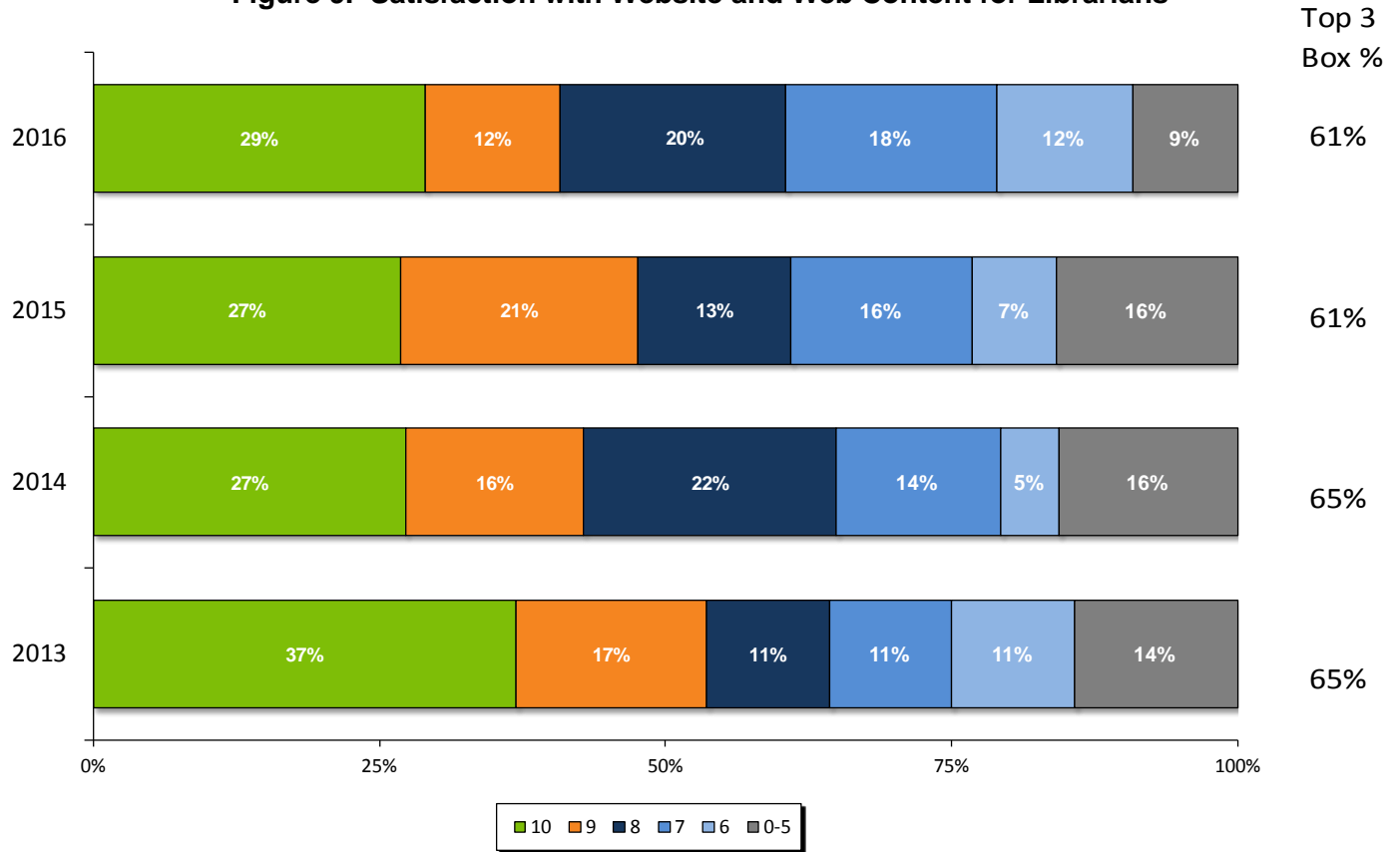
Please note that libraries that did not provide information for any given question are not considered in the percentages reported here so that each graph will sum to 100%.



## Overall Web Content Satisfaction

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 2016 were unchanged from those in 2015, but still not as high as in 2013 and 2014. The top box score increased slightly since last year.

