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2014 TD Summer Reading Club Final Report on Program Statistics

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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 2014 TD Summer Reading Club (TDSRC) was offered in eleven provinces and territories across the country through the support of TD Bank Group.

As libraries are organized differently in each province and territory, a common denominator to respond to the evaluation was identified. A library system refers to either the main branch of a library with many library branches, an individual library, or a regional library system with many affiliated libraries. An example of the latter is the Toronto Public Library, whose system includes roughly 100 library branches. Each branch within the Toronto Public Library was sent a link to complete their own evaluation survey.

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

Individual libraries and library systems were invited to complete their evaluation online via an email invitation with a unique link imbedded in the email text. This unique link pre-identified each library and library system. The link brought the libraries directly to the survey where they entered their data. In order to accommodate the reporting for both individual libraries and multiple libraries in a system, two separate survey instruments were programmed. Individual libraries were sent a link to the individual library study, enabling them to enter data for their library only, whereas those pre-identified to be reporting for multiple libraries (library coordinators) were sent a link that led them to the library systems study, enabling them to enter data for multiple libraries. If they provided answers which actually categorized them as the other type, they were shifted over to the correct version.

In response to requests from libraries in 2012, the online form was opened in mid-August for the past two years, much earlier than in the years before 2013. It also included a function that allowed for automatic generation of a *.pdf* version of their results.

In 2014, Harris/Decima sent out 757 email invitations in both official languages to public libraries or systems within the eleven participating provinces and territories, explaining the process of evaluating the program. In total, 702

evaluations were collected between August 18th and September 30th, 2014. This yielded a total response rate of 92%.

Wherever appropriate throughout the report, the results from the 2014 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 eleven participating provinces and territories, 757 library systems participated in the TDSRC program during the summer of 2014. Within these 757 systems, a total of 2,005 branches (localities) participated in the program.

An estimated 289,542 children registered for the TDSRC 2014 program. As has been the case in previous years, girls made up the majority of the participant with 156,240 or 54%. The 133,302 boys represented 46% of the participants. The table below shows the age distribution of the girls and boys who participated in this year’s program.

Age	Girls (N=156,240)	Boys (N=133,302)
Between 0 and 5 years old	29%	31%
Between 6 and 8 years old	39%	40%
Between 9 and 12 years old	30%	27%
13 years old or older	3%	2%

There has been a general trend of increased registration since the program evaluation and statistics have been collected, beginning with an estimated total of 216,312 in 2005. In 2014, the registration total of 289,542 was just slightly higher than that recorded in 2013 (289,512 registered children) meaning that more children registered in 2014 than in any previous year.

A total of 35,191 programs and activities were organized around the 2014 club theme entitled *Eureka!* Total attendance at these programs and activities amounted to 631,099 children, which translates to an approximate average of 18 children per activity. The vast majority of all program-related activities (91%) were conducted in libraries, while 9% were conducted in the community.

Promotion of the Program and Awareness

Librarians were asked how they promoted the program, the number of visits made in their promotional efforts and how many children they reached as a result of these efforts. More than four of every five of the libraries/systems (81%) indicated that their library staff made at least one visit to promote the program to children in their community. Around six in ten (61%) visited schools, 22% visited child care centres and 16% made visits to day camps. Almost a fifth of all libraries (17%) made visits to other locations to promote their program.

In total, 11,981 visits were made to schools, day camps, child care centres and other locations. Approximately 620,336 children were reached by these visits – roughly 52 children per visit.

	Visits Made To:			
	Schools	Day Camps	Child Care Centres	Other
% That Made Visits	61%	16%	22%	17%
# Of Visits Made	8,889	1,243	949	900
Number of Children Reached	558,744	20,148	18,288	23,156

In 2014, 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 and no longer asked how children heard about the program. Although this split varied from region to region, overall half of all children reported having joined in a previous year.

Joined in Previous Years?	
Participated in a previous year	New to the program
51% (147,677 children)	49% (141,865 children)

Overall Satisfaction

The satisfaction section of the questionnaire was re-worked in 2014 to streamline the reporting process for libraries as well as to focus more on new elements and to ask about how useful some of the promotional material was. Beginning in 2013, satisfaction has been measured on a much broader scale from 0 to 10 (where 0 meant *not at all satisfied/not at all useful*, and 10 meant *completely satisfied/extremely useful*) than it was from 2005 to 2012, which used a five-point scale.

Overall satisfaction with the program was again high with almost three quarters of libraries (72%) giving an overall satisfaction score of between 8 and 10, including almost a quarter (23%) giving the highest possible score of 10.

T3 Box Summary (8,9,10 on 10-point scale)	
Overall how satisfied were you with the 2014 TD Summer Reading Club	72%
Overall satisfaction with the program materials	68%
Overall satisfaction with the promotional materials	66%
Overall satisfaction with the website and web content for librarians	65%
Overall satisfaction with the website and web content for children	64%
Overall satisfaction with program evaluation process	61%

Wherever possible, the overall satisfaction scores for the individual modules were compared to the 2013 results which were the first to use scales from 0 to 10. In every case, the levels of satisfaction recorded in 2014 were higher than those recorded in 2013, including the program materials, the promotional materials and the statistical evaluation process itself.

For the first time in 2014, the level of usage of the resources which were available on the librarian’s website was measured. Outside of the news feed, all of these resources were used by a large majority of libraries, and satisfaction with each of them was high.

Comments and Suggestions

The most common themes suggested for future programs were: animal/insect themes and science/technology/space themes (18% each), nature/environment/outdoors themes (17%), medieval/fantasy/magic themes and sports themes (11% each) and art/music and people/cultures themes (9% each).

When discussing ways to improve the program materials, the most common suggestion was to improve the stickers/provide more of them (14%). Other suggestions were that there should be a designated space for the stickers to go in the notebook as that they did not know where to put the stickers (11%), and to make the notebooks bigger as some kids were running out of space or had too many stickers for their notebook (10%). One in ten (9%) also gave generally positive feedback about the notebooks themselves.

The great majority of libraries both made use of the children’s website (79%) and promoted it while their running their Summer Reading Club (70%). The main reason given for not doing these things was that the librarians just did not have time or did not feel that it would add anything to their program.

Librarians were also asked for suggestions on how to improve the librarian’s website for future programs. A quarter of respondents said that they were satisfied or had nothing to suggest (26%) and those who did provide a suggestion were most likely to suggest simpler/better navigation and search/print functions (14%) or to get the material for the program earlier (10%).

Regarding how the program evaluation and statistical collection process could be improved, the most popular request was to make the forms available sooner (17%). A third of all respondents did not have a suggestion to offer in this regard.

Overview

The following table summarize some of the key statistics collected in 2014.

Measure	Total
Children who registered for TDSRC	289,542
Programs or activities organized around club theme	35,191
Attendance at programs and activities	631,099
Visits made to schools	8,889
Visits made to day camps	1,243
Visits made to child care centres	949
Other visits made	900
Children reached by all visits	620,336
% who attended in previous years	51%

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 2014 TDSRC was offered in eleven provinces and territories across the country through the support of TD Bank Group¹ 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 door hanger invitations and request that they be distributed with the children's report cards.

The TDSRC replaced the 'passport' from 2013 with a 'notebook' this year. It was given to every child who registered for the TD Summer Reading Club. The notebooks allowed children to keep track of the books that they had read throughout the summer. Pre-reading booklets and magazines were also distributed to participating children by libraries over the course of the summer.

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

Methodology

According to the data collected and the information provided by the provincial library services and associations coordinating the program regionally, 1,847 public library localities supplied their statistics from the 2014 TD Summer Reading Club program². As a provision for receiving the free program materials, each library was asked to collect and evaluate statistical information related to the program. So that libraries would know what information to collect over the summer, a version of the evaluation form was included on the Reading Club website and in the TDSRC staff manual.

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

The program evaluation began in 2005, but Harris/Decima developed a new online evaluation form in 2013 using the form from previous years as a starting point. This form was further refined in 2014 to streamline the data reporting process for libraries and systems so that fewer individual statistics would need to be gathered. In 2014, as in 2013, the online form was made available in August, several weeks earlier than between 2005-2012. The 2014 version of the form maintained the approach begun in 2013 which moved from an ‘electronic form’ approach to an ‘online library file’ format. This change involved librarians being able to:

- Open the file up in mid-August (August 18th) to allow libraries who have students/volunteers who are unavailable beginning in September to enter the data they had collected over the summer.
- Fill it out in individual sections which could be completed as the numbers become available in any order that suits the library.
- Save notes which were seen only by the library themselves.
- Add a process to automatically generate and print or email a copy of their completed form; and
- Access their form as many times as required between when it opened and the closing date of the project without the file ever being closed off entirely - they were free to re-enter the file and update any numbers as they became available or changed.

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

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

Once all of the individual files were set up, each contact in the database was sent an email invitation by Harris/Decima (on behalf of LAC) that contained the unique password-encrypted hyperlink to their online evaluation file. A unique URL was generated for each library/system to ensure that only one file existed per library/system (i.e. no duplicate entries would be possible) and as a means of tracking which libraries/systems had submitted results. The systems compiled the data from their library branches and subsequently entered their totals into the online file created for their system. A number of changes were made during the data collection window to allow for updates to system/library contact information and status (e.g. changing one system comprising 15 individual service points into 15 individual URLs to allow the 15 individual library coordinators to enter their own information).

During the data collection period, Harris/Decima provided LAC with updates on which systems had not yet accessed their online file. LAC relayed this information to provincial/territorial coordinators, who then followed up with these systems to encourage participation.

This year, a total of 1,847 of the 2,005 participating libraries reported data, translating to a 92% response rate. Evaluations were collected between August 18th and September 30th, 2014.

The numbers presented in this report are based on a weighting system that represents the estimated 2,005 participating branches and not just the 1,847 that provided statistics for their respective systems. The weighting scheme takes into account all of the individual libraries within a given province or territory and weighting the available data to represent the missing libraries.

In each province, a total of individual participating libraries was compared to the total number of those who reported their statistics to Harris/Decima. For each province or territory, a weight was calculated and applied to the whole territory so that the libraries which have participated, but did not report their statistics, are included in the totals. For example, in Alberta, a total of 269 libraries participated in the Summer Reading Club in 2014, but statistics were available for only 236 of them (88%). This means that the responses from those 236 libraries are multiplied by 1.14 in order to represent the 33 missing libraries.

The final weights used in each region are presented below:

Figure 1. Overall Weighting Scheme Used

	(A)	(B)	(C)	(D)
Regions	# of Libraries Reporting	# of Libraries Participating	% of Libraries Reporting	Weight Used
Alberta	236	269	88%	1.14
Bibliothèques Publiques du Québec (BPQ)	151	159	95%	1.05
Manitoba	77	78	99%	1.01
Newfoundland & Labrador	82	92	89%	1.12
Ontario Library Service – North	90	106	85%	1.18
Northwest Territories	3	4	75%	1.33
Nova Scotia	45	50	90%	1.11
PEI	25	25	100%	1.00
Réseau BIBLIO	167	214	78%	1.28
Saskatchewan	232	252	92%	1.09
Southern Ontario Library Service (SOLS)	632	649	97%	1.03
Toronto	100	100	100%	1.00
Yukon	7	7	100%	1.00
Total	1847	2005	92%	1.09

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

National Program Statistics

Response Rate

Participating libraries or systems were asked to tally the results from their own library as well as any subsidiary branches (if they were a system). Of the 757 participating libraries/systems for which an online file was created, 702 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 are 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 1,847 of the total 2,005 libraries being represented, the overall response rate was 92%.

Figure 2. Response Rate by Region

Regions	(A) Total Service Points Participated	(B) Total Service Points Responded	(C) Evaluation Response Rate
Atlantic	167	152	91%
Newfoundland & Labrador	92	82	89%
Nova Scotia	50	45	90%
PEI	25	25	100%
Québec	373	318	85%
BPQ	159	151	95%
Réseau BIBLIO	214	167	78%
Ontario	855	822	96%
SOLS	649	632	97%
OLS-North	106	90	85%
Toronto	100	100	100%
West	599	545	91%
Manitoba	78	77	99%
Saskatchewan	252	232	92%
Alberta	269	236	88%
Territories	11	10	91%
Yukon	7	7	100%
Northwest Territories	4	3	75%
Nunavut	-	-	-
Totals	2,005	1,847	92%

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 2014 program. This reflects the total number of children who were registered with a library and were given program materials.

Across Canada, an estimated 289,542 children registered for the TDSRC 2014 program³. This total is virtually identical to that of 2012 and 2013 when 289,097 and 289,512 children were registered, respectively. This means that 2014 had the highest registration rate ever recorded. Although registration was similar overall to previous years, there were regional variations which should be noted. The only region which had higher registration than last year was Quebec. There was a fairly sizeable fall in registration in Atlantic Canada, mostly in Nova Scotia. The registration figures going back to 2005 are given below for comparison purposes.

Figure 3. Registration Totals By Region (Tracking)

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

Source: Q1 Total number of children who registered for the TDSRC 2014.

³ Based on the 1,847 libraries that submitted their information, extrapolations have been made to represent all 2,005 participating branches.

The table below summarizes the number of children who participated in the 2014 program by province, and by network for Quebec and Ontario. The table features detailed totals by both gender and age for each province.

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

Region	Total Registration								Province Totals
	BOYS				GIRLS				
	0-5	6-8	9-12	13+	0-5	6-8	9-12	13+	
Atlantic	1,650	2,508	1,625	128	1,916	2,835	2,492	242	13,395
Nfld. & Lab.	432	500	254	9	516	434	331	21	2,497
Nova Scotia	1,004	1,766	1,252	98	1,170	2,074	1,978	176	9,518
PEI	214	242	119	21	230	326	183	45	1,380
Quebec	4,212	7,051	5,309	443	4,941	8,481	7,253	880	38,570
BPQ	3,185	5,384	4,107	326	3,251	6,088	5,302	509	28,151
Reseau Biblio	1,026	1,667	1,202	117	1,690	2,392	1,952	372	10,418
Ontario	23,901	27,499	17,066	1,191	26,276	32,542	22,872	1,884	153,232
SOLS	17,190	20,512	12,634	971	18,855	24,557	17,293	1,620	113,634
OLS-North	740	782	464	39	983	1,071	683	79	4,841
Toronto	5,971	6,205	3,968	181	6,438	6,914	4,896	185	34,758
West	11,719	15,739	12,150	732	11,900	16,330	13,932	1,016	83,517
Manitoba	1,699	2,228	1,602	115	1,802	2,479	1,871	159	11,954
Saskatchewan	2,987	3,613	2,648	141	3,186	4,092	3,544	213	20,424
Alberta	7,033	9,898	7,900	475	6,912	9,759	8,517	644	51,138
Territories	98	142	104	36	123	160	121	45	829
Yukon	90	105	65	28	95	109	72	30	594
NWT	8	37	39	8	28	51	49	15	235
Nunavut	-	-	-	-	-	-	-	-	-
Age Totals:	41,580	52,939	36,253	2,530	45,156	60,347	46,671	4,067	289,542
Percentage By Age/Gender:	14%	18%	13%	1%	16%	21%	16%	1%	100%

Source: Q1 Total number of children who registered for the TDSRC 2014.

With regard to the demographic breakdown of the registered children girls comprise 156,240, or 54%, of the participants, while the 133,302 boys represent 46% of the participants, very similar to the proportions recorded in previous years. This proportion has not changed substantially since data collection began.

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

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

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

Figure 5. Percentage of Participating Children by Age

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

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

Source: Q1. Total number of children who registered for the TDSRC 2014 program.

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

Figure 6. Percentage of Registered Children by Age & Gender

Region	Total Registration								Province Totals
	BOYS				GIRLS				
	0-5	6-8	9-12	13+	0-5	6-8	9-12	13+	
Atlantic	12%	19%	12%	1%	14%	21%	19%	2%	100%
Nfld. & Lab.	17%	20%	10%	0%	21%	17%	13%	1%	100%
Nova Scotia	11%	19%	13%	1%	12%	22%	21%	2%	100%
PEI	16%	18%	9%	2%	17%	24%	13%	3%	100%
Quebec	11%	18%	14%	1%	13%	22%	19%	2%	100%
BPQ	11%	19%	15%	1%	12%	22%	19%	2%	100%
Reseau Biblio	10%	16%	12%	1%	16%	23%	19%	4%	100%
Ontario	16%	18%	11%	1%	17%	21%	15%	1%	100%
SOLS	15%	18%	11%	1%	17%	22%	15%	1%	100%
OLS-North	15%	16%	10%	1%	20%	22%	14%	2%	100%
Toronto	17%	18%	11%	1%	19%	20%	14%	1%	100%
West	14%	19%	15%	1%	14%	20%	17%	1%	100%
Manitoba	14%	19%	13%	1%	15%	21%	16%	1%	100%
Saskatchewan	15%	18%	13%	1%	16%	20%	17%	1%	100%
Alberta	14%	19%	15%	1%	14%	19%	17%	1%	100%
Territories	12%	17%	13%	4%	15%	19%	15%	5%	100%
Yukon	15%	18%	11%	5%	16%	18%	12%	5%	100%
NWT	3%	16%	16%	3%	12%	22%	21%	6%	100%
Nunavut	-	-	-	-	-	-	-	-	-
Age Totals:	14%	18%	13%	1%	16%	21%	16%	1%	100%

Source: Q1. Total number of children who registered for the TDSRC 2014 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 2014 was highest among 6 to 8 year old children in every province and territory, but particularly in Saskatchewan (20.3%), Alberta (15.0%), Nova Scotia (14.5%) and Ontario (14%). Conversely, reach continues to be lowest for teenagers between 13 and 17 years old with a national average reach of 0.4%.

Saskatchewan (8.5%) and Alberta (6.2%) had the greatest percentage of children register overall for the Summer Reading Club in the country. As has traditionally been the case, Quebec had the lowest registration in 2013 at (2.5%) but Newfoundland and Labrador was the second lowest at 2.7%. The national average was 4.9%.

Figure 7. Number of Registered Children

Province / Territory	2011 CENSUS			2014 TD SRC REGISTRANTS			% PARTICIP. CHILDREN	% PARTICIP. CHILDREN	% PARTICIP. CHILDREN
	(A)	(B)	(C)	(D)	(E)	(F)	2014	2013	2012
	Total Children	Total Boys	Total Girls	Total Children	Total Boys	Total Girls	Total Children	Total Children	Total Children
Newfoundland	94,150	43,525	41,475	2,497	1,195	1,303	2.65%	2.77%	4.02%
0-5	29,415	14,150	13,580	948	432	516	3.22%	3.62%	5.20%
6-8	15,085	7,970	7,620	935	500	434	6.20%	6.07%	6.79%
9-12	21,030	11,545	10,965	585	254	331	2.78%	2.80%	3.61%
13+	19,170	9,860	9,310	30	9	21	0.16%	0.20%	1.66%
Nova Scotia	171,790	87,820	83,985	9,518	4,120	5,398	5.54%	8.06%	8.81%
0-5	52,725	27,070	25,660	2,174	1,004	1,170	4.12%	5.96%	6.18%
6-8	26,460	13,455	13,010	3,840	1,766	2,074	14.51%	19.71%	22.05%
9-12	38,310	19,545	18,765	3,230	1,252	1,978	8.43%	12.26%	13.44%
13+	54,295	27,750	26,550	273	98	176	0.50%	1.46%	1.64%
PEI	28,795	14,645	14,130	1,380	596	784	4.79%	4.83%	5.03%
0-5	8,665	4,385	4,275	444	214	230	5.12%	5.53%	5.61%
6-8	4,525	2,260	2,260	568	242	326	12.55%	12.44%	12.93%
9-12	6,380	3,250	3,120	302	119	183	4.73%	4.56%	4.87%
13+	9,225	4,750	4,475	66	21	45	0.72%	0.63%	0.70%
Québec	1,546,480	789,240	757,230	38,570	17,014	21,555	2.49%	1.84%	2.09%
0-5	523,395	267,610	255,785	9,152	4,212	4,941	1.75%	1.23%	1.36%
6-8	237,390	121,105	116,285	15,532	7,051	8,481	6.54%	4.75%	5.22%
9-12	322,760	164,720	158,030	12,562	5,309	7,253	3.89%	3.15%	3.52%
13+	462,935	235,805	227,130	1,323	443	880	0.29%	0.14%	0.32%
Ontario	2,693,835	1,381,630	1,312,225	153,232	69,658	83,575	5.69%	5.72%	5.32%
0-5	846,055	433,285	412,785	50,177	23,901	26,276	5.93%	5.80%	5.40%
6-8	427,470	219,230	208,245	60,041	27,499	32,542	14.05%	14.36%	12.97%
9-12	590,615	302,585	288,030	39,938	17,066	22,872	6.76%	6.83%	6.66%
13+	829,695	426,530	403,165	3,076	1,191	1,884	0.37%	0.40%	0.41%
Manitoba	283,235	145,380	137,825	11,954	5,643	6,311	4.22%	3.84%	3.81%
0-5	92,185	46,985	45,200	3,501	1,699	1,802	3.80%	3.40%	3.48%
6-8	44,480	22,865	21,605	4,706	2,228	2,479	10.58%	9.73%	9.98%
9-12	62,225	32,090	30,125	3,473	1,602	1,871	5.58%	5.11%	4.70%
13+	84,345	43,440	40,895	275	115	159	0.33%	0.29%	0.26%
Saskatchewan	240,645	122,955	117,660	20,424	9,389	11,035	8.49%	8.92%	10.98%
0-5	81,605	41,645	39,955	6,173	2,987	3,186	7.56%	7.53%	8.94%
6-8	37,925	19,375	18,540	7,704	3,613	4,092	20.32%	21.85%	28.40%
9-12	51,470	26,325	25,140	6,192	2,648	3,544	12.03%	12.59%	15.49%
13+	69,645	35,610	34,025	354	141	213	0.51%	0.79%	0.57%
Alberta	826,285	423,780	402,515	51,138	25,307	25,832	6.19%	6.52%	6.64%
0-5	290,125	148,815	141,315	13,945	7,033	6,912	4.81%	5.71%	5.48%
6-8	131,415	67,170	64,250	19,658	9,898	9,759	14.96%	15.56%	15.85%
9-12	173,625	88,935	84,695	16,417	7,900	8,517	9.46%	9.09%	9.68%
13+	231,120	118,860	112,255	1,119	475	644	0.48%	0.46%	0.58%
Territories	30,490	15,560	14,915	829	380	449	2.72%	4.63%	2.00%
0-5	10,845	5,530	5,310	221	98	123	2.04%	4.64%	1.73%
6-8	4,930	2,520	2,395	302	142	160	6.13%	10.16%	4.52%
9-12	6,310	3,150	3,155	225	104	121	3.57%	5.74%	2.03%
13+	8,405	4,360	4,055	81	36	45	0.96%	0.54%	0.83%
Canada (Participating regions)	5,915,705	3,024,535	2,881,960	289,542	133,302	156,240	4.89%	4.89%	4.88%
0-5	1,935,015	989,475	943,865	86,736	41,580	45,156	4.48%	4.50%	4.38%
6-8	929,680	475,950	454,210	113,286	52,939	60,347	12.19%	12.19%	12.00%
9-12	1,272,725	652,145	622,025	82,924	36,253	46,671	6.52%	6.46%	6.61%
13+	1,768,835	906,965	861,860	6,597	2,530	4,067	0.37%	0.39%	0.46%

Source: Q1 Total number of children who registered for the TDSRC 2014, 2013, 2012. Columns (A) through (C) provided by Statistics Canada Census 2011. Columns (D) through (F) represent data collected by Harris/Decima.

Statistics on Attendance

Programs and Activities Organized Around the Club Theme

To help gauge the success of the TDSRC, libraries were asked to indicate the total number of programs and activities organized around this year’s club theme as well as the total attendance of children at these activities (not including parents and care givers).

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

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

A total of 35,191 organized programs and activities were scheduled in libraries across Canada in the summer of 2014, from which a full 91% were organized inside libraries. Total attendance at all activities was 631,099⁴ children. This resulted in an average of approximately 18 children attending each activity.

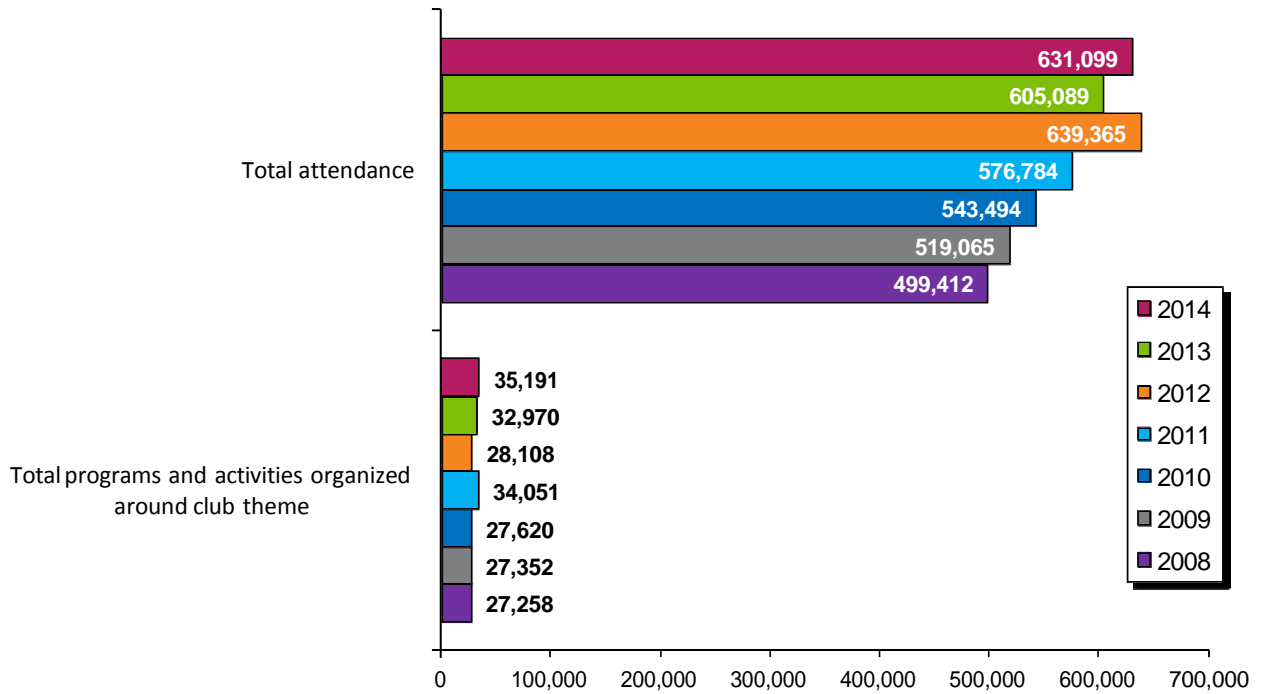
Attendance increased by 26,010 in 2014, an increase of 4%. The number of activities also increased compared to 2013 in this case by 2,221 or 7%. Although the ratio between attendance and activities was very similar in 2013 and 2014, this number does vary from year to year and could be influenced by factors such as the themes and activities available.

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

Figure 7 on the following page graphically displays the total attendance of programs and activities organized this year compared to the results obtained in previous years.

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

Figure 8. Organized Programs and Activities and Attendance



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

The table below summarizes the total number of theme-related programs and activities, along with the total theme-related activity attendance. The average attendance to each activity is also shown by province and region. As mentioned above, the average attendance was similar in 2013 and 2014 despite the fact that both attendance and activities increased. Average attendance was highest in 2012 (22.7) and lowest in 2011 (16.9).

Figure 9. Organized Programs and Activities and Attendance by Region

Region	2014					2013			2012		
	Theme-Related Activities	Total Attendance	Avg. Attendance per Activity	% of Activities In Library	% of Activities In Community	Theme-Related Activities	Total Attendance	Avg. Attendance per Activity	Theme-Related Activities	Total Attendance	Avg. Attendance per Activity
Atlantic	2,132	37,487	18	92%	8%	2,722	43,345	16	2,742	42,043	15
Nfld. & Lab.	759	8,325	11	94%	6%	799	9,567	12	931	9,531	10
Nova Scotia	824	23,694	29	93%	7%	1,340	28,372	21	300	25,766	86
PEI	548	5,468	10	89%	11%	583	5,406	9	511	5,745	11
Quebec	4,515	73,953	16	89%	11%	2,977	61,215	21	2,544	58,217	23
BPQ	3,506	53,851	15	95%	5%	2,128	44,585	21	1,447	39,320	27
Reseau Biblio	1,009	20,102	20	70%	30%	849	16,630	20	1,097	18,897	17
Ontario	18,500	359,645	19	91%	9%	16,933	333,154	20	13,394	345,819	26
SOLS	15,185	284,631	19	91%	9%	14,263	263,788	18	11,050	260,117	24
OLS-North	1,445	19,245	13	91%	9%	1,143	17,737	16	1,260	17,084	14
Toronto	1,870	55,770	30	94%	6%	1,527	51,628	34	1,103	68,618	62
West	9,889	157,506	16	90%	10%	9,762	160,684	16	9,376	191,224	20
Manitoba	1,137	16,995	15	98%	2%	965	17,299	18	681	12,502	18
Saskatchewan	2,745	46,465	17	93%	7%	2,642	46,923	18	3,251	39,009	12
Alberta	6,006	94,046	16	87%	13%	6,155	96,463	16	5,444	139,712	26
Territories	155	2,508	16	96%	4%	379	4,025	11	53	2,062	39
Yukon	103	868	8	97%	3%	127	977	8	26	786	30
NWT	52	1,640	32	95%	5%	126	1,058	8	27	1,276	47
Nunavut	0	0	-	-	-	126	1,990	16	-	-	-
Independent LAC	-	-	-	-	-	197	2,666	14	-	-	-
Overall	35,191	631,099	18	91%	9%	32,970	605,089	18	28,109	639,365	23

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

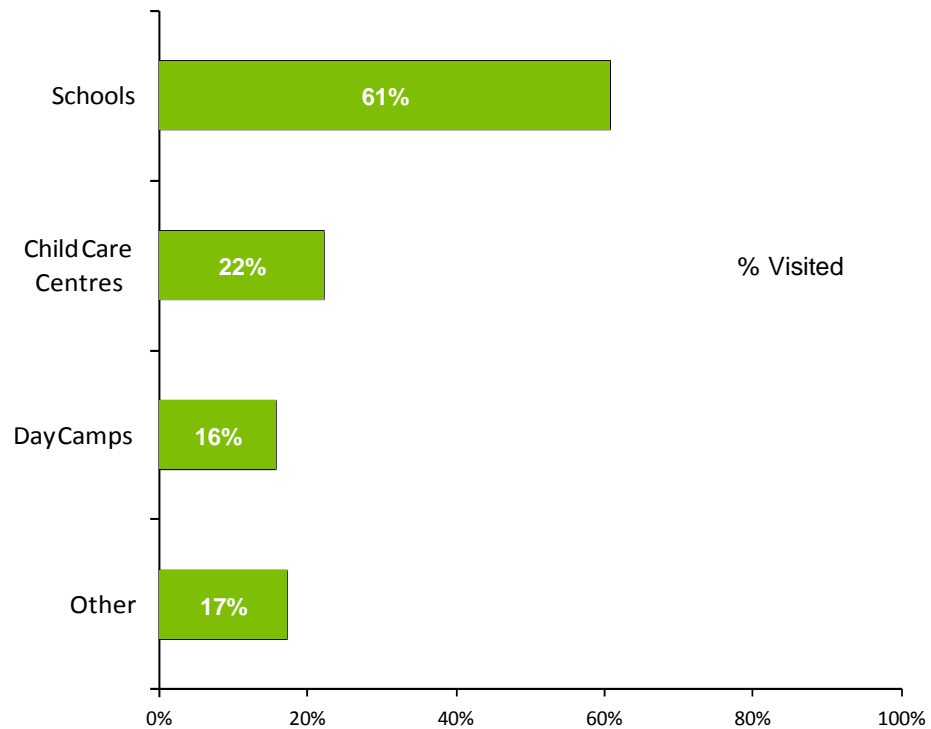
Promotion of Program

School and Daycare Visits by Library Staff

Librarians were asked how they promoted the program, the number of visits made in their promotional efforts and how many children they reached as a result of these efforts.

Four of every five (81%) of the libraries/systems indicated that their library staff made at least one visit to promote the program to children in their community. Around six in ten (61%) visited schools, 22% visited child care centres and 16% made visits to day camps. One sixth of all libraries (17%) made visits to other locations to promote their program.

Figure 10. School and Daycare Visits by Staff



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

The proportion of libraries who indicated their staff had made visits to schools was high in almost every region of the country. In Nova Scotia, PEI, Toronto, Alberta and NWT, more than 70% of libraries made visits to schools in their community. The rate was the lowest in the Yukon and the two Quebec networks, where fewer than half of libraries made visits to schools. Visits to child care centres were the second most common type of promotional visit made, and were more common in Toronto, PEI and NWT.

Figure 11. Promotional Visits by Staff By Region

	Made Visits (%)			
	Schools	Child Care Centres	Day Camps	Other
Atlantic	64%	21%	9%	19%
Nfld. & Lab.	55%	16%	7%	28%
Nova Scotia	76%	16%	2%	4%
PEI	72%	52%	32%	16%
Quebec	46%	21%	24%	15%
BPQ	45%	16%	25%	16%
Reseau Biblio	47%	25%	23%	15%
Ontario	64%	26%	19%	17%
SOLS	61%	20%	16%	15%
OLS-North	54%	30%	19%	17%
Toronto	90%	64%	35%	33%
West	66%	17%	9%	17%
Manitoba	65%	29%	9%	17%
Saskatchewan	58%	13%	5%	9%
Alberta	73%	17%	12%	25%
Territories	45%	45%	24%	64%
Yukon	14%	14%	0%	43%
NWT	100%	100%	67%	100%
Nunavut	-	-	-	-
Overall	61%	22%	16%	17%

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

This table summarizes the percentage of library systems whose staff made promotional visits in 2014 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 are also responsible for the vast majority of the children reached by promotional visits.

Figure 12. Promotional Visits by Staff by Location

	Schools			Child Care Centres			Day Camps			Other Locations		
	School Visits (% Yes)	Total Visits	Children Attended	Childcare Visits (%)	Total Visits	Children Attended	Day Camp Visits (%)	Total Visits	Children Attended	Other Visits (%)	Total Visits	Children Attended
Atlantic	64%	332	45,860	21%	62	936	9%	45	309	19%	64	2,115
Nfld. & Lab.	55%	95	4,914	16%	37	352	7%	28	212	28%	52	970
Nova Scotia	76%	173	33,877	16%	10	369	2%	1	11	4%	6	944
PEI	72%	64	7,069	52%	15	215	32%	16	86	16%	6	200
Quebec	46%	901	52,475	21%	149	2,460	24%	638	6,648	15%	265	3,346
BPQ	45%	558	42,160	16%	88	1,422	25%	477	4,861	16%	178	2,304
Reseau Biblio	47%	343	10,315	25%	61	1,038	23%	161	1,788	15%	87	1,042
Ontario	64%	4,529	244,875	26%	560	12,003	19%	398	10,020	17%	312	11,489
SOLS	61%	3235	199,884	20%	289	5,604	16%	238	7,195	15%	187	8,305
OLS-North	54%	227	6,886	30%	54	855	19%	82	657	17%	47	658
Toronto	90%	1067	38,105	64%	218	5,543	35%	78	2,168	33%	78	2,526
West	66%	3,109	213,937	17%	165	2,824	9%	156	3,084	17%	239	6,047
Manitoba	65%	643	23,114	29%	40	835	9%	19	210	17%	30	512
Saskatchewan	58%	433	28,546	13%	46	715	5%	25	386	9%	71	1,700
Alberta	73%	2032	162,277	17%	80	1,274	12%	111	2,488	25%	138	3,836
Territories	45%	19	1,597	45%	13	65	24%	7	85	64%	20	159
Yukon	14%	7	1,500	14%	2	4	0%	0	0	43%	9	94
NWT	100%	12	97	100%	11	61	67%	7	85	100%	11	65
Nunavut	-	-	-	-	-	-	-	-	-	-	-	-
Overall	61%	8,889	558,744	22%	949	18,288	16%	1,243	20,148	17%	900	23,156

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

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

While six in ten libraries across the country reported visiting a school (61%), this is lower than the number from 2013 (75%) and more similar to the data gathered in 2012 (64%). With respect to both day camps and child care centres the proportion of libraries that made promotional visits are roughly half as high as they were in 2013. This sharp difference is likely due to large systems which were all counted as having made visits in 2013 being more accurately measured in 2014 as the biggest differences from year to year are seen in Ontario, Quebec and the West where the largest systems are located.

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

	Schools				Day Camps				Child Care Centres			
	2014		2013		2014		2013		2014		2013	
	School Visits (% Yes)	Total Visits	School Visits (% Yes)	Total Visits	Day Camp Visits (% Yes)	Total Visits	Day Camp Visits (% Yes)	Total Visits	Childcare Visits (% Yes)	Total Visits	Childcare Visits (% Yes)	Total Visits
Atlantic	64%	332	62%	236	9%	45	21%	66	21%	62	27%	88
Nfld. & Lab.	55%	95	52%	120	7%	28	16%	48	16%	37	20%	68
Nova Scotia	76%	173	100%	53	2%	1	44%	10	16%	10	44%	8
PEI	72%	64	88%	63	32%	16	32%	8	52%	15	48%	12
Quebec	46%	901	72%	339	24%	638	57%	178	21%	149	39%	143
BPQ	45%	558	68%	249	25%	477	42%	124	16%	88	19%	105
Reseau Biblio	47%	343	82%	90	23%	161	91%	54	25%	61	82%	38
Ontario	64%	4,529	81%	3,526	19%	398	30%	313	26%	560	47%	446
SOLS	61%	3,235	83%	2,357	16%	238	30%	201	20%	289	48%	252
OLS-North	54%	227	62%	116	19%	82	28%	42	30%	54	34%	31
Toronto	90%	1,067	92%	1,054	35%	78	30%	69	64%	218	56%	163
West	66%	3,109	77%	871	9%	156	42%	69	17%	165	57%	133
Manitoba	65%	643	61%	386	9%	19	17%	10	29%	40	42%	38
Saskatchewan	58%	433	100%	248	5%	25	90%	25	13%	46	90%	45
Alberta	73%	2,032	100%	237	12%	111	71%	33	17%	80	71%	49
Territories	45%	19	58%	95	24%	7	46%	22	45%	13	67%	26
Yukon	14%	7	29%	41	0%	0	29%	8	14%	2	43%	10
NWT	100%	12	100%	26	67%	7	50%	2	100%	11	100%	6
Nunavut	-	-	100%	28	-	-	100%	12	-	-	100%	10
Independent LAC	-	-	33%	6	-	-	33%	6	-	-	22%	16
Overall	61%	8,889	75%	5,073	16%	1,243	32%	654	22%	949	43%	851

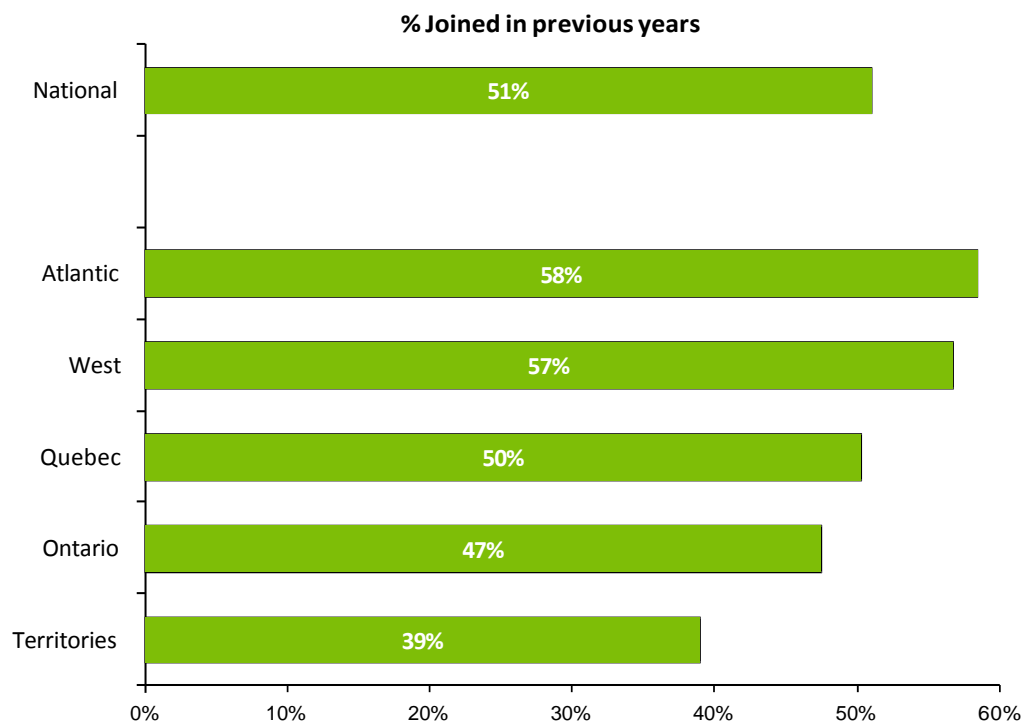
Source: Q3 Did any library staff promote the program at schools, day camps, child-care centres, or other locations (community/public housing projects/faith-based programs, etc.)? / How many of the libraries in your system made visits to promote the program at schools, day camps, child-care centres, or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

Previous Participation

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

Nationally, half of all registered children (51%) said that they had participated in previous years. Children in the Atlantic provinces and the West were the most likely to say they had participated in the past (58%) with children in the Territories being the least likely to have been repeat participants (39%).