**Figure 9. Satisfaction with Website and Web Content for Librarians**

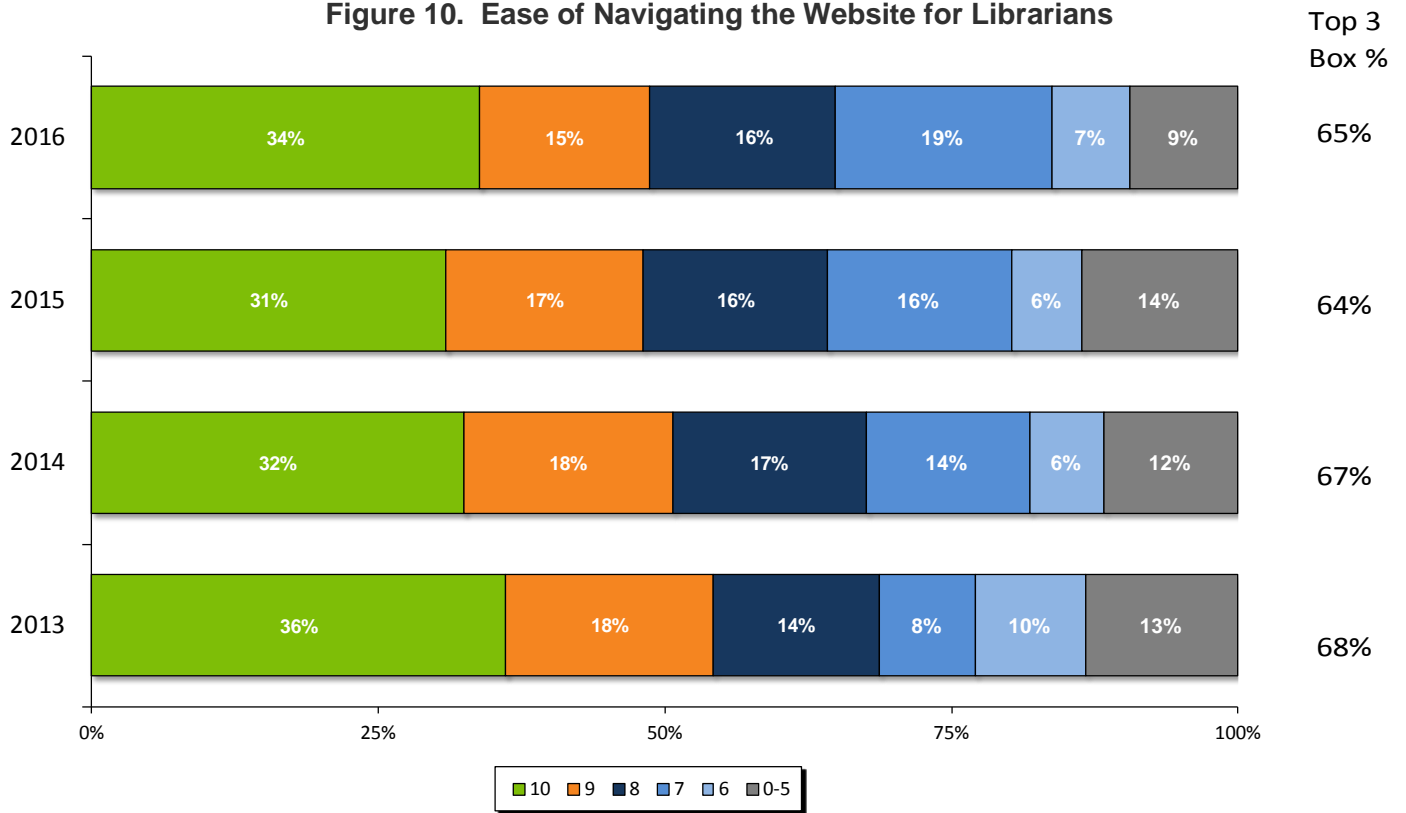


Source: Q5. Website and Web Content For Librarians Satisfaction Questions.

## Website Navigation

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 specifically was a little higher than the overall satisfaction with the site itself with just less than two thirds (65%) giving a top three box score. Although the top three box score was virtually unchanged compared to 2015, the top box score was three points higher.

**Figure 10. Ease of Navigating the Website for Librarians**

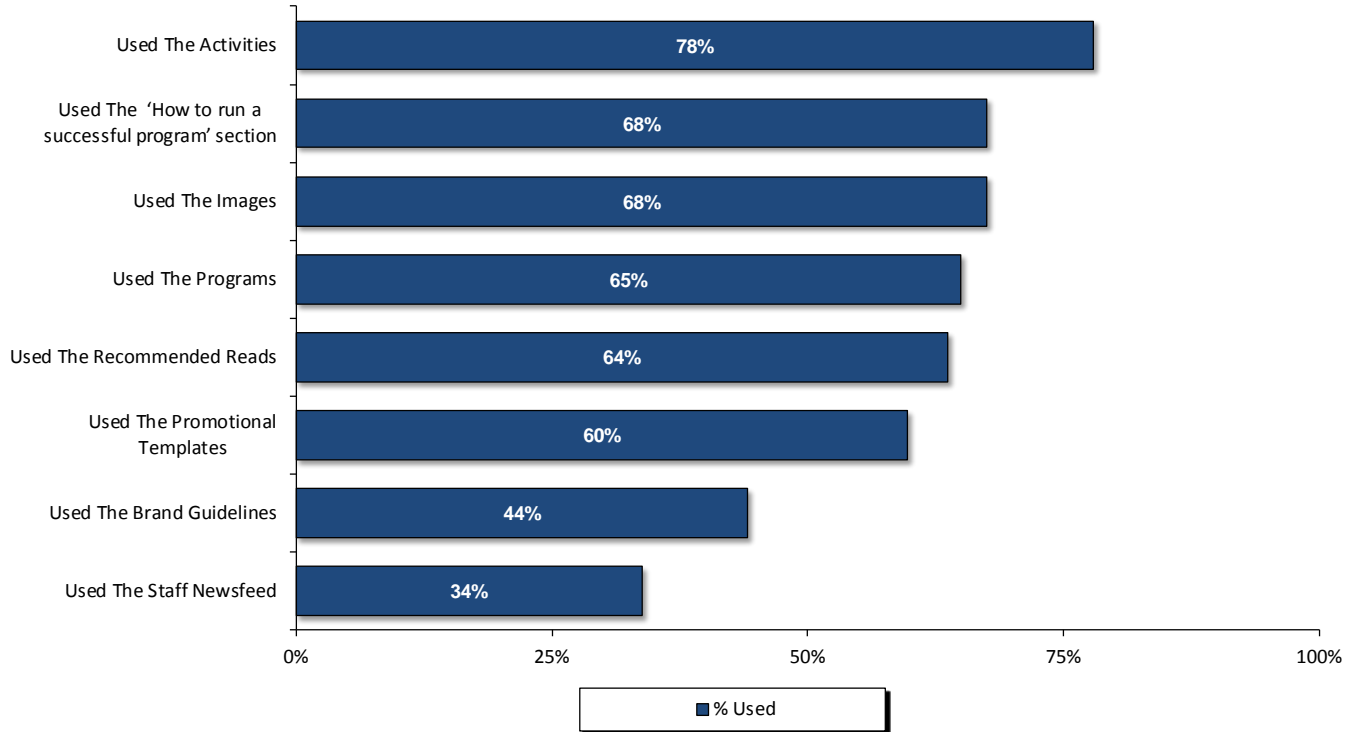


Source: Q5. Website and Web Content For Librarians Satisfaction Questions.

## Librarian Web Resources

Librarians were asked specifically which of the resources that were available to them were actually used in running their TD Summer Reading Club in 2016. Usage of the resources was varied and ranged from the activities (used by 78% of libraries), the ‘how to run a successful program’ section, the images, the programs and the recommended reads (all of which were used by around two thirds of libraries) to the brand guidelines (used by 44% of libraries) and the staff newsfeed which was used by only 34% of libraries.