Figures 14 & 15. Previous Participation By Region



Region	Joined in previous years	New Registrants
Atlantic	58%	42%
Nfld. & Lab.	49%	51%
Nova Scotia	62%	38%
PEI	50%	50%
Quebec	50%	50%
BPQ	52%	48%
Reseau Biblio	47%	53%
Ontario	47%	53%
SOLS	49%	51%
OLS-North	62%	38%
Toronto	40%	60%
West	57%	43%
Manitoba	48%	52%
Saskatchewan	50%	50%
Alberta	62%	38%
Territories	39%	61%
Yukon	40%	60%
NWT	38%	63%
Nunavut	-	-
Overall	51%	49%

Source: Q4. How many of the children registered in your library had participated in the TD Summer Reading Club in previous years and how many were new to the program?

The table below compares the responses received in 2013 and 2014. In both years, every child registering was asked whether they had participated in the past or not, but in 2013 they were also asked how they had heard about the program. The proportion of children who stated that they had participated in previous years was higher in 2014 than in 2013 (51% to 37%). This could be due to the difference in how the question was asked as no information was requested about how the children heard about the program.

Figure 16. Previous Participation By Region (Tracking)

% Joined in previous years		
Region	2014	2013
Atlantic	58%	37%
Nfld. & Lab.	49%	32%
Nova Scotia	62%	37%
PEI	50%	44%
Quebec	50%	43%
BPQ	52%	40%
Reseau Biblio	47%	57%
Ontario	47%	33%
SOLS	49%	34%
OLS-North	62%	34%
Toronto	40%	28%
West	57%	44%
Manitoba	48%	38%
Saskatchewan	50%	38%
Alberta	62%	47%
Territories	39%	51%
Yukon	40%	38%
NWT	38%	22%
Nunavut	-	77%
Overall	51%	37%

Source: Q4. 2014: 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? 2013: If they were new to the program, how did they hear about the program?

Satisfaction & Suggestions

In 2014, the Statistics and Evaluation Form was streamlined and refocused in order to gather more specific data while lower the burden on library staff who are required to keep track of and enter a number of metrics.

These changes are in addition to those made in 2013 which mainly involved changing responses from a five-point scale to a ten-point scale in order to measure satisfaction with more precision. Using a five-point scale tended to give results with very little differentiation as the great majority of libraries responded to each question with either ‘very satisfied’ (5) or ‘satisfied’ (4) and a lot of more nuanced differences might have been missed. A ten-point scale is also much more conducive to performing correlation and regression analysis – results of this analysis can be found at the end of the main report. Due to the changes made in 2013 and 2014, direct comparisons can only be made between these two years, and only in some instances.

The following section will provide satisfaction scores for every question asked by giving the proportion of libraries who responded with each score from 10 down to 6, along with those who gave a score of 0-5. The overall satisfaction question for each section is reported first and directly compared to 2013 data where possible, followed by the individual element scores, ranked by the proportion giving a score of 10 (unless otherwise noted). Libraries were also asked for their suggestions and comments in each section.

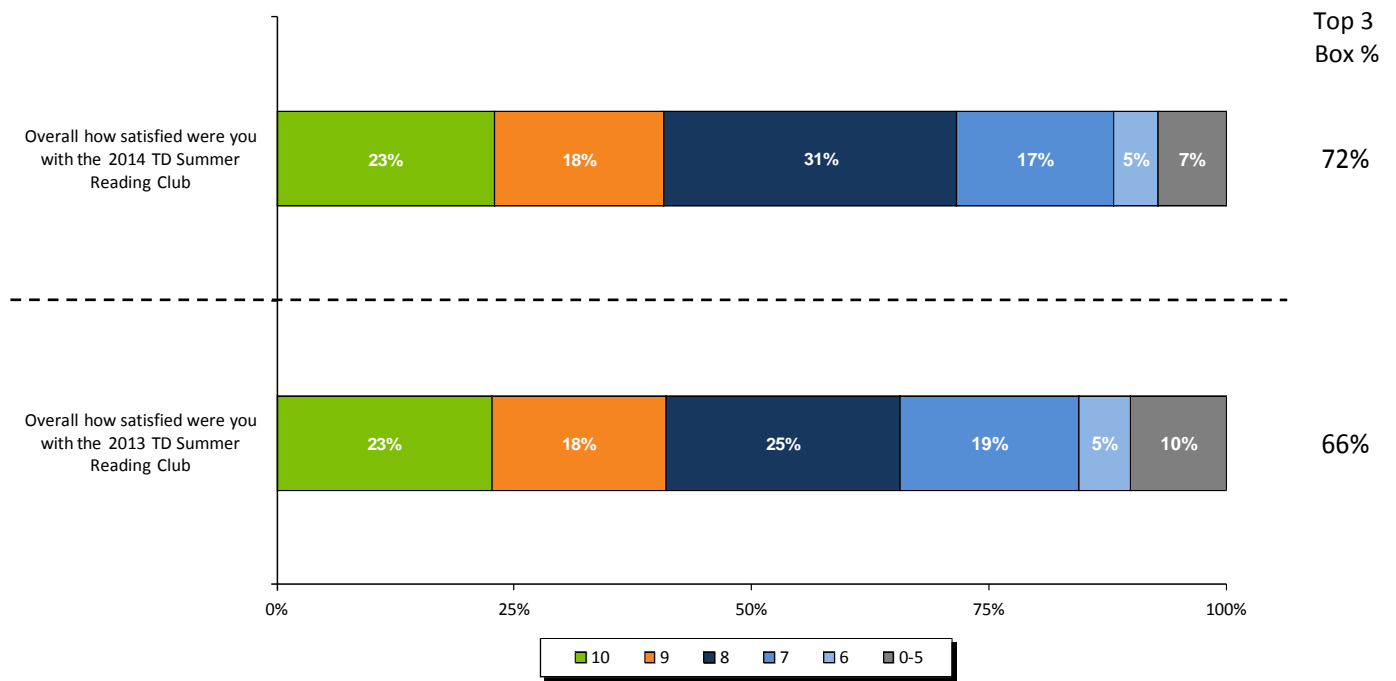
Please note that libraries that did not provide information for any given question are not considered in the percentages reported here so that each graph will sum to 100%.

Overall Program Satisfaction

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

Satisfaction was again high 2014, with the results being almost identical to last year. Almost a quarter of libraries (23%) again gave the highest possible score (10) and the top three box satisfaction scores were higher at 72% compared to 66% in 2013. Less than one in ten (7%) were dissatisfied, giving scores of 0-5.

Figure 17. Satisfaction With The Summer Reading Program Overall



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

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

Overall satisfaction is higher in 2014 for every geographic region except the Territories and Quebec. The same sort of geographic trends are evident in both 2013 and 2014. For example, Quebec had the highest satisfaction levels among any region in both years, with Ontario also reporting high levels of satisfaction. The biggest shift in satisfaction was in the Atlantic region and was mostly due to a large positive shift among Nova Scotia libraries.

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

Region	Overall Satisfaction (Top 3 Box)		
	2014 Top 3 Box	2013 Top 3 Box	Difference %
Atlantic	75%	55%	20%
Nfld. & Lab.	61%	68%	-7%
Nova Scotia	100%	29%	71%
PEI	75%	88%	-13%
Quebec	77%	81%	-4%
BPQ	72%	72%	0%
Réseau Biblio	81%	87%	-6%
Ontario	75%	68%	7%
SOLS	75%	68%	7%
OLS-North	78%	79%	-1%
Toronto	72%	57%	15%
West	63%	57%	6%
Manitoba	68%	64%	5%
Saskatchewan	61%	49%	13%
Alberta	62%	63%	0%
Territories	39%	50%	-11%
Yukon	43%	67%	-24%
NWT	33%	50%	-17%
Nunavut	-	0%	-
Independent LAC	-	100%	-
Total	72%	66%	6%

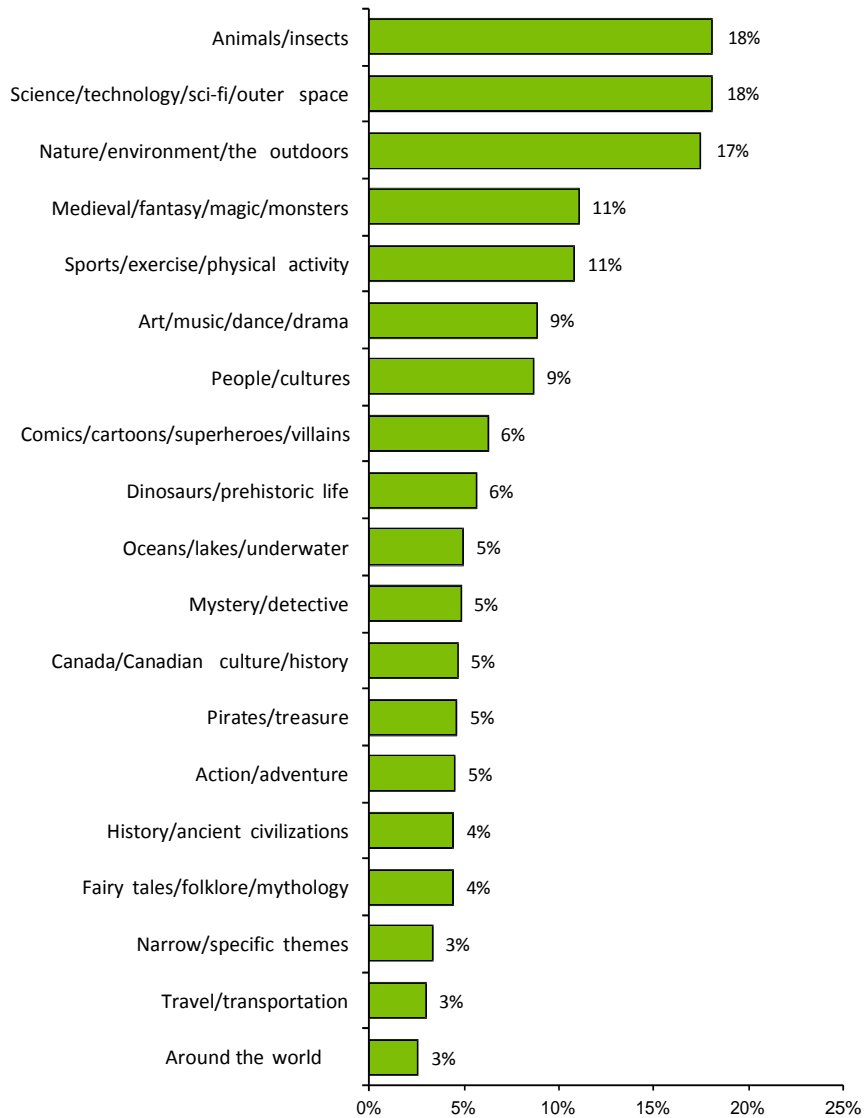
Source: Q5. Overall, how satisfied were you with the 2014/2013 TD Summer Reading Club?

Suggestions For Future Themes

Librarians were asked to provide suggestions for future themes. The most popular responses were for animal/insect themes and science/technology/space themes (18% each) as well as nature/environment/outdoors (17%). Medieval/fantasy/magic themes and sports themes were also popular (11% each) along with art/music and people/cultures themes (9% each).

The figure below presents the suggestions made by at least 3% of libraries in 2014.

Figure 19. Suggestions For Future Themes



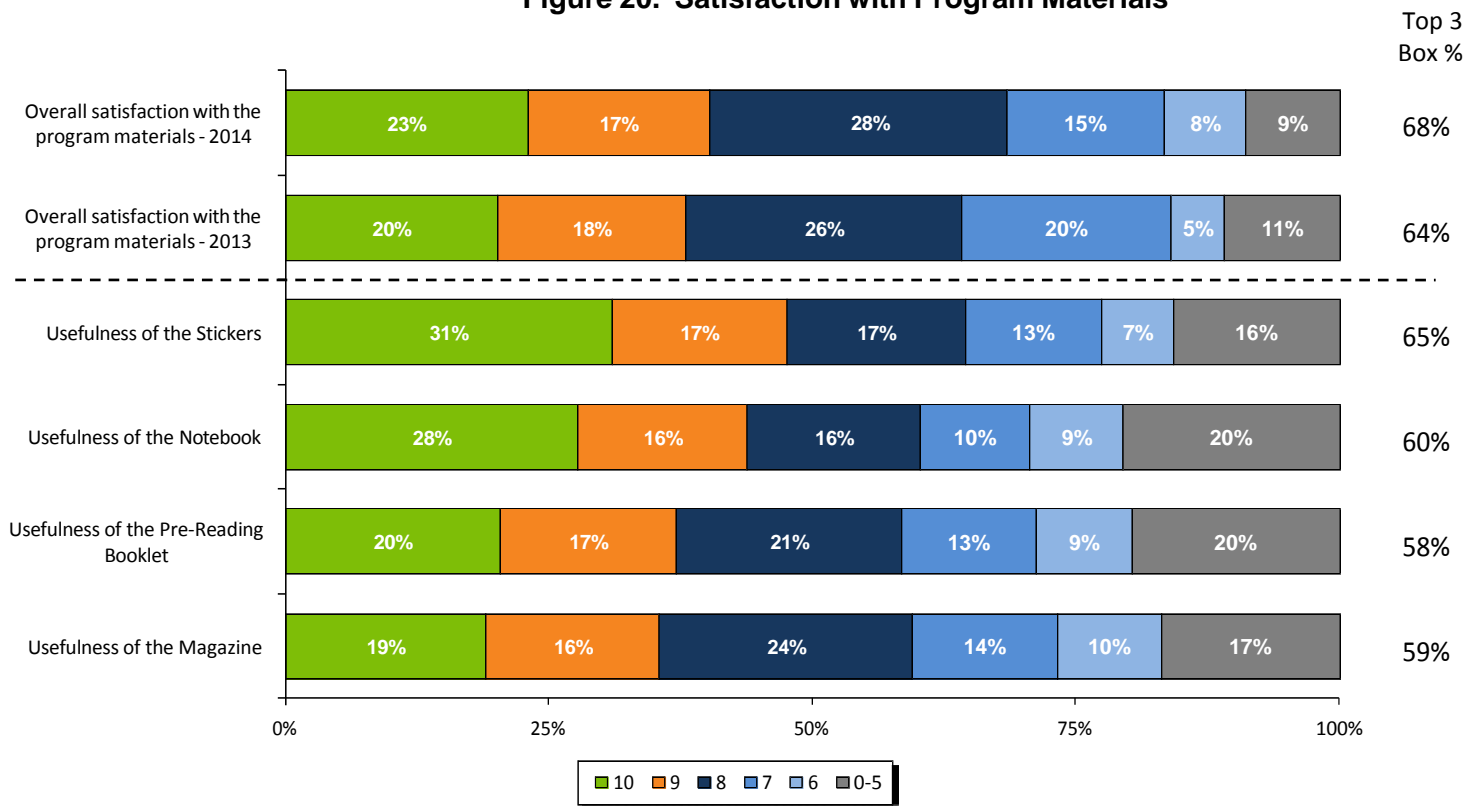
Source: Q7A. Do you have any suggestions for the program's future themes?

Program Materials Satisfaction

Librarians were asked to rate their overall satisfaction with the program materials. Broadly speaking, the level of satisfaction with the materials was high across the board in 2014. Comparing the materials in both years shows that satisfaction was higher in 2014 with almost a quarter of all libraries (23%) giving the materials the highest possible score, an increase of 3% over last year. When looking at the top three box scores, more than two thirds gave a score of 8 or higher in 2014 (68%) which was an increase of 4% over 2013.

In 2014, libraries were asked to rate the usefulness of the various program materials. Although the proportion of people giving a top three box usefulness score was similar among the four materials which they were asked about, librarians felt the stickers were the most useful when looking at the top score, with almost a third (31%) saying they were extremely useful. Around six in ten gave a top three usefulness score for each of the other three materials.

Figure 20. Satisfaction with Program Materials



Source: Q6/Q7. Program Materials Satisfaction Questions.

Altogether, Quebec was the region most satisfied with the program materials and the West and Territories were the least satisfied. Ontario and Atlantic Canada gave scores that were between those two extremes. The stickers were deemed the most useful by every region. The reason for these differences may be due to differences in the materials created in the Francophone program but it should also be noted that the scores given for Quebec have traditionally been higher than in the rest of the country for all measures in previous years as well.

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

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

Region	Program Material (Top 3 Box)				
	Satisfaction With Program Materials	Usefulness of the Stickers	Usefulness of the Notebook	Usefulness of the Pre-Reading Booklet	Usefulness of the Magazine
	<i>Top 3 Box</i>	<i>Top 3 Box</i>	<i>Top 3 Box</i>	<i>Top 3 Box</i>	<i>Top 3 Box</i>
Atlantic	76%	67%	54%	55%	56%
Nfld. & Lab.	64%	59%	58%	59%	60%
Nova Scotia	100%	84%	38%	49%	49%
PEI	68%	58%	74%	53%	53%
Quebec	85%	78%	72%	74%	77%
BPQ	83%	76%	68%	74%	73%
Réseau Biblio	86%	79%	76%	73%	80%
Ontario	67%	68%	67%	64%	65%
SOLS	67%	67%	68%	63%	64%
OLS-North	67%	60%	64%	69%	69%
Toronto	69%	82%	67%	63%	64%
West	58%	51%	46%	44%	45%
Manitoba	64%	60%	49%	44%	49%
Saskatchewan	60%	52%	50%	52%	50%
Alberta	54%	47%	42%	37%	37%
Territories	48%	70%	52%	39%	48%
Yukon	57%	71%	43%	43%	57%
NWT	33%	67%	67%	33%	33%
Nunavut	-	-	-	-	-
Total	68%	65%	60%	59%	60%

Source: Q6/Q7. Program Materials Satisfaction Questions.

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

The single most popular response provided by librarians was to say that they had no suggestions for the program material. Among those who did have suggestions, however, the most common was to improve the stickers/provide more of them (14%). Another popular message was that there should be a designated space for the stickers to go in the notebook/children did not know where to put the stickers (11%) and to make the notebooks bigger as some kids were running out of space/had too many stickers for their notebook (10%). Almost one in ten librarians also gave positive feedback about the notebooks themselves (9%), suggesting that this was a successful addition. Others requested more pre-reading activities or that the magazine be simpler/less wordy (8% each).

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

Figure 22. Suggestions For Improving The Program Material

<u>Improvements for the Content of the Material for Future Programs</u>	<u>2014</u>
<i>Satisfied/no suggestions</i>	16%
Improve/provide more stickers/more variety/better formatting	14%
Provide a designated spot for stickers/children uncertain where to apply stickers	11%
Include more space in notebook	10%
Notebooks were a good idea/children liked them	9%
More pre-reading activities/booklet specific	8%
Improve magazines/de-clutter/too wordy	8%
Improve posters/different sizes	6%
Improve notebook/notebook was too plain/ordinary	5%
Stickers were a good idea/popular	5%
More colourful art/visually appealing/eye-catching	5%
More age appropriate/simplify for younger children	4%
Wider range of activities/programs for all ages	4%
More activities/games	4%
More interactive content	4%
Change the point system for books read	4%
Provide/improve bookmarks	3%
Notebooks should be simpler/more user friendly/less confusing	3%
Improve bilingualism/have separate English/French editions	3%
Improve computer/online aspect	3%
Available earlier in the year	3%
Poor participation with notebooks	2%
Door hangers were a good idea/popular	2%
Improve staff manual/visual aids	2%
Other	26%
Don't know/refused	2%

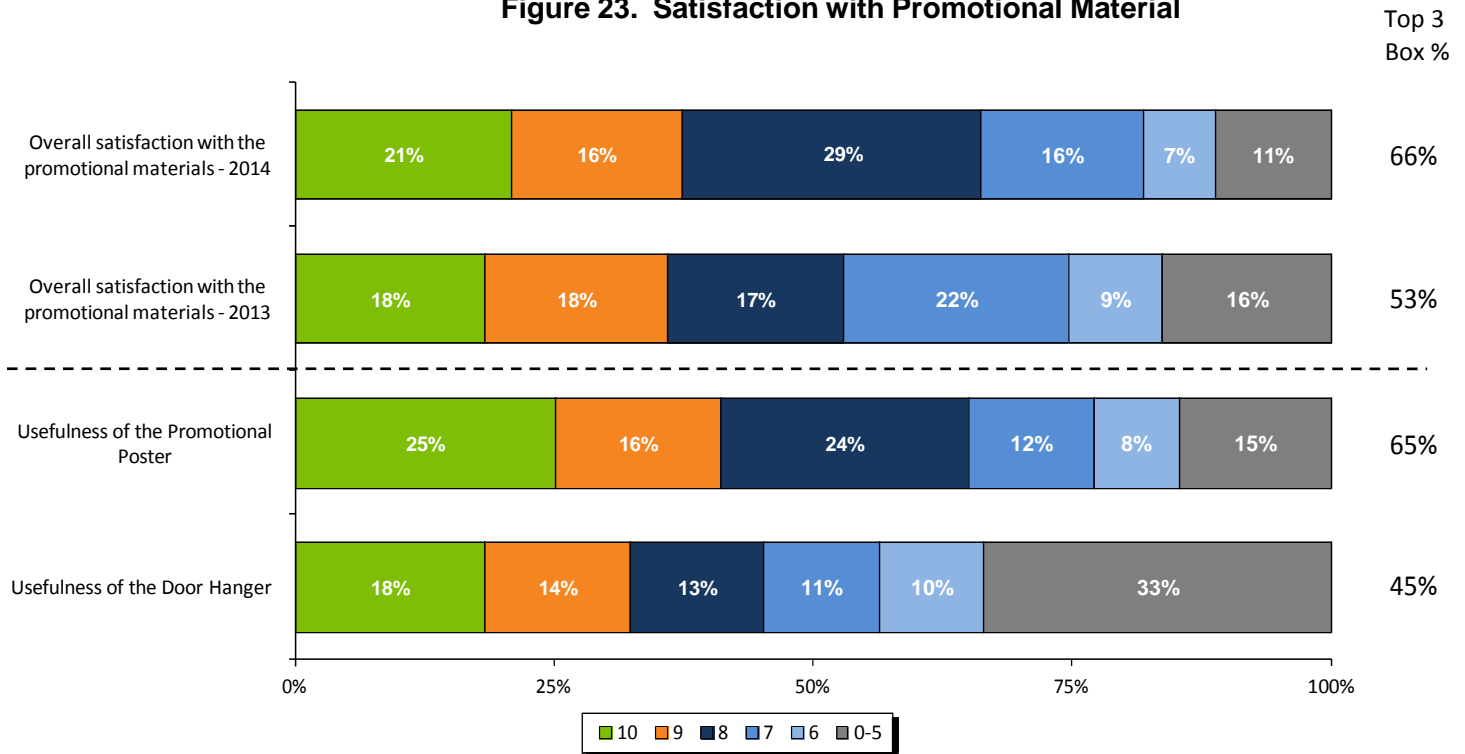
Source: Q7B. Do you have any suggestions on how to improve the content of the material for future programs?

Promotional Materials Satisfaction

Libraries also rated their level of satisfaction with the promotional materials that they received from LAC. Overall, satisfaction with the promotional materials was similar to that of the programming materials with two thirds giving a top three box satisfaction score. This question was asked the same way in 2013 and when looking at the top three box score it is clear that the promotional materials in 2014 were much more popular than those of 2013 (66% against 53%).

Librarians were also asked to rate the usefulness of the poster and the door hanger as promotional tools as well. When comparing the two, it is clear that the poster was far better received with a full quarter rating their satisfaction at the highest level possible and almost two thirds (65%) giving a score of 8 or higher. Conversely, the door hanger was given a top three box score by only 45% of librarians with 18% of librarians giving it a 10 out of 10.

Figure 23. Satisfaction with Promotional Material



Source: Q8/Q9. Promotional Materials Satisfaction Questions.

The regional satisfaction scores for the promotional materials are broadly similar to those of the program materials. Quebec libraries again give the highest scores with the West and the Territories being lower and Ontario and Atlantic in the middle. Outside of Quebec, both the door hanger and the promotional poster were most popular in Northern Ontario. Besides being generally lower, the satisfaction scores from the Territories do not follow a clear pattern and tend to give extreme results due to small sample sizes for the libraries in this region.

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

**Figure 24. Satisfaction with Promotional Materials by Region
Top 3 Box Scores**

Region	Promotional Materials (Top 3 Box)		
	Satisfaction with the Promotional Materials <i>Top 3 Box</i>	Usefulness of the Door Hanger <i>Top 3 Box</i>	Usefulness of the Promotional Poster <i>Top 3 Box</i>
Atlantic	75%	44%	59%
Nfld. & Lab.	61%	45%	56%
Nova Scotia	100%	43%	67%
PEI	75%	40%	50%
Quebec	81%	63%	82%
BPQ	75%	58%	82%
Réseau Biblio	85%	68%	82%
Ontario	67%	43%	64%
SOLS	66%	43%	63%
OLS-North	77%	55%	70%
Toronto	58%	34%	61%
West	55%	38%	59%
Manitoba	64%	43%	64%
Saskatchewan	56%	43%	57%
Alberta	50%	31%	59%
Territories	30%	21%	39%
Yukon	29%	14%	43%
NWT	33%	33%	33%
Nunavut	-	-	-
Total	66%	45%	65%

Source: Q8/Q9. Promotional Materials Satisfaction Questions.

Librarians were invited to provide comments on the promotional materials provided by LAC. Although it did not rate as high when asked to provide a specific score, almost a quarter of the librarians asked actually mentioned the door hanger positively (24%). A sizeable portion of people responded that the promotional materials altogether were just not useful to them in promoting the program (17%) while, on the other hand, one in ten librarians stated that they felt the material *was* useful to them for promotion. Another common request was to leave a blank spot on the poster for information specific to the library (13%) and others gave negative feedback about the door hangers (perhaps this is why the satisfaction score was lower than the poster) or suggested smaller promotional materials such as flyers or bookmarks (10% each).

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

Figure 25. Suggestions For Promotional Material

<u>Comments On 2014 Promotional Materials</u>	<u>2014</u>
Door hanger was popular/effective	24%
Materials were not useful/not necessary/no significant impact	17%
Include blank space for library specific information on posters	13%
Promotional material was helpful/effective	10%
Disliked/problems with the door hanger/not useful in promoting program	10%
Prefer smaller size/flyers/bookmarks rather than posters	10%
Did not receive enough promotional material	9%
Bigger flyer/poster	9%
Poster was bright/eye catching/colourful	7%
Did not receive promotional material in a timely fashion	7%
More colourful art/visually appealing/eye-catching	7%
Did not use/did not receive the door hanger/did not realize it was available/part of the promotion	5%
Good size	5%
Keep it simple/child-friendly	4%
Lack of information	4%
<i>Satisfied/no suggestions</i>	3%
Received too much material/did not have room for all material	3%
Lack of relevance/relation to theme/reading programs	3%
Too busy	2%
Good graphics/illustrations	2%
We conducted limited outreach/did not take part in the program/did not use the promotional material	2%
Dislike the art style	2%
Other	20%

Source: Q9B. Do you have any comments on the promotional materials (program poster/door hangers)?

Satisfaction With Web Content For Children

In 2014, every library was asked whether they actually consulted the children’s website in the course of running their 2014 Summer Reading Club. Overall, almost four in five libraries did consult the children’s website (79%) with some regional variation. Even though a strong majority in every province did consult the website, the Atlantic Provinces were the most likely to have consulted it while the Western Provinces were the least likely to.

Figure 26. Usage Of Children’s Website By Region

Region	Consulted The Children's Website % Yes
Atlantic	88%
Nfld. & Lab.	85%
Nova Scotia	89%
PEI	95%
Quebec	78%
BPQ	100%
Réseau Biblio	73%
Ontario	81%
SOLS	79%
OLS-North	87%
Toronto	85%
West	75%
Manitoba	81%
Saskatchewan	74%
Alberta	75%
Territories	82%
Yukon	71%
NWT	100%
Nunavut	-
Total	79%

Source: Q10. Did you consult the Children’s website in 2014?

The minority of libraries that did not consult the children’s website were asked to explain why they did not. The main reason given was that they were too busy or just did not think to (43%). Nearly a quarter of these librarians said that they did not feel the children’s website was necessary for them or they used other resources (23%). Around one in ten librarians said that they had no access to computers/internet (11%) or were just not aware of the website/what the website contained (9%).

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

Figure 27. Reasons For Not Using The Children’s Website

Why Did You Not Consult the Children's Website?	2014
Too busy/didn't have time/forgot/didn't think about it	43%
Not necessary/didn't feel the need/visited other websites/used other resources	23%
Limited/no access to computers/internet	11%
Lack of awareness about the children's website/what kind of content it included	9%
Website content didn't seem relevant/not suited to age group of participants	8%
Discouraged computer use/parents preferred to have children engaged in non-computer related activities	7%
Consulted the staff/librarian website instead	5%
Website wasn't ready/didn't launch early enough to incorporate it into our program	5%
We promoted the website but did not visit it this year	4%
Incentives would encourage visiting the website	4%
Consulted the website previously/in past years	2%
Need information about website earlier in the year to be able to prepare/plan ahead	2%
Other	14%
Don't know/refused	8%

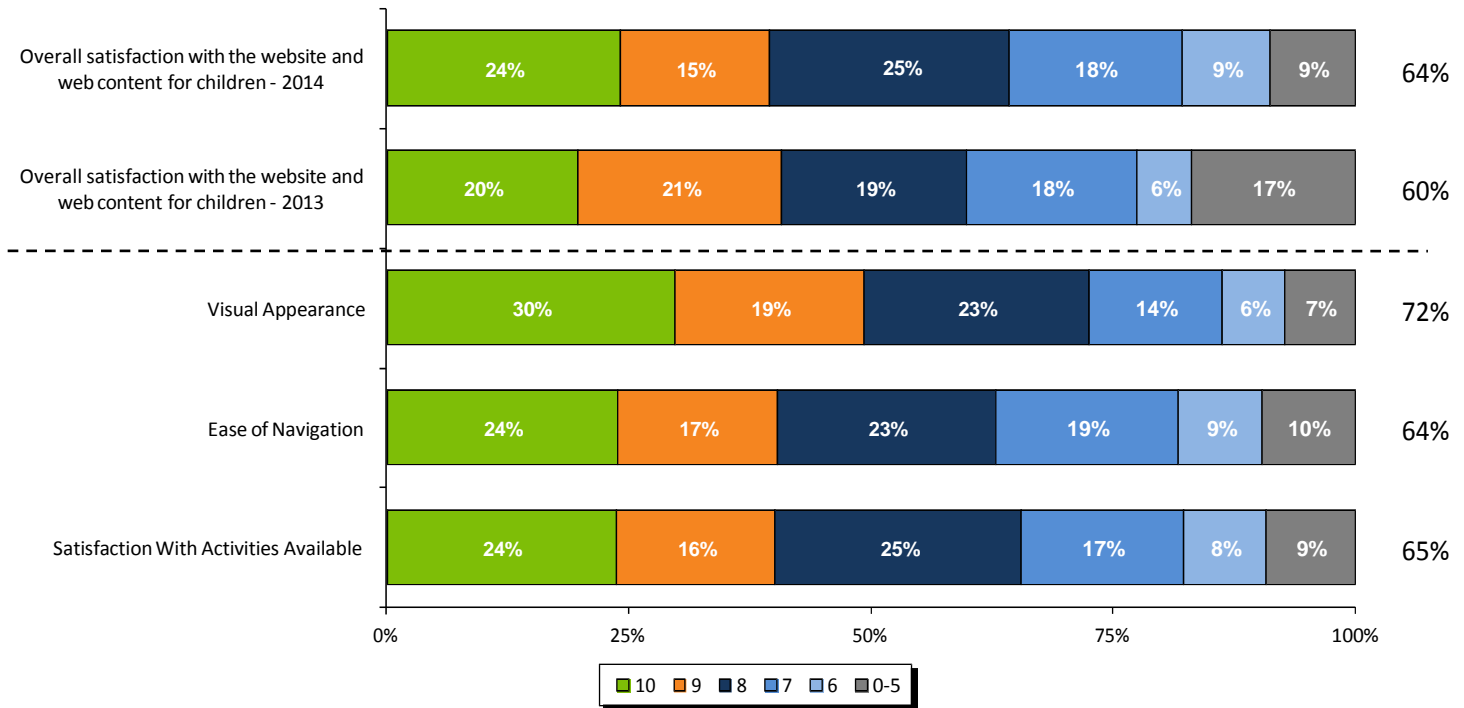
Source: Q10B. Please explain why you did not consult the children’s website and what resources would make you more likely to visit the site in future years?

Libraries who had used the children’s website were asked to rate their level of satisfaction with the web content available to children in both of the last two years. Overall satisfaction with the content was slightly higher in 2014 with almost a quarter giving the highest possible score (24%) and almost two thirds giving a score of 8 or higher (65%). In 2013 these numbers were 20% and 60% respectively.

Among the librarians who did visit the children’s website in 2014, the scores for the elements were high overall. The visual appearance of the website was rated especially highly with almost a third of all respondents giving the highest possible satisfaction score (30%) and almost three quarters (72%) giving a score of 8 or higher. There was slightly less satisfaction with the ease of navigating the website and with the activities available on the children’s website (top three box scores of 64% and 65% respectively).

Figure 28. Satisfaction with Web Content For Children

Top 3
Box %



As with the other areas of satisfaction, Quebec gave the highest scores for the children’s web content but otherwise the satisfaction scores were mixed with no region consistently rating the website elements higher than the others. Within each region, no element of the website scored much higher than the rest pointing to a great deal of consistency in satisfaction. This may point to a lack of strong real differentiating features among the materials.

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

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

Region	Web Content For Children (Top 3 Box)			
	Satisfaction with the Website/ Content for Children <i>Top 3 Box</i>	Children's Website: Ease of Navigation <i>Top 3 Box</i>	Children's Website: Visual Appearance <i>Top 3 Box</i>	Children's Website: Activities Available <i>Top 3 Box</i>
Atlantic	57%	53%	57%	69%
Nfld. & Lab.	65%	68%	75%	72%
Nova Scotia	45%	25%	20%	70%
PEI	56%	56%	67%	56%
Quebec	82%	84%	87%	81%
BPQ	82%	79%	84%	82%
Réseau Biblio	82%	88%	90%	80%
Ontario	66%	61%	76%	64%
SOLS	64%	57%	75%	62%
OLS-North	79%	79%	84%	69%
Toronto	61%	64%	75%	65%
West	54%	56%	64%	58%
Manitoba	61%	59%	65%	61%
Saskatchewan	55%	58%	66%	59%
Alberta	50%	54%	61%	55%
Territories	59%	59%	74%	48%
Yukon	80%	80%	80%	60%
NWT	33%	33%	67%	33%
Nunavut	-	-	-	-
Total	64%	63%	73%	66%

Librarians were also asked for suggestions of how to improve the children’s website. The largest single group, representing more than a third (34%) of respondents said they did not have any suggestions to offer. Among those who did, the most common suggestion was to have a larger variety of games available (14%) and to improve the navigation on the site (13%). Increased interactivity (7%), adding more content and more engaging graphics/sounds (5% each) were also mentioned.

Figure 30. Suggestions For The Children’s Website

Suggestions on how to improve the web content for children?	2014
<i>Satisfied/no suggestions</i>	34%
More/larger variety of games	14%
Improve navigation/more child-friendly	13%
Increase interactivity	7%
More/varied content/expansion	5%
Better/more engaging art/graphics/sound	5%
Improve connection to local libraries/improve site accessibility from local libraries	4%
More diversity in age related content	4%
Improve promotion of reading	3%
More promotion/link-sharing	3%
More codes/unlockable content	3%
Improve speed/quicker load times	2%
Include more e-books	2%
Other	16%
Don't know/refused	4%

Source: Q11C. Do you have any suggestions on how to improve the web content for children?

Librarians were also asked whether they promoted or made reference to the children’s website in their programming for the 2014 TD Summer Reading Club. Although they were less likely to have promoted the website than to have consulted it, the proportion that did was still high. Overall, 70% of libraries did promote the children’s website and promotion was most likely to happen in the Atlantic Provinces and Quebec, and least likely to have happened in the Territories. Altogether, in every area except the Northwest Territories, the proportion of libraries that promoted the children’s website was above 50%.

Figure 31. Promotion Of The Children’s Website By Region

Region	Promoted The Children's Website % Yes
Atlantic	76%
Nfld. & Lab.	87%
Nova Scotia	48%
PEI	95%
Quebec	76%
BPQ	100%
Réseau Biblio	71%
Ontario	70%
SOLS	67%
OLS-North	70%
Toronto	89%
West	64%
Manitoba	78%
Saskatchewan	57%
Alberta	66%
Territories	53%
Yukon	67%
NWT	33%
Nunavut	-
Total	70%

Source: Q11. Did you promote or make reference to the website in any of your programming for the 2014 TD Summer Reading Club?

The librarians who said that they did not promote or make reference to the children’s website were asked why they did not. By far the most common reason given was that the librarian was too busy and did not have the time (38%). Many others also mentioned that the website content did not seem relevant to them (18%) or they felt that it was not necessary/used other resources (17%). Another 14% mentioned limited internet access or a lack of awareness about the children’s website (9%). Overall, the reasons for not promoting the children’s website were very similar to the reasons for not accessing it.

Figure 32. Reasons For Not Promoting The Children’s Website

Why Did You Not Promote the Children's Website?	2014
Too busy/didn't have time/forgot/didn't think about it	38%
Website content didn't seem relevant/not suited to age group of participants	18%
Not necessary/didn't feel the need/visited other websites/used other resources	17%
Limited/no access to computers/internet	14%
Lack of awareness about the children's website/what kind of content it included	9%
Discouraged computer use/parents preferred to have children engaged in non-computer related activities	6%
We promoted the website but did not visit it this year	5%
Incentives would encourage visiting the website	5%
Consulted the staff/librarian website instead	4%
Poor layout/web site is difficult to navigate	3%
Website wasn't ready/didn't launch early enough to incorporate it into our program	3%
Placing a link on the library's web site	2%
Other	14%
Don't know/refused	3%

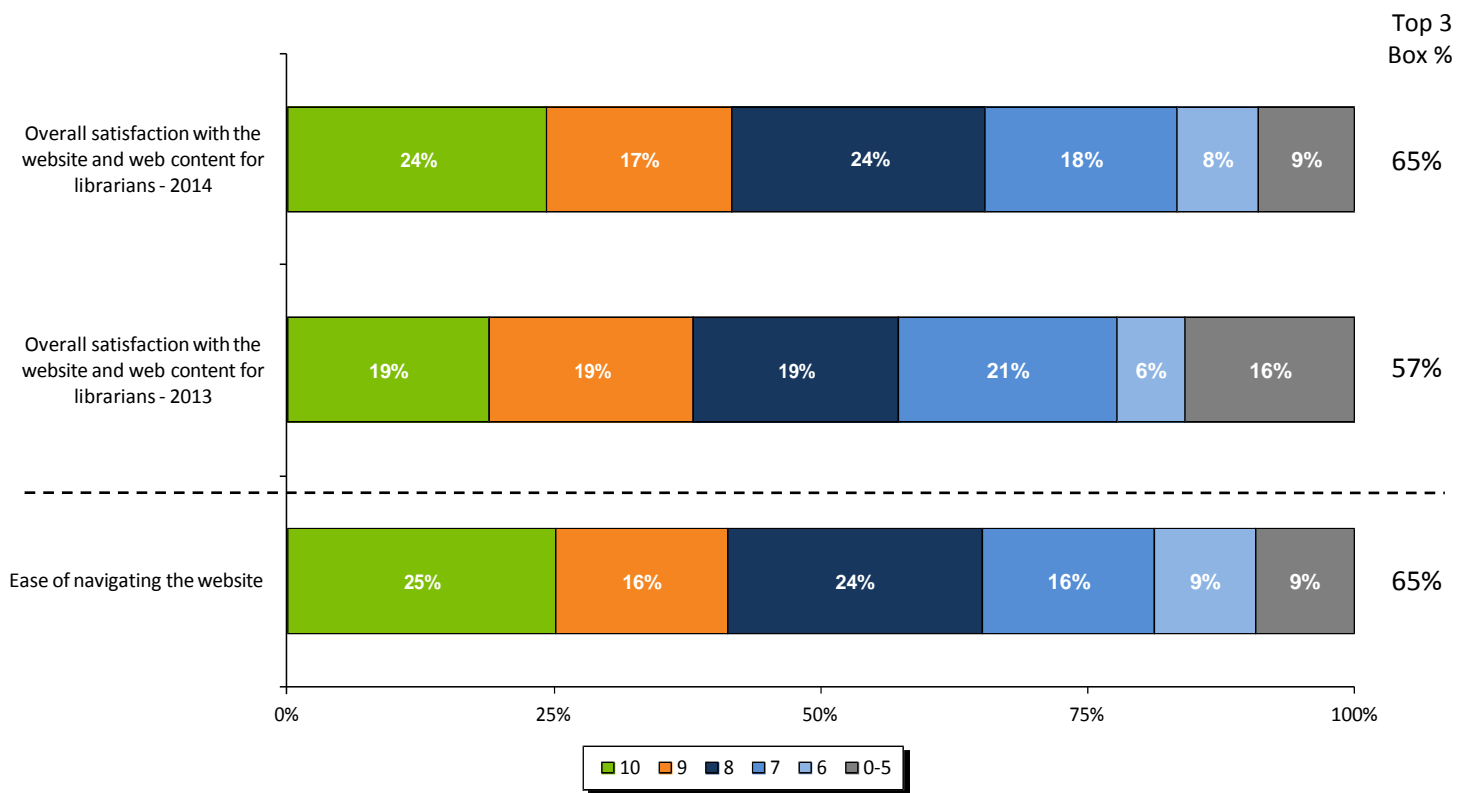
Source: Q11B. Please explain why you did not promote or make reference to the children’s website and what would make you more likely to use it in promoting the TD Summer Reading Club in future years?