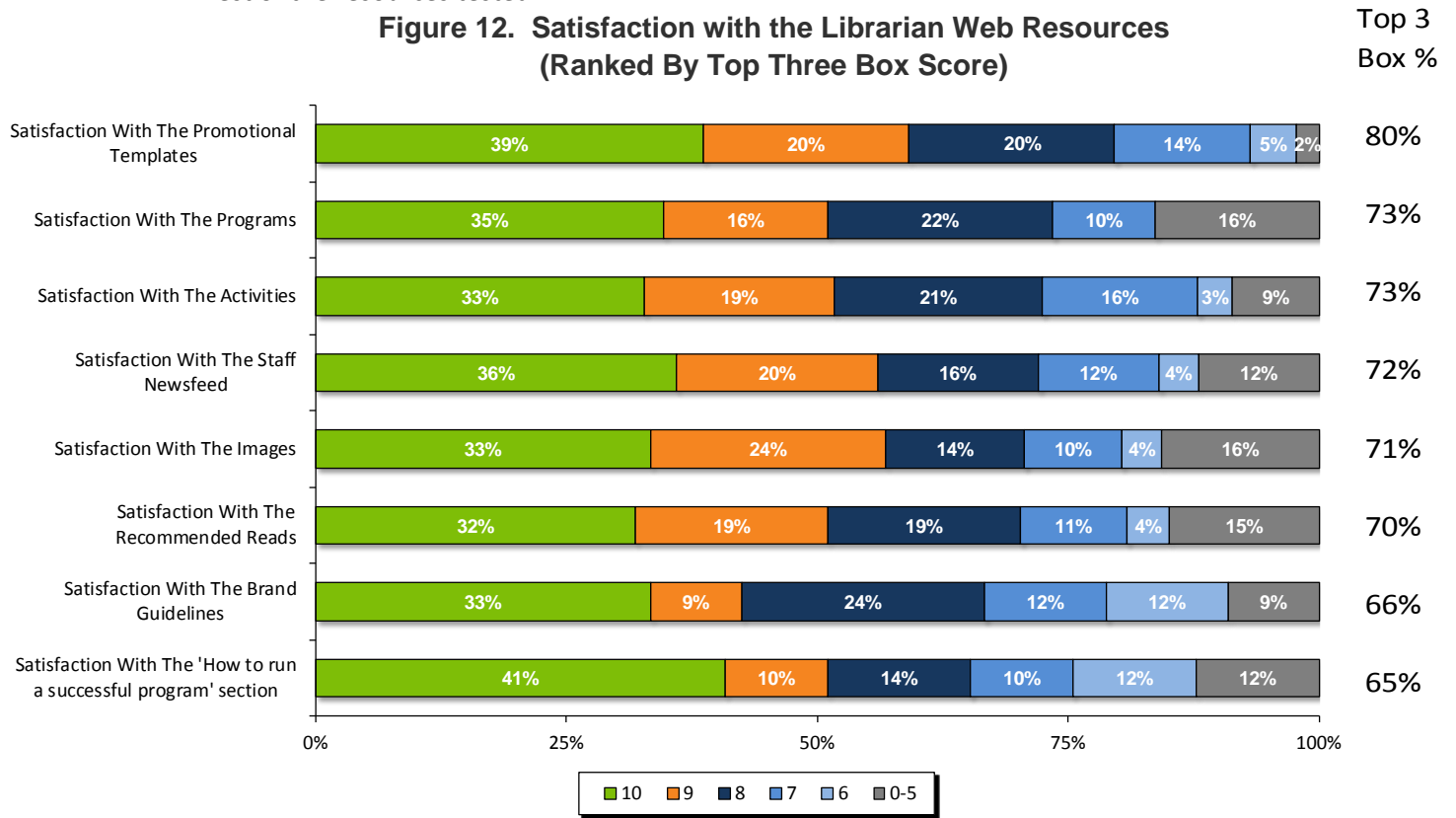
**Figure 11. Usage of Librarian Web Resources**



**Source:** Q6. 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 all of the librarian resources in 2016, but it was highest for the promotional templates (80% top three box), the programs and the activities (73% each). Although the lowest scores went to the brand guidelines and the 'how to run a successful program' section (66% and 65%, respectively) their scores were only marginally lower than the rest of the resources tested.

**Figure 12. Satisfaction with the Librarian Web Resources (Ranked By Top Three Box Score)**



Source: Q6A. 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 for suggestions on how to improve the librarians’ website for future years. More than half of respondents (55%) were satisfied or had nothing to suggest. Among the suggestions that were given, the most popular was to provide better, more recent or broader booklists (18% of respondents). Another common suggestion was improving the visual appeal of the clip art or providing a better variety.

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

**Figure 13. Suggestions for Librarian Web Resources**

<b>Suggestions on how to improve any of the web resources for library staff?</b>	<b>2016</b>
<i>Satisfied/no suggestions</i>	55%
Better/more recent/broader booklists	18%
Improve clip art/more visually appealing/more variety	9%
Printable certificate/participation award	5%
Program/activities were too geared toward larger libraries	5%
Ability to share ideas/information between libraries/through social media/online forum	5%
Other	9%
Don't know/refused	5%

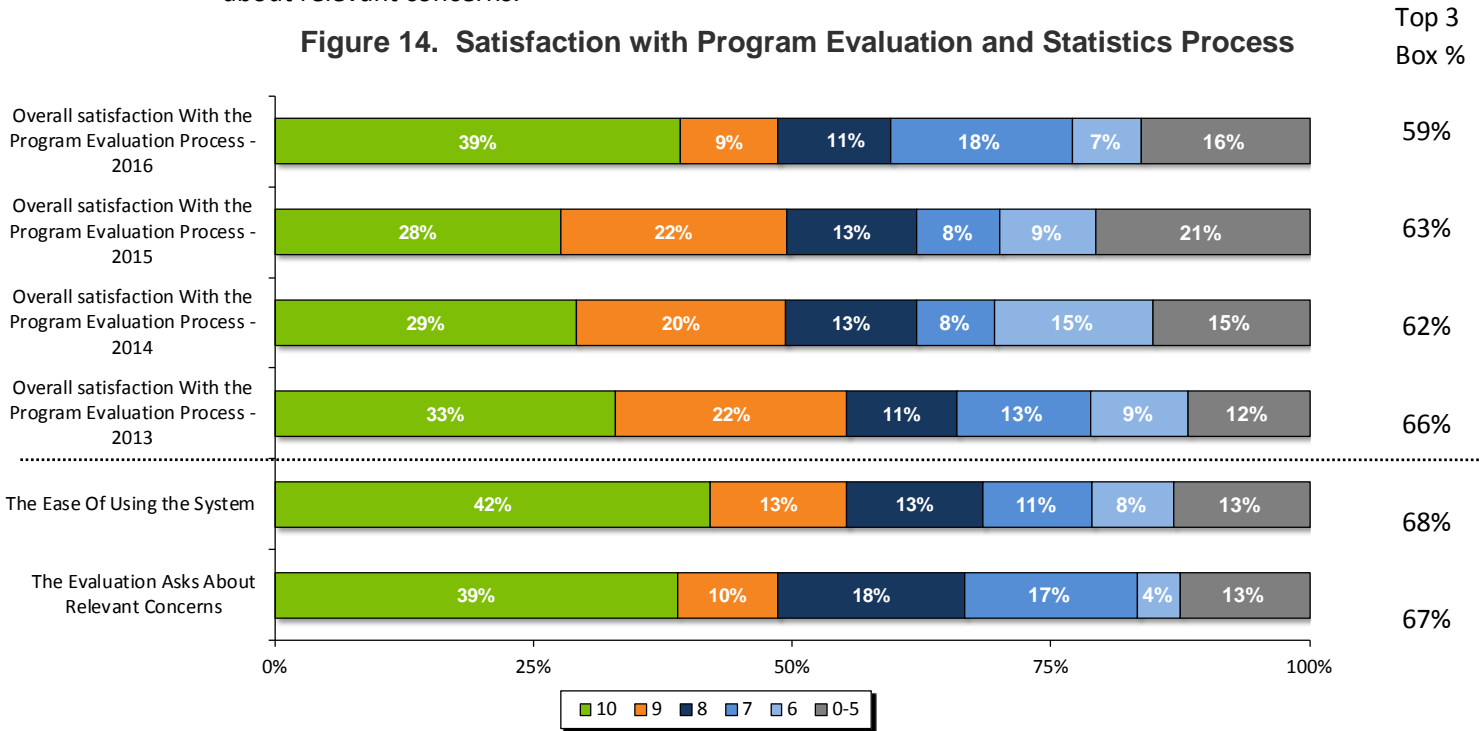
**Source:** QD10. Do you have any suggestions on how to improve any of the web resources for library staff?

## Satisfaction With The Program Evaluation

Finally, libraries were asked to rate their level of satisfaction with the program evaluation and statistics process for 2016. When looking at the top three box scores, satisfaction decreased from 63% to 59% in 2016 despite a sizeable increase in the proportion of people giving a top box score (increasing from 28% to 39%).

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 68% for the ease of using the system and 67% for asking about relevant concerns.

**Figure 14. Satisfaction with Program Evaluation and Statistics Process**



Source: Q7. 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 almost three quarters of librarians (72%), was that they had no suggestions to give. Among those who had something to suggest, the most common request was to clarify or better define the information being requested (12%).

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

**Figure 15. Suggestions for Improving the Program Evaluation and Statistics Process**

<u>Suggestions on how to improve the statistical collection and program evaluation process?</u>	<u>2016</u>
<i>Satisfied/no suggestions</i>	72%
Clarify/better define information requested	12%
Other	12%
Don't know/refused	4%

Source: QD11. 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 were motivated to read more (17%). Other librarians mentioned that the program brought more children into the library, hearing from parents that there was a noticeable increase in reading levels, that the challenges/incentives motivated the children and that both children and parents enjoyed the activities/crafts/website (11% each).

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

**Figure 16. Testimonials Indicating an Increased Love of Reading**

<b>Testimonials indicating increased love of reading?</b>	<b>2016</b>
Children enjoyed the program/enjoyed reading/were motivated to read more	17%
Brings more children to the library/they enjoy coming	11%
Noticeable improvement in reading level	11%
Challenges/incentives were a motivating factor	11%
Children/parents enjoyed the activities/crafts/website	11%
Makes them excited/keeps them reading over the summer	9%
Children more willing to read at home/share with family	6%
Improved confidence/communication skills	6%
Children enjoyed story time/hearing stories recited	6%
Children love adding stickers to their passports	3%
Children checking out more books from library	3%
Increased interest/abilities in school	3%
Other	3%
Don't know/refused	40%

Source: QD12. 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 7 participating individual libraries submitted their results, representing an overall response rate of 100%.

**Figure 1. Response Rate**

	Territories	NWT	Nunavut	Yukon
<b>(A) Total Participating Libraries</b>	7	4	-	3
<b>(B) Total Responded to Survey</b>	7	4	-	3
<b>(C) Survey Response Rate</b>	<b>100%</b>	<b>100%</b>	-	<b>100%</b>

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

## 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 2016. 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 430 children registered for the TDSRC 2016 program, which is a sizeable increase over 2015.

**Figure 2. Total Registration 2008 – 2016**

Total Registration									
Region	2016	2015	2014	2013	2012	2011	2010	2009	2008
Territories	430	296	829	1,412	609	1,300	761	744	556

Source: Q1 Total number of children who registered for the TDSRC 2016.

The figure below shows the age breakdown of registered children. In 2016 the gender of registering children was not recorded. For the summer 2016, 43% of the registered children were in the 0-5 age group, 31% were 6-8, 23% were 9-12, and 3% were 13 years or older. The age make-up of registered children is similar from year to year and there is no discernable trend in The Territories over time in terms of the age of children registered for the program.

**Figure 3. Percentage of Registered Children by Age 2008 – 2016**

Territories	2016	2015	2014	2013	2012	2011	2010	2009	2008
0-5	43%	44%	27%	36%	31%	26%	30%	24%	26%
6-8	31%	28%	36%	35%	37%	40%	44%	38%	44%
9-12	23%	29%	27%	26%	21%	30%	22%	33%	28%
13+	3%	0%	10%	3%	11%	3%	3%	5%	2%

Source: Q1 Total number of children who registered for the TDSRC 2016.