Satisfaction With Web Content For Librarians

As in 2013, libraries were asked to rate their level of satisfaction with the web content available to them on the librarian’s website. As in the other categories, the levels of satisfaction in 2014 are higher than in 2013 whether looking at the top box score (24% to 19%) or the top three box satisfaction score (65% to 57%).

The only element of the web content for librarians which was measured in 2014 was the ease of navigating the website. The level of satisfaction with the navigation of the website mirrored the overall satisfaction with the site itself. A full quarter of respondents gave the highest possible satisfaction score and two thirds (65%) gave a score of 8 or higher.

Figure 33. Satisfaction with Web Content For Librarians



Source: Q12. Web Content For Librarians Satisfaction Questions.

As with the other modules, Quebec was the most satisfied with the content on the librarian’s website, with satisfaction scores being much lower for libraries in the West and Atlantic Canada. Northern Ontario and Manitoba were both higher than the other areas in their regions. The scores for the ease of navigating the website mirror those for the website overall very closely in each province.

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

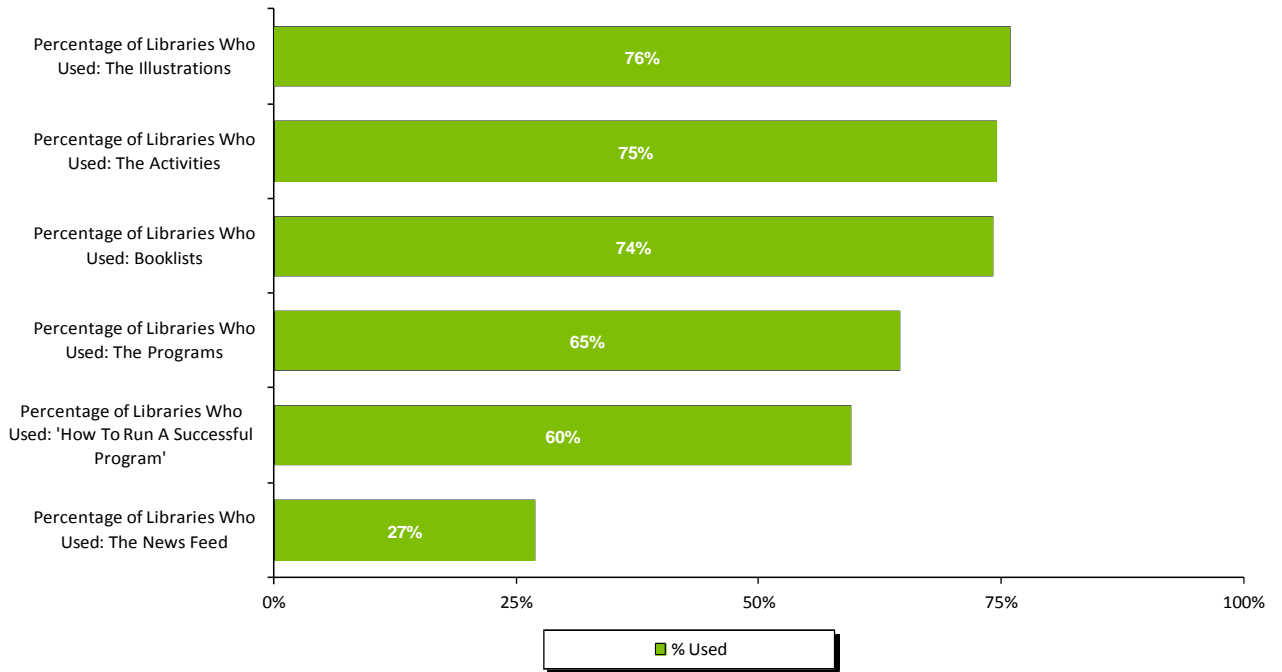
**Figure 34. Satisfaction with Web Content For Librarians by Region
Top 3 Box Scores**

Region	Web Content For Librarians (Top 3 Box)	
	Overall Satisfaction With Librarian's Website <i>Top 3 Box</i>	Librarian's Website: Ease of Navigation <i>Top 3 Box</i>
Atlantic	61%	54%
Nfld. & Lab.	65%	68%
Nova Scotia	49%	28%
PEI	68%	50%
Quebec	81%	81%
BPQ	78%	79%
Réseau Biblio	84%	82%
Ontario	64%	65%
SOLS	63%	63%
OLS-North	76%	80%
Toronto	58%	60%
West	59%	60%
Manitoba	70%	72%
Saskatchewan	61%	62%
Alberta	52%	54%
Territories	67%	53%
Yukon	67%	67%
NWT	67%	33%
Nunavut	-	-
Total	65%	65%

Source: Q12. Web Content For Librarians Satisfaction Questions.

Librarians were asked specifically which of the resources that were available to them were actually used in running their TD Summer Reading Club in 2014. There were three resources that were used by roughly three quarters of all libraries: The illustrations, the activities and the booklists. The programs and the section entitled 'How to Run a Successful Program' were slightly less popular with 65% and 60% using these resources respectively. Only around a quarter of all libraries made use of the news feed offering.

Figure 35. Usage of Librarian Web Resources



Source: Q13. Please identify which of the resources on the Librarian's 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 web resource usage. 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 were more likely to have used all of the resources available except the illustrations. Similarly, the Territories were less likely to have made use of most of the resources than the other regions.

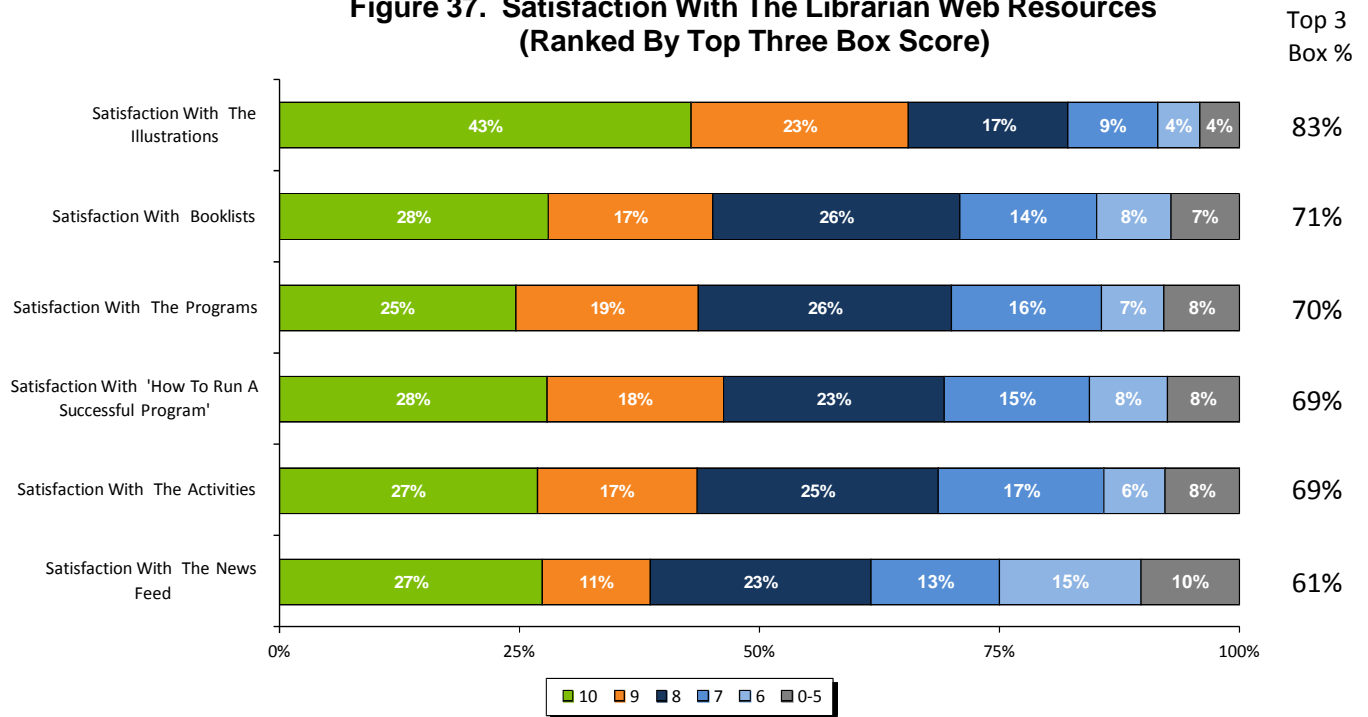
Figure 36. Usage of Librarian Web Resources

Region	Librarian Web Resource Usage (% Yes)					
	Used The Booklists % Yes	Used The Illustrations % Yes	Used The Activities % Yes	Used The Programs % Yes	Used The Newsfeed % Yes	Used 'How to Run a Successful Program' % Yes
Atlantic	79%	71%	85%	76%	44%	77%
Nfld. & Lab.	72%	61%	77%	65%	27%	67%
Nova Scotia	100%	100%	100%	100%	100%	100%
PEI	64%	57%	90%	86%	19%	77%
Quebec	78%	87%	74%	75%	34%	55%
BPQ	100%	100%	100%	100%	100%	100%
Réseau Biblio	69%	78%	72%	74%	43%	58%
Ontario	75%	80%	74%	65%	25%	60%
SOLS	75%	80%	71%	64%	25%	59%
OLS-North	78%	81%	84%	76%	30%	68%
Toronto	73%	82%	78%	57%	22%	58%
West	69%	65%	74%	54%	19%	56%
Manitoba	72%	82%	72%	54%	21%	56%
Saskatchewan	68%	55%	74%	54%	18%	57%
Alberta	71%	72%	74%	55%	20%	56%
Territories	64%	36%	55%	42%	33%	45%
Yukon	43%	0%	29%	29%	14%	14%
NWT	100%	100%	100%	67%	67%	100%
Nunavut	-	-	-	-	-	-
Total	74%	76%	75%	65%	27%	60%

Source: Q13. Please identify which of the resources on the Librarian's website you used and, for each resource that you did use, please give your level of satisfaction with it.

Those who reported using the web resources were then asked to rate their satisfaction with those resources. By a wide margin, the librarians reported being the most satisfied with the illustrations, with 43% giving the highest possible score and a vast majority (83%) giving a top three box score. Beyond the illustrations, the level of satisfaction fell off, but was still very positive. The top three box score are very consistent for the booklists, the programs, the 'How to Run a Successful Program' section and the activities, ranging from 71% to 69%. 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 37. Satisfaction With The Librarian Web Resources (Ranked By Top Three Box Score)



Source: Q13. Please identify which of the resources on the Librarian's 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 highest in Quebec. Otherwise, there was no clear pattern among the regions. The

West, and to a lesser degree Ontario, tended to be slightly less satisfied than the national averages with the resources that were available to them. Due to small sample sizes, the Territories tended to have more extreme responses.

Figure 38. Satisfaction With The Librarian Web Resources

Region	Satisfaction With Web Content For Librarians (Top 3 Box)					
	The Booklists <i>Top 3 Box</i>	The Illustrations <i>Top 3 Box</i>	The Activities <i>Top 3 Box</i>	The Programs <i>Top 3 Box</i>	The Newsfeed <i>Top 3 Box</i>	'How to Run a Successful Program' <i>Top 3 Box</i>
Atlantic	66%	76%	78%	75%	73%	70%
Nfld. & Lab.	67%	63%	71%	67%	77%	67%
Nova Scotia	59%	87%	100%	100%	74%	74%
PEI	79%	100%	59%	44%	33%	76%
Quebec	86%	91%	87%	90%	85%	85%
BPQ	82%	92%	79%	85%	66%	78%
Réseau Biblio	91%	89%	94%	96%	94%	91%
Ontario	70%	86%	64%	65%	58%	69%
SOLS	70%	87%	64%	65%	60%	64%
OLS-North	75%	80%	69%	69%	62%	86%
Toronto	68%	84%	60%	60%	43%	70%
West	63%	71%	61%	60%	36%	61%
Manitoba	61%	65%	60%	56%	42%	59%
Saskatchewan	67%	68%	62%	63%	38%	61%
Alberta	60%	75%	59%	58%	32%	61%
Territories	71%	100%	83%	50%	64%	73%
Yukon	33%	-	50%	50%	100%	100%
NWT	100%	100%	100%	50%	50%	67%
Nunavut	-	-	-	-	-	-
Total	71%	82%	69%	70%	62%	69%

Source: Q13. Please identify which of the resources on the Librarian's 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. A little over a quarter of respondents said that they were satisfied or had nothing to suggest (26%). Those who did provide a suggestion were most likely to request simpler/better navigation and search/print functions (14%). One in ten librarians requested receiving the material sooner. Other popular suggestions included better/broader booklists, more age specific content, and more suggestions for programs/activities (7% each).

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

Figure 39. Suggestions For Librarian Web Resources

Suggestions on how to improve the web content for librarians?	2014
<i>Satisfied/no suggestions</i>	26%
Simpler/more user friendly/better navigation/search/print functions	14%
Make material available sooner	10%
Better/more recent/broader booklists	7%
Age specific content/separate by age/school level	7%
More suggestions/ideas for programs/activities	7%
Improve clip art/more visually appealing/more variety	6%
Ability to share ideas/information between libraries/through social media/online forum	6%
More theme specific advice/guidance	5%
More useful staff manual/more suggestions	3%
More printable activities	3%
Program/activities were too geared toward larger libraries	2%
Bring back PDF staff manual	2%
Other	14%
Don't know/refused	9%

Source: Q13D. Do you have any suggestions on how to improve the web content for librarians?

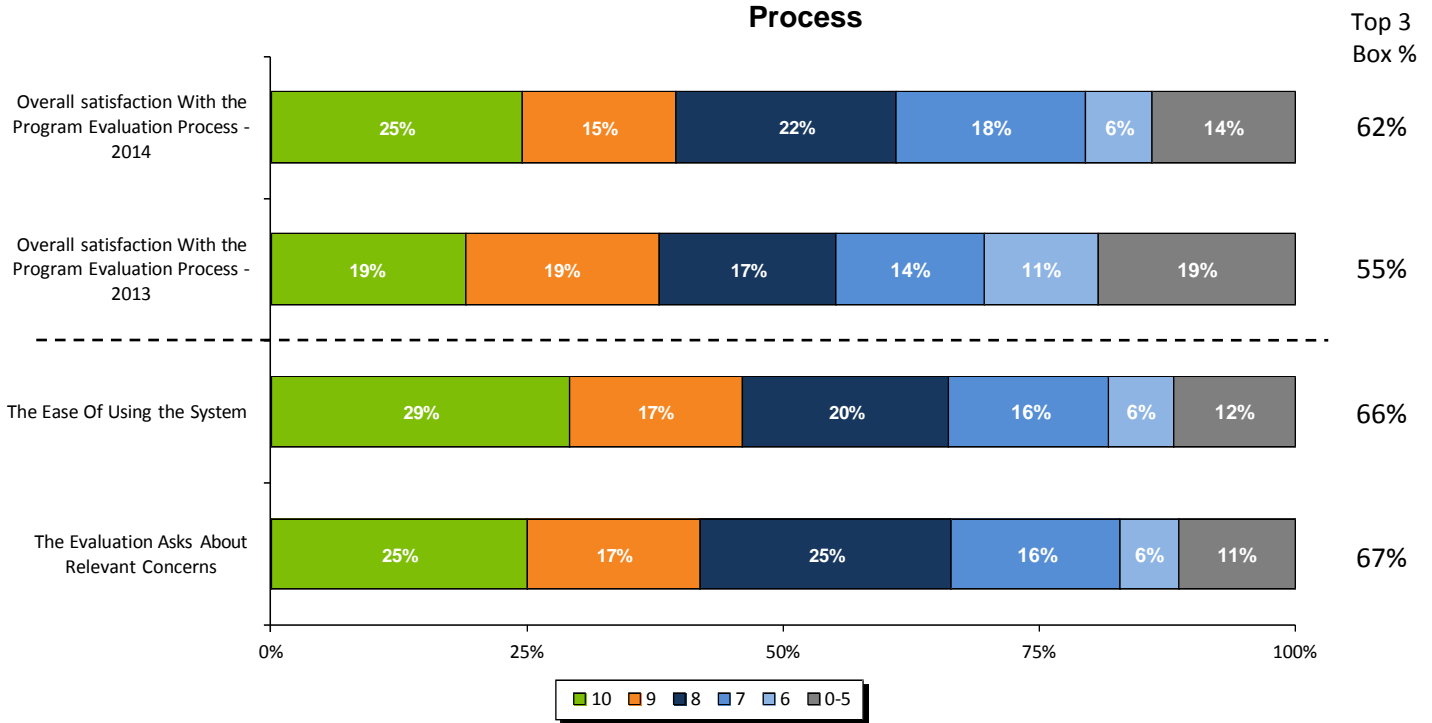
Satisfaction With Program Evaluation

Finally, libraries were asked to rate their level of satisfaction with the program evaluation and statistics process for 2014. Overall, satisfaction was relatively high with 62% of respondents giving top three box satisfaction scores. A full quarter of respondents gave the highest possible score. One in seven respondents (14%) gave a score which would indicate dissatisfaction with the process.

The same question was asked in 2013, and satisfaction has increased since last year. The top three box score last year was 55%, meaning there was a modest increase of 7 percentage points. The biggest difference was in the top box score which increased from 19% to 25% and in dissatisfaction which fell from 19% to 14%.

Among the elements of the program evaluation process, the score for ‘ease of using the system’ was slightly higher than ‘the evaluation asks about relevant concerns.’ The top three box scores for both elements were roughly two thirds, but the top box satisfaction navigation score was 4 percentage points higher.

Figure 40. Satisfaction with Program Evaluation and Statistics Process



Source: Q14. Program Evaluation and Statistics Process Questions.

Unlike in 2013 (when Atlantic Canada had the highest scores), Quebec had the highest satisfaction scores of any region when it came to the program evaluation and statistics process. The West had the lowest scores overall, but satisfaction was somewhat inconsistent across the country. In almost every region, libraries were more likely to be satisfied with the individual elements of the program evaluation than they were with the process overall.

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

Figure 41. Satisfaction with Program Evaluation and Statistics Process by Region - Top 3 Box Scores

Region	Satisfaction With The Program Evaluation Process (Top 3 Box)		
	Satisfaction With The Program Evaluation Process <i>Top 3 Box</i>	Ease of Using The Program Evaluation System <i>Top 3 Box</i>	Evaluation Asks About Relevant Concerns <i>Top 3 Box</i>
Atlantic	61%	62%	65%
Nfld. & Lab.	62%	63%	65%
Nova Scotia	-	-	66%
PEI	55%	55%	68%
Quebec	75%	77%	77%
BPQ	77%	77%	75%
Réseau Biblio	73%	76%	79%
Ontario	61%	69%	68%
SOLS	57%	67%	68%
OLS-North	78%	80%	76%
Toronto	63%	68%	59%
West	53%	57%	58%
Manitoba	56%	68%	62%
Saskatchewan	48%	54%	60%
Alberta	57%	58%	55%
Territories	80%	73%	73%
Yukon	67%	57%	57%
NWT	100%	100%	100%
Nunavut	-	-	-
Total	61%	66%	66%

Source: Q14. Program Evaluation and Statistics Process Questions.

Librarians were asked for their suggestions on how the program evaluation and statistical collection process could be improved. The most popular single response, given by a third of librarians (34%), was that they had no suggestions to give. Among those who had something to suggest, the most common comment was to make the questions/forms available earlier (17%). Others suggested standardized forms in Excel (9%) and to clarify/better define the information that is being requested (6%).

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

Figure 42. Suggestions For Improving The Program Evaluation and Statistics Process

<u>Suggestions on how to improve the statistical collection and program evaluation process?</u>	2014
<i>Satisfied/no suggestions</i>	34%
Make questions/forms available sooner/let us know what to track	17%
Standardized forms/Excel format to accommodate formulas	9%
Clarify/better define information requested	7%
Questions don't apply/we can't collect certain statistics	6%
Improve navigation of online survey	5%
Fewer questions/reduce survey length	5%
Later deadline/allow longer time frame for completion	2%
Include stats on number of books read	2%
Other	21%
Don't know/refused	5%

Source: Q14B. Do you have any suggestions for how to improve the statistical collection and program evaluation process?

Libraries were asked to indicate whether they had any indicators of children’s increased enjoyment of reading, reading successes or changes in attitudes toward reading. The most common response was that children said they enjoyed the program and that it motivated them to read more (23%). Librarians, hearing from parents also reported that the program made the kids excited and kept them reading over the summer (22%) and that the challenges/incentives were a motivating factor for their children (17%). One in ten mentioned that the program brings more kids to the library and that both children and parents enjoyed the activities and crafts. A further 7% reported that the children loved adding stickers to their notebooks.

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

Figure 43. Testimonials Indicating An Increased Love Of Reading

<u>Testimonials indicating increased love of reading?</u>	<u>2014</u>
Children enjoyed the program/enjoyed reading/were motivated to read more	23%
Makes them excited/keeps them reading over the summer	22%
Challenges/incentives were a motivating factor	17%
Children/parents enjoyed the activities/crafts/website	10%
Brings more children to the library/they enjoy coming	10%
Children love adding stickers to their notebooks	7%
Noticeable improvement in reading level	6%
Improved confidence/communication skills	6%
Children exceeding goals of club/reading extra	4%
Children exploring more/new genres/topics	4%
Children more willing to read at home/share with family	3%
Children checking out more books from library	3%
Children enjoy coming back each year	3%
Children enjoyed story time/hearing stories recited	2%
Children enjoyed this year's theme	2%
Other	14%
Don't know/refused	16%

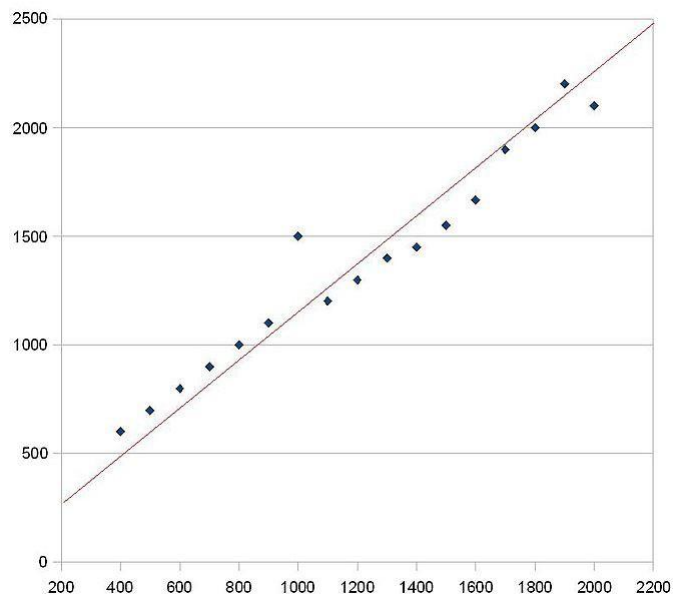
Source: Q14C. Do you have any testimonials from parents, caregivers or teachers that may indicate an increased love of reading?

Multivariate Analysis

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

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

Correlation is a measure of how closely related the results of two different variables are to each other. We can see correlation by plotting the responses for each case for one variable along with their responses to another variable. In the example graph below, each case is represented in the graph by plotting their response to one variable along the x-axis, and the other variable along the y-axis. In the example below, 17 cases are plotted in this way. The relationship between these two variables is clear – as the scores in one variable goes up, the other also goes up in a linear fashion. Given the strength of the relationship, a 'line of best fit' graphically demonstrates the relationship, and allows us to predict what the most likely y-axis value would be for a theoretical 18th case if we knew their x-axis score.



The example graph above shows a strong and positive relationship between two variables. The statistical measure of the relationship between two variables is called the *correlation coefficient*. This score is expressed using a value between +1

and -1 (inclusive) where 0 is no correlation (a change in one variable has no effect on the other), and 1 or -1 means that as variable x increases, variable y increases (or decreases in the case of a negative relationship, -1) by the same amount. If we calculated the correlation coefficient for the relationship in the graph above, it would be positive and close to 1.0. If we randomly plotted the dots on the graph, there would be no relationship, and the score we got would be zero (or very close to it).

As mentioned, many of the satisfaction questions which were asked in 2013 were not asked in 2014. As a result, there are fewer questions used in this year’s analysis. The results below compare how the variables which were asked in both years correlate with overall satisfaction in each year. If a variable has a higher correlation coefficient, it means that the libraries who gave high scores on overall satisfaction also gave high scores for these variables. The coefficient describes the strength of the relationship only and says nothing about how satisfied people actually were with the variables, so libraries who gave low scores for overall satisfaction were the libraries who gave low scores for these variables too.

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

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

The correlation coefficients in 2014 are not quite as strong as they were in 2013, ranging from .40 to .64, but as mentioned above, they are all significant and positive correlations. Most interestingly, the relative strength of the correlations in each year is exactly the same among the questions which were asked in both years. This means that although the correlations are not as strong, the take-away message is consistent.

The program materials are the most closely related to overall satisfaction. The promotional materials and the web content for librarians were roughly as closely correlated (to overall satisfaction) as each other in both years. Satisfaction with the web content for children and with the program evaluation process were the least correlated with overall satisfaction in both years.

Regression Analysis

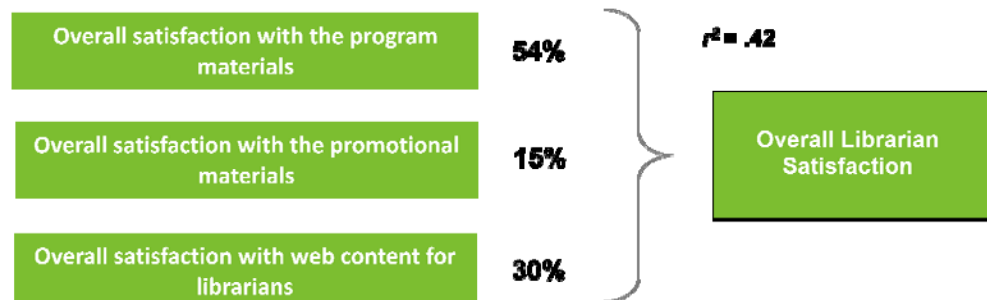
A *regression analysis* allows researchers to identify how a set of variables influences a single dependent variable – for this analysis, overall librarian satisfaction with the TD Summer Reading Club. To perform a regression, you need both a dependent variable (overall satisfaction) and independent variables in order to see how the relationship between them works. The elements of satisfaction that were asked to every librarian in 2014 are the independent variables.

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

The correlation analysis showed how close the relationship was between each variable and overall satisfaction. It does not help us to build a model to predict overall librarian satisfaction, however, because the individual elements are all closely related to each other. The advantage of the regression analysis is that it allows us to take those other relationships into account to zero in on the most important variables for predicting overall librarian satisfaction.

This type of analysis is often called a ‘key driver’ analysis because it shows which of a small number of elements of satisfaction are the most important in the formula. Therefore, we aim to include the smallest number of elements possible which have the greatest explanatory power by eliminating as many closely related variables as possible.

The regression analysis in 2013 considered a larger number of variables than the 2014 version and as a result was stronger (explaining around 65% of the variation). The 2014 version explains roughly 42% of the variation, a moderately strong model. Only three of the main satisfaction questions which were asked to every library are part of the model. Among them, satisfaction with the program materials is by far the strongest part of the model. Satisfaction with the web content that is available to librarians was also a major predictor. The promotional materials were the most minor part of the model. The other satisfaction questions were not significant, and were therefore not used.



Appendix 1 - Evaluation Forms

TD Summer Reading Club

STATISTICS AND EVALUATION FORM 2014

Introduction / Splash Screen

Thank you for participating in the 2014 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 2014 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 15th and September 20th and will allow you to enter the results for your library. 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 2014 in your system?

How many of the service points/branches that participated in the TDSRC 2014 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 2014. 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 'Activity Participation Statistics and Materials Module' for more information*).

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

TOTAL # of registrants – boys + girls	
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Activity Participation Statistics Module

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

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

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

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

Promotion of Program Module

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

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

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

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

Q4 – AWARENESS METHODS: How many of the children registered in your **library system** had participated in the TD Summer Reading Club in previous years and how many were new to the program? Please transcribe the totals from your registration form(s) below.

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

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

Librarian Program Evaluation and Suggestions for Improvement

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

Q5 - Overall Satisfaction	0 - Not Satisfied At All	1	2	3	4	5	6	7	8	9	10 - Completely Satisfied	No Information Provided
Overall, how satisfied were you with the 2014 TD Summer Reading Club												

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

Q6 - Program Materials Module	0 - Not Satisfied At All	1	2	3	4	5	6	7	8	9	10 - Completely Satisfied	No Information Provided
Overall satisfaction with the program materials												

Q7 - Usefulness of Program Materials Module	0 - Not Useful At All	1	2	3	4	5	6	7	8	9	10 - Extremely useful	No Information Provided
Usefulness of the magazine												
Usefulness of the Pre-reading booklet												
Usefulness of the notebook												
Usefulness of the stickers												

<p>Do you have any comments regarding program materials or suggestions for their improvement?</p>	
---	--

<u>Q8 - Promotional Materials Module</u>	<u>0 - Not Satisfied At All</u>	<u>1</u>	<u>2</u>	<u>3</u>	<u>4</u>	<u>5</u>	<u>6</u>	<u>7</u>	<u>8</u>	<u>9</u>	<u>10 - Completely Satisfied</u>	<u>No Information Provided</u>
Overall satisfaction with the promotional materials												

<u>Q9 - Usefulness of Promotional Materials Module</u>	<u>0 - Not Useful At All</u>	<u>1</u>	<u>2</u>	<u>3</u>	<u>4</u>	<u>5</u>	<u>6</u>	<u>7</u>	<u>8</u>	<u>9</u>	<u>10 - Extremely useful</u>	<u>No Information Provided</u>
Did you find the door hanger useful in promoting the program and providing info for parents?												
Did you find the promotional poster useful in promoting the program?												

<p>Do you have any comments on the promotional materials? (Program poster/door hanger)?</p>	
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Q10 – CHILDREN’S WEBSITE: How many of **the libraries** in your system consulted the children’s web site in 2014?

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

If **any** libraries answered **YES**, please answer the follow-up questions (Q11) below.

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

<u>Q11 - Web Content For Children Module</u>	<u>0 - Not Satisfied At All</u>	<u>1</u>	<u>2</u>	<u>3</u>	<u>4</u>	<u>5</u>	<u>6</u>	<u>7</u>	<u>8</u>	<u>9</u>	<u>10 - Completely Satisfied</u>	<u>No Information Provided</u>
Overall satisfaction with the website and web content for children												
Ease of navigation												
Visual appearance												
Level of satisfaction with activities available												

Q11 – CHILDREN’S WEBSITE: Did the libraries in your system promote or make reference to the website in any of their programming for the 2014 TD Summer Reading Club? Please enter the number of **libraries** in your system that did or did not promote or make reference to the Children’s website below.

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

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

Do you have any suggestions on how to improve the web content for children?	
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<u>Q12 - 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												

Q13 – LIBRARIAN’S WEBSITE: Please enter the **number of libraries** that used each resource below and the number that did not use the resource.

<u>Q13 - Resources For Librarians Module</u>	<u># of Libraries that used this resource</u>	<u># of Libraries that DID NOT use this resource</u>	<u>No Information Provided</u>
The Booklists			
The Illustrations			
The Activities			
The Programs			
The News Feed			
The ‘How to run a Successful Program’ section			

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

<u>Q13 – Satisfaction With Resources For Librarians</u>	<u>0 - Not Satisfied At All</u>	<u>1</u>	<u>2</u>	<u>3</u>	<u>4</u>	<u>5</u>	<u>6</u>	<u>7</u>	<u>8</u>	<u>9</u>	<u>10 - Completely Satisfied</u>	<u>No Information Provided</u>
The Booklists												
The Illustrations												
The Activities												
The Programs												
The News Feed												
The ‘How to run a successful program’ section												

<p>Do you have any suggestions on how to improve the web content for librarians?</p>	
--	--

Q14 - Program Evaluation and Statistics Process	0 - Not Satisfied At All	1	2	3	4	5	6	7	8	9	10 - Completely Satisfied	No Information Provided
Overall satisfaction with program evaluation process												
The ease of using the system												
The evaluation asks about relevant concerns												

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

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

Appendix 2

Ontario (SOLS, NOLS, and Toronto – English)

Ontario Program Statistics

Response Rate

The participating libraries in Ontario were asked to tally the results of participants in the summer reading club for all of their subsidiary branches. Within all systems, 822 of the 855 participating individual libraries submitted their results, representing an overall response rate of 96%.

Figure 1. Response Rate

	Ontario	TPL	SOLS	OLS-N
(A) Total Participating Libraries	855	100	649	106
(B) Total Responded to Survey	822	100	632	90
(C) Survey Response Rate	96%	100%	97%	85%

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

Statistics on Registration & Attendance

TD Summer Reading Program Registration

The first section of the Statistics and Evaluation Form asked librarians to indicate the total number of children registered for the TDSRC 2014. 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 153,232 children registered for the TDSRC 2014 program, which is a slight decrease from 2013, but similar to the registration numbers in recent years. The split by gender was similar to previous years with 54%, of the participants being girls and boys representing 46% of the participants.

Figure 2. Total Registration 2007 – 2014

Region	Total Registration							
	2014	2013	2012	2011	2010	2009	2008	2007
Ontario	153,232	154,153	143,213	153,779	153,003	161,275	161,057	149,827
SOLS	113,634	119,687	107,589	113,490	114,861	125,244	120,991	111,232
OLS-North	4,841	4,025	4,365	5,078	5,377	6,590	5,693	6,892
Toronto	34,758	30,442	31,259	35,211	32,765	29,441	34,373	31,703

Source: Q1 Total number of children who registered for the TDSRC 2014.

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

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

Source: Q1. Total number of children who registered for the TDSRC 2014 program.

The figure below shows the age breakdown of registered children. For the summer 2014, 31% of the girls were in the 0-5 age group, 39% were 6-8, 27% were 9-12, and 2% were 13 years or older. The distribution by age of boys and girls is broadly similar in 2014 with 34% of boys aged 0-5, 39% aged 6-8, 24% aged 9-12, and 2% aged 13 and older.

Figure 4. Percentage of Registered Children by Gender and Age

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

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

Source: Q1. Total number of children who registered for the TDSRC 2014 program

Figure 5 below summarizes the participation rate for Ontario by age and gender based on 2011 census data. The proportion of all children who were registered in 2014 was comparable with previous years but decreased very slightly from 5.72% to 5.69% in 2014.

Figure 5. Number of Registered Children

	2011 CENSUS			2014 TD SRC REGISTRANTS			% PARTICIP. CHILDREN	% PARTICIP. CHILDREN	% PARTICIP. CHILDREN
	(A)	(B)	(C)	(D)	(E)	(F)	2014	2013	2012
Province / Territory	Total Children	Total Boys	Total Girls	Total Children	Total Boys	Total Girls	Total Children	Total Children	Total Children
Ontario	2,693,835	1,381,630	1,312,225	153,232	69,658	83,575	5.69%	5.72%	5.32%
0-5	846,055	433,285	412,785	50,177	23,901	26,276	5.93%	5.80%	5.40%
6-8	427,470	219,230	208,245	60,041	27,499	32,542	14.05%	14.36%	12.97%
9-12	590,615	302,585	288,030	39,938	17,066	22,872	6.76%	6.83%	6.56%
13+	829,695	426,530	403,165	3,076	1,191	1,884	0.37%	0.40%	0.41%

Source: Q1 Total number of children who registered for the TDSRC 2014, 2013, 2012. Columns (A) through (C) provided by Statistics Canada Census 2011. Columns (D) through (F) represents data collected by Harris/Decima.

TD Summer Reading Program Attendance & Activities

To help gauge the success of the TDSRC, libraries were asked to indicate the total number of programs and activities organized around this year’s club theme as well as the total attendance of children at these activities (not including parents or care givers).

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

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

A total of 359,645 children attended the 18,500 theme-related activities which were organized in libraries across Ontario over the summer months of 2014. Within Ontario, SOLS organized the majority of the activities and as a result, the majority of children who attended did so at SOLS libraries. Overall, an average of 19 children attended each activity in 2014, with the average attendance per activity in Toronto being more than twice as many as in Northern Ontario. Provincially, 91% of all activities were conducted in libraries.

Figure 6. Total Activities and Attendance

Region	Activity Attendance				
	Theme-Related Activities	Total Attendance	Avg. Attendance per Activity	% of Activities In Library	% of Activities In Community
Ontario	18,500	359,645	19	91%	9%
SOLS	15,185	284,631	19	91%	9%
OLS-North	1,445	19,245	13	91%	9%
Toronto	1,870	55,770	30	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.

Both the number of activities and total attendance at those activities increased in 2014 in Ontario. This was the case at each of the three regional systems in Ontario as each one saw their attendance increase by about 8% over 2013. Although attendance increased in each regional system at roughly the same proportion, Toronto and Northern Ontario saw larger relative increases in the number of activities which were organized than SOLS did.

Figure 7. Activities and Attendance 2012 – 2014

Region	2014		2013		2012	
	Theme-Related Activities	Total Attendance	Theme-Related Activities	Total Attendance	Theme-Related Activities	Total Attendance
Ontario	18,500	359,645	16,933	333,154	13,394	345,819
SOLS	15,185	284,631	14,263	263,788	11,050	260,117
OLS-North	1,445	19,245	1,143	17,737	1,260	17,084
Toronto	1,870	55,770	1,527	51,628	1,103	68,618

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

Promotion of Program

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

In Ontario, 64% of libraries indicated that their library staff made promotional visits to schools, while 26% visited child care centres, 19% visited day camps, and 17% made other promotional visits. A total of 5,799 visits were made, reaching a total of 278,387 children (the vast majority at schools).

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

	Made Visits 2014 (%)					
	Schools			Day Camps		
	School Visits (%)	Total Visits	Children Attended	Day Camp Visits (%)	Total Visits	Children Attended
Ontario	64%	4,529	244,875	19%	398	10,020
SOLS	61%	3235	199,884	16%	238	7,195
OLS-North	54%	227	6,886	19%	82	657
Toronto	90%	1067	38,105	35%	78	2,168
	Child Care Centres			Other Locations		
	Childcare Visits (%)	Total Visits	Children Attended	Other Visits (%)	Total Visits	Children Attended
	Ontario	26%	560	12,003	17%	312
SOLS	20%	289	5,604	15%	187	8,305
OLS-North	30%	54	855	17%	47	658
Toronto	64%	218	5,543	33%	78	2,526

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

Previous Participation

In order to streamline the process of entering the data for each library/system, the question that asked how each of their registrants heard about the program was changed so that it asked only whether or not each registrant had joined in a previous year. 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.

In Ontario, almost half of all registered children (47%) said that they had participated in previous years. This number was highest in Northern Ontario (62%) and lowest Toronto (40%). The proportion of children who reported having participated in a previous year increased for every regional system in Ontario compared to 2013.

Figure 11. Previous Participation

Region	Joined in previous years		New Registrants	
Ontario	72,737	47%	80,495	53%
SOLS	55,804	49%	57,830	51%
OLS-North	3,022	62%	1,818	38%
Toronto	13,911	40%	20,847	60%

% Joined in Previous Years		
Region	2014	2013
Ontario	47%	33%
SOLS	49%	34%
OLS-North	62%	34%
Toronto	40%	28%

Source: Q4. How many of the children registered in your library had participated in the TD Summer Reading Club in previous years and how many were new to the program?

Satisfaction & Suggestions

In 2014, the Statistics and Evaluation Form was streamlined and refocused in order to gather more specific data while lowering the burden on library staff who are required to keep track of and enter a number of metrics. These changes are in addition to those made in 2013 which mainly involved changing responses from a five-point scale to a ten-point scale in order to measure satisfaction with more precision. Due to these changes, direct comparisons can only be made between these two years, and only in some instances.

The following section provides satisfaction scores for every question asked by giving the proportion of libraries who responded with each score from 10 down to 6, along with those who gave a score of 0-5. The overall satisfaction question for each section is reported first and directly compared to 2013 data where possible, followed by the individual element scores, ranked by the proportion giving a score of 10. Libraries were also asked for their suggestions and comments in each section.

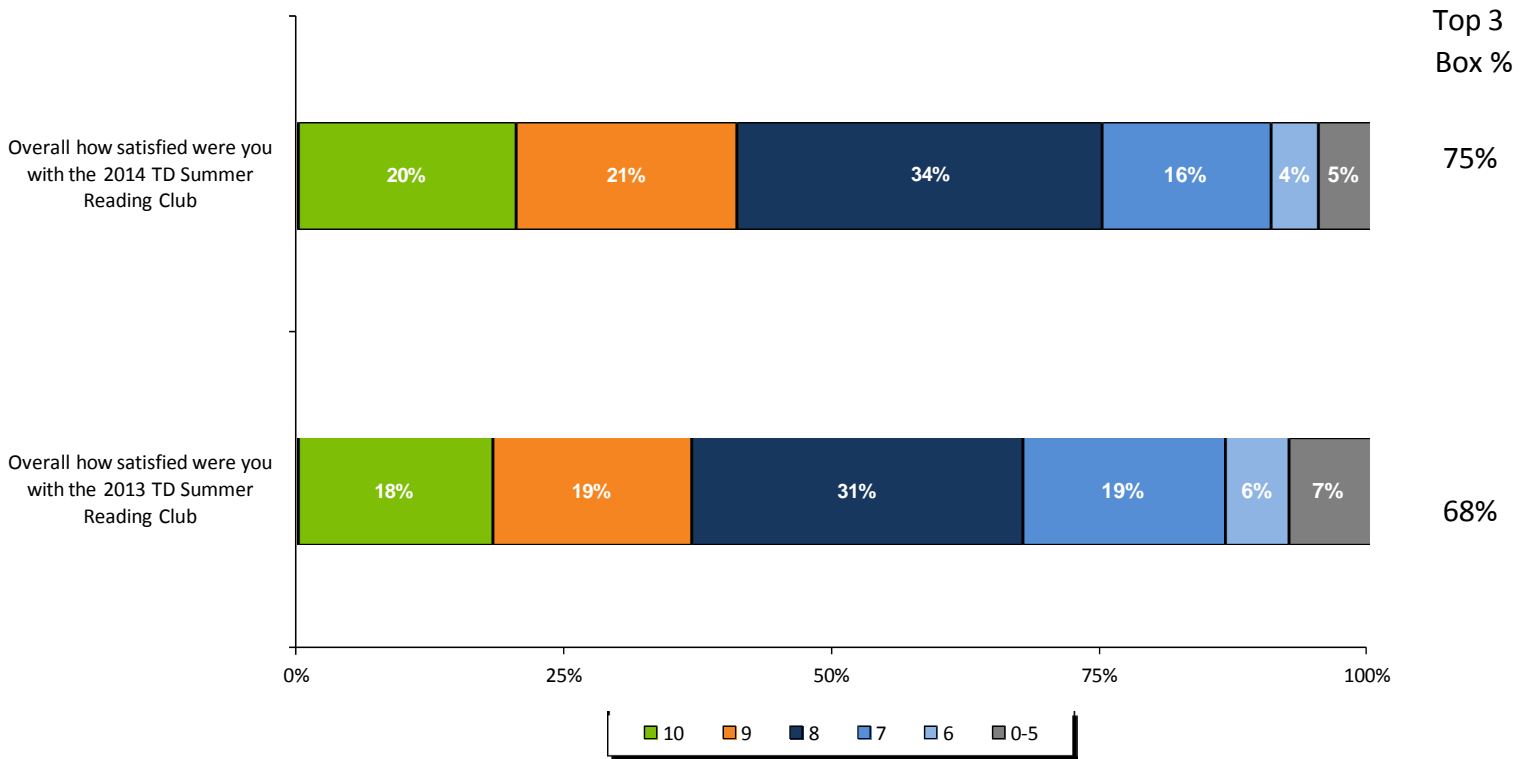
Please note that libraries that did not provide information for any given question are not considered in the percentages reported here so that each graph will sum to 100%.

Overall Program Satisfaction

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

Satisfaction increased in Ontario in 2014 over 2013. One in five libraries gave the highest possible score of 10 and the top three box satisfaction score increased to 75% in 2014 from 68% in 2013. Only one in twenty libraries was dissatisfied in 2014 and gave a score of 0-5.

Figure 16. Satisfaction With The Summer Reading Program Overall



Region	Overall Satisfaction (Top 3 Box)		
	2014 Top 3 Box	2013 Top 3 Box	Difference %
Ontario	75%	68%	+7%
SOLS	75%	68%	+7%
OLS-North	78%	79%	-1%
Toronto	72%	57%	+15%

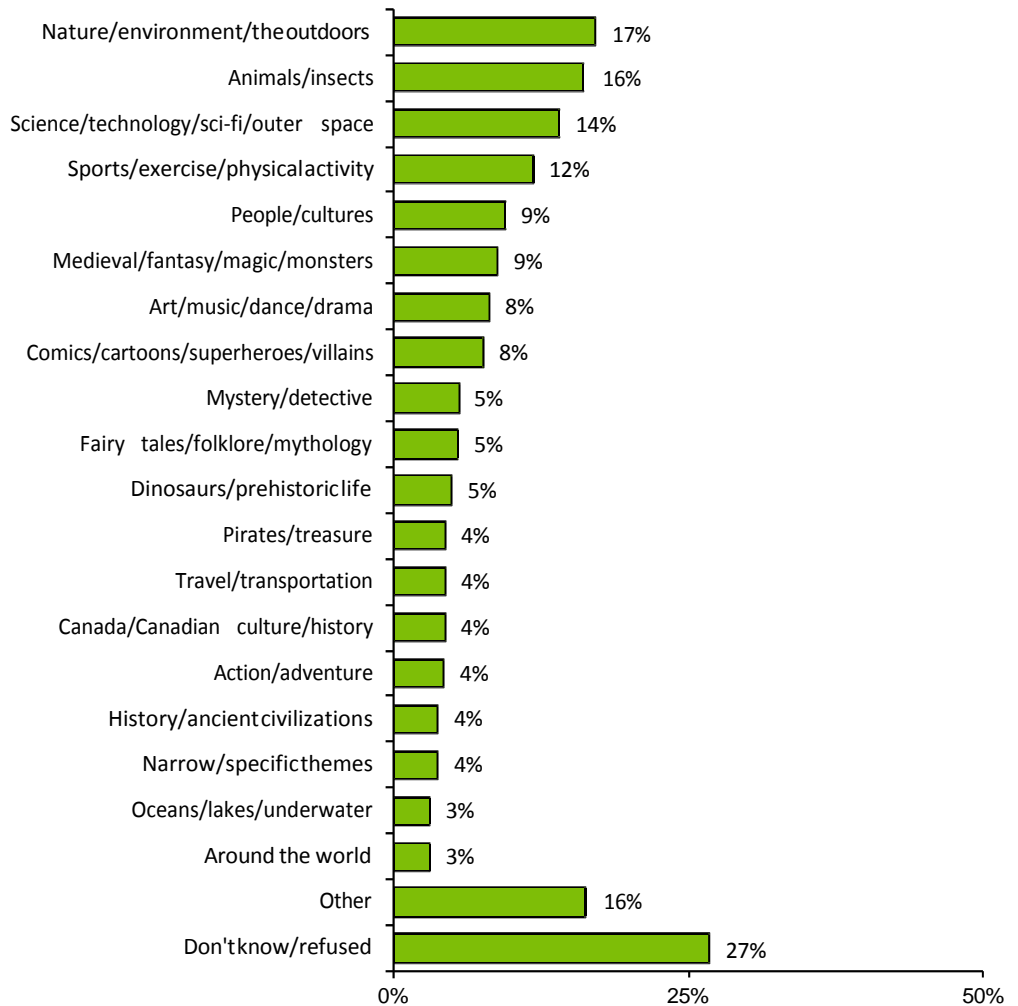
Source: Q5. Overall, how satisfied were you with the 2014/2013 TD Summer Reading Club?

Suggestions For Future Themes

Librarians were asked to provide suggestions for future themes. The most popular suggestion in Ontario was for nature/environment/outdoors (17%) but suggestions for animals/insects were common (16%). Science/technology/sci-fi/outer space was another popular suggestion (14%) as was sports/exercise (12%).

The figure below presents the suggestions made by at least 3% of libraries in 2014.

Figure 18. Suggestions For Future Themes



Source: Q7A. Do you have any suggestions for the program's future themes?

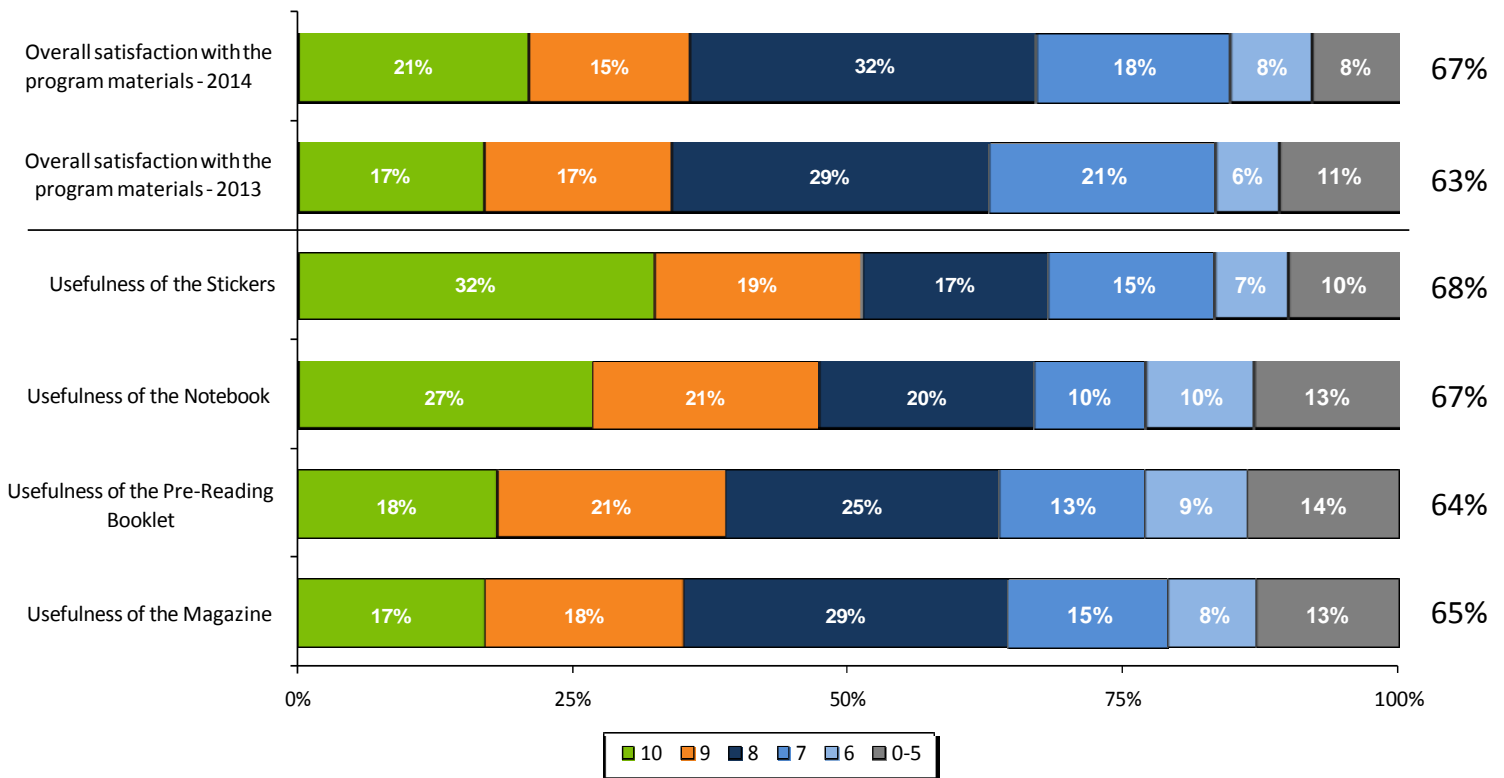
Program Materials Satisfaction

Librarians were asked to rate their overall satisfaction with the program materials. Broadly speaking, the level of satisfaction with the materials was high across the board again in 2014. Comparing the materials in both years shows that satisfaction actually increased in 2014 with greater than one in five libraries giving the materials the highest possible score (21%) and more than two thirds (67%) scoring the program materials in the top three box. Both of these measures were higher than in 2013 where 17% gave the highest score and 63% gave a top three box score.

In 2014, libraries were asked to rate the usefulness of the various program materials. Although the proportion of people giving a top three box usefulness score was similar among the four materials they were asked about, librarians felt the stickers were the most useful when looking at the top score, with almost a third (32%) saying they were extremely useful. Around two thirds gave a top three usefulness score for each of the four materials.

Figure 19. Satisfaction with Program Materials

Top 3
Box %



Source: Q6/Q7. Program Materials Satisfaction Questions.

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

The single most popular response, provided by 17% of librarians, was to say that there should be a designated spot for stickers as children were uncertain where to apply them. Others suggested improving/providing more stickers (15%). Although a number of librarians (12%) indicated that they were satisfied with the program material and had no suggestions for improvement, more than one in ten (11%) suggested including more space in the notebook and improving posters or offering them in different sizes (10%).

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

Figure 20. Suggestions For Improving The Program Material

<u>Improvements for the Content of the Material for Future Programs</u>	<u>2014</u>
Provide a designated spot for stickers/children were uncertain where to apply stickers	17%
Improve/provide more stickers/more variety/better formatting	15%
<i>Satisfied/no suggestions</i>	12%
Include more space in notebook	11%
Improve posters/different sizes	10%
Improve magazines/declutter/too wordy	10%
More prereading activities/booklet specific	9%
Notebooks were a good idea/children liked them	9%
Stickers were a good idea/popular	6%
More colourful art/visually appealing/eye-catching	4%
Improve notebook/notebook was too plain/ordinary	4%
More interactive content	4%
More activities/games	3%
Provide/improve bookmarks	3%
Wider range of activities/programs for all ages	3%
Improve computer/online aspect	2%
Improve staff manual/visual aids	2%
Door hangers were a good idea/popular	2%
Improve demonstration of context/tie in the theme better	2%
More age appropriate/simplify for younger children	2%
Available earlier in the year	2%
Improve craft ideas	2%
Notebooks should be simpler/more user friendly/less confusing	2%
Other	22%
Don't know/refused	1%

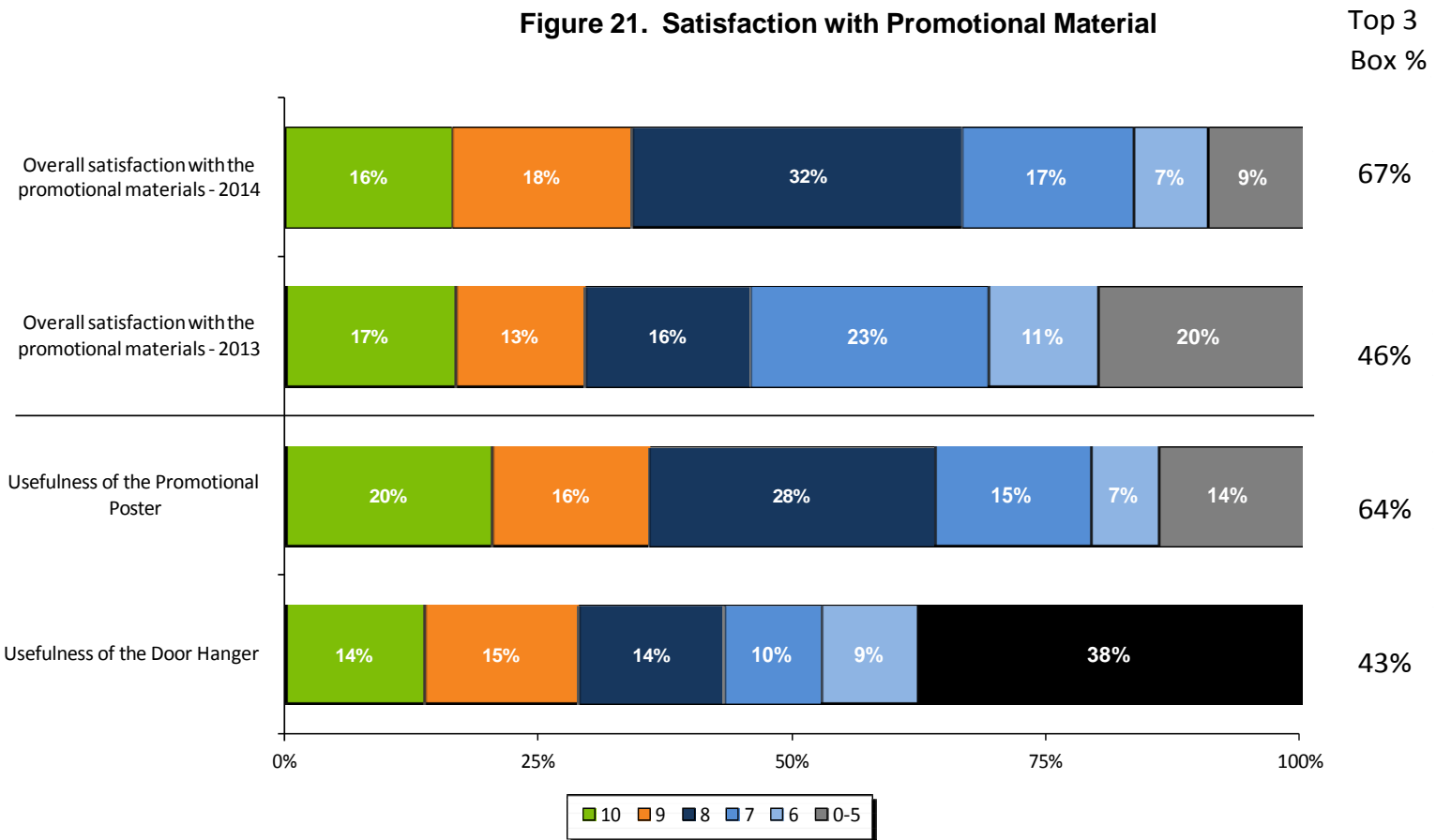
Source: Q7B. Do you have any suggestions on how to improve the content of the material for future programs?

Promotional Materials Satisfaction

Libraries also rated their level of satisfaction with the promotional materials they received from LAC. Overall, satisfaction with the promotional materials was similar to that of the programming materials with two thirds giving a top three box satisfaction score. This question was asked the same way in 2013 and when looking at the top three box score it is clear that the promotional materials in 2014 were much more popular than those of 2013 (67% against 46% in 2013).

Librarians were also asked to rate the usefulness of the poster and the door hanger as promotional tools. When comparing the two, it is clear that the poster was far better received with one in five librarians rating their satisfaction at the highest level possible and almost two thirds (64%) giving a score of 8 or higher. Conversely, the door hanger was given a top three box score by only 43% of librarians with 14% of librarians giving it a 10 out of 10.

Figure 21. Satisfaction with Promotional Material



Source: Q8/Q9. Promotional Materials Satisfaction Questions.

Librarians were invited to provide comments on the promotional materials provided by LAC. Librarians appear to be divided on the effectiveness of the promotional material with almost a quarter of librarians (23%) indicating that the materials were not useful/not necessary while a similar proportion (22%) indicating that the door hanger was effective and popular. 11% of librarians complained that they did not receive enough promotional material while one in ten demanded a bigger flyer/poster for future programs. The same proportion mentioned adding space on posters for library-specific information, problems with the door hanger and the overall effectiveness of the promotional material.

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

Figure 23. Suggestions For Promotional Material

Comments On 2014 Promotional Materials	2014
Materials were not useful/not necessary/no significant impact	23%
Door hanger was popular/effective	22%
Did not receive enough promotional material	11%
Bigger flyer/poster	10%
Include blank space for library specific information on posters	10%
Promotional material was helpful/effective	10%
Disliked/problems with the door hanger/not useful in promoting program	10%
Did not receive promotional material in a timely fashion	9%
Did not use/ receive the door hanger/did not realize was for promotion	8%
Poster was bright/eye catching/colourful	6%
Prefer smaller size/flyers/bookmarks rather than posters	6%
More colourful art/visually appealing/eye-catching	6%
Good size	4%
Lack of information	3%
Keep it simple/child-friendly	3%
Lack of relevance/relation to theme/reading programs	3%
Good graphics/illustrations	2%
Limited outreach/ did not use the promotional material	2%
Received too much material/did not have room for all material	2%
Other	17%
Don't know/refused	1%

Source: Q9B. Do you have any comments on the promotional materials (program poster/door hangers)?

Satisfaction With Web Content For Children

In 2014, every library was asked whether they consulted the children’s website in the course of running their 2014 Summer Reading Club. Overall, more than four in five libraries did consult the children’s website (81%) with some regional variation. The minority of libraries who said they did not consult the children’s website were asked to explain why they did not. The main reason given was that they were too busy or just did not think to (36%). Greater than one in five librarians said that they did not feel the children’s website was necessary for them or they used other resources (22%). Nearly one in five librarians (18%) indicated that the website content didn’t seem relevant or not suited to the age group of participants while one in ten (11%) librarians said that they had no access to computers/internet.

Figure 23. Usage Of Children’s Website / Reasons For Not Using The Children’s Website

Region	Consulted The Children's Website % Yes
Ontario	81%
SOLS	79%
OLS-North	87%
Toronto	85%

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

Why Did You Not Promote the Children's Website?	2014
Too busy/didn't have time/forgot/didn't think about it	36%
Not necessary/didn't feel the need/visited other websites/used other resources	22%
Website content didn't seem relevant/not suited to age group of participants	18%
Limited/no access to computers/internet	11%
We promoted the website but did not visit it this year	8%
Consulted the staff/librarian website instead	7%
Lack of awareness about the children's website/what kind of content it included	7%
Incentives would encourage visiting the website (e.g. stickers with codes to unlock games/activities)	5%
Discouraged computer use/parents preferred children engaged in non-computer related activities	3%
Consulted the website previously/in past years	3%
Website wasn't ready/didn't launch early enough to incorporate it into our program	3%
Poor layout/web site is difficult to navigate	3%
Use bookmark to promote reading club/web site	3%
Other	11%
Don't know/refused	3%

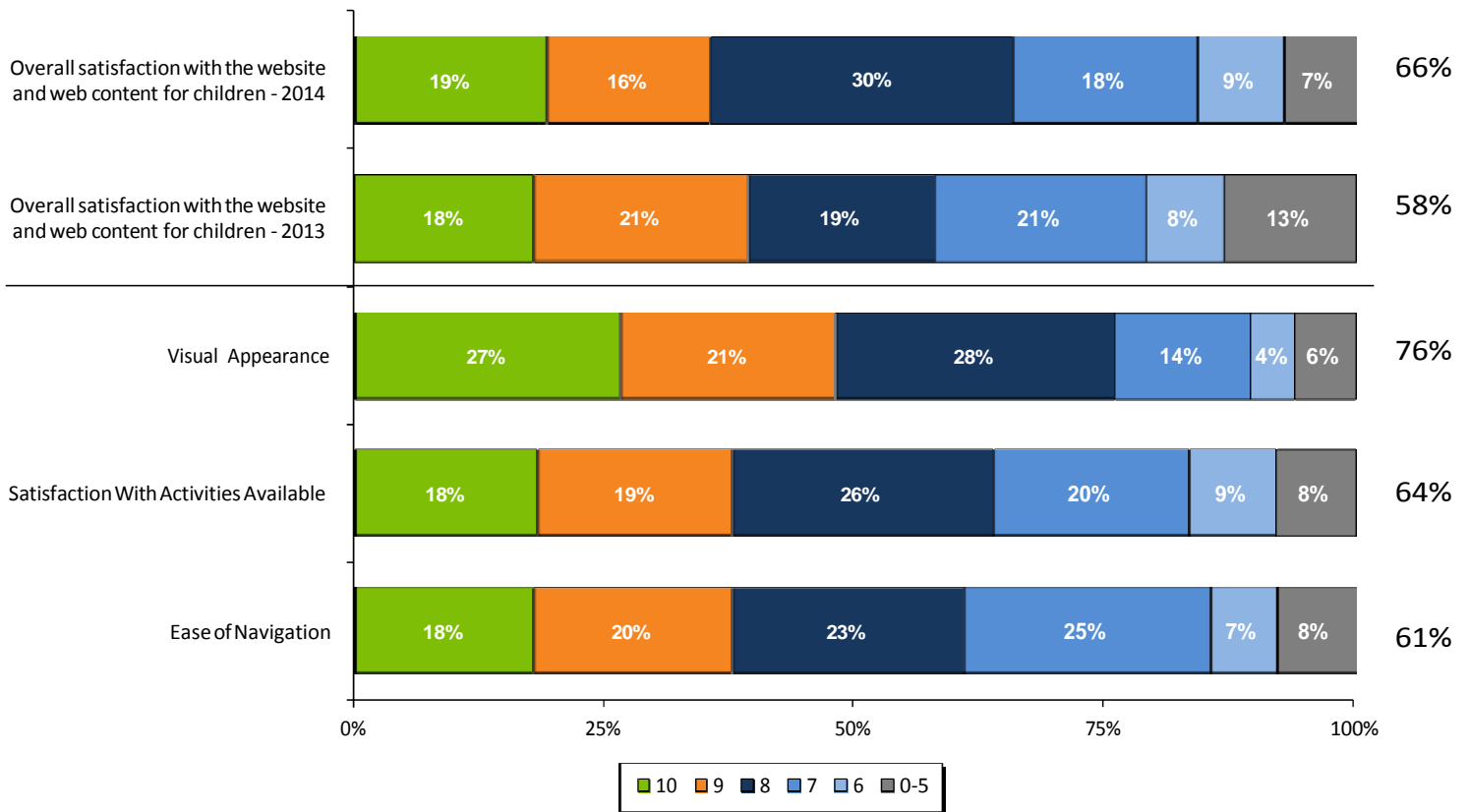
Source: Q10. Did you consult Children’s website? / Q10B. Please explain why you did not consult the children’s website and what resources would make you more likely to visit the site in future years?

Libraries who used the children’s website were asked to rate their level of satisfaction with the web content available to children. Overall satisfaction with the content was slightly higher in 2014 with 19% giving the highest possible score and two thirds giving a score of 8 or higher (66%). In 2013 these numbers were 18% and 58%, respectively.

Among the librarians who did visit the children’s website in 2014, the scores for the elements were high overall. The visual appearance of the website was rated especially highly with more than quarter (27%) of all respondents giving the highest possible satisfaction score and three quarters (76%) giving a score of 8 or higher. There was slightly less satisfaction with the ease of navigating the website and with the activities available on the children’s website (top three box scores of 64% and 61%, respectively).

Figure 25. Satisfaction with Web Content For Children

Top 3
Box %



Source: Q11. Web Content For Children Satisfaction Questions.

Librarians were also asked for suggestions of how to improve the children’s website. The largest single group, representing slightly less than a third (32%) of respondents said they did not have any suggestions to offer. Among those who did, the most common suggestion was to have a larger variety of games available (15%) and to improve the navigation on the site to make it more child-friendly (14%). More/varied content (10%) and increased interactivity (7%) were other suggestions given.

Figure 27. Suggestions For The Children’s Website

Suggestions on how to improve the web content for children?	2014
<i>Satisfied/no suggestions</i>	32%
More/larger variety of games	15%
Improve navigation/more child-friendly	14%
More/varied content/expansion	10%
Increase interactivity	7%
More diversity in age related content	5%
Better/more engaging art/graphics/sound	5%
Improve connection to/accessibility from local libraries	4%
Improve speed/quicker load times	3%
More promotion/link-sharing	3%
Problems using/entering codes	3%
Include more e-books	2%
Other	9%
Don't know/refused	4%

Source: Q11C. Do you have any suggestions on how to improve the web content for children?

Librarians were also asked whether they promoted or made reference to the children’s website in their programming for the 2014 TD Summer Reading Club. Although they were less likely to have promoted the website than to have consulted it, the proportion that did was still high (70%). The librarians who said that they did not promote or make reference to the children’s website were asked why they did not. By far the most common reason given was that the librarian was too busy and did not have the time (38%). Many others also mentioned that the website content did not seem relevant to them (18%) or they felt that it was not necessary/used other resources (17%). Another 14% mentioned limited internet access or a lack of awareness about the children’s website (9%). Overall, the reasons for not promoting the children’s website were very similar to the reasons for not accessing it.

Figure 28. Promotion Of The Children’s Website & Reasons For Not Promoting The Children’s Website

Region	Promoted The Children's Website % Yes
Ontario	70%
SOLS	67%
OLS-North	70%
Toronto	89%

<u>Why Did You Not Promote the Children's Website?</u>	<u>2014</u>
Too busy/didn't have time/forgot/didn't think about it	38%
Website content didn't seem relevant/not suited to age group of participants	18%
Not necessary/didn't feel the need/visited other websites/used other resources	17%
Limited/no access to computers/internet	14%
Lack of awareness about the children's website/what kind of content it included	9%
Discouraged computer use/parents preferred to have children engaged in non-computer related activities	6%
We promoted the website but did not visit it this year	5%
Incentives would encourage visiting the website (e.g. stickers with codes to unlock games/activities)	5%
Consulted the staff/librarian website instead	4%
Website wasn't ready/didn't launch early enough to incorporate it into our program	3%
Other	20%

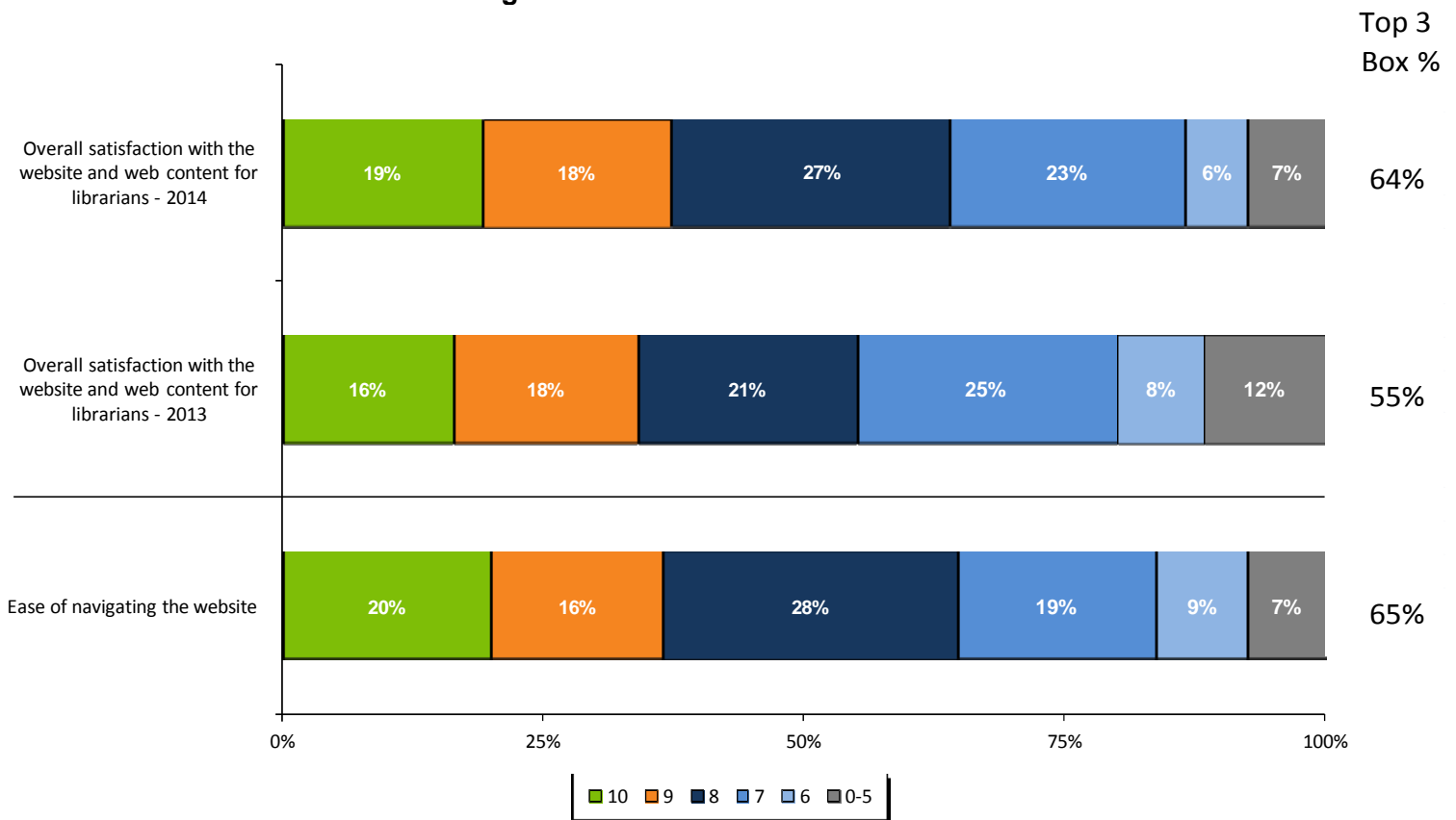
Source: Q11. Did you promote or make reference to the website in any of your programming for the 2014 TD Summer Reading Club? / Q11B. Please explain why you did not promote or make reference to the children’s website and what would make you more likely to use it in promoting the TD Summer Reading Club in future years?

Satisfaction With Web Content For Librarians

As in 2013, librarians were asked to rate their level of satisfaction with the web content available to them on the librarian’s website. As in the other categories, the levels of satisfaction in 2014 are higher than in 2013 whether looking at the top box score (19% to 16%) or the top three box satisfaction score (64% to 55%).

The only element of the web content for librarians which was measured in 2014 was the ease of navigating the website. The level of satisfaction with the navigation of the website mirrored the overall satisfaction with the site itself. One in five librarians gave the highest possible satisfaction score and about two thirds (65%) gave a score of 8 or higher.

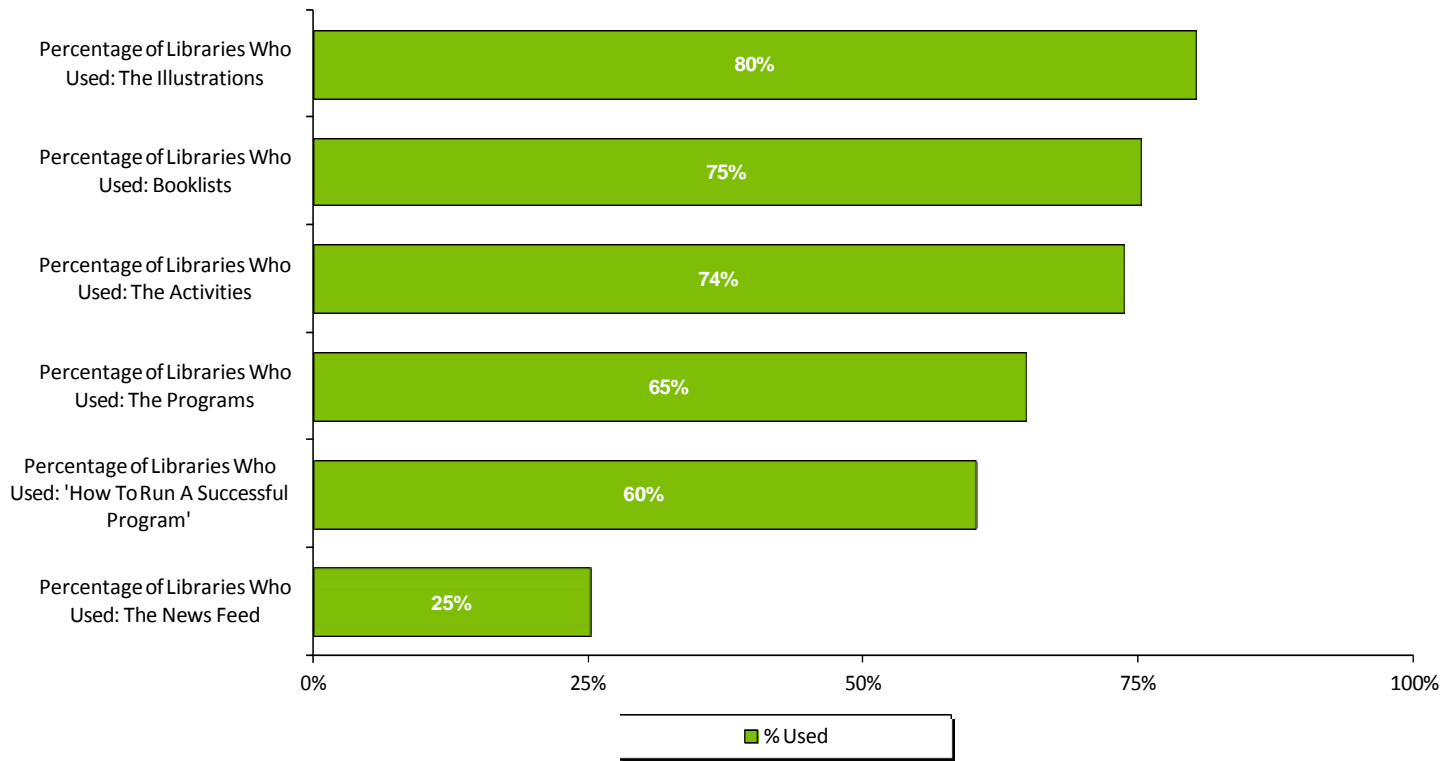
Figure 30. Satisfaction with Web Content For Librarians



Source: Q12. Web Content For Librarians Satisfaction Questions.

Librarians were asked specifically which of the resources that were available to them were actually used in running their TD Summer Reading Club in 2014. There were three resources that were used by roughly three quarters of all libraries or greater: the illustrations, the booklists and the activities. The programs and the section entitled 'How to Run a Successful Program' were slightly less popular with 65% and 60% using these resources, respectively. Only around a quarter of all libraries made use of the news feed offering.