Figure 4 below summarizes the participation rate for The Territories by age based on 2011 census data. The proportion of all children who were registered in 2016 was higher than in 2015 and increased from 0.97% to 1.41% in the most recent wave. The age group with the highest proportion of the total population taking part in the TD Summer Reading Club was 6-8 year olds, with almost 3% of all of the children in the province in this age group taking part in the program.

**Figure 4. Number of Registered Children**

	2011 CENSUS	2016 TD SRC REGISTRANTS	% PARTICIP. CHILDREN	% PARTICIP. CHILDREN	% PARTICIP. CHILDREN
	(A)	(B)	2016	2015	2014
Province / Territory	Total Children	Total Children	Total Children	Total Children	Total Children
<b>Territories</b>	<b>30,490</b>	<b>430</b>	<b>1.41%</b>	<b>0.97%</b>	<b>2.72%</b>
0-5	10,845	184	1.70%	1.19%	2.04%
6-8	4,930	135	2.74%	1.66%	6.13%
9-12	6,310	100	1.58%	1.35%	3.57%
13+	8,405	11	0.13%	0.00%	0.96%

**Source:** Q1 Total number of children who registered for the TDSRC 2016, 2015, 2014. Column (A) provided by Statistics Canada Census 2011. Column (B) presents data that was collected by Nielsen.

## 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 948 children attended the 96 theme-related activities which were organized in libraries across The Territories over the summer months of 2016. Overall, an average of 10 children attended each activity in 2016, and 96% of all activities were conducted in libraries.

**Figure 5. 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	96	948	10	96%	4%

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

The number of activities run by The Territories libraries increased over 2015 as did attendance at activities. Although both the number of activities and attendance were higher, the average number of children attending each activity was lower in 2016 than in 2015.

**Figure 6. Activities and Attendance 2014 – 2016**

Region	2016		2015		2014	
	Theme-Related Activities	Total Attendance	Theme-Related Activities	Total Attendance	Theme-Related Activities	Total Attendance
Territories	96	948	52	707	155	2,508

Source: Q3. 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, 43% of libraries indicated that their library staff made promotional visits to schools, while 29% visited child care centres, 29% visited day camps, and 57% made other promotional visits. A total of 25 visits were made, reaching a total of 871 children (the vast majority of them were reached during visits to schools).

**Figure 7. Total Number of Visits and Children Reached by Segment**

	Made Visits 2016 (%)					
	Schools			Day Camps		
	School Visits (% Yes)	Total Visits	Children Attended	Day Camp Visits (%)	Total Visits	Children Attended
Territories	43%	9	624	29%	2	50
	Child Care Centres			Other Locations		
	Childcare Visits (%)	Total Visits	Children Attended	Other Visits (%)	Total Visits	Children Attended
	Territories	29%	2	35	57%	12

**Source:** Q4. 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. 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, around a third of all registered children (36%) said that they had participated in previous years and the remainder were new registrants in 2016. The proportion of children saying they participated in previous years has increased since 2015 but is still lower than in 2014.

**Figure 8. Previous Participation**

Region	Joined in previous years		New Registrants	
Territories	154	36%	276	64%

% Joined in Previous Years			
Region	2016	2015	2014
Territories	36%	16%	39%

**Source:** Q2. 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 2016, the Statistics and Evaluation Form was again streamlined to ask only about the web resources and statistical program evaluations to make completing the form as easy and quick as possible for librarians.

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.

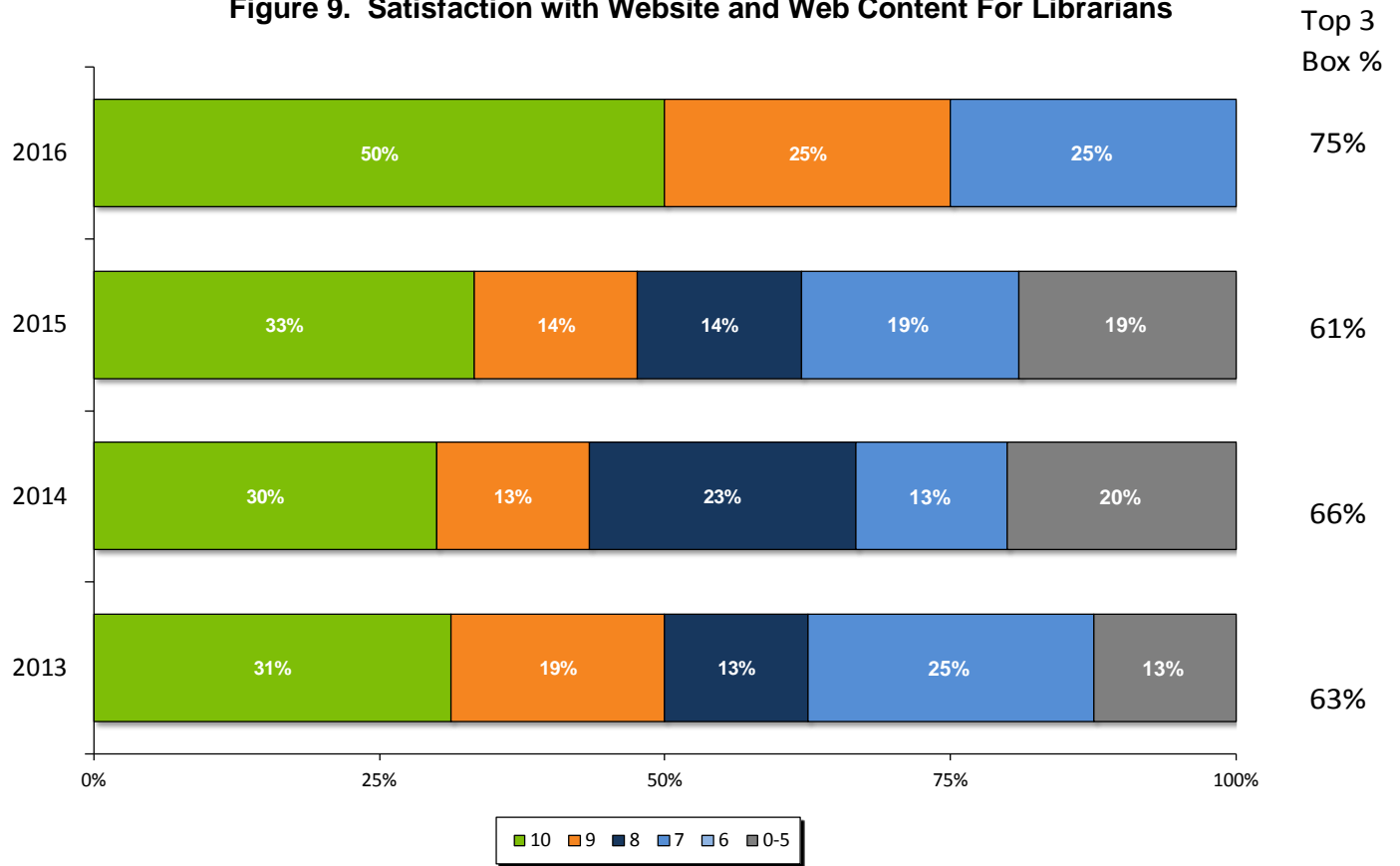
Please note that libraries that did not provide information for any given question are not considered in the percentages reported here so that each graph will sum to 100%.