Figure 31. Usage of Librarian Web Resources

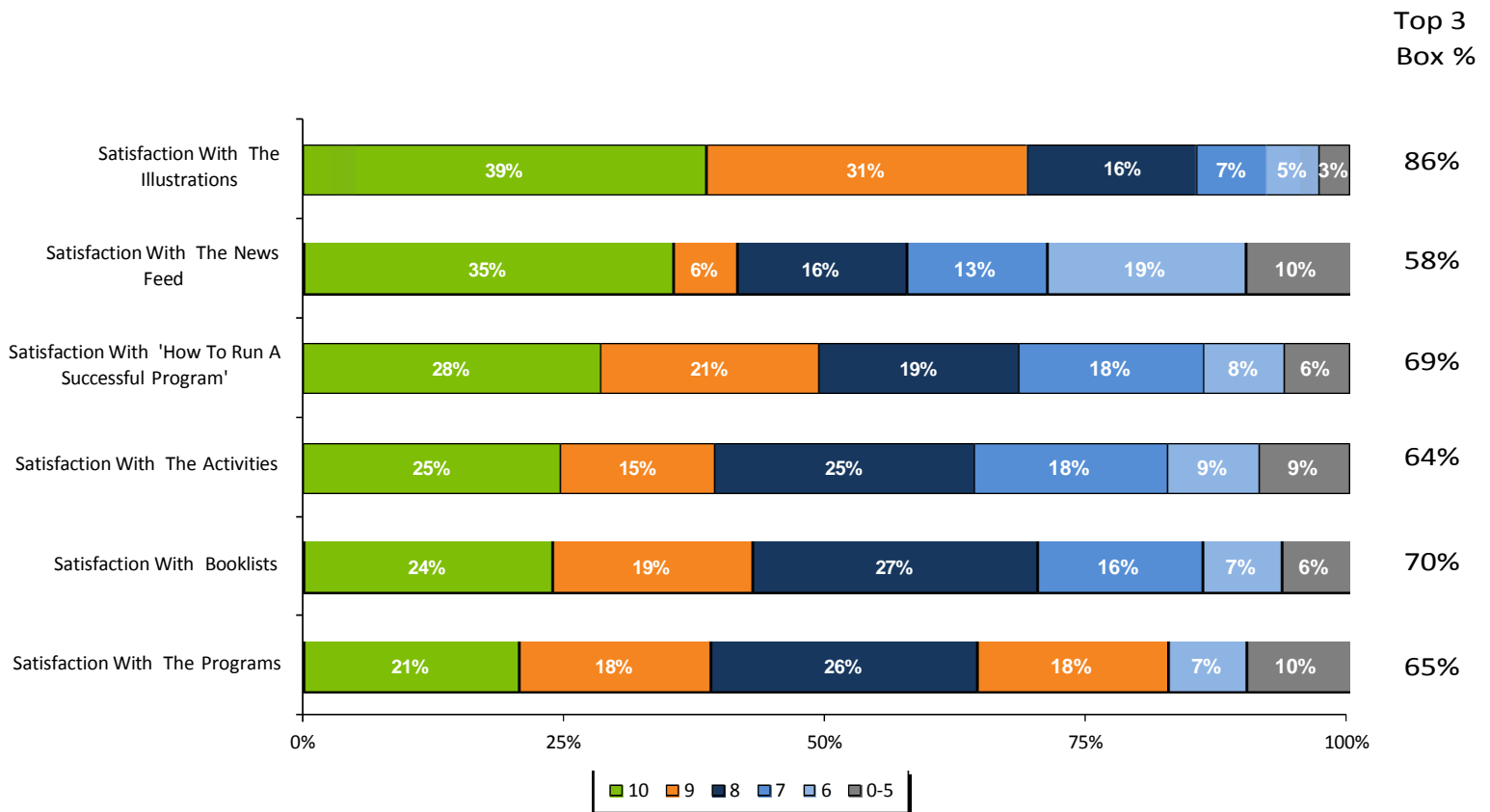


Source: Q13. Please identify which of the resources on the Librarian's website you used and, for each resource that you did use, please give your level of satisfaction with it.

Those who reported using the librarian web resources were then asked to rate their satisfaction with them. By a wide margin, the librarians reported being the most satisfied with the illustrations, with 39% giving the highest possible score and a vast majority (86%) giving a top three box score. Beyond the illustrations, the level of top box satisfaction fell off, but was still very positive. Although the proportion of librarians using the news feed offering was relatively low, more than a third (35%) of those who used it gave it the highest possible score.

In terms of the top three box scores, satisfaction with the booklists (70%) was closely followed by the section entitled 'How to Run a Successful Program' (69%). It is important to note that the programs and activities were widely used and were well also well received by the librarians (65% and 64% respectively).

Figure 32. Satisfaction With The Librarian Web Resources



Source: Q13. Please identify which of the resources on the librarian's website you used.

Librarians were asked for suggestions on how to improve the librarian’s website for future years. Fully one quarter said that they were satisfied or had nothing to suggest (25%). Those who did provide a suggestion were most likely to request simpler/better navigation and search/print functions (12%). Slightly less than one in ten librarians would like to see improvement in clip art to make it more visually appealing and requested receiving the material sooner (9% each). Other popular suggestions included providing ability to share ideas or information between libraries through social media or online forums and better/broader booklists (8% each).

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

Figure 33. Suggestions For Librarian Web Resources

Suggestions on how to improve the web content for librarians?	2014
Satisfied/no suggestions	25%
Simpler/more user friendly/better navigation/search/print functions	12%
Improve clip art/more visually appealing/more variety	9%
Make material available sooner	9%
Ability to share ideas/information between libraries/through social media/online forum	8%
Better/more recent/broader booklists	8%
More suggestions/ideas for programs/activities	7%
Age specific content/separate by age/school level	6%
More theme specific advice/guidance	5%
More cost-effective ideas/consideration for libraries with smaller budgets	3%
Better craft ideas	2%
More useful staff manual/more suggestions	2%
Bring back PDF staff manual	2%
Improve material available in black and white	2%
More printable activities	2%
Other	12%
Don't know/refused	8%

Source: Q13D. Do you have any suggestions on how to improve the web content for librarians?

Satisfaction With Program Evaluation

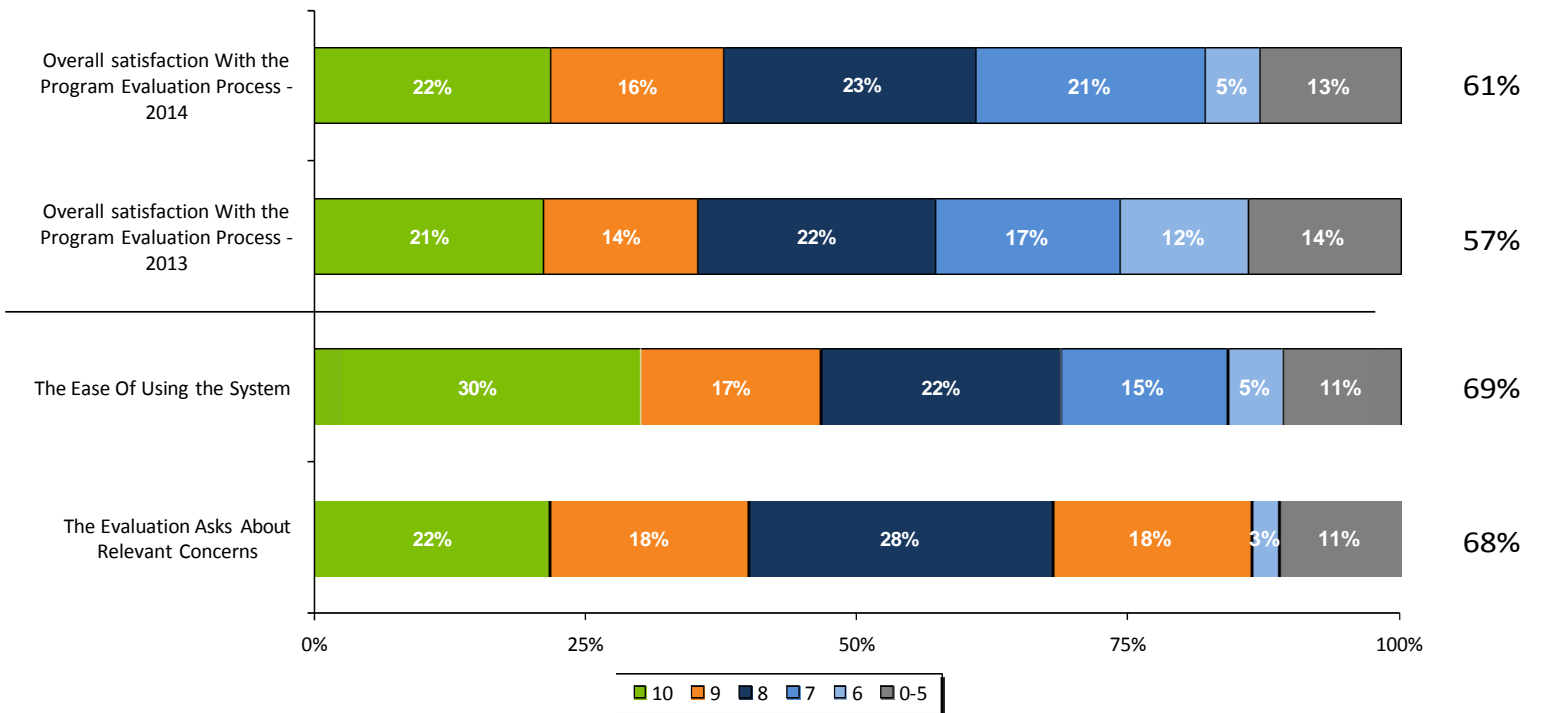
Finally, libraries were asked to rate their level of satisfaction with the program evaluation and statistics process for 2014. Overall, satisfaction was relatively high with 61% of respondents giving a satisfaction score of 8 or higher. Slightly less than a quarter (22%) gave the highest possible score. More than one in ten respondents (13%) gave a score which would indicate dissatisfaction with the process.

The same question was asked in 2013, and satisfaction has increased since last year. The top three box score last year was 57%, meaning there was a modest increase of 4 percentage points. The top box score has slightly increased by one percentage point and the proportion of librarians giving the second best score (9) has increased by 2 percentage points.

Among the elements of the program evaluation process, the score for ‘ease of using the system’ was slightly higher than ‘the evaluation asks about relevant concerns.’ The top three box scores for both elements were roughly two thirds, but the top box satisfaction navigation score was 8 percentage points higher.

Figure 34. Satisfaction with Program Evaluation and Statistics Process

Top 3
Box %



Source: Q14. Program Evaluation and Statistics Process Questions.

Librarians were asked for their suggestions on how the program evaluation and statistical collection process could be improved. More than three in ten (31%) librarians didn't have any suggestions. Among those who had something to suggest, however, the most common comment was to make the questions/forms available earlier (15%). Others suggested standardized forms in Excel (11%). Other suggestions included improving navigation of the online survey, reducing survey length and clarifying the information requested (5 % each).

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

Figure 35. Suggestions For Improving The Program Evaluation and Statistics Process

<u>Suggestions on how to improve the statistical collection and program evaluation process?</u>	2014
<i>Satisfied/no suggestions</i>	31%
Make questions/forms available sooner/let us know what to track	15%
Standardized forms/Excel format to accommodate formulas	11%
Improve navigation of online survey	5%
Fewer questions/reduce survey length	5%
Clarify/better define information requested	5%
Questions don't apply/we can't collect certain statistics	4%
Include stats on number of books read	3%
Offer a printable version	2%
Survey should ask/determine how many children finished reading their books	2%
Other	19%
Don't know/refused	5%

Source: Q14B. Do you have any suggestions for how to improve the statistical collection and program evaluation process?

Libraries were asked to indicate whether they had any indicators of children’s increased enjoyment of reading, reading successes or changes in attitudes toward reading. The most common response was that the program makes them excited and keeps them reading over the summer (31%). One in five librarians said children enjoyed the program and that it motivated them to read more (21%), while 18% of them also suggested that the challenges and incentives were a motivating factor. Librarians, hearing from parents, also reported that even they enjoyed the activities/crafts and the website (13%) and children loved adding stickers to their notebooks (11%). One in ten also mentioned that the program brings more kids to the library and that the kids enjoy coming to the library.

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

Figure 36. Testimonials Indicating An Increased Love Of Reading

<u>Testimonials indicating increased love of reading?</u>	<u>2014</u>
Makes them excited/keeps them reading over the summer	31%
Children enjoyed the program/enjoyed reading/were motivated to read more	21%
Challenges/incentives were a motivating factor	18%
Children/parents enjoyed the activities/crafts/website	13%
Children love adding stickers to their notebooks	11%
Brings more children to the library/they enjoy coming	10%
Improved confidence/communication skills	9%
Children more willing to read at home/share with family	6%
Noticeable improvement in reading level	6%
Children exploring more/new genres/topics	5%
Children exceeding goals of club/reading extra	3%
Children enjoy coming back each year	3%
Children checking out more books from library	3%
Increased interest/abilities in school	3%
Children learned new words/information	2%
Children enjoyed this year's theme	2%
Other	8%
Don't know/refused	10%

Source: Q14C. Do you have any testimonials from parents, caregivers or teachers that may indicate an increased love of reading?

Appendix 3

Quebec (BPQ and RBQ – English)

Quebec Program Statistics

Response Rate

The participating libraries in Quebec were asked to tally the results of participants in the summer reading club for all of their subsidiary branches. Within all systems, 318 of the 373 participating individual libraries submitted their results, representing an overall response rate of 85%.

Figure 1. Response Rate

	Quebec	BPQ	RBQ
(A) Total Participating Libraries	373	159	214
(B) Total Responded to Survey	318	151	167
(C) Survey Response Rate	85%	95%	78%

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

Statistics on Registration & Attendance

TD Summer Reading Program Registration

The first section of the Statistics and Evaluation Form asked librarians to indicate the total number of children registered for the TDSRC 2014. 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 38,570 children registered for the TDSRC 2014 program, which is a sizeable increase from 2013 and actually the highest registration total ever recorded in Quebec. The split by gender was slightly wider than in recent years with 56% of the participants being girls and boys representing 44% of the participants.

Figure 2. Total Registration 2007 – 2014

Region	Total Registration							
	2014	2013	2012	2011	2010	2009	2008	2007
Quebec	38,570	28,517	32,808	27,391	27,068	29,813	24,276	23,321
BPQ	28,151	23,023	22,491	18,681	16,507	22,483	17,388	16,614
Reseau Biblio	10,418	5,494	10,317	8,710	10,561	7,330	6,888	6,707

Source: Q1 Total number of children who registered for the TDSRC 2014.

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

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

Source: Q1. Total number of children who registered for the TDSRC 2014 program.

The figure below shows the age breakdown of registered children. For the summer 2014, 25% of the boys were in the 0-5 age group, 41% were 6-8, 31% were 9-12, and 3% were 13 years or older. There has been no major shift in 2014 and there is little difference by age distribution between boys and girls with 23% of girls aged 0-5, 39% aged 6-8, 34% aged 9-12, and 4% aged 13 and older.

Figure 4. Percentage of Registered Children by Gender and Age

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

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

Source: Q1. Total number of children who registered for the TDSRC 2014 program

Figure 5 below summarizes the participation rate for Quebec by age and gender based on 2011 census data. Due to increased registration, the proportion of all children who were registered in 2014 was higher than in previous years, increasing to 2.49% from 1.84% since last year.

Figure 5. Number of Registered Children

	2011 CENSUS			2014 TD SRC REGISTRANTS			% PARTICIP. CHILDREN	% PARTICIP. CHILDREN	% PARTICIP. CHILDREN
	(A)	(B)	(C)	(D)	(E)	(F)	2014	2013	2012
Province / Territory	Total Children	Total Boys	Total Girls	Total Children	Total Boys	Total Girls	Total Children	Total Children	Total Children
Québec	1,546,480	789,240	757,230	38,570	17,014	21,555	2.49%	1.84%	2.09%
0-5	523,395	267,610	255,785	9,152	4,212	4,941	1.75%	1.23%	1.36%
6-8	237,390	121,105	116,285	15,532	7,051	8,481	6.54%	4.75%	5.22%
9-12	322,760	164,720	158,030	12,562	5,309	7,253	3.89%	3.15%	3.52%
13+	462,935	235,805	227,130	1,323	443	880	0.29%	0.14%	0.32%

Source: Q1 Total number of children who registered for the TDSRC 2014, 2013, 2012. Columns (A) through (C) provided by Statistics Canada Census 2011. Columns (D) through (F) represent data collected by Harris/Decima.

TD Summer Reading Program Attendance & Activities

To help gauge the success of the TDSRC, libraries were asked to indicate the total number of programs and activities organized around this year’s club theme as well as the total attendance of children at these activities (not including parents or care givers).

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

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

A total of 73,953 children attended the 4,515 theme-related activities which were organized in libraries across Quebec over the summer months of 2014. Within Quebec, the majority of activities were organized and run by BPQ and as a result, the majority of children who attended did so at BQP libraries. Overall, an average of 16 children attended each activity in 2014, with the average attendance per activity in Reseau Biblio being five children per activity higher than those at BQP. Provincially, 89% of all activities were conducted in libraries, but this proportion was much lower at Reseau Biblio (70%).

Figure 6. Total Activities and Attendance

Region	Activity Attendance				
	Theme-Related Activities	Total Attendance	Avg. Attendance per Activity	% of Activities In Library	% of Activities In Community
Quebec	4,515	73,953	16	89%	11%
BPQ	3,506	53,851	15	95%	5%
Reseau Biblio	1,009	20,102	20	70%	30%

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

Both the number of activities and total attendance at those activities increased in 2014 in Quebec. This was the case for both BPQ and Réseau Biblio. Although both attendance and activities have increased steadily for BPQ, the 2014 Réseau Biblio results were similar to those from 2012.

Figure 7. Activities and Attendance 2012 – 2014

Region	2014		2013		2012	
	Theme-Related Activities	Total Attendance	Theme-Related Activities	Total Attendance	Theme-Related Activities	Total Attendance
Quebec	4,515	73,953	2,977	61,215	2,544	58,217
BPQ	3,506	53,851	2,128	44,585	1,447	39,320
Réseau Biblio	1,009	20,102	849	16,630	1,097	18,897

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

Promotion of Program

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

In Quebec, 46% of libraries indicated that their library staff made promotional visits to schools, while 21% visited child care centres, 24% visited day camps, and 15% made other promotional visits. A total of 1,953 visits were made, reaching a total of 64,929 children (the vast majority of them at schools).

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

	Made Visits 2014 (%)					
	Schools			Day Camps		
	School Visits (% Yes)	Total Visits	Children Attended	Day Camp Visits (%)	Total Visits	Children Attended
Quebec	46%	901	52,475	24%	638	6,648
BPQ	45%	558	42,160	25%	477	4,861
Reseau Biblio	47%	343	10,315	23%	161	1,788
	Child Care Centres			Other Locations		
	Childcare Visits (%)	Total Visits	Children Attended	Other Visits (%)	Total Visits	Children Attended
	Quebec	21%	149	2,460	15%	265
BPQ	16%	88	1,422	16%	178	2,304
Reseau Biblio	25%	61	1,038	15%	87	1,042

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

Previous Participation

In order to streamline the process of entering the data for each library/system, the question that asked how each of their registrants heard about the program was changed so that it asked only whether or not each registrant had joined in a previous year. 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.

In Quebec, half of all registered children said that they had participated in previous years. This number was higher in BPQ (52%) than in Reseau Biblio (47%). The proportion of children who reported having participated in a previous year increased for BPQ, but actually declined for Reseau Biblio when compared to 2013.

Figure 9. Previous Participation

Region	Joined in previous years		New Registrants	
Quebec	19,420	50%	19,149	50%
BPQ	14,534	52%	13,617	48%
Reseau Biblio	4,886	47%	5,532	53%

% Joined in Previous Years		
Region	2014	2013
Quebec	50%	43%
BPQ	52%	40%
Reseau Biblio	47%	57%

Source: Q4. How many of the children registered in your library had participated in the TD Summer Reading Club in previous years and how many were new to the program?

Satisfaction & Suggestions

In 2014, the Statistics and Evaluation Form was streamlined and refocused in order to gather more specific data while lowering the burden on library staff who are required to keep track of and enter a number of metrics. These changes are in addition to those made in 2013 which mainly involved changing responses from a five-point scale to a ten-point scale in order to measure satisfaction with more precision. Due to these changes, direct comparisons can only be made between these two years, and only in some instances.

The following section provides satisfaction scores for every question asked by giving the proportion of libraries who responded with each score from 10 down to 6, along with those who gave a score of 0-5. The overall satisfaction question for each section is reported first and directly compared to 2013 data where possible, followed by the individual element scores, ranked by the proportion giving a score of 10. Libraries were also asked for their suggestions and comments in each section.

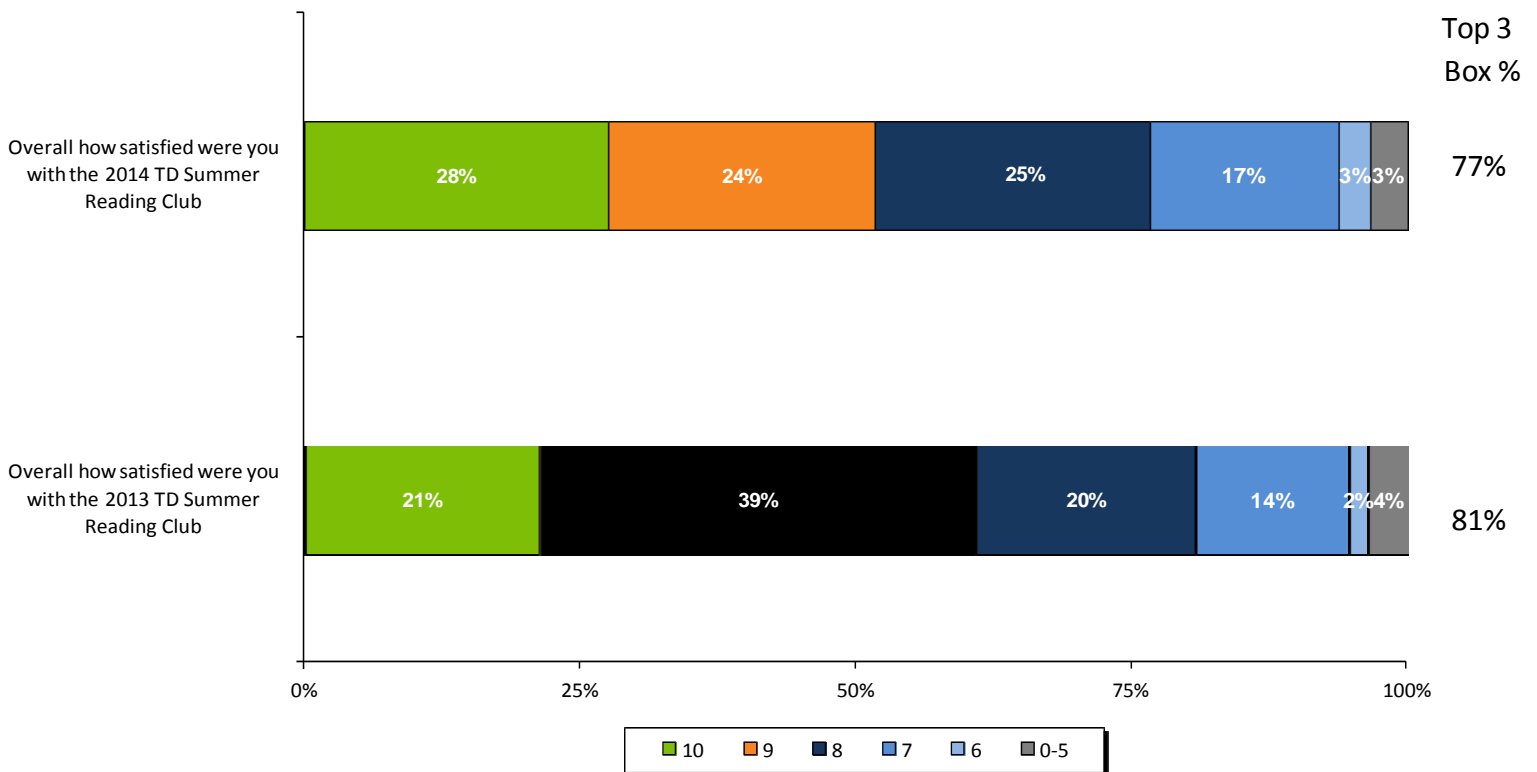
Please note that libraries that did not provide information for any given question are not considered in the percentages reported here so that each graph will sum to 100%.

Overall Program Satisfaction

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

Satisfaction could be said to have increased or decreased in Quebec when comparing 2014 with 2013 depending on the level of satisfaction considered. The proportion of libraries giving the highest possible score (10) actually increased by seven percentage points compared to 2013. However if the top three satisfaction scores are considered, satisfaction fell by four percentage points (the change was entirely in Réseau Biblio). The proportion of libraries who were dissatisfied (gave a score of 0-5) was essentially unchanged and remains very low with less than one in twenty libraries saying they were dissatisfied in both years.

Figure 10. Satisfaction With The Summer Reading Program Overall



Region	Overall Satisfaction (Top 3 Box)		
	2014	2013	Difference
	Top 3 Box	Top 3 Box	%
Quebec	77%	81%	-4%
BPQ	72%	72%	0%
Réseau Biblio	81%	87%	-6%

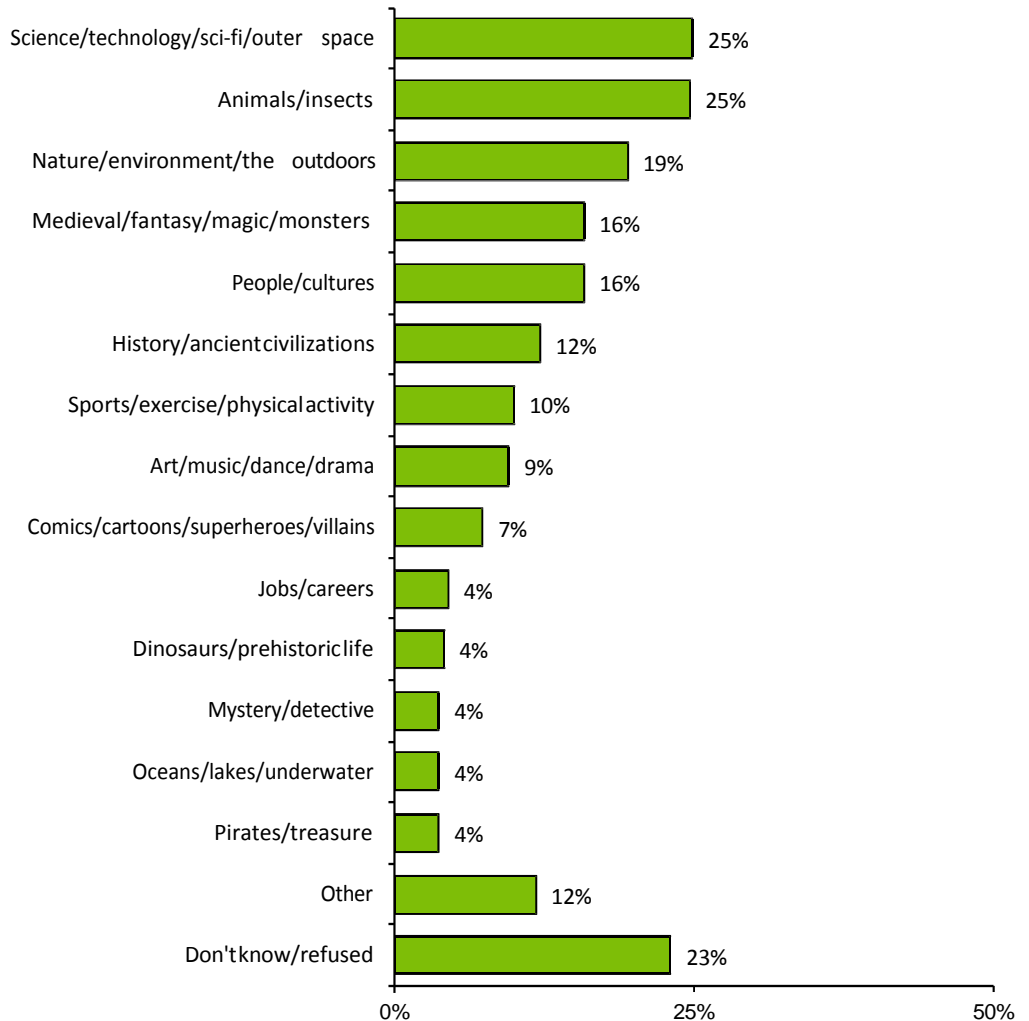
Source: Q5. Overall, how satisfied were you with the 2014/2013 TD Summer Reading Club?

Suggestions For Future Themes

Librarians were asked to provide suggestions for future themes. The most popular suggestions in Quebec were science/technology/sci-fi/outer space and animals/insects (25% each). Other popular suggestions were nature/environment/outdoors (19%), medieval/fantasy/magic and people/cultures (16% each). The table below outlines the most popular suggestions made in 2014.

The figure below presents the suggestions made by at least 3% of libraries in 2014.

Figure 11. Suggestions For Future Themes



Q7A . Do you have any suggestions for Source: the program's future themes?

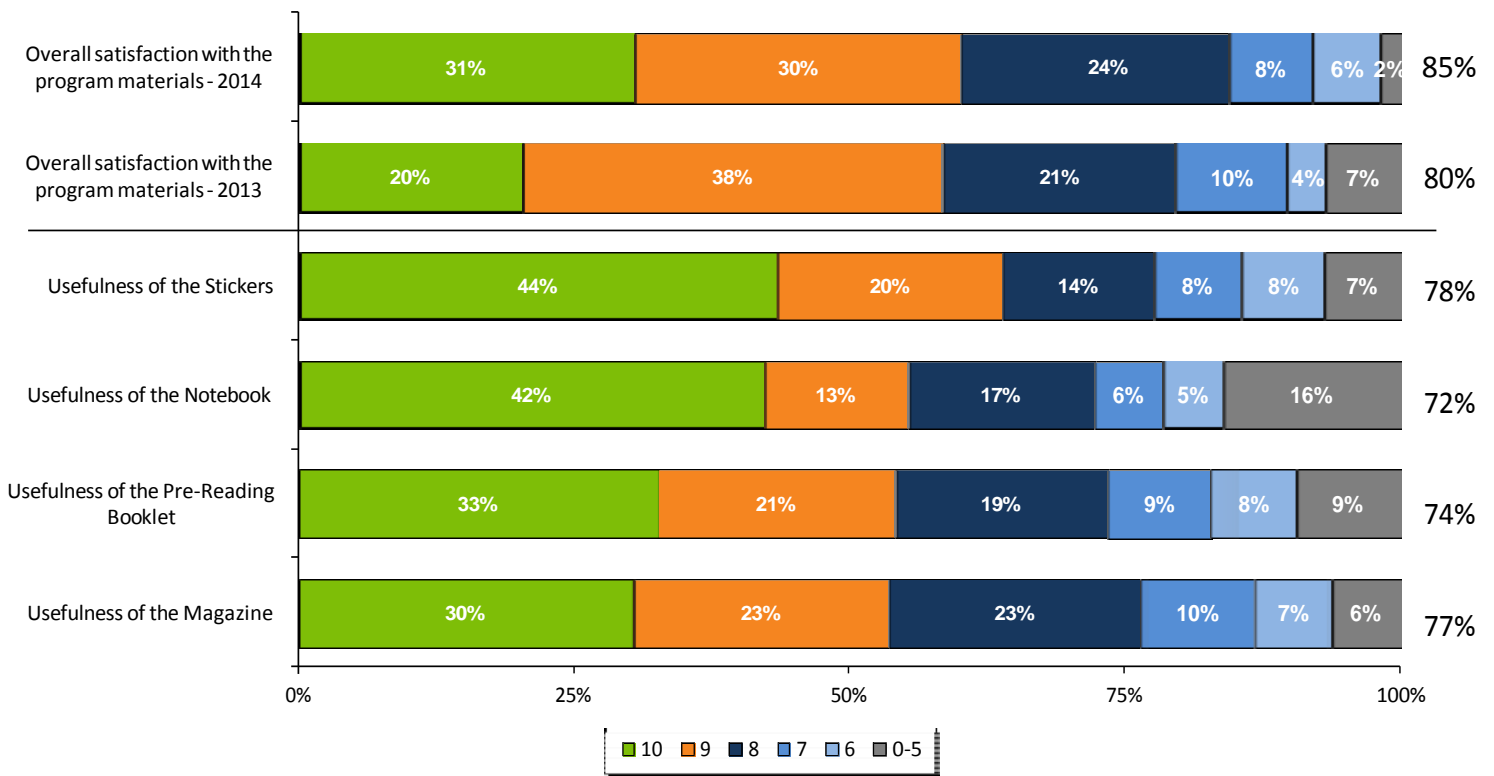
Program Materials Satisfaction

Librarians were asked to rate their overall satisfaction with the program materials. Broadly speaking, the level of satisfaction with the materials was high across the board again in 2014. Comparing the materials in both years shows that satisfaction actually increased in 2014 with almost a third of libraries giving the materials the highest possible score (31%) and 85% scoring the program materials in the top three box. Both of these measures were higher than in 2013 where 20% gave the highest score and 80% gave a top three box score.

In 2014, libraries were asked to rate the usefulness of the various program materials. Although the proportion of people giving a top three box usefulness score was broadly similar among the four materials they were asked about, librarians felt the stickers and the notebook were the most useful when looking at the top score, with greater than four in ten saying they were extremely useful. Roughly three quarters of libraries gave a top three usefulness score for each of the four materials.

Figure 12. Satisfaction with Program Materials

Top 3
Box %



Source: Q6/Q7. Program Materials Satisfaction Questions.

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

The single most popular response provided by librarians was to say that they had no suggestions for the program material (26%). Among those who did have suggestions, however, the most common suggestion was to include more space in the notebook (11%). Another common message was to improve bilingualism (9%) and libraries in Quebec also mentioned that the notebooks were a good idea, that the materials should be available earlier in the year, and that the notebooks should be simpler/more user friendly (8% each).

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

Figure 13. Suggestions For Improving The Program Material

<u>Improvements for the Content of the Material for Future Programs</u>	<u>2014</u>
<i>Satisfied/no suggestions</i>	26%
Include more space in notebook	11%
Improve bilingualism/have separate English/French editions	9%
Notebooks were a good idea/children liked them	8%
Available earlier in the year	8%
Notebooks should be simpler/more user friendly/less confusing	8%
Provide/improve bookmarks	6%
Stickers were a good idea/popular	6%
Change the point system for books read	6%
Wider range of activities/programs for all ages	5%
Improve/provide more stickers/more variety/better formatting	4%
More activities/games	4%
More age appropriate/simplify for younger children	4%
Include blank spaces for library specific information	4%
Improve magazines/declutter/too wordy	4%
More prereading activities/booklet specific	4%
Improve notebook/notebook was too plain/ordinary	4%
More colourful art/visually appealing/eye-catching	2%
More interactive content	2%
Provide a designated spot for stickers/children were uncertain where to apply stickers	2%
Door hangers were a good idea/popular	2%
Distribute materials specific to each location	2%
Theme/activities should be more educational	2%
Other	33%
Don't know/refused	0%

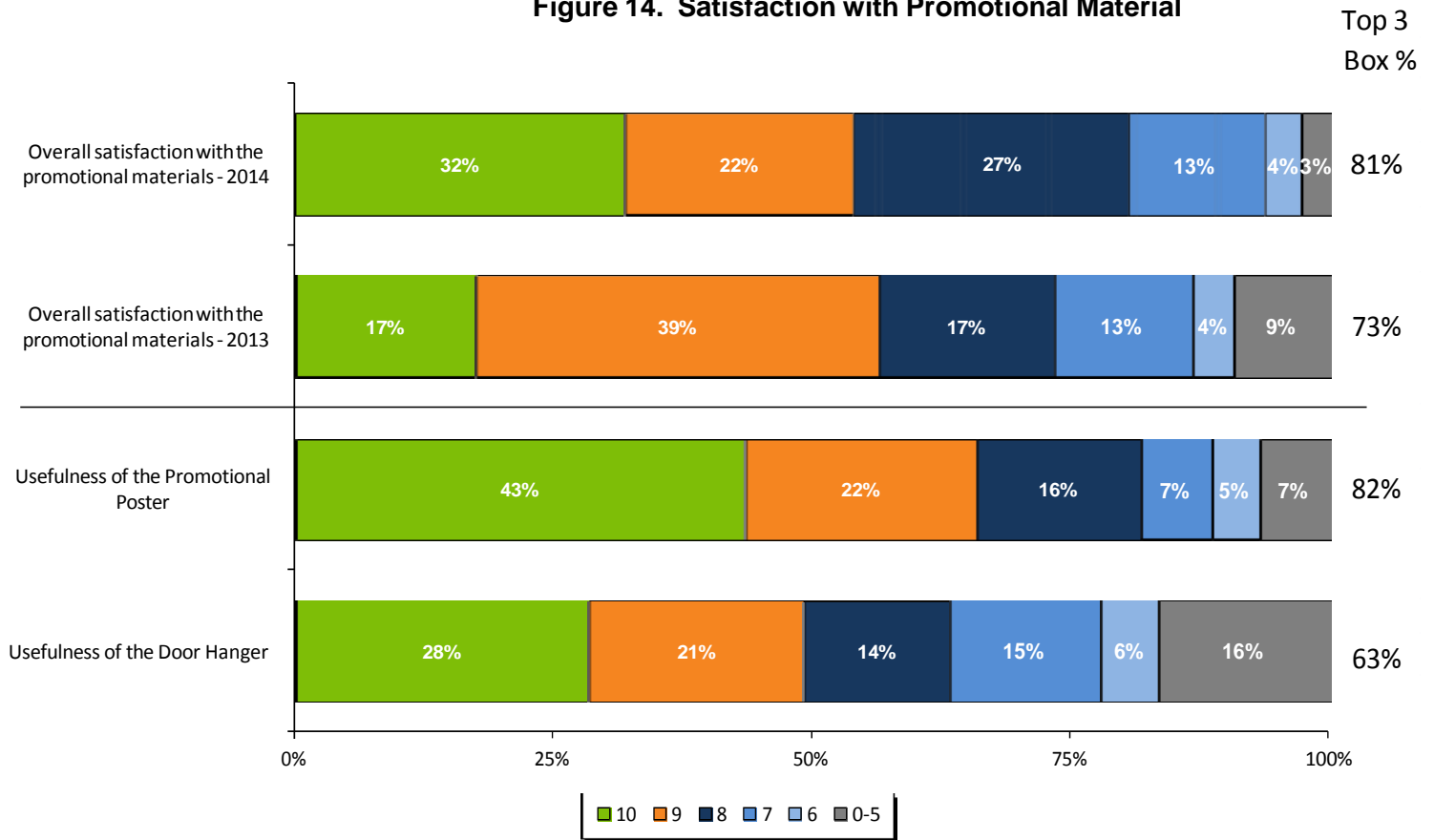
Source: Q7B. Do you have any suggestions on how to improve the content of the material for future programs?

Promotional Materials Satisfaction

Libraries also rated their level of satisfaction with the promotional materials that they received from LAC. Satisfaction with the promotional materials increased markedly in Quebec in 2014. The proportion saying they were extremely satisfied with the promotional materials increased from 17% to almost a third of all libraries (32%). This question was asked the same way in 2013 and when looking at the top three box score it is clear that the promotional materials in 2014 were more popular than those of 2013 (81% against 73% in 2013).

Librarians were also asked to rate the usefulness of the poster and the door hanger as promotional tools as well. When comparing the two, it is clear that the poster was far better received with greater than four in ten libraries (43%) rating their satisfaction at the highest level possible and more than four in five (82%) giving a score of 8 or higher. Although satisfaction was still high, the door hanger was given a top three box score by only 63% of librarians with 28% of librarians giving it a 10 out of 10.

Figure 14. Satisfaction with Promotional Material



Source: Q8/Q9. Promotional Materials Satisfaction Questions.

Librarians were invited to provide comments on the promotional materials provided by LAC. Although it did not rate as high when asked to provide a specific score, more than a quarter of the librarians asked actually mentioned the door hanger positively (26%). A sizeable portion of people responded that they did not receive enough promotional material (14%). Though 13% said they would prefer smaller materials/flyers instead of posters, one in ten libraries actually requested a bigger poster. Another 10% requested that the poster include a space for library specific information.

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

Figure 15. Suggestions For Promotional Material

Comments On 2014 Promotional Materials	2014
Door hanger was popular/effective	26%
Did not receive enough promotional material	14%
Prefer smaller size/flyers/bookmarks rather than posters	13%
Bigger flyer/poster	10%
Include blank space for library specific information on posters	10%
Poster was bright/eye catching/colourful	9%
Promotional material was helpful/effective	9%
Disliked/problems with the door hanger/not useful in promoting program	8%
Satisfied/no suggestions (unspecified)	7%
Materials were not useful/not necessary/no significant impact	6%
Did not use/ receive the door hanger/did not realize was for promotion	5%
More colourful art/visually appealing/eye-catching	5%
Good graphics/illustrations	5%
Good size	4%
Did not receive promotional material in a timely fashion	3%
Keep it simple/child-friendly	3%
Use larger font	3%
Lack of information	2%
Lack of relevance/relation to theme/reading programs	2%
Other	24%
Don't know/refused	0%

Source: Q9B. Do you have any comments on the promotional materials (program poster/door hangers)?

Satisfaction With Web Content For Children

In 2014, every library was asked whether they actually consulted the children’s website in the course of running their 2014 Summer Reading Club. Overall, more than three quarters of libraries (78%) in Quebec did consult the children’s website. Every single BPQ library that responded to the survey said that they did consult the children’s website, while only 73% of the Réseau Biblio libraries did. The libraries which did not were asked to explain why they did not consult it. The main reason given was that they were too busy or just did not think to (57%). More than one in five librarians said they had no/limited access to computers/internet (22%) and some said that they did not feel the children’s website was necessary for them or that they used other resources (13%).

Figure 16. Usage Of Children’s Website / Reasons For Not Using The Children’s Website

Region	Consulted The Children's Website % Yes
Quebec	78%
BPQ	100%
Réseau Biblio	73%

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

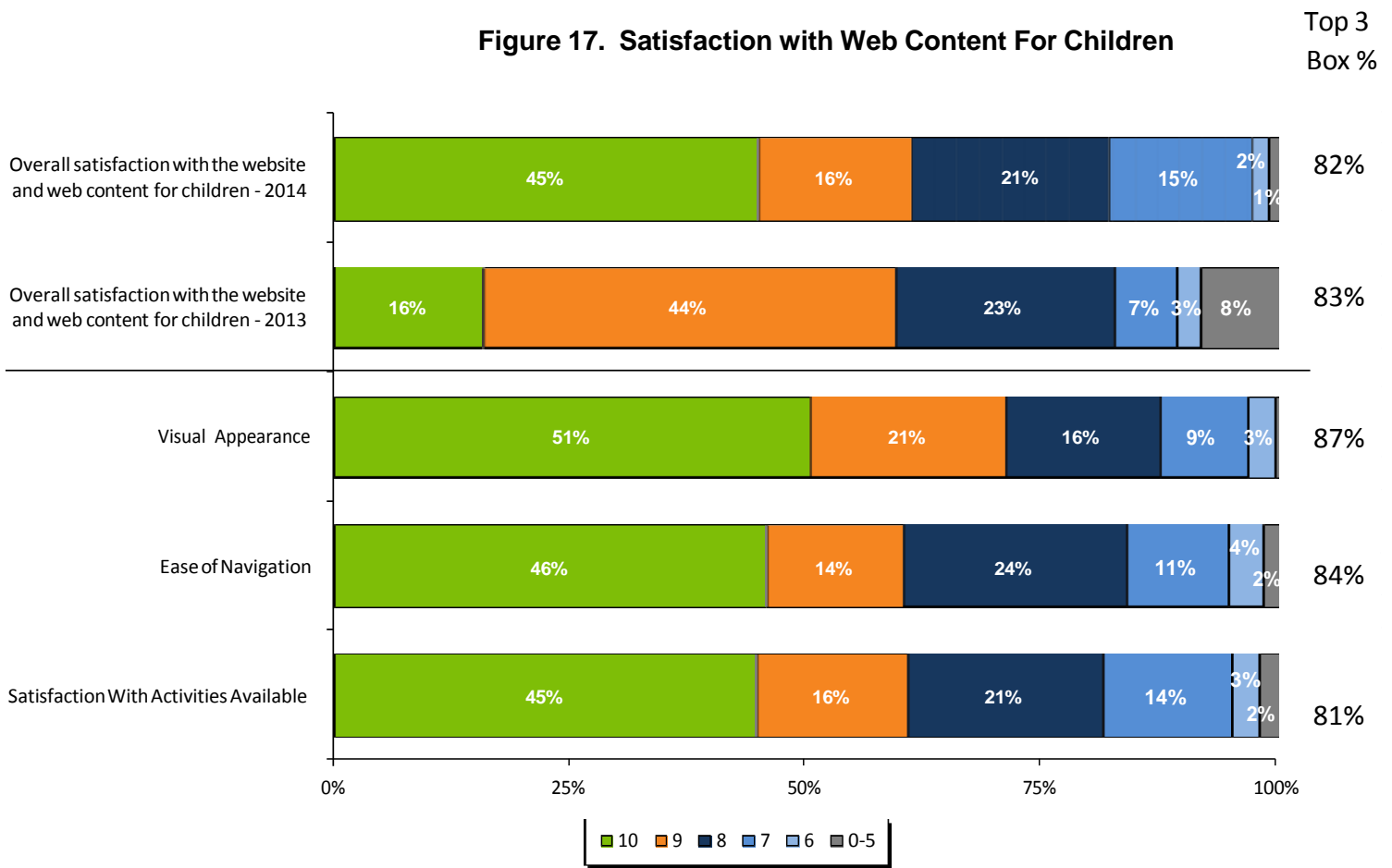
Why Did You Not Consult the Children's Website?	2014
Too busy/didn't have time/forgot/didn't think about it	57%
Limited/no access to computers/internet	22%
Not necessary/didn't feel the need/visited other websites/used other resources	13%
Discouraged computer use/parents preferred children engaged in non-computer related activities	7%
Lack of awareness about the children's website/what kind of content it included	6%
Website content didn't seem relevant/not suited to age group of participants	6%
Need information about website earlier in the year to be able to prepare/plan ahead	4%
Website wasn't ready/didn't launch early enough to incorporate it into our program	4%
Consulted the website previously/in past years	3%
Consulted the staff/librarian website instead	3%
Other	4%
Don't know/refused	7%

Source: Q10. Did you consult the children’s web site in 2014? / Q10B. Please explain why you did not consult the children’s website and what resources would make you more likely to visit the site in future years?

Libraries who had used the children’s website were asked to rate their level of satisfaction with the web content available to children in both of the last two years. Overall satisfaction with the content was higher in 2014 with nearly half of libraries giving the highest possible score (45%) and more than four in ten (82%) giving a top three box score. In 2013 the top box score was much lower (16%) but the top three box number was virtually identical (83%).

Among the librarians who did visit the children’s website in 2014, the scores for the elements were high overall. The visual appearance of the website was rated especially highly with the majority (51%) of libraries giving the highest possible satisfaction score. Satisfaction was also very high with the ease of navigation the website and the activities available (46% and 45% top box, respectively). At least four in every five libraries gave a score of 8 or higher for each element.

Figure 17. Satisfaction with Web Content For Children



Source: Q11. Web Content For Children Satisfaction Questions.

Librarians were also asked for suggestions of how to improve the children’s website. The largest single group, representing a quarter of libraries, said they did not have any suggestions to offer. Among those who did, the most common suggestions were to improve the accessibility from local libraries (12%) and to increase interactivity (10%). Others suggested more/better variety of games, improving the navigation to make it more child-friendly, better art/graphics/sounds and to improve the promotion of reading on the website (7% each).

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

Figure 18. Suggestions For The Children’s Website

Suggestions on how to improve the web content for children?	2014
<i>Satisfied/no suggestions</i>	25%
Improve connection to/accessibility from local libraries	12%
Increase interactivity	10%
More/larger variety of games	7%
Improve navigation/more child-friendly	7%
Better/more engaging art/graphics/sound	7%
Improve promotion of reading	7%
More promotion/link-sharing	4%
Available earlier in the year	4%
More codes/unlockable content	3%
Website did not scale properly to our screens	3%
Other	35%
Don't know/refused	0%

Source: Q11C. Do you have any suggestions on how to improve the web content for children?

Librarians were also asked whether they promoted or made reference to the children’s website in their programming for the 2014 TD Summer Reading Club. The libraries in Quebec were about as likely to have promoted the website as have consulted it (76% and 78% respectively). Every single library in the BPQ said that they promoted the children’s website and around seven in ten promoted it in Réseau Biblio (71%).

The librarians who said that they did not promote or make reference to the children’s website were asked why they did not. By far the most common reason given was that the librarian was too busy and did not have the time (50%). Others mentioned that they lacked awareness of the children’s website or that parents had discouraged children from engaging in computer-related activities (13%). Others mentioned limited internet access (8%) or that they felt that it was not necessary/used other resources (7%).

Figure 19. Promotion Of The Children’s Website & Reasons For Not Promoting The Children’s Website

Region	Promoted The Children's Website % Yes
Quebec	76%
BPQ	100%
Réseau Biblio	71%

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

Why Did You Not Promote the Children's Website?	2014
Too busy/didn't have time/forgot/didn't think about it	50%
Lack of awareness about the children's website/what kind of content it included	13%
Discouraged computer use/parents preferred children engaged in non-computer related activities	13%
Limited/no access to computers/internet	8%
Not necessary/didn't feel the need/visited other websites/used other resources	7%
Incentives would encourage visiting the website (e.g. stickers with codes to unlock games/activities)	4%
Website wasn't ready/didn't launch early enough to incorporate it into our program	4%
Need information about website earlier in the year to be able to prepare/plan ahead	4%
Other	21%
Don't know/refused	7%

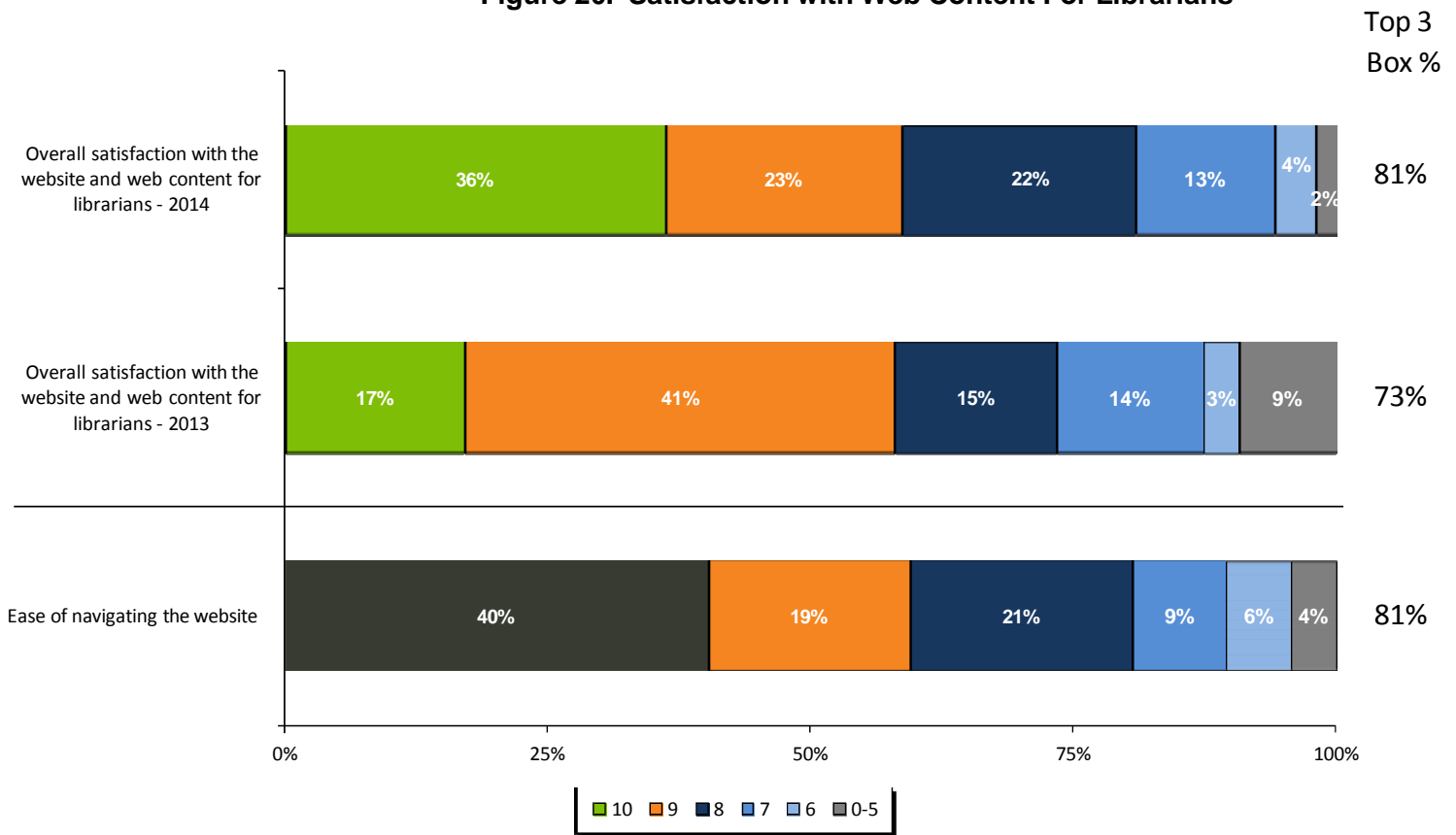
Source: Q11. Did you promote or make reference to the website in any of your programming for the 2014 TD Summer Reading Club? / Q11B. Please explain why you did not promote or make reference to the children’s website and what would make you more likely to use it in promoting the TD Summer Reading Club in future years?

Satisfaction With Web Content For Librarians

As in 2013, libraries were asked to rate their level of satisfaction with the web content available to them on the librarian’s website. As in the other categories, the levels of satisfaction in 2014 are higher than in 2013 whether looking at the top box score (36% to 17%) or the top three box satisfaction score (81% to 73%).

The only element of the web content for librarians which was measured in 2014 was the ease of navigating the website. The level of satisfaction with the navigation of the website mirrored the overall satisfaction with the site itself. Two of every five libraries gave the highest possible satisfaction score and four in five (81%) gave a score of 8 or higher.

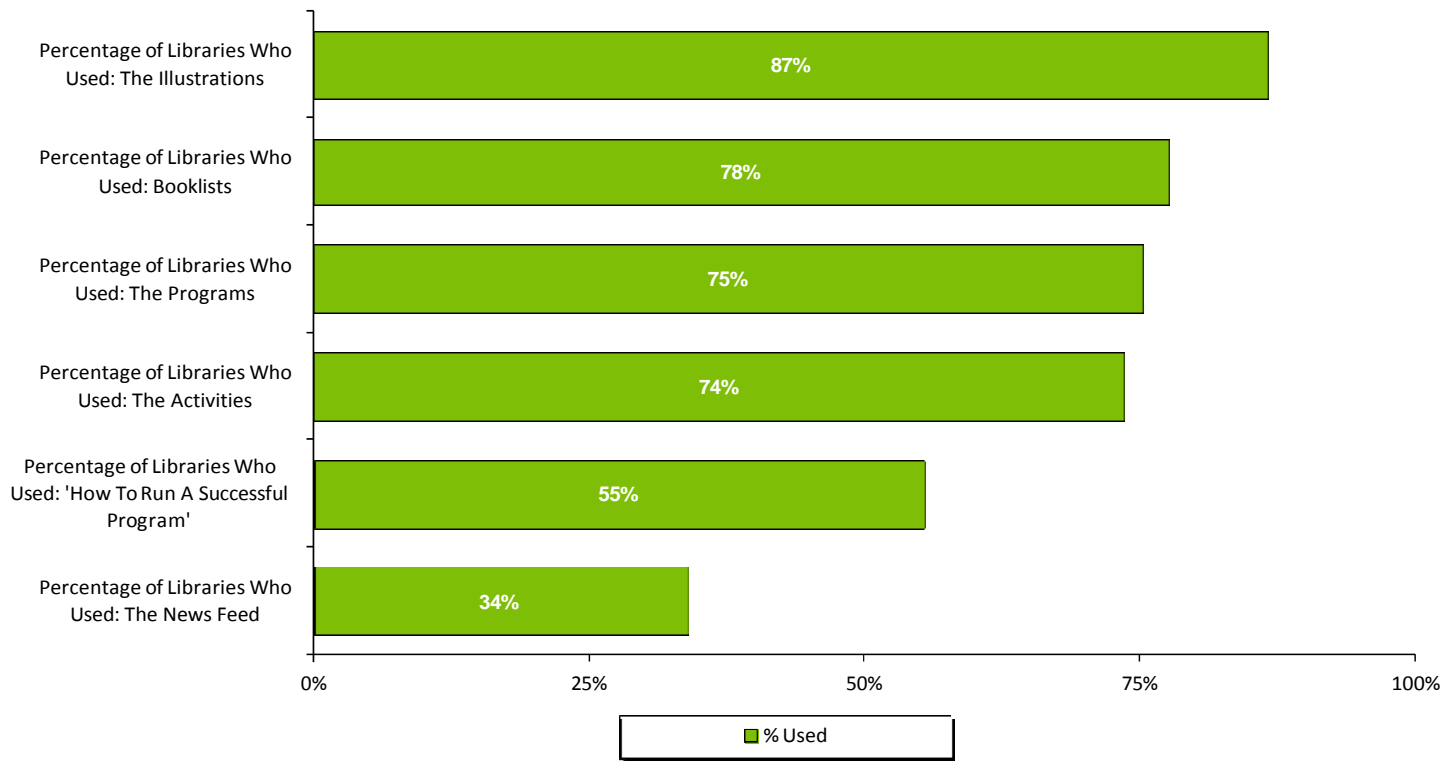
Figure 20. Satisfaction with Web Content For Librarians



Source: Q12. Web Content For Librarians Satisfaction Questions.

Librarians were asked specifically which of the resources that were available to them were actually used in running their TD Summer Reading Club in 2014. The vast majority of libraries in Quebec used the illustrations available on the website (87%). There were also three resources that were used by roughly three quarters of all libraries: the booklists, the programs and the activities. The section entitled 'How to Run a Successful Program' was less popular with 55% using this resource. Only around a third (34%) of all Quebec libraries made use of the news feed offering.

Figure 21. Usage of Librarian Web Resources

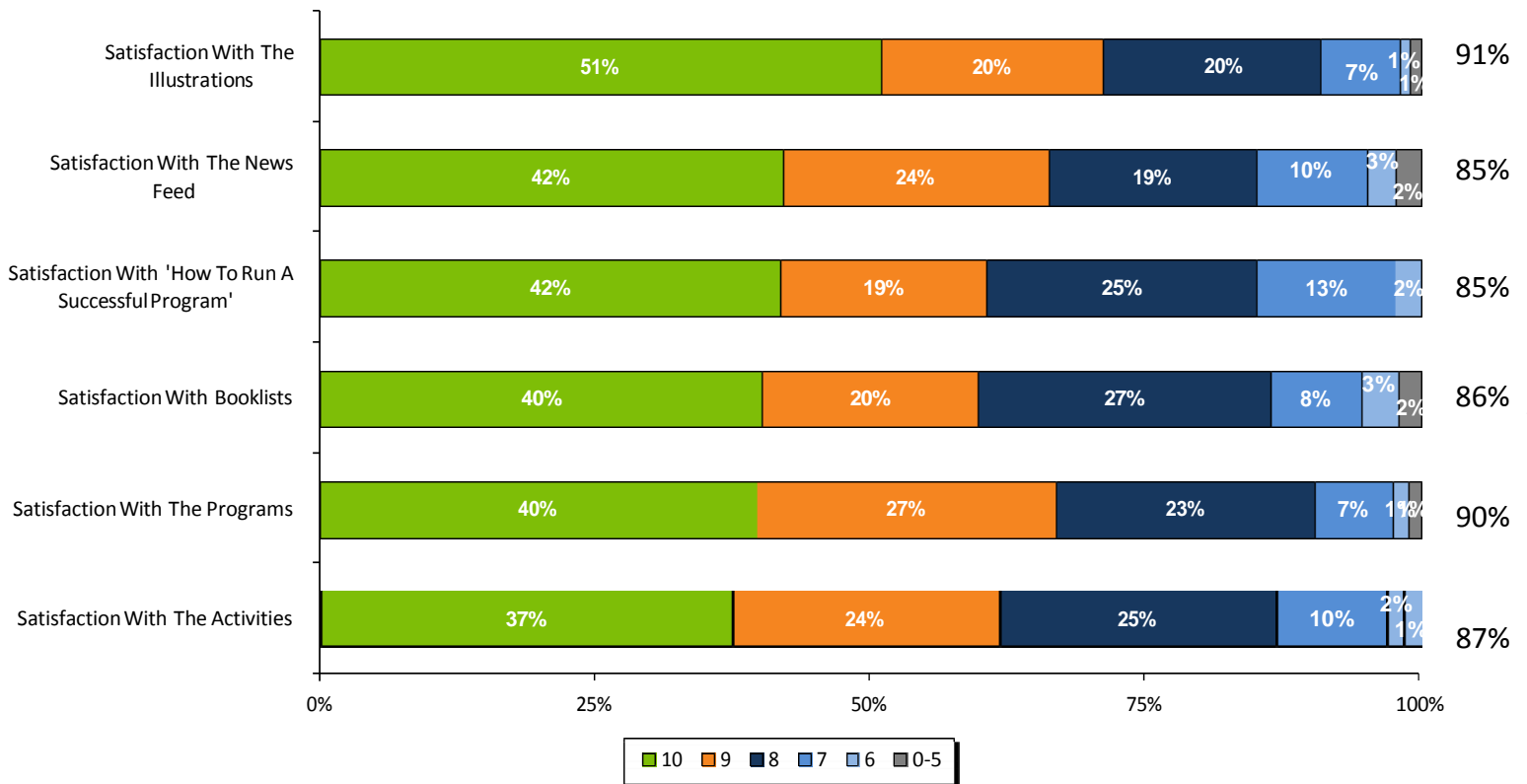


Source: Q13. Please identify which of the resources on the Librarian's website you used and, for each resource that you did use, please give your level of satisfaction with it.

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 illustrations, with 51% giving the highest possible score and a vast majority (91%) giving a top three box score. Satisfaction was similar among the rest of the resources and was very positive overall. The top three box scores are very similar for the news feed, the 'How to Run a Successful Program' section, the booklists and the activities, ranging from 85% to 87%. When considering the top three box scores only, librarians were almost as satisfied with the programs as the illustrations (90%).

Top 3
Box %

Figure 22. Satisfaction With The Librarian Web Resources



Source: Q13. Please identify which of the resources on the Librarian's 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. Almost one in five respondents said that they were satisfied or had nothing to suggest (19%). Those who did provide a suggestion were most likely to request simpler/better navigation and search/print functions (14%). Librarians also requested receiving the material sooner or better/more recent booklists (8% each). Others mentioned having problems with the website related to browser compatibility (5%).

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

Figure 23. Suggestions For Librarian Web Resources

Suggestions on how to improve the web content for librarians?	2014
<i>Satisfied/no suggestions</i>	19%
Simpler/more user friendly/better navigation/search/print functions	14%
Make material available sooner	8%
Better/more recent/broader booklists	8%
Problems related to browser compatibility	5%
More useful staff manual/more suggestions	3%
Printable certificate/participation award	3%
Improve clip art/more visually appealing/more variety	3%
Bring back PDF staff manual	3%
More printable activities	3%
Offer downloadable documents/spreadsheets/manuals	3%
Other	35%
Don't know/refused	6%

Source: Q13D. Do you have any suggestions on how to improve the web content for librarians?

Satisfaction With Program Evaluation

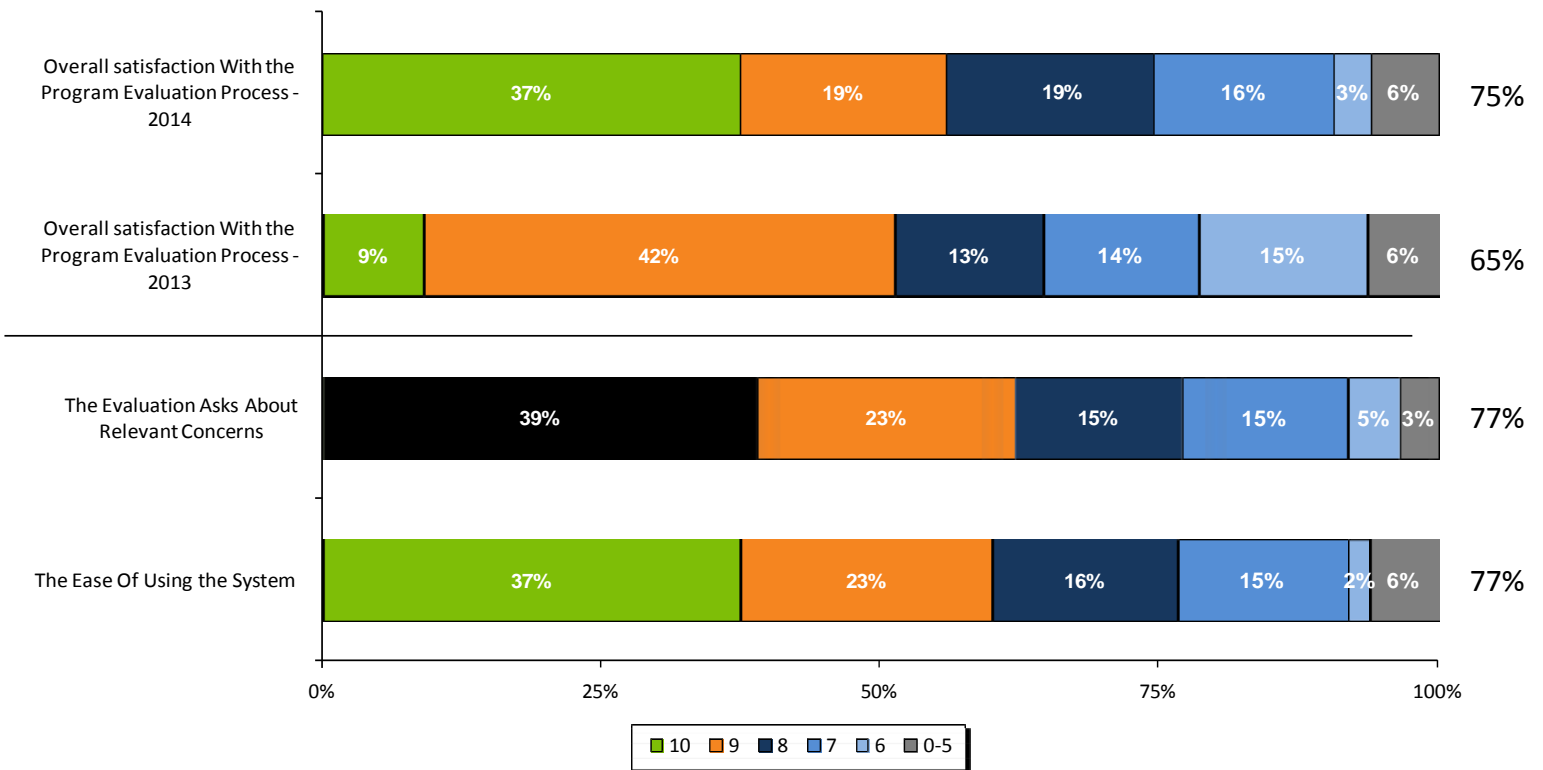
Finally, libraries were asked to rate their level of satisfaction with the program evaluation and statistics process for 2014. Overall, satisfaction was high with three quarters of respondents giving top three box satisfaction scores and more than a third (37%) gave the highest possible score. Only 6% of respondents gave a score which would indicate dissatisfaction with the process.

The same question was asked in 2013, and satisfaction has increased in 2014. The top three box score last year was 65%, meaning there was an increase of ten percentage points. The biggest difference was in the top box score which increased from 9% to 37%. Dissatisfaction was unchanged across the two years.

Among the elements of the program evaluation process, the score for ‘the evaluation asks about relevant concerns’ was slightly higher than ‘the ease of using the system.’ The top three box scores for both elements were equivalent, though, with greater than three quarters of libraries (77%) giving a score or 8 or higher.

Figure 24. Satisfaction with Program Evaluation and Statistics Process

Top 3
Box %



Source: Q14. Program Evaluation and Statistics Process Questions.

Librarians were asked for their suggestions on how the program evaluation and statistical collection process could be improved. The most popular single response, given by a third of librarians (34%), was that they had no suggestions to give. Among those who had something to suggest, the most common comment was to make the questions/forms available earlier (22%). Others mentioned that there were questions which don't apply/could not be collected (12%) and that there should be fewer questions (7%).

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

Figure 25. Suggestions For Improving The Program Evaluation and Statistics Process

<u>Suggestions on how to improve the statistical collection and program evaluation process?</u>	2014
<i>Satisfied/no suggestions</i>	34%
Make questions/forms available sooner/let us know what to track	22%
Questions don't apply/we can't collect certain statistics	12%
Fewer questions/reduce survey length	7%
Standardized forms/Excel format to accommodate formulas	4%
Improve navigation of online survey	4%
Clarify/better define information requested	4%
Offer a printable version	2%
Later deadline/allow longer time frame for completion	2%
Other	28%
Don't know/refused	0%

Source: Q14B. Do you have any suggestions for how to improve the statistical collection and program evaluation process?

Libraries were asked to share any indicators of children’s increased enjoyment of reading, reading successes or changes in attitudes toward reading. The most common response was that children said they enjoyed the program and that it motivated them to read more (34%). Librarians, hearing from parents also reported a noticeable improvement in reading levels and that the challenges/incentives were a motivating factor (9% each). Others mentioned that the program makes children excited and keeps them reading over the summer (7%) and that they enjoyed the activities/crafts/website (5%).

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

Figure 26. Testimonials Indicating An Increased Love Of Reading

Testimonials indicating increased love of reading?	2014
Children enjoyed the program/enjoyed reading/were motivated to read more	34%
Noticeable improvement in reading level	9%
Challenges/incentives were a motivating factor	9%
Makes them excited/keeps them reading over the summer	7%
Children/parents enjoyed the activities/crafts/website	5%
Improved confidence/communication skills	3%
Children exceeding goals of club/reading extra	3%
Children enjoyed story time/hearing stories recited	2%
Higher program registration numbers	2%
Brings more children to the library/they enjoy coming	1%
Children checking out more books from library	1%
Families continue book reporting/reward system afterwards	1%
Other	40%
Don't know/refused	15%

Source: Q14C. Do you have any testimonials from parents, caregivers or teachers that may indicate an increased love of reading?

Appendix 4

Manitoba

Manitoba Program Statistics

Response Rate

The participating libraries in Manitoba were asked to tally the results of participants in the summer reading club for all of their subsidiary branches. Within all systems, 78 of the 77 participating individual libraries submitted their results, representing an overall response rate of 99%.

Figure 1. Response Rate

	Manitoba
(A) Total Participating Libraries	78
(B) Total Responded to Survey	77
(C) Survey Response Rate	99%

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

Statistics on Registration & Attendance

TD Summer Reading Program Registration

The first section of the Statistics and Evaluation Form asked librarians to indicate the total number of children registered for the TDSRC 2014. 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 11,954 children registered for the TDSRC 2014 program, which is a significant increase from 2013 (9.8%). The split by gender is stable with 53%, of the participants being girls and boys representing 47% of the participants.

Figure 2. Total Registration 2007 – 2014

Total Registration								
Region	2014	2013	2012	2011	2010	2009	2008	2007
Manitoba	11,954	10,881	10,798	10,997	9,550	9,722	7,900	7,640

Source: Q1. Total number of children who registered for the TDSRC 2014.

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

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

Source: Q1. Total number of children who registered for the TDSRC 2014 program.

The figure below shows the age breakdown of registered children. For the summer 2014, 29% of the girls were in the 0-5 age group, 39% were 6-8, 30% were 9-12, and 3% were 13 years or older. There was very little difference in age between boys and girls in 2014 with 30% aged 0-5, 39% aged 6-8, 28% aged 9-12, and 2% aged 13 and older.

Figure 4. Percentage of Registered Children by Gender and Age

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

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

Source: Q1. Total number of children who registered for the TDSRC 2014 program

Figure 5 below summarizes the participation rate for Manitoba by age and gender based on 2011 census data. The proportion of all children who were registered in 2014 was comparable with 2013, with a slight increase from 3.84% to 4.22%.

Figure 5. Number of Registered Children

	2011 CENSUS			2014 TD SRC REGISTRANTS			% PARTICIP. CHILDREN	% PARTICIP. CHILDREN	% PARTICIP. CHILDREN
	(A)	(B)	(C)	(D)	(E)	(F)	2014	2013	2012
Province / Territory	Total Children	Total Boys	Total Girls	Total Children	Total Boys	Total Girls	Total Children	Total Children	Total Children
Manitoba	283,235	145,380	137,825	11,954	5,643	6,311	4.22%	3.84%	3.81%
0-5	92,185	46,985	45,200	3,501	1,699	1,802	3.80%	3.40%	3.48%
6-8	44,480	22,865	21,605	4,706	2,228	2,479	10.58%	9.73%	9.98%
9-12	62,225	32,090	30,125	3,473	1,602	1,871	5.58%	5.11%	4.70%
13+	84,345	43,440	40,895	275	115	159	0.33%	0.29%	0.26%

Source: Q1 Total number of children who registered for the TDSRC 2014, 2013, 2012. Columns (A) through (C) provided by Statistics Canada Census 2011. Columns (D) through (F) represent data collected by Harris/Decima.

TD Summer Reading Program Attendance & Activities

To help gauge the success of the TDSRC, libraries were asked to indicate the total number of programs and activities organized around this year’s club theme as well as the total attendance of children at these activities (not including parents or care givers).

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

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

A total of 16,995 children attended the 1,137 theme-related activities which were organized in libraries across Manitoba over the summer months of 2014. Overall, an average of 15 children attended each activity in 2014, and 98% of all activities were conducted in libraries.

Figure 6. Total Activities and Attendance

Region	Activity Attendance				
	Theme-Related Activities	Total Attendance	Avg. Attendance per Activity	% of Activities In Library	% of Activities In Community
Manitoba	1,137	16,995	15	98%	2%

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

Though the number of theme-related activities conducted in 2014 was higher than 2013, total attendance at events slightly decreased.

Figure 7. Activities and Attendance 2012 – 2014

Region	2014		2013		2012	
	Theme-Related Activities	Total Attendance	Theme-Related Activities	Total Attendance	Theme-Related Activities	Total Attendance
Manitoba	1,137	16,995	965	17,299	681	12,502

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

Promotion of Program

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

In Manitoba, 65% of libraries indicated that their library staff made promotional visits to schools, while 29% visited child care centres, 9% visited day camps, and 17% made other promotional visits. A total of 732 visits were made, reaching a total of 24,671 children (the vast majority at schools).

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

Made Visits 2014 (%)						
Schools			Day Camps			
School Visits (% Yes)	Total Visits	Children Attended	Day Camp Visits (%)	Total Visits	Children Attended	
Manitoba	65%	643	23,114	9%	19	210
Child Care Centres			Other Locations			
Childcare Visits (%)	Total Visits	Children Attended	Other Visits (%)	Total Visits	Children Attended	
Manitoba	29%	40	835	17%	30	512

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

Previous Participation

In order to streamline the process of entering the data for each library/system, the question that asked how each of their registrants heard about the program was changed so that it asked only whether or not each registrant had joined in a previous year. 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.

Regionally, half of all registered children (48%) said that they had participated in previous years, which is a 10% increase from 2013.

Figure 9. Previous Participation

Region	Joined in previous years		New Registrants	
Manitoba	5,699	48%	6,255	52%

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

Source: Q4. How many of the children registered in your library had participated in the TD Summer Reading Club in previous years and how many were new to the program?

Satisfaction & Suggestions

In 2014, the Statistics and Evaluation Form was streamlined and refocused in order to gather more specific data while lowering the burden on library staff who are required to keep track of and enter a number of metrics. These changes are in addition to those made in 2013 which mainly involved changing responses from a five-point scale to a ten-point scale in order to measure satisfaction with more precision. Due to these changes, direct comparisons can only be made between these two years, and only in some instances.

The following section provides satisfaction scores for every question asked by giving the proportion of libraries who responded with each score from 10 down to 6, along with those who gave a score of 0-5. The overall satisfaction question for each section is reported first and directly compared to 2013 data where possible, followed by the individual element scores, ranked by the proportion giving a score of 10. Libraries were also asked for their suggestions and comments in each section.

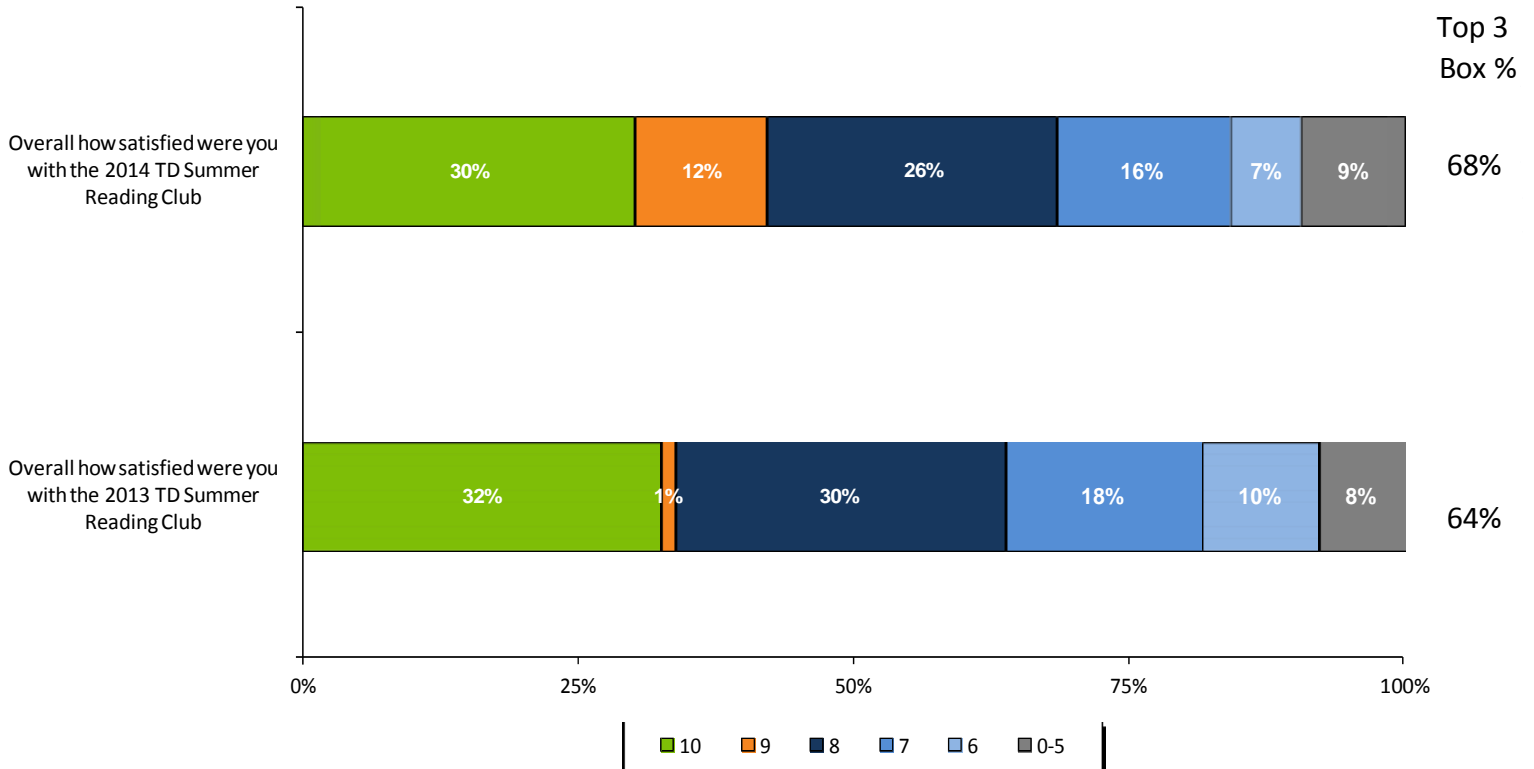
Please note that libraries that did not provide information for any given question are not considered in the percentages reported here so that each graph will sum to 100%.

Overall Program Satisfaction

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

Satisfaction was high again in 2014 and was actually higher than in 2013. Almost a third of libraries (30%) again gave the highest possible score (10) and the top three box satisfaction scores were higher at 68% compared to 64% in 2013. Fewer than one in ten (9%) were dissatisfied, giving scores of 0-5.