## Overall Website Satisfaction

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 2016 were higher than those recorded in 2015, and are actually the highest in the last four years. This includes a large increase in top box satisfaction over last year from 33% to 50%.

**Figure 9. Satisfaction with Website and Web Content For Librarians**

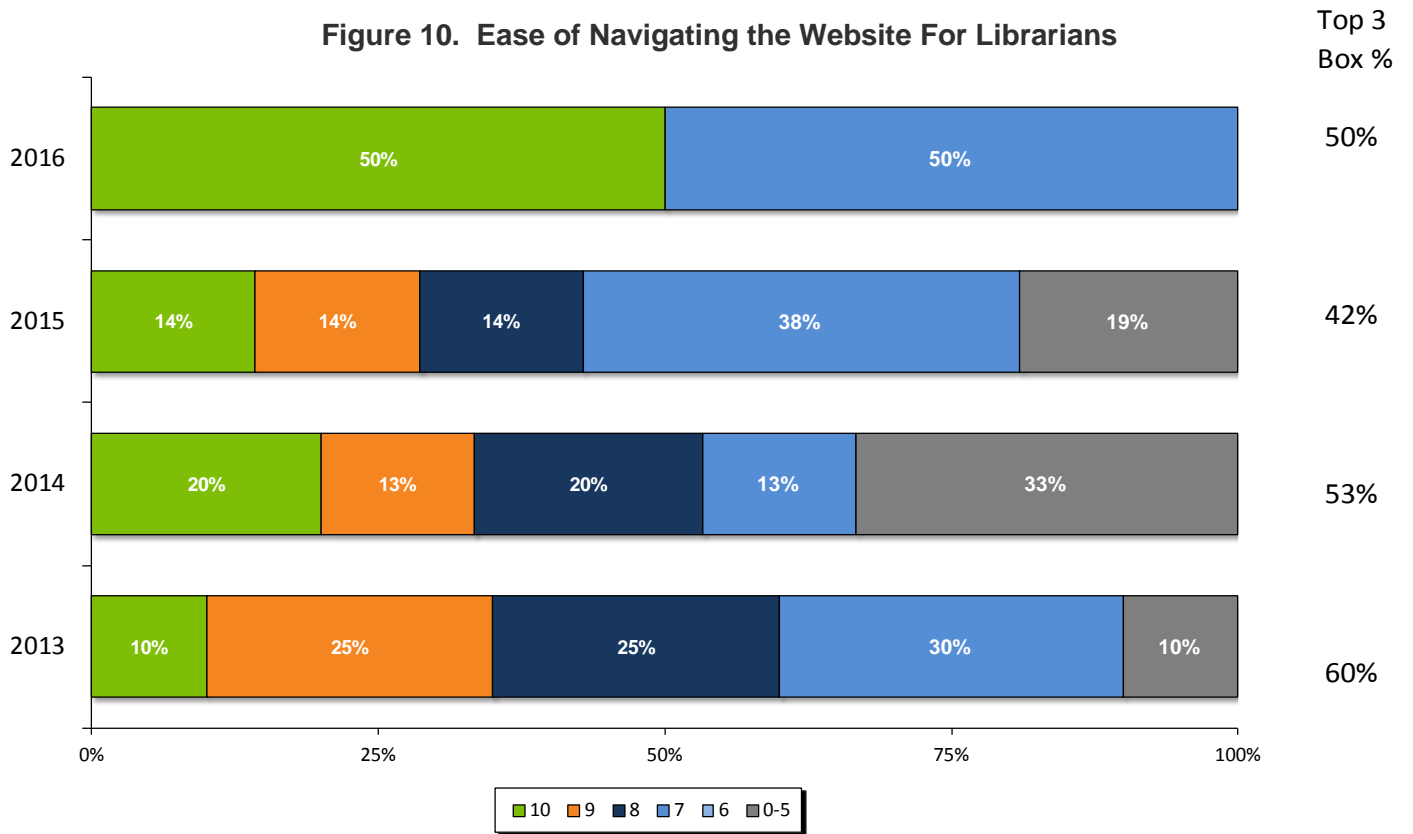


Source: Q5. Website and Web Content For Librarians Satisfaction Questions.

## Website Navigation

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 specifically was not as high as overall satisfaction with the site itself with only half giving a top three box score. There was also a large increase in the proportion of people giving a top box score over 2015.