Figure 10. Satisfaction With The Summer Reading Program Overall



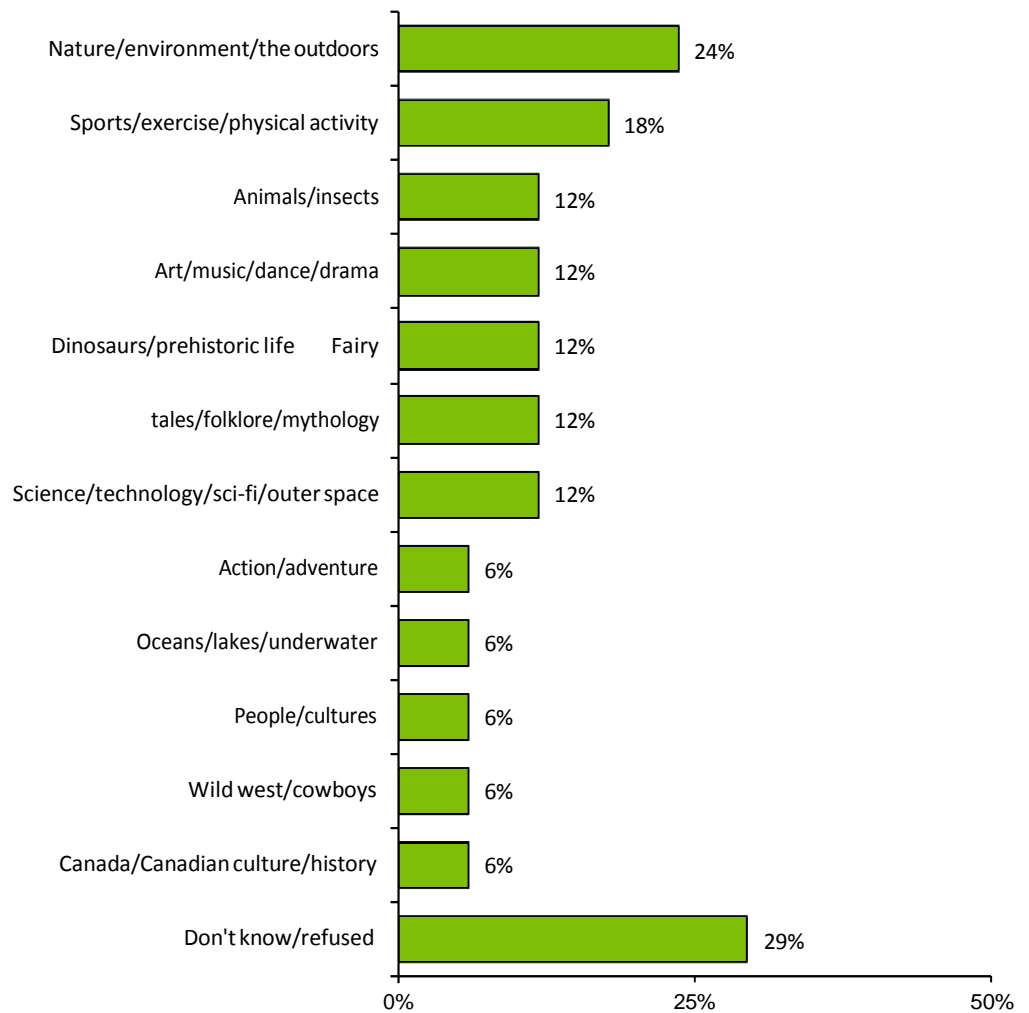
Source: Q5. Overall, how satisfied were you with the 2014/2013 TD Summer Reading Club?

Suggestions For Future Themes

Librarians were asked to provide suggestions for future themes. The two most popular suggestions received were Nature/environment/the outdoors (24%) and sports/exercise/physical activity (18%). Some other popular suggestions include themes related to animals, art, dinosaurs, fairy tales and science (12% each).

The figure below presents the suggestions made by at least 3% of libraries in 2014.

Figure 11. Suggestions For Future Themes



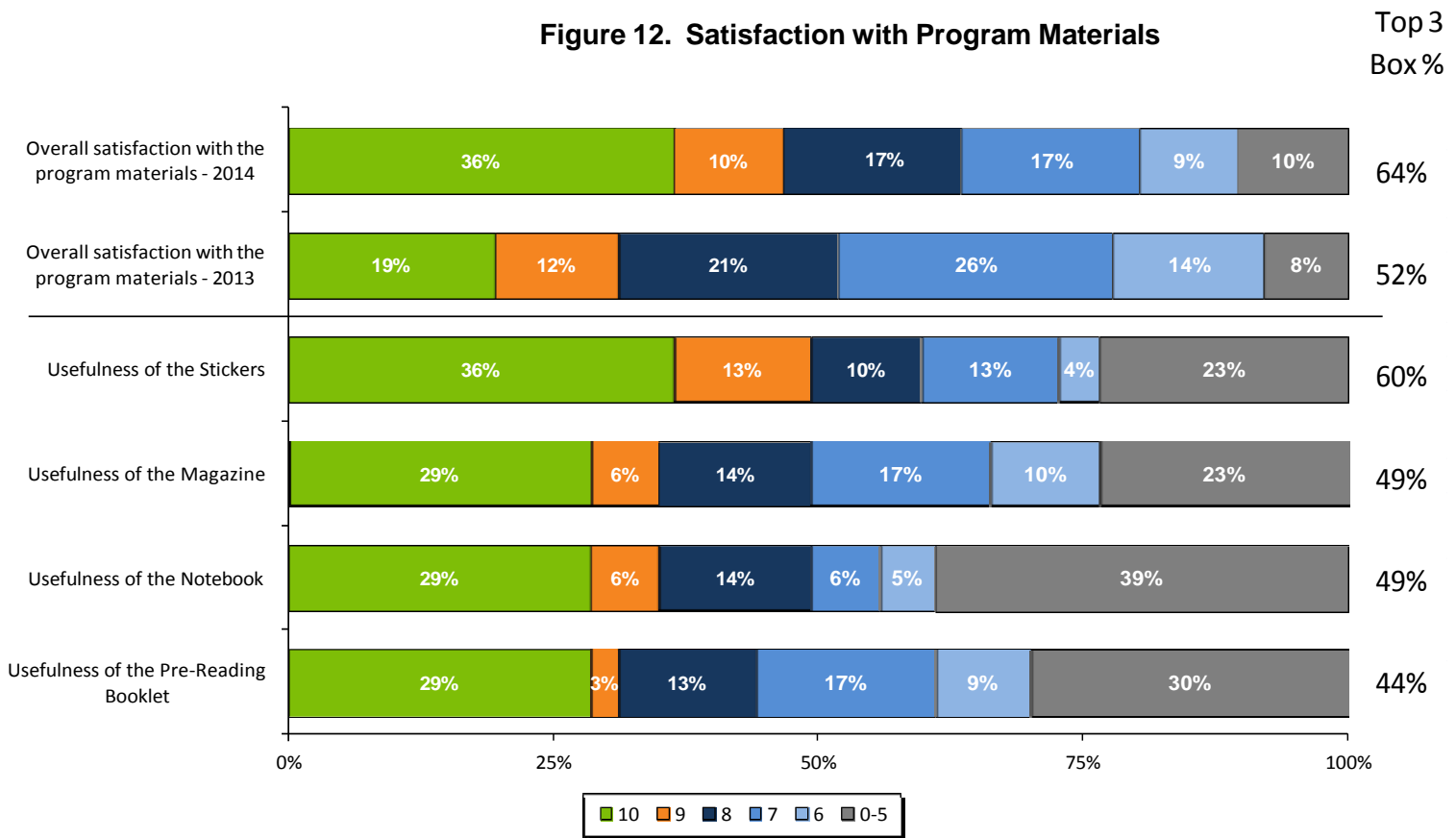
Source: Q7B . Do you have any suggestions for the program's future themes?

Program Materials Satisfaction

Librarians were asked to rate their overall satisfaction with the program materials. Broadly speaking, the level of satisfaction with the materials was high across the board in 2014. Comparing the materials in both years shows that satisfaction was higher in 2014 with more two out of ten of all libraries (21%) giving the materials the highest possible score, an increase of 4% over last year. When looking at the top three box scores, more than two thirds gave a score of 8 or higher in 2014 (67%) which was an increase of 4% over 2013.

In 2014, libraries were asked to rate the usefulness of the various program materials. Although the proportion of people giving a top three box usefulness score was similar among the four materials which they were asked about, librarians felt the stickers were the most useful when looking at the top score, with almost a third (32%) saying they were extremely useful. Over two thirds gave a top three usefulness score for each of the other three materials.

Figure 12. Satisfaction with Program Materials



Source: Q6/Q7. Program Materials Satisfaction Questions.

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

The single most popular response provided by librarians was to improve or provide more stickers (31%). Two out of ten said they were satisfied and had no suggestions (19%). The same number of respondents suggested improvements on notebooks as they were too ordinary. Similarly, many librarians mentioned that more space should be included in the notebook or to improve the online aspect of the material for future programs (13% each).

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

Figure 13. Suggestions For Improving The Program Material

<u>Improvements for the Content of the Material for Future Programs</u>	2014
Improve/provide more stickers/more variety/better formatting	31%
Satisfied/no suggestions	19%
Improve notebook/notebook was too plain/ordinary	19%
Include more space in notebook	13%
Improve computer/online aspect	13%
Provide a designated spot for stickers/children were uncertain where to apply stickers	6%
Improve magazines/declutter/too wordy	6%
More prereading activities/booklet specific	6%
More colourful art/visually appealing/eye-catching	6%
Provide/improve bookmarks	6%
Improve staff manual/visual aids	6%
More age appropriate/simplify for younger children	6%
Stickers were not popular/had many stickers left over	6%
Other	25%
Don't know/refused	6%

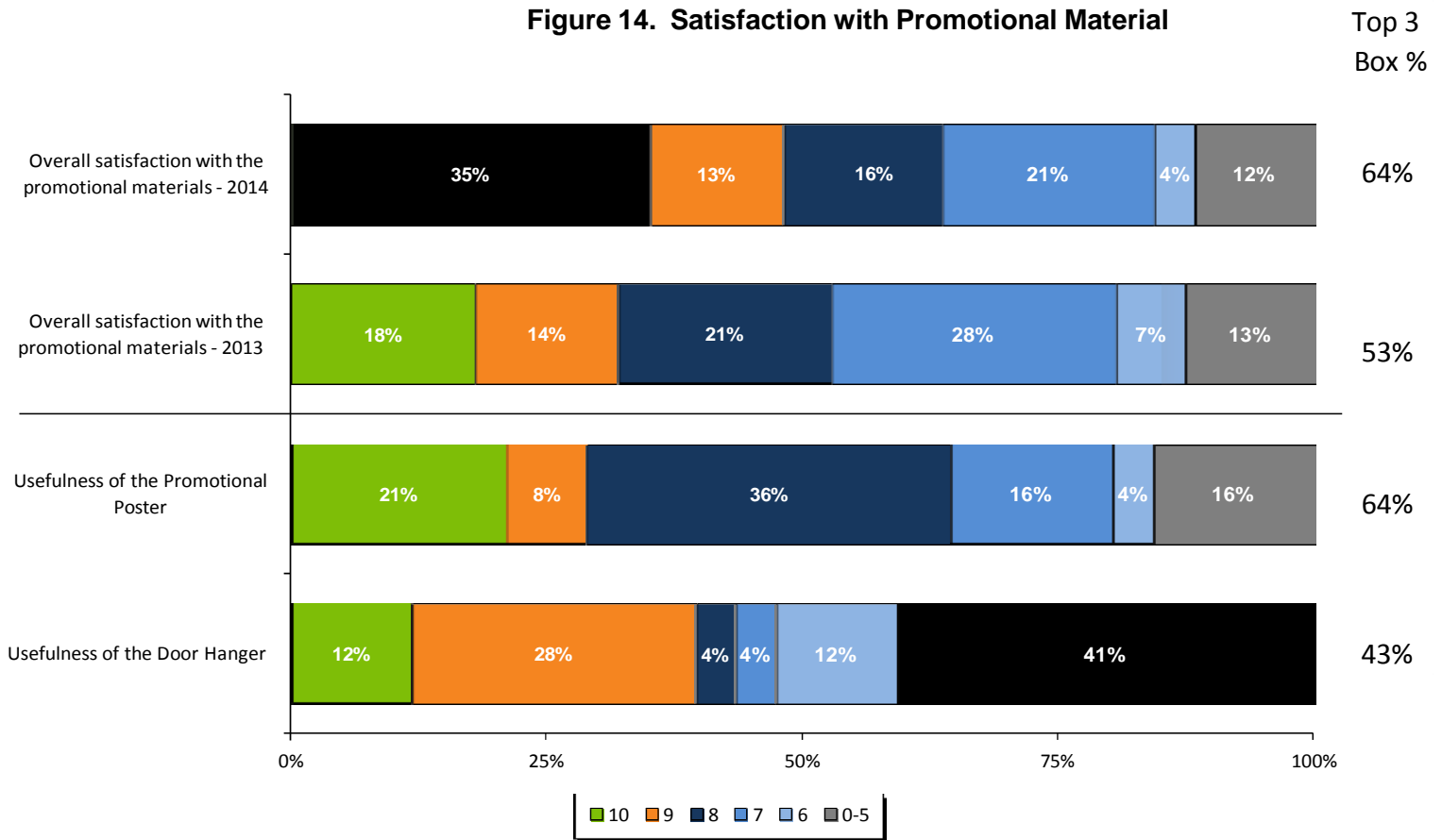
Source: Q7B. Do you have any suggestions on how to improve the content of the material for future programs?

Promotional Materials Satisfaction

Libraries also rated their level of satisfaction with the promotional materials that they received from LAC. Overall, satisfaction with the promotional materials was similar to that of the programming materials with almost two thirds giving a top three box satisfaction score. This question was asked the same way in 2013 and when looking at the top three box score it is clear that the promotional materials in 2014 were much more popular than those of 2013 (64% against 53% in 2013).

Librarians were also asked to rate the usefulness of the poster and the door hanger as promotional tools as well. When comparing the two, it is clear that the poster was far better received with one in every five respondents rating their satisfaction at the highest level possible (21%) and almost two thirds (64%) giving a score of 8 or higher. Conversely, the door hanger was given a top three box score by only 43% of librarians with 12% of librarians giving it a 10 out of 10.

Figure 14. Satisfaction with Promotional Material



Source: Q8/Q9. Promotional Materials Satisfaction Questions.

Librarians were invited to provide comments on the promotional materials provided by LAC. Reflecting the poor scores received when asked about the door hanger specifically, nearly two fifths of the librarians asked actually mentioned the door hanger negatively (38%). Almost a quarter of people responded that the promotional materials altogether were helpful to them in promoting the program (23%), while the same amount said they prefer smaller sized promotional materials such as flyers or bookmarks. Another common request was to leave a blank spot on the poster for information specific to the library, while others mentioned that the materials were colourful and simple/child-friendly (15% each).

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

Figure 15. Suggestions For Promotional Material

Comments On 2014 Promotional Materials	2014
Disliked/problems with the door hanger/not useful in promoting program	38%
Promotional material was helpful/effective	23%
Prefer smaller size/flyers/bookmarks rather than posters	23%
Include blank space for library specific information on posters	15%
Poster was bright/eye catching/colourful	15%
Keep it simple/child-friendly	15%
<i>Satisfied/no suggestions</i>	15%
Materials were not useful/not necessary/no significant impact	8%
Door hanger was popular/effective	8%
Did not receive enough promotional material	8%
Did not receive promotional material in a timely fashion	8%
Lack of information	8%
Lack of relevance/relation to theme/reading programs	8%
Received too much material/did not have room for all material	8%
Too busy	8%
Include activities on the posters	8%
Other	23%
Don't know/refused	0%

Source: Q9B. Do you have any comments on the promotional materials (program poster/door hangers)?

Satisfaction With Web Content For Children

In 2014, every library was asked whether they actually consulted the children’s website in the course of running their 2014 Summer Reading Club. Overall, around four in five libraries did consult the children’s website (81%). The minority of libraries which did not consult the children’s website were asked to explain why they did not. The main reason given was that they promoted but just did not visit it this year (38%). A quarter of these librarians said that they did not feel the children’s website was necessary for them or that they were too busy.

Figure 16. Usage Of Children’s Website / Reasons For Not Using The Children’s Website

Region	Consulted The Children's Website % Yes
Manitoba	81%

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

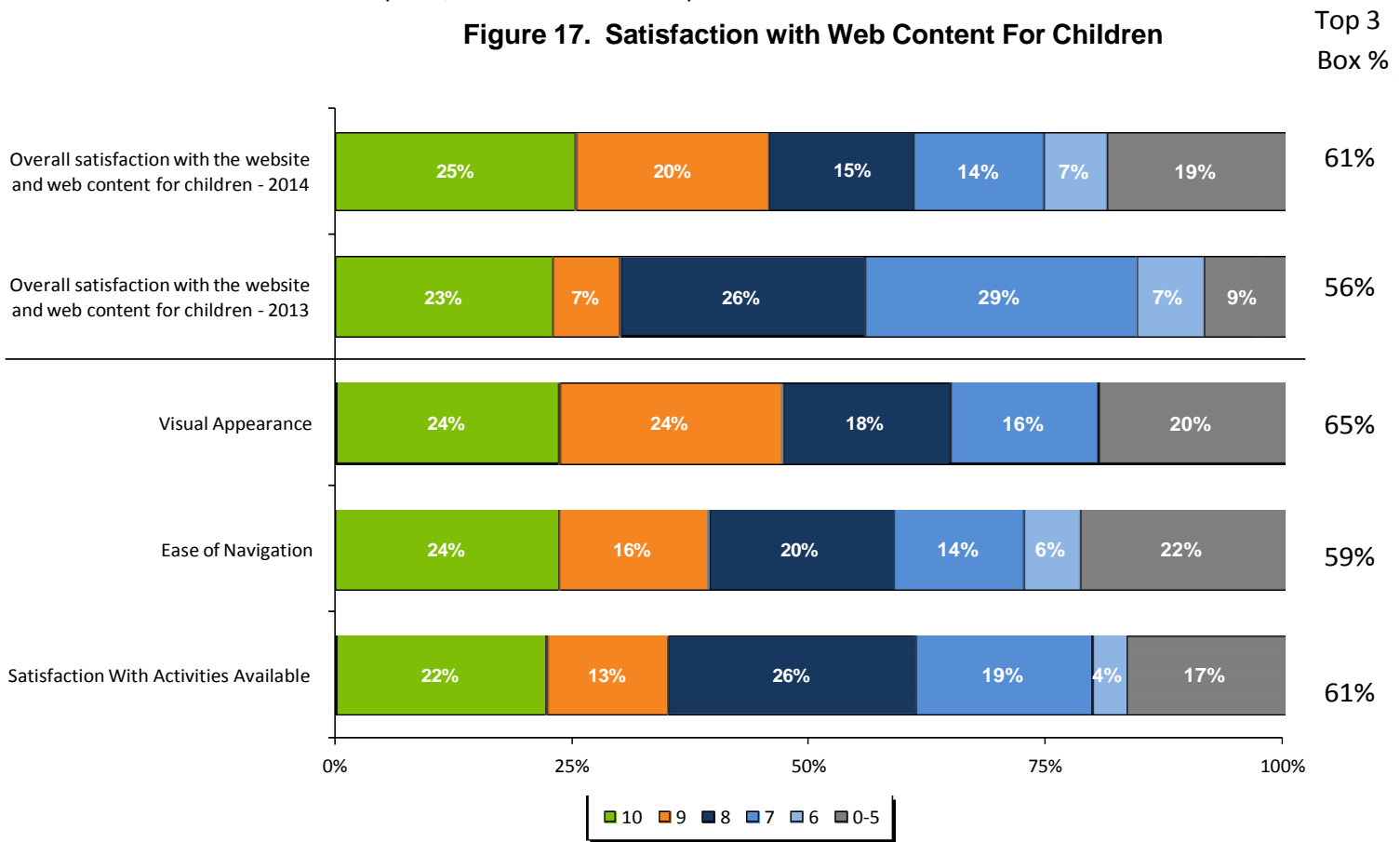
<u>Why Did You Not Consult the Children's Website?</u>	<u>2014</u>
We promoted the website but did not visit it this year	38%
Not necessary/didn't feel the need/visited other websites/used other resources	25%
Too busy/didn't have time/forgot/didn't think about it	25%
Lack of awareness about the children's website/what kind of content it included	13%
Website content didn't seem relevant/not suited to age group of participants	13%
Consulted the website previously/in past years	13%
Consulted the staff/librarian website instead	13%
Incentives would encourage visiting the website (e.g. stickers with codes to unlock games/activities)	13%
Other	25%
Don't know/refused	13%

Source: Q10. Did you consult the children’s web site in 2014? / Q10B. Please explain why you did not consult the children’s website and what resources would make you more likely to visit the site in future years?

Libraries who had used the children’s website were asked to rate their level of satisfaction with the web content available to children in both of the last two years. Overall satisfaction with the content was slightly higher in 2014 with a quarter of all respondents giving the highest score and more than six in ten (61%) giving a score of 8 or higher (61%). In 2013 these numbers were 23% and 56% respectively.

Among the librarians who did visit the children’s website in 2014, the scores for the elements were high overall. The visual appearance of the website was rated especially highly with almost a quarter of respondents giving the highest possible satisfaction score (24%) and almost two thirds (65%) giving a score of 8 or higher. Satisfaction with the ease of navigation was almost as high with the same number giving a top satisfaction score and just less than six in ten (59%) giving a top three box score. Satisfaction with the activities was slightly lower when looking at the top box, but still had a 61% top three box satisfaction score.

Figure 17. Satisfaction with Web Content For Children



Source: Q11. Web Content For Children Satisfaction Questions.

Librarians were also asked for suggestions of how to improve the children’s website. The largest single group, representing a third of respondents said they did not have any suggestions to offer. Among those who did, the most common suggestions were to improve the navigation on the site, to have more engaging art/ graphics/sound and to increase the number of codes and ‘unlockable’ content (22% each).

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

Figure 18. Suggestions For The Children’s Website

Suggestions on how to improve the web content for children?	2014
<i>Satisfied/no suggestions</i>	33%
Improve navigation/more child-friendly	22%
Better/more engaging art/graphics/sound	22%
More codes/unlockable content	22%
More diversity in age related content	11%
Improve speed/quicker load times	11%
Include more e-books	11%
More contests/challenges/prizes available	11%
Other	22%
Don't know/refused	11%

Source: Q11C. Do you have any suggestions on how to improve the web content for children?

Librarians were also asked whether they promoted or made reference to the children’s website in their programming for the 2014 TD Summer Reading Club. Although they were less likely to have promoted the website than to have consulted it, the proportion that did was still high (78%). The librarians who said that they did not promote or make reference to the children’s website were asked why they did not. Half of the respondents said that the website content didn’t seem relevant or was not suited to the age group of the participants (50%). A third of them said that they were too busy and didn’t have time (33%). 17% of respondents gave other responses which included having limited access to computers or internet and not feeling it was necessary, among others.

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

Figure 19. Promotion Of The Children’s Website & Reasons For Not Promoting The Children’s Website

Region	Promoted The Children's Website % Yes
Manitoba	78%

Why Did You Not Promote the Children's Website?	2014
Website content didn't seem relevant/not suited to age group of participants	50%
Too busy/didn't have time/forgot/didn't think about it	33%
Not necessary/didn't feel the need/visited other websites/used other resources	17%
Limited/no access to computers/internet	17%
We promoted the website but did not visit it this year	17%
Incentives would encourage visiting the website (e.g. stickers with codes to unlock games/activities)	17%
Discouraged computer use/parents preferred to have children engaged in non-computer related activities	17%
Don't know/refused	0%

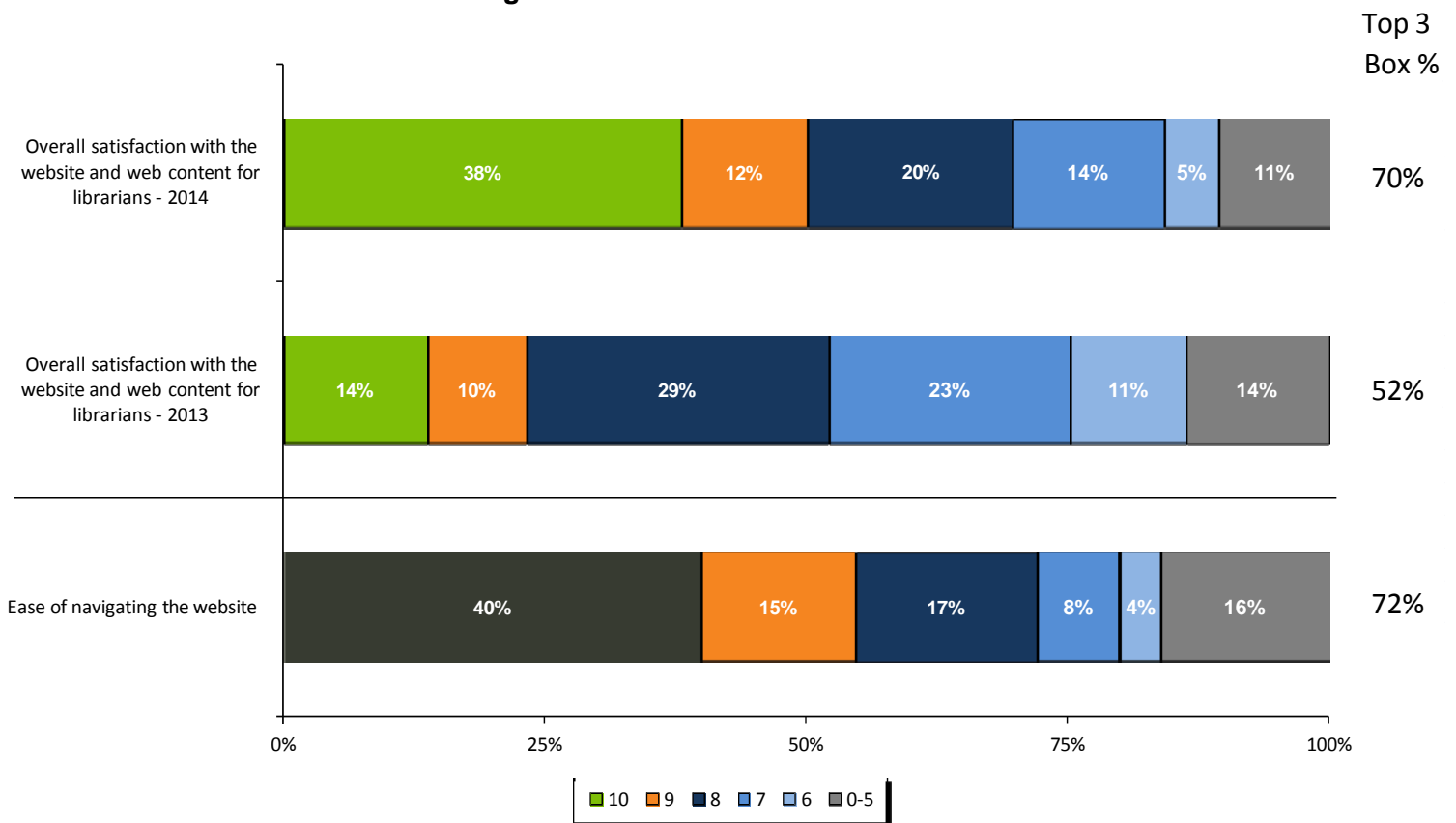
Source: Q11. Did you promote or make reference to the website in any of your programming for the 2014 TD Summer Reading Club? / Q11B. Please explain why you did not promote or make reference to the children’s website and what would make you more likely to use it in promoting the TD Summer Reading Club in future years?

Satisfaction With Web Content For Librarians

As in 2013, libraries were asked to rate their level of satisfaction with the web content available to them on the librarian’s website. As in the other categories, the levels of satisfaction in 2014 are higher than in 2013 whether looking at the top box score (38% to 14%) or the top three box satisfaction score (70% to 52%).

The only element of the web content for librarians which was measured in 2014 was the ease of navigating the website. The level of satisfaction with navigating the website mirrored the overall satisfaction with the site itself. Two out of five respondents gave the highest possible satisfaction score and more than seven in ten (72%) gave a score of 8 or higher.

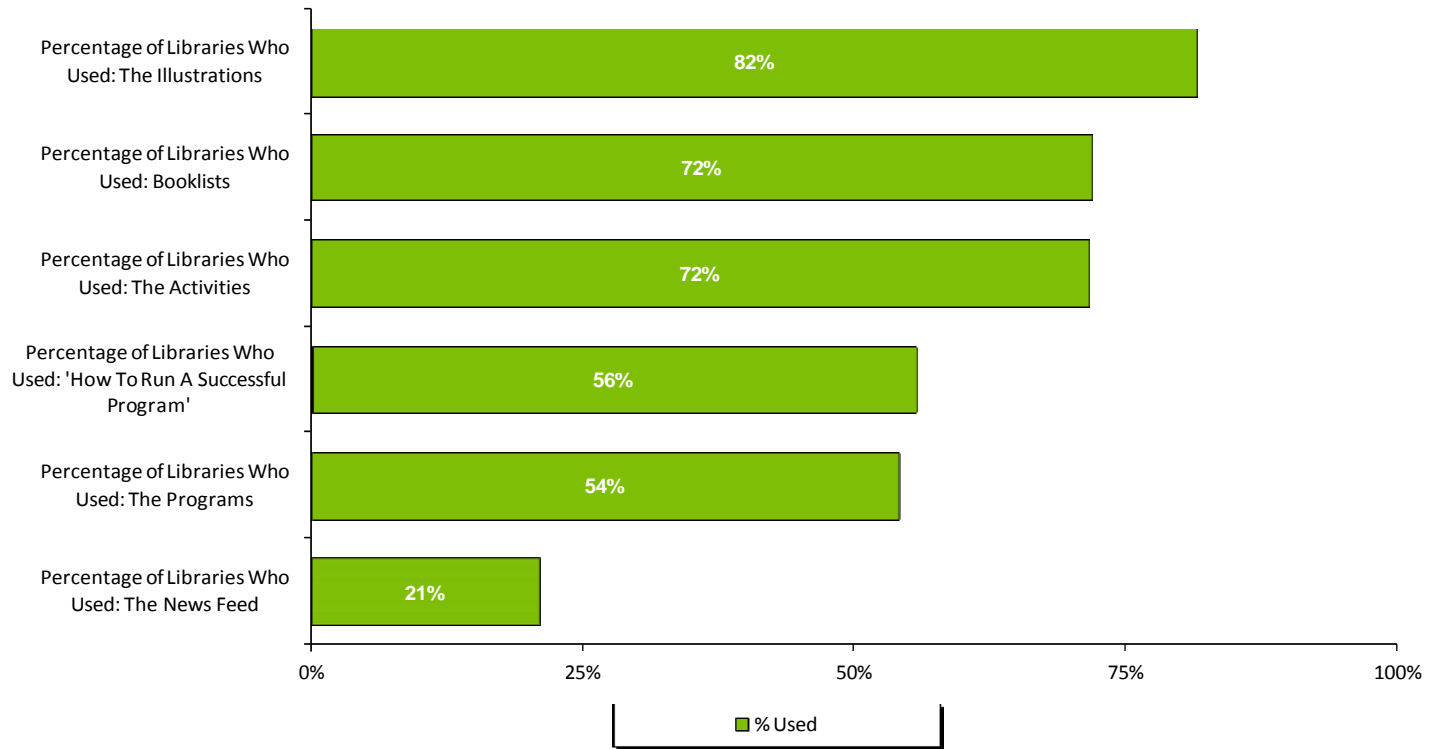
Figure 20. Satisfaction with Web Content For Librarians



Source: Q12. Web Content For Librarians Satisfaction Questions.

Librarians were asked specifically which of the resources that were available to them were actually used in running their TD Summer Reading Club in 2014. There were three resources that were used by at least seven out of every ten libraries: The illustrations (82%), the booklists and the activities (72% each). The section entitled 'How to Run a Successful Program' and the programs were slightly less popular with 56% and 54% using these resources respectively. Only around a one in five libraries (21%) made use of the news feed offering.

Figure 21. Usage of Librarian Web Resources

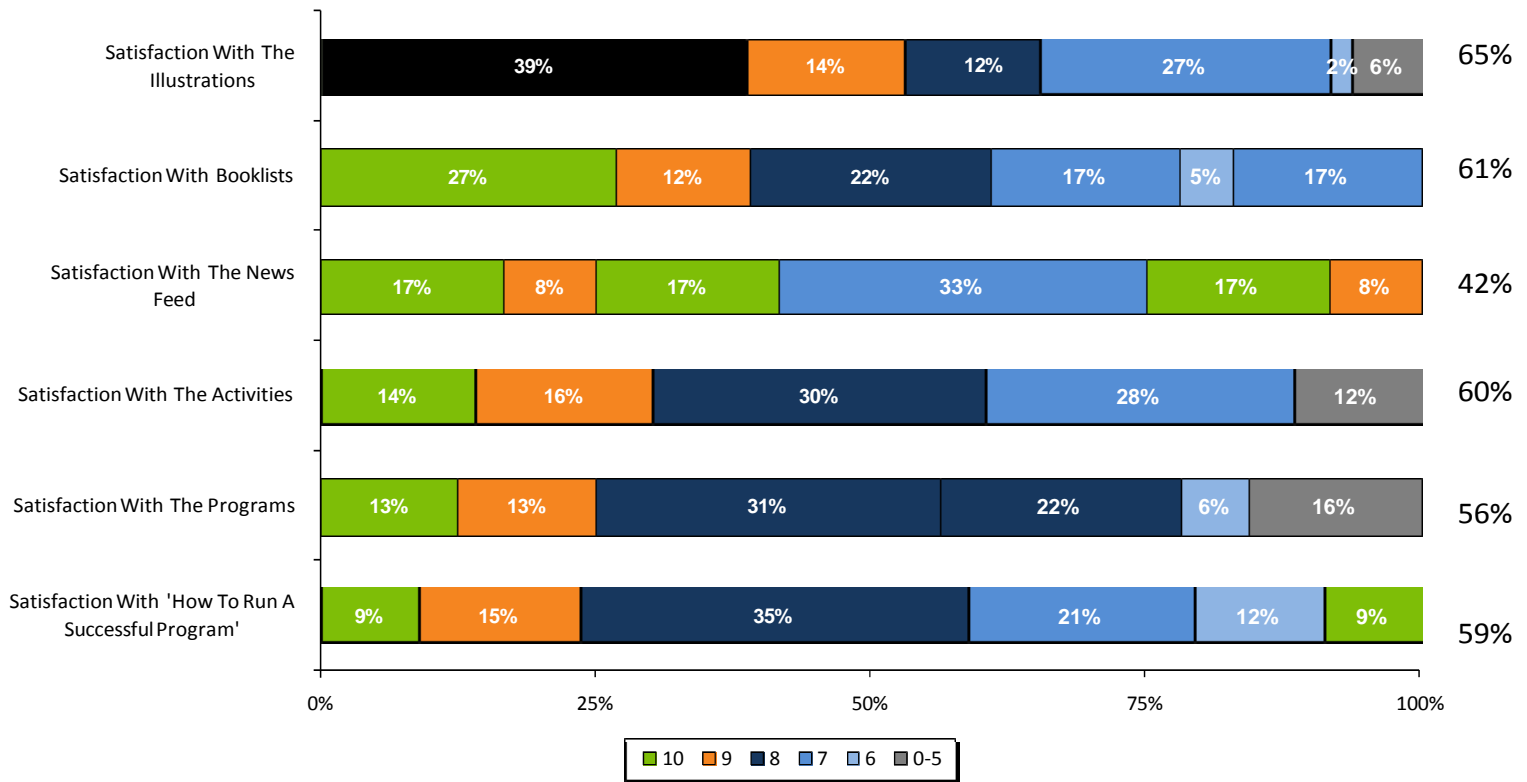


Source: Q13. Please identify which of the resources on the Librarian's website you used and, for each resource that you did use, please give your level of satisfaction with it.

Those who reported using the web resources were then asked to rate their satisfaction with those resources. The librarians reported being the most satisfied with the illustrations, with 39% giving the highest possible score and two thirds (65%) giving a top three box score. Satisfaction with booklists was also high, with 27% giving the highest score and 61% giving a top three box score. The top three box scores were similar for the activities, the programs, and the 'How to Run a Successful Program' section, ranging from 60% to 56%. In addition to being used by the fewest librarians, the news was not as well received when looking at the top three box scores, with only 42% giving a score of 8 or higher.

Top 3
Box %

Figure 22. Satisfaction With The Librarian Web Resources



Source: Q13. Please identify which of the resources on the Librarian's 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. Almost a third of respondents said that they were satisfied or had nothing to suggest (31%). Those who did provide a suggestion were most likely to request that materials be available sooner or that the content provides more suggestions for programs and activities (15%). Other popular suggestions included a more user friendly interface, more visually appealing design and the ability to share ideas and information between libraries (8% each).

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

Figure 23. Suggestions For Librarian Web Resources

<u>Suggestions on how to improve the web content for librarians?</u>	<u>2014</u>
<i>Satisfied/no suggestions</i>	31%
Make material available sooner	15%
More suggestions/ideas for programs/activities	15%
Simpler/more user friendly/better navigation/search/print functions	8%
Improve clip art/more visually appealing/more variety	8%
Ability to share ideas/information between libraries/through social media/online forum	8%
Age specific content/separate by age/school level	8%
Better craft ideas	8%
More useful staff manual/more suggestions	8%
More printable activities	8%
Other	8%
Don't know/refused	8%

Source: Q13D. Do you have any suggestions on how to improve the web content for librarians?

Satisfaction With Program Evaluation

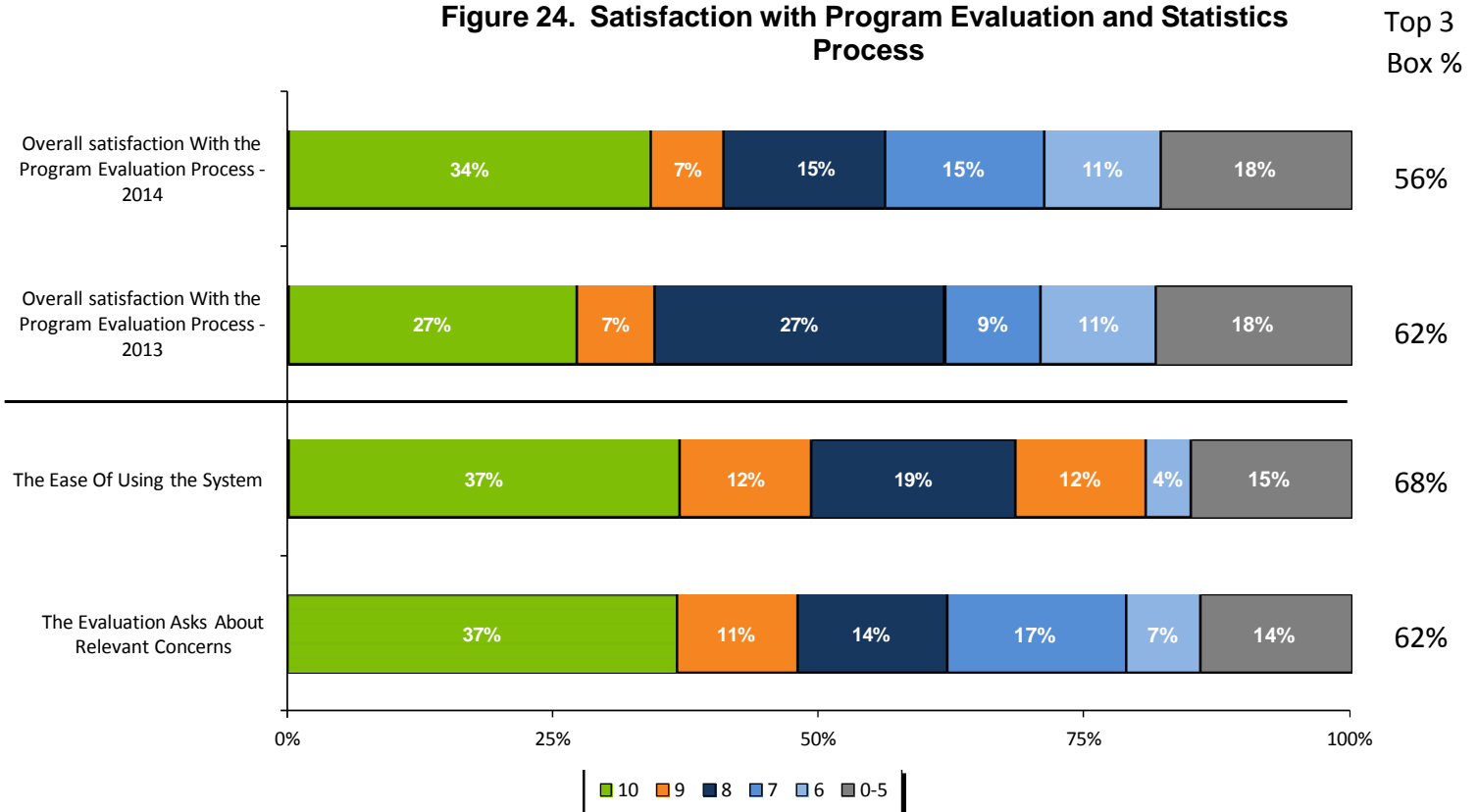
Finally, libraries were asked to rate their level of satisfaction with the program evaluation and statistics process for 2014. Overall, satisfaction was relatively high with 56% of respondents giving top three box satisfaction scores. A third of respondents gave the highest possible score (34%). A little less than one in five respondents (18%) gave a score which would indicate dissatisfaction with the process.

The same question was asked in 2013, and overall satisfaction has increased since last year. The top satisfaction score increased from 27% to 34%. However, when considering the top three box score, there was a modest decrease of 6 percentage points. Dissatisfaction remained the same.