**Figure 10. Ease of Navigating the Website For Librarians**

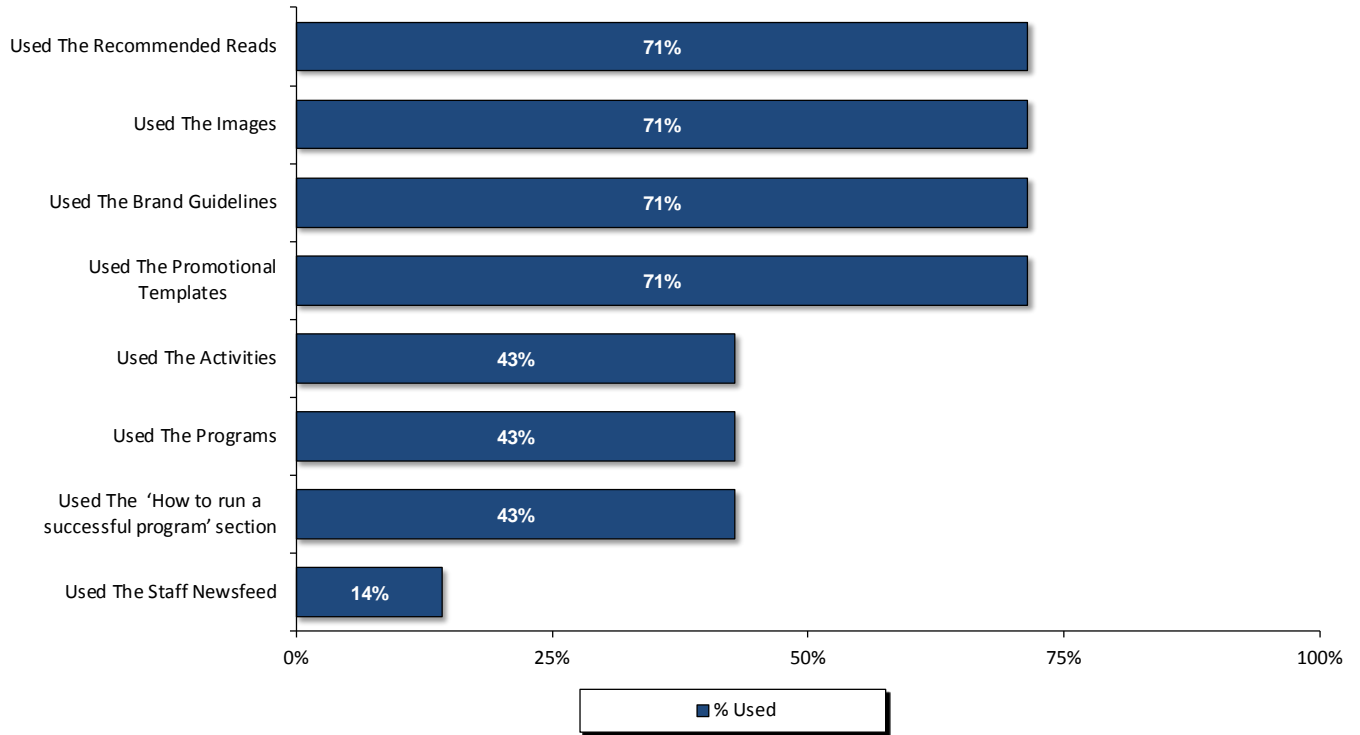


Source: Q5. Website and Web Content For Librarians Satisfaction Questions.

## Librarian Web Resources

Librarians were asked specifically which of the resources that were available to them were actually used in running their TD Summer Reading Club in 2016. Usage of the resources ranged from the almost three quarters who used the recommended reads, the images, the brand guidelines and the promotional templates (71% of libraries) to the staff news feed which was used by only 14% of libraries.

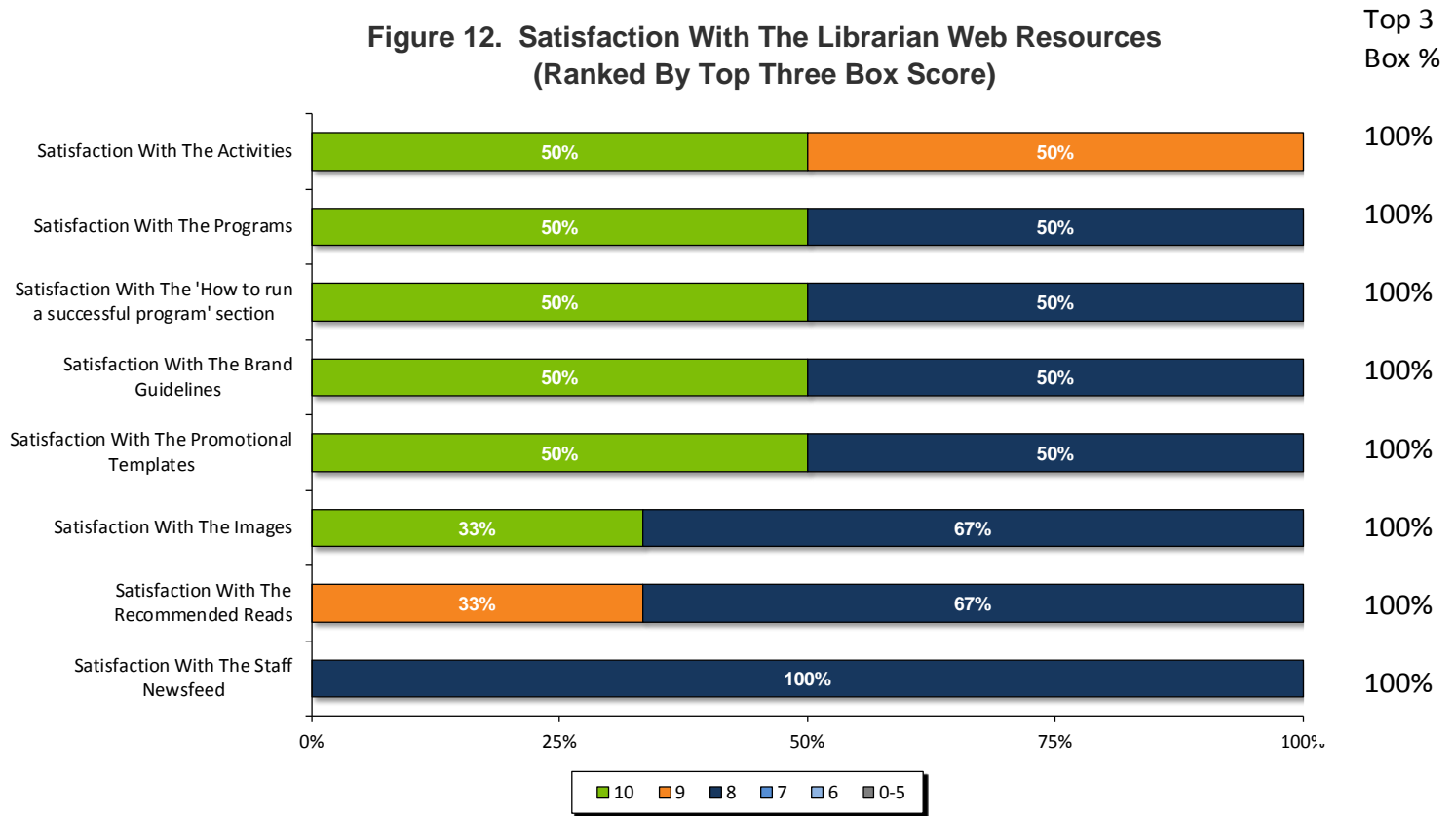
**Figure 11. Usage of Librarian Web Resources**



**Source:** Q6. 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. Top three box satisfaction was 100% for each of the resources tested. Looking at the proportion of respondents who gave a top box scores and scores of nine out of ten reveals that there was the most satisfaction with the activities and the lowest level of satisfaction with the staff newsfeed (although satisfaction was still very high for both).

**Figure 12. Satisfaction With The Librarian Web Resources (Ranked By Top Three Box Score)**



**Source:** Q6A. 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 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.

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

**Figure 13. Suggestions For Librarian Web Resources**

<u>Suggestions on how to improve any of the web resources for library staff?</u>
Better/more recent/broader booklists
Other

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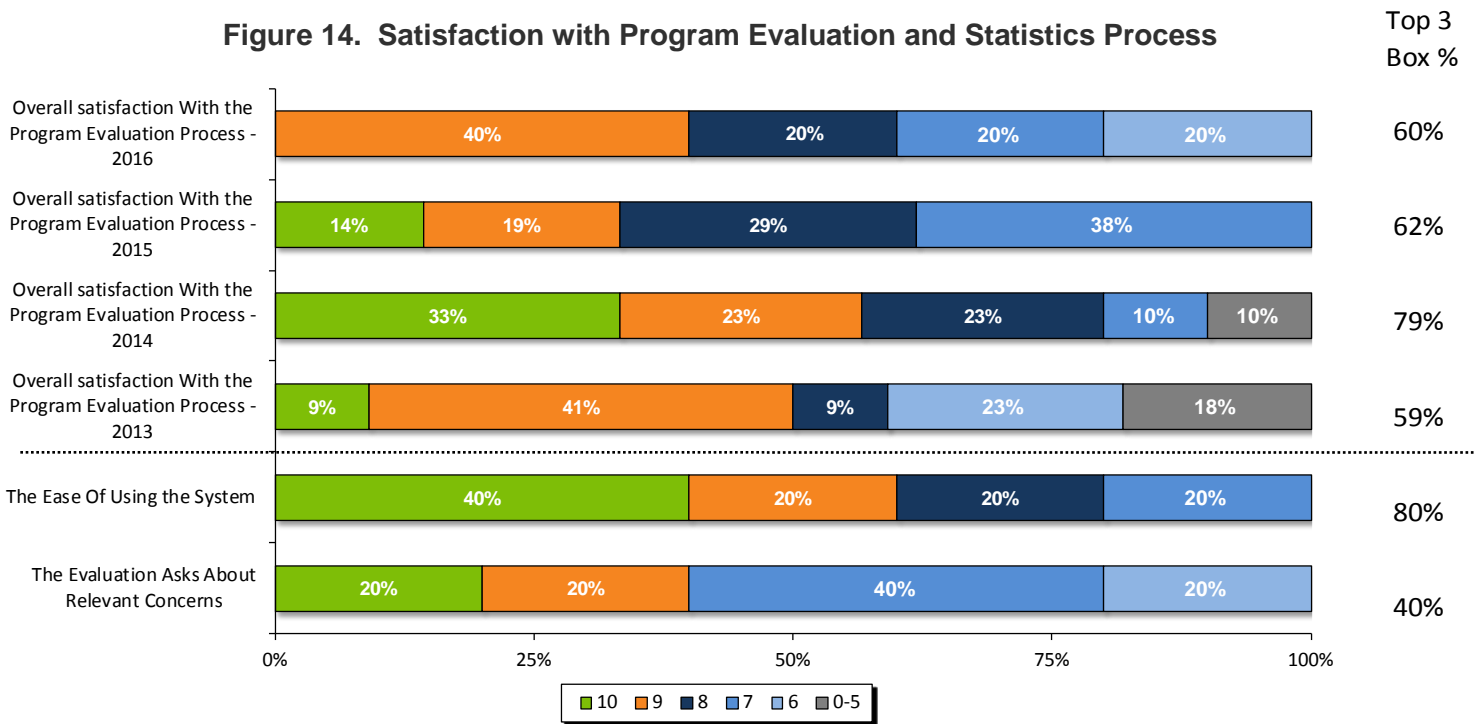
**Source:** QD10. Do you have any suggestions on how to improve any of the web resources for library staff?

## Satisfaction With The Program Evaluation

Finally, libraries were asked to rate their level of satisfaction with the program evaluation and statistics process for 2016. When looking at the top three box scores, satisfaction decreased slightly compared to 2015 from 62% to 60% in 2016 despite no libraries giving a top box score this year. Satisfaction is still lower than in 2014 both in terms of top box satisfaction and top three box scores but, again in 2016, none of the libraries provided a score that would suggest 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 the ease of using the system was high at 80% while it was lower for whether the evaluation asked about relevant concerns (40%).

**Figure 14. Satisfaction with Program Evaluation and Statistics Process**



Source: Q7. 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.

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

**Figure 15. Suggestions For Improving The Program Evaluation and Statistics Process**

<u>Suggestions on how to improve the statistical collection and program evaluation process?</u>
Clarify/better define information requested
Other

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Source: QD11. 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 by the libraries in the Territories which are listed below.

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

**Figure 16. Testimonials Indicating An Increased Love Of Reading**

<b>Testimonials indicating increased love of reading?</b>
Children enjoy coming back each year
Challenges/incentives were a motivating factor
Children/parents enjoyed the activities/crafts/website
Children enjoyed story time/hearing stories recited
Don't know/refused

**Source:** QD12. Do you have any testimonials from parents, caregivers or teachers that may indicate an increased love of reading?