Among the elements of the program evaluation process, the score for ‘ease of using the system’ was slightly higher than ‘the evaluation asks about relevant concerns.’ The top three box scores for both elements were the same, but the top three box scores were 68% and 62% respectively.

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

Figure 24. Satisfaction with Program Evaluation and Statistics Process



Source: Q14. 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, over half of librarians (55%), was that they had no suggestions to give. Among those who had something to suggest, the most common comment was to make the questions/forms available earlier (18%). Others suggested standardized forms in Excel and to clarify/better define the information that is being requested (9% each).

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

Figure 25. Suggestions For Improving The Program Evaluation and Statistics Process

<u>Suggestions on how to improve the statistical collection and program evaluation process?</u>	2014
<i>Satisfied/no suggestions</i>	55%
Make questions/forms available sooner/let us know what to track	18%
Standardized forms/Excel format to accommodate formulas	9%
Fewer questions/reduce survey length	9%
Clarify/better define information requested	9%
Other	9%
Don't know/refused	9%

Source: Q14B. Do you have any suggestions for how to improve the statistical collection and program evaluation process?

Libraries were asked to indicate whether they had any indicators of children’s increased enjoyment of reading, reading successes or changes in attitudes toward reading. The most common response was that children said they enjoyed the program and that it motivated them to read more (35%). Librarians, hearing from parents also reported that the program made the kids excited and kept them reading over the summer, that the challenges/incentives were a motivating factor for their children, that the program brings more kids to the library and that children enjoyed coming back every year (18% each).

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

Figure 26. Testimonials Indicating An Increased Love Of Reading

Testimonials indicating increased love of reading?	2014
Children enjoyed the program/enjoyed reading/were motivated to read more	35%
Makes them excited/keeps them reading over the summer	18%
Challenges/incentives were a motivating factor	18%
Brings more children to the library/they enjoy coming	18%
Children enjoy coming back each year	18%
Children/parents enjoyed the activities/crafts/website	12%
Children enjoyed story time/hearing stories recited	12%
Improved confidence/communication skills	6%
Parents learned a lot/are reading more	6%
Don't know/refused	12%

Source: Q14C. Do you have any testimonials from parents, caregivers or teachers that may indicate an increased love of reading?

Appendix 5

Saskatchewan

Saskatchewan Program Statistics

Response Rate

The participating libraries in Saskatchewan were asked to tally the results of participants in the summer reading club for all of their subsidiary branches. Within all systems, 232 of the 252 participating individual libraries submitted their results, representing an overall response rate of 92%.

Figure 1. Response Rate

	Saskatchewan
(A) Total Participating Libraries	252
(B) Total Responded to Survey	232
(C) Survey Response Rate	92%

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

Statistics on Registration & Attendance

TD Summer Reading Program Registration

The first section of the Statistics and Evaluation Form asked librarians to indicate the total number of children registered for the TDSRC 2014. 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 20,424 children registered for the TDSRC 2014 program, which is a decrease from 2013, and the lowest registration since 2010. The split by gender is stable with 54%, of the participants being girls and boys representing 46% of the participants.

Figure 2. Total Registration 2007 – 2014

Region	Total Registration							
	2014	2013	2012	2011	2010	2009	2008	2007
Saskatchewan	20,424	21,460	26,434	20,527	15,098	17,547	16,476	17,677

Source: Q1 Total number of children who registered for the TDSRC 2014.

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

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

Source: Q1. Total number of children who registered for the TDSRC 2014 program.

The figure below shows the age breakdown of registered children. For the summer 2014, 29% of the girls were in the 0-5 age group, 37% were 6-8, 32% were 9-12, and 2% were 13 years or older. There was very little difference in age between boys and girls in 2014 with 32% aged 0-5, 38% aged 6-8, 28% aged 9-12, and 2% aged 13 and older.

Figure 4. Percentage of Registered Children by Gender and Age

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

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

Source: Q1. Total number of children who registered for the TDSRC 2014 program

Figure 5 below summarizes the participation rate for Saskatchewan by age and gender based on 2011 census data. The proportion of all children who were registered in 2014 decreased slightly from 8.92% to 8.49%. The decrease is larger when compared to 2012 when the proportion of children in Saskatchewan who were registered was 10.98%.

Figure 5. Number of Registered Children

	2011 CENSUS			2014 TD SRC REGISTRANTS			% PARTICIP. CHILDREN	% PARTICIP. CHILDREN	% PARTICIP. CHILDREN
	(A)	(B)	(C)	(D)	(E)	(F)	2014	2013	2012
Province / Territory	Total Children	Total Boys	Total Girls	Total Children	Total Boys	Total Girls	Total Children	Total Children	Total Children
Saskatchewan	240,645	122,955	117,660	20,424	9,389	11,035	8.49%	8.92%	10.98%
0-5	81,605	41,645	39,955	6,173	2,987	3,186	7.56%	7.53%	8.94%
6-8	37,925	19,375	18,540	7,704	3,613	4,092	20.32%	21.85%	28.40%
9-12	51,470	26,325	25,140	6,192	2,648	3,544	12.03%	12.59%	15.49%
13+	69,645	35,610	34,025	354	141	213	0.51%	0.79%	0.57%

Source: Q1 Total number of children who registered for the TDSRC 2014, 2013, 2012. Columns (A) through (C) provided by Statistics Canada Census 2011. Columns (D) through (F) represent data collected by Harris/Decima.

TD Summer Reading Program Attendance & Activities

To help gauge the success of the TDSRC, libraries were asked to indicate the total number of programs and activities organized around this year’s club theme as well as the total attendance of children at these activities (not including parents or care givers).

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

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

A total of 46,465 children attended the 2745 theme-related activities which were organized in libraries across Saskatchewan over the summer months of 2014. Overall, an average of 17 children attended each activity in 2014, and 93% of all activities were conducted in libraries.

Figure 6. Total Activities and Attendance

Region	Activity Attendance				
	Theme-Related Activities	Total Attendance	Avg. Attendance per Activity	% of Activities In Library	% of Activities In Community
Saskatchewan	2,745	46,465	17	93%	7%

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

Although registration was lower in 2014, the number of theme-related activities conducted in 2014 was actually higher than in 2013 and attendance was comparable to 2013. Despite more activities being organized in 2014 than in 2013, the average attendance at each one was slightly lower in 2014.

Figure 7. Activities and Attendance 2012 – 2014

Region	2014		2013		2012	
	Theme-Related Activities	Total Attendance	Theme-Related Activities	Total Attendance	Theme-Related Activities	Total Attendance
Saskatchewan	2,745	46,465	2,642	46,923	3,251	39,009

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

Promotion of Program

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

In Saskatchewan, 58% of libraries indicated that their library staff made promotional visits to schools, while 13% visited child care centres, 5% visited day camps, and 9% made other promotional visits. A total of 575 visits were made, reaching a total of 31,347 children (the vast majority of them at schools).

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

Made Visits 2014 (%)						
Schools			Day Camps			
	School Visits (% Yes)	Total Visits	Children Attended	Day Camp Visits (%)	Total Visits	Children Attended
Saskatchewan	58%	433	28,546	5%	25	386
Child Care Centres			Other Locations			
	Childcare Visits (%)	Total Visits	Children Attended	Other Visits (%)	Total Visits	Children Attended
Saskatchewan	13%	46	715	9%	71	1,700

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

Previous Participation

In order to streamline the process of entering the data for each library/system, the question that asked how each of their registrants heard about the program was changed so that it asked only whether or not each registrant had joined in a previous year. 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.

In Saskatchewan, half of all registered children said that they had participated in previous years, an increase from the 38% from 2013.

Figure 9. Previous Participation

Region	Joined in previous years		New Registrants	
Saskatchewan	10,143	50%	10,281	50%

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

Source: Q4. How many of the children registered in your library had participated in the TD Summer Reading Club in previous years and how many were new to the program?

Satisfaction & Suggestions

In 2014, the Statistics and Evaluation Form was streamlined and refocused in order to gather more specific data while lowering the burden on library staff who are required to keep track of and enter a number of metrics. These changes are in addition to those made in 2013 which mainly involved changing responses from a five-point scale to a ten-point scale in order to measure satisfaction with more precision. Due to these changes, direct comparisons can only be made between these two years, and only in some instances.

The following section provides satisfaction scores for every question asked by giving the proportion of libraries who responded with each score from 10 down to 6, along with those who gave a score of 0-5. The overall satisfaction question for each section is reported first and directly compared to 2013 data where possible, followed by the individual element scores, ranked by the proportion giving a score of 10. Libraries were also asked for their suggestions and comments in each section.

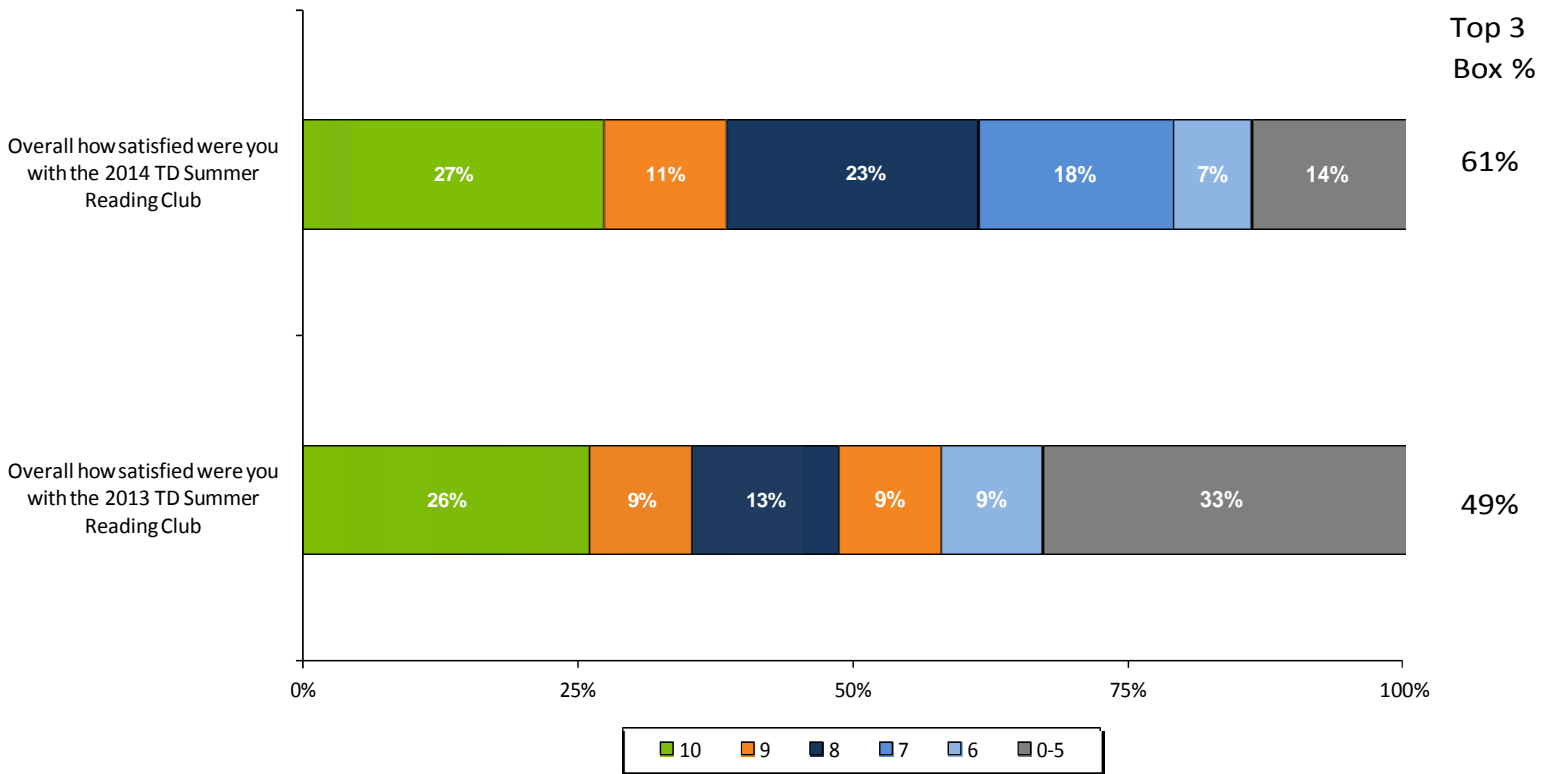
Please note that libraries that did not provide information for any given question are not considered in the percentages reported here so that each graph will sum to 100%.

Overall Program Satisfaction

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

Satisfaction was high 2014, with the results showing a sizeable improvement from last year. Over a quarter of libraries (27%) again gave the highest possible score (10) and the top three box satisfaction scores increased to 61% compared to 49% in 2013. Although 14% were dissatisfied (gave a score of 0-5), this is a large improvement from the one third who were dissatisfied in the previous year.

Figure 10. Satisfaction With The Summer Reading Program Overall



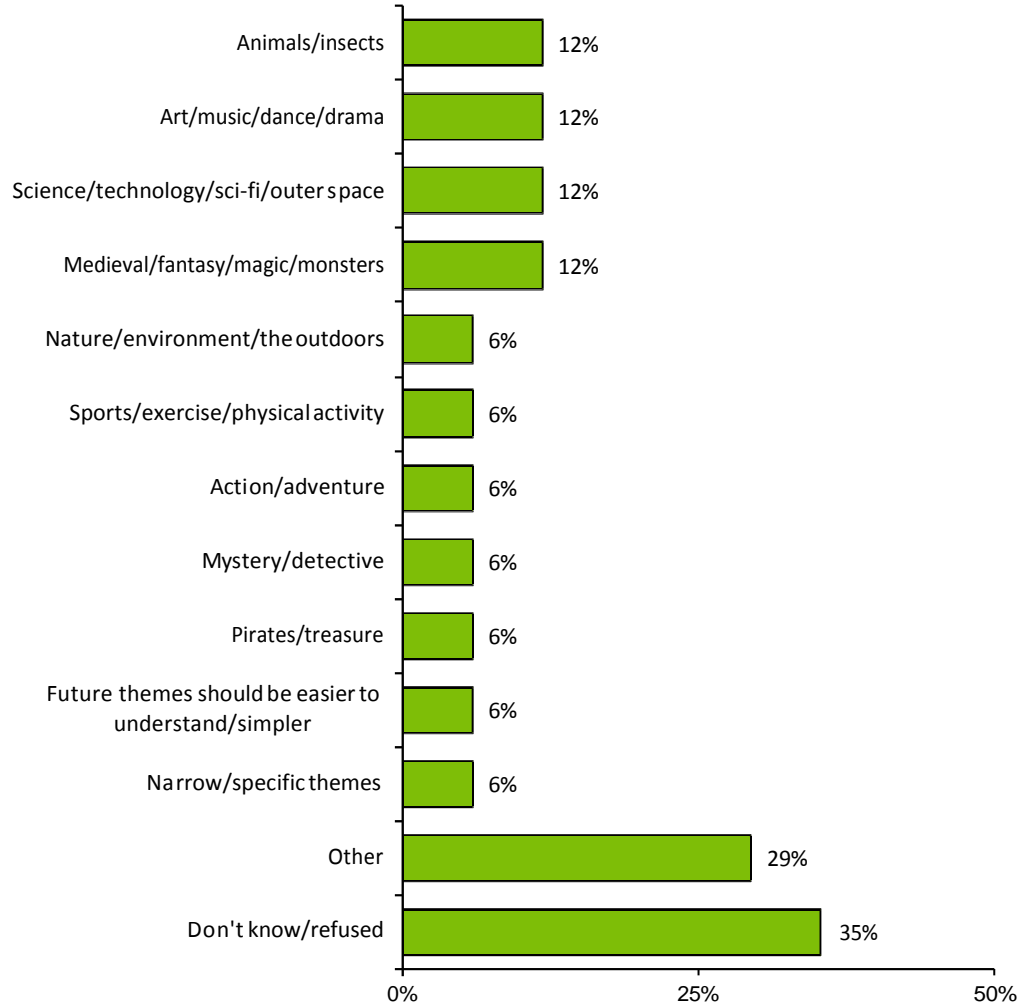
Source: Q5. Overall, how satisfied were you with the 2014/2013 TD Summer Reading Club?

Suggestions For Future Themes

Librarians were asked to provide suggestions for future themes. The four most popular suggestions received were Animals/Insects, Art/music/dance/drama, Science/technology/sci-fi/outer space and Medieval/fantasy/magic/monsters, all of which were suggested by 12% of respondents.

The figure below presents the suggestions made by at least 3% of libraries in 2014.

Figure 11. Suggestions For Future Themes



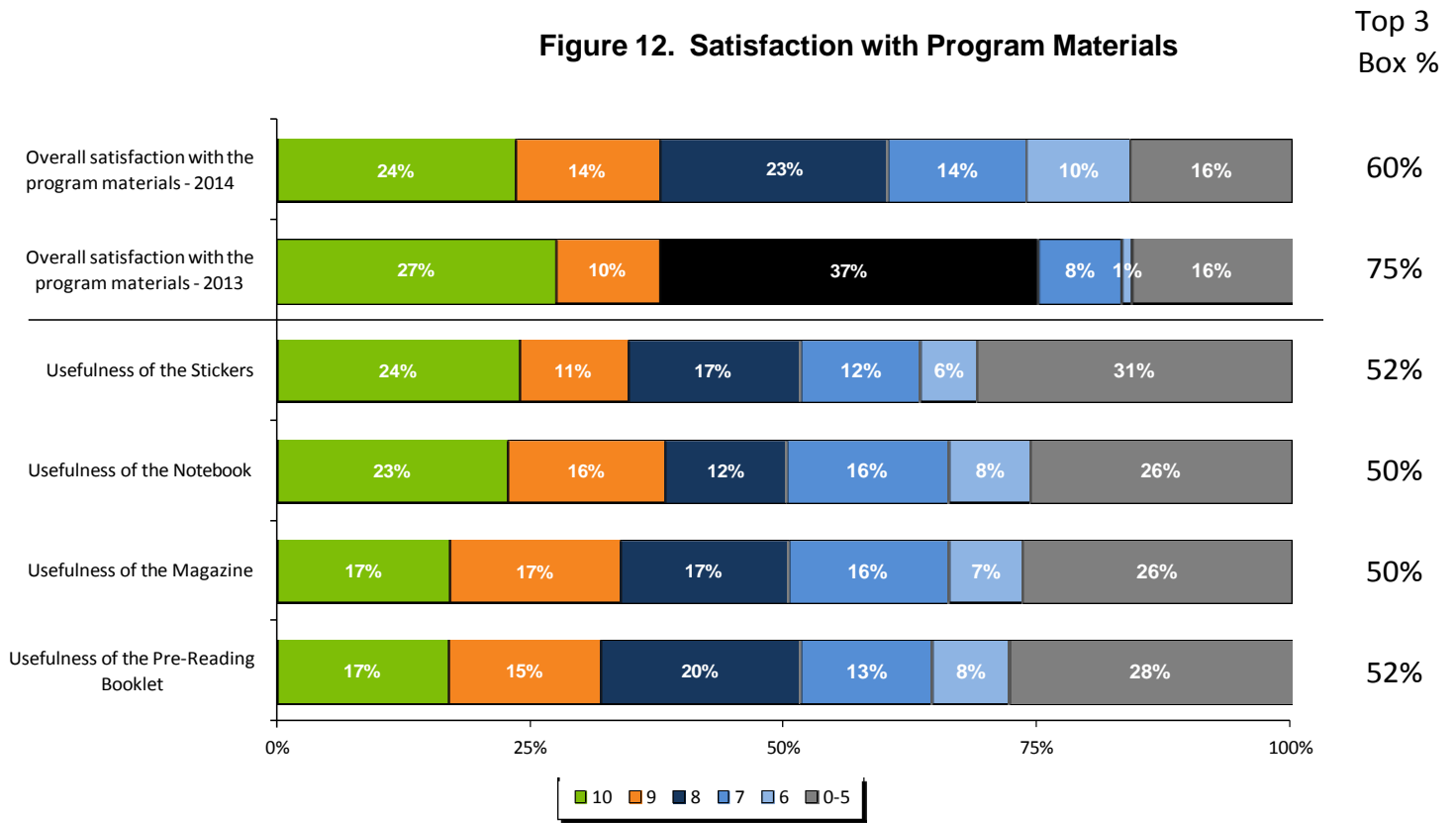
Source: Q7A . Do you have any suggestions for the program's future themes?

Program Materials Satisfaction

Librarians were asked to rate their overall satisfaction with the program materials. Although the level of satisfaction with the materials was high in 2014, it has fallen since 2013. In 2014 almost a quarter of all libraries (24%) gave the materials the highest possible score, a decrease of 3% over last year. When comparing the top three box scores, however, six in ten gave a score of 8 or higher in 2014 – the number was 75% in 2013 (a decrease of 15 percentage points).

In 2014, libraries were asked to rate the usefulness of the various program materials. Although the proportion of people giving a top three box usefulness score was similar among the four materials which they were asked about, librarians felt the stickers were the most useful when looking at the top score, with almost a quarter (24%) saying they were extremely useful.

Figure 12. Satisfaction with Program Materials



Source: Q6/Q7. Program Materials Satisfaction Questions.

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

The single most popular response provided by librarians was to say that notebooks were a good idea and that children liked them (25%). Another common suggestion was to improve participation as some participants don't bring their notebooks or return their reading logs (20%). Some librarians suggested providing more colourful and visually appealing art and changing the point system for books read (15% each).

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

Figure 13. Suggestions For Improving The Program Material

Improvements for the Content of the Material for Future Programs	2014
Notebooks were a good idea/children liked them	25%
Poor participation/some participants don't bring in their notebooks/didn't return their reading logs	20%
More colourful art/visually appealing/eye-catching	15%
Change the point system for books read	15%
<i>Satisfied/no suggestions</i>	10%
Include more space in notebook	10%
Notebooks should be simpler/more user friendly/less confusing	10%
Theme/activities should be more educational	10%
Improve/provide more stickers/more variety/better formatting	5%
Improve notebook/notebook was too plain/ordinary	5%
Improve computer/online aspect	5%
Improve magazines/declutter/too wordy	5%
Provide/improve bookmarks	5%
More activities/games	5%
Wider range of activities/programs for all ages	5%
Improve bilingualism/have separate English/French editions	5%
More specific themes/less generic	5%
Other	25%
Don't know/refused	0%

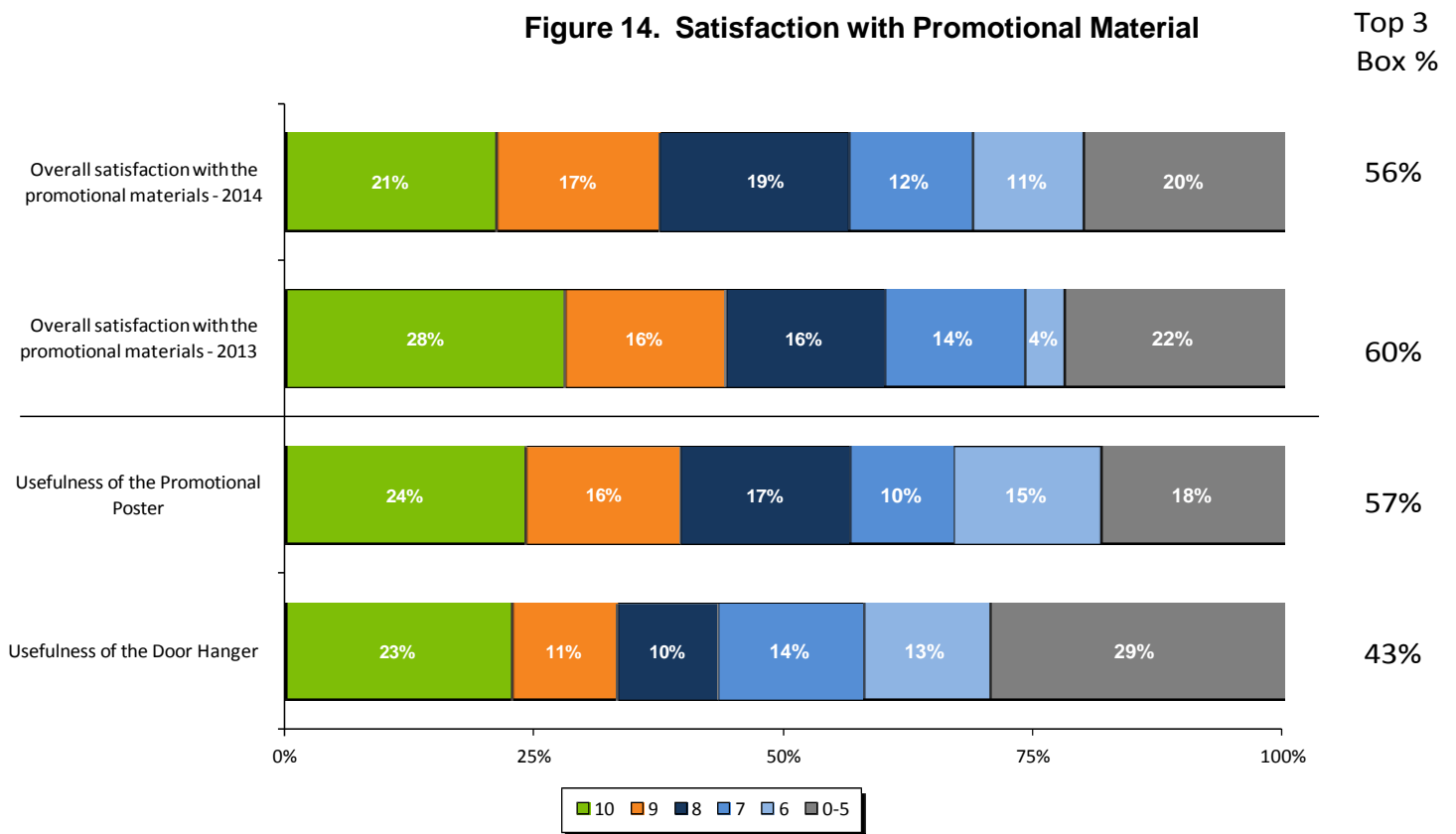
Source: Q7B. Do you have any suggestions on how to improve the content of the material for future programs?

Promotional Materials Satisfaction

Libraries also rated their level of satisfaction with the promotional materials that they received from LAC. Overall, satisfaction with the promotional materials was similar to that of the programming materials with nearly six in ten giving a top three box satisfaction score (56%). This question was asked the same way in 2013 and it appears the promotional materials were slightly more popular in 2013 as the top box (28% to 21%) and the top three box scores (60% to 56%) both declined in 2014.

Librarians were also asked to rate the usefulness of the poster and the door hanger as promotional tools. Of the two, the poster was better received with almost a quarter rating their satisfaction at the highest level possible and nearly six out of ten (57%) giving a score of 8 or higher. Although the top box score is similar to that of the poster, the door hanger was given a top three box score by only 43% of librarians.

Figure 14. Satisfaction with Promotional Material



Source: Q8/Q9. Promotional Materials Satisfaction Questions.

Librarians were invited to provide comments on the promotional materials provided by LAC. Although it did not rate as high when asked to provide a specific score, more than a quarter of the librarians actually mentioned the door hanger positively (28%). A sizeable portion responded that they would prefer smaller sized materials or that the promotional materials altogether were just not useful to them in promoting the program (22% each).

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

Figure 15. Suggestions For Promotional Material

Comments On 2014 Promotional Materials	2014
Door hanger was popular/effective	28%
Prefer smaller size/flyers/bookmarks rather than posters	22%
Materials were not useful/not necessary/no significant impact	22%
Include blank space for library specific information on posters	17%
Keep it simple/child-friendly	17%
More colourful art/visually appealing/eye-catching	17%
Dislike the art style	17%
Lack of relevance/relation to theme/reading programs	11%
Received too much material/did not have room for all material	11%
Too busy	11%
Disliked/problems with the door hanger/not useful in promoting program	6%
Promotional material was helpful/effective	6%
Poster was bright/eye catching/colourful	6%
Lack of information	6%
Bigger flyer/poster	6%
Did not use/did not receive the door hanger/did not realize it was available/part of the promotion	6%
Good size	6%
Children miss the old poster	6%
Other	17%
Don't know/refused	0%

Source: Q9B. Do you have any comments on the promotional materials (program poster/door hangers)?

Satisfaction With Web Content For Children

In 2014, every library was asked whether they actually consulted the children’s website in the course of running their 2014 Summer Reading Club. Overall, almost three quarters of the libraries did consult the children’s website (74%). The minority of libraries which did not consult the children’s website were asked to explain why they did not. The main reason given was that they were too busy or just did not think to (38%). Nearly a quarter of these librarians (23%) said that they did not feel the children’s website was necessary for them or they used other resources. Other common reasons were lack of awareness about the children’s website and that the content didn’t seem relevant or appropriate to the participants age group (15% each).

Figure 16. Usage Of Children’s Website / Reasons For Not Using The Children’s Website

Region	Consulted The Children's Website % Yes
Saskatchewan	74%

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

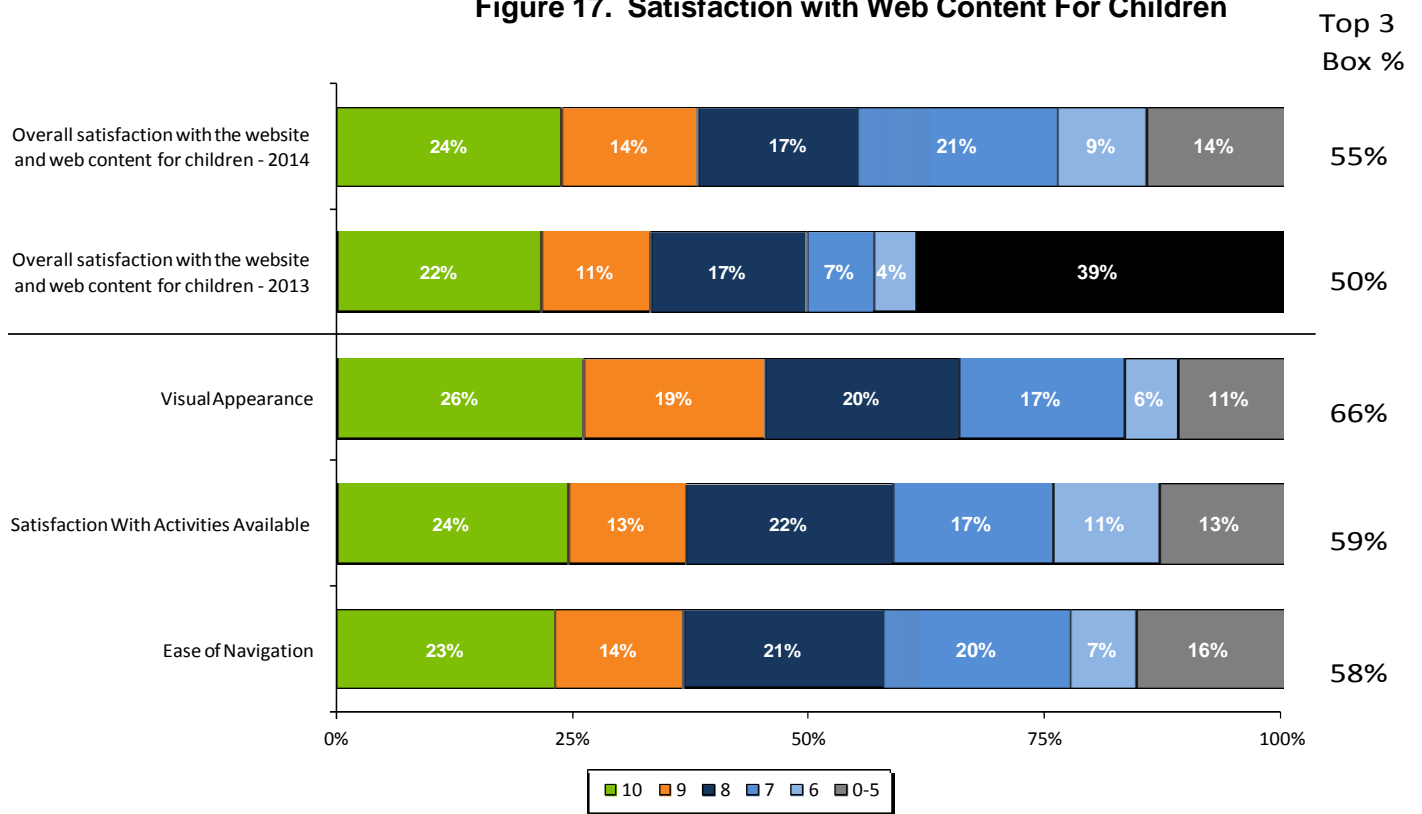
<u>Why Did You Not Consult the Children's Website?</u>	<u>2014</u>
Too busy/didn't have time/forgot/didn't think about it	38%
Not necessary/didn't feel the need/visited other websites/used other resources	23%
Lack of awareness about the children's website/what kind of content it included	15%
Website content didn't seem relevant/not suited to age group of participants	15%
We promoted the website but did not visit it this year	8%
Consulted the staff/librarian website instead	8%
Need information about website earlier in the year to be able to prepare/plan ahead	8%
Website wasn't ready/didn't launch early enough to incorporate it into our program	8%
Other	23%
Don't know/refused	0%

Source: Q10. Did you consult the children’s web site in 2014? / Q10B. Please explain why you did not consult the children’s website and what resources would make you more likely to visit the site in future years?

Libraries who had used the children’s website were asked to rate their level of satisfaction with the web content available to children in both of the last two years. Overall satisfaction with the content was slightly higher in 2014 with almost a quarter giving the highest possible score (24%) and over half giving a score of 8 or higher (55%). In 2013 these numbers were 22% and 50% respectively.

Among the librarians who did visit the children’s website in 2014, the scores for the elements were high overall. The visual appearance of the website was rated especially highly with over a quarter of all respondents giving the highest possible satisfaction score (26%) and two thirds (66%) giving a score of 8 or higher. There was slightly less satisfaction with the activities available on the children’s website and with the ease of navigating the website (top three box scores of 59% and 58% respectively).

Figure 17. Satisfaction with Web Content For Children



Source: Q11. Web Content For Children Satisfaction Questions.

Librarians were also asked for suggestions of how to improve the children’s website. The largest single group, representing a third (33%) of respondents, said they did not have any suggestions to offer. Among those who did, the most common suggestion was to improve the navigation on the site, to have more engaging art, and more codes and ‘unlockable’ content (22% each).

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

Figure 18. Suggestions For The Children’s Website

Suggestions on how to improve the web content for children?	2014
<i>Satisfied/no suggestions</i>	33%
Improve navigation/more child-friendly	22%
Better/more engaging art/graphics/sound	22%
More codes/unlockable content	22%
More diversity in age related content	11%
Improve speed/quicker load times	11%
Include more e-books	11%
More contests/challenges/prizes available	11%
Other	22%
Don't know/refused	11%

Source: Q11C. Do you have any suggestions on how to improve the web content for children?

Librarians were also asked whether they promoted or made reference to the children’s website in their programming for the 2014 TD Summer Reading Club. Although they were less likely to have promoted the website than to have consulted it, the majority of libraries did (57%). The librarians who said that they did not promote or make reference to the children’s website were asked why they did not. The most common reasons given were that the librarian was too busy and did not have the time or that they didn’t feel the need/visited other websites (33% each). Many others also mentioned that the website content did not seem relevant to them (27%) or that they had limited internet access (13%). Overall, the reasons for not promoting the children’s website were very similar to the reasons for not accessing it.

Figure 19. Promotion Of The Children’s Website & Reasons For Not Promoting The Children’s Website

Region	Promoted The Children's Website % Yes
Saskatchewan	57%

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

<u>Why Did You Not Promote the Children's Website?</u>	<u>2014</u>
Too busy/didn't have time/forgot/didn't think about it	33%
Not necessary/didn't feel the need/visited other websites/used other resources	33%
Website content didn't seem relevant/not suited to age group of participants	27%
Limited/no access to computers/internet	13%
We promoted the website but did not visit it this year	7%
Lack of awareness about the children's website/what kind of content it included	7%
Placing a link on the library's web site	7%
Other	27%
Don't know/refused	0%

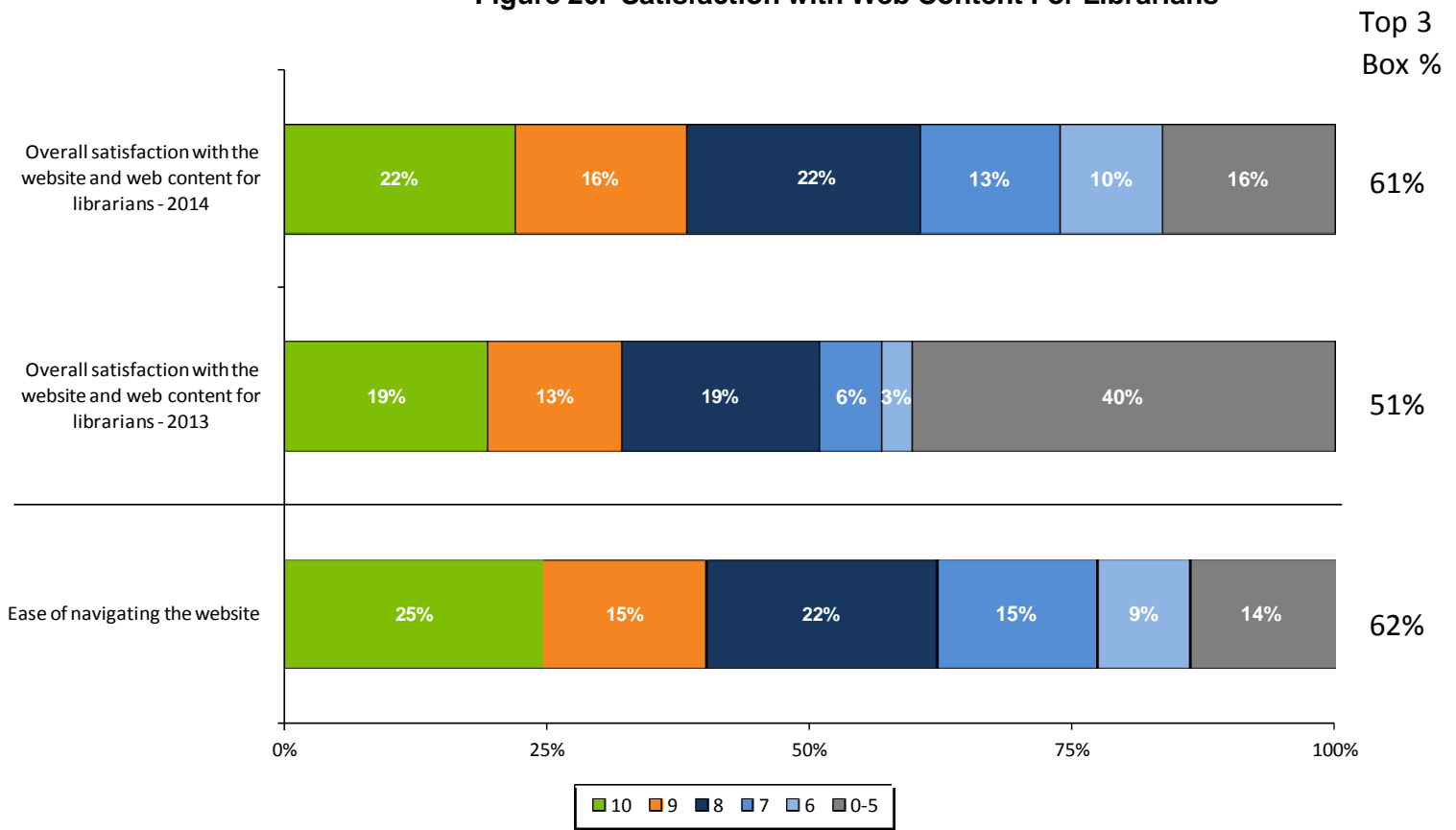
Source: Q11. Did you promote or make reference to the website in any of your programming for the 2014 TD Summer Reading Club? / Q11B. Please explain why you did not promote or make reference to the children’s website and what would make you more likely to use it in promoting the TD Summer Reading Club in future years?

Satisfaction With Web Content For Librarians

As in 2013, libraries were asked to rate their level of satisfaction with the web content available to them on the librarian’s website. The level of satisfaction in 2014 is higher than in 2013 whether looking at the top box score (22% to 19%) or especially the top three box satisfaction score (61% to 51%).

The only element of the web content for librarians which was measured in 2014 was the ease of navigating the website. The level of satisfaction with the navigation of the website generally mirrored the overall satisfaction with the site itself. A full quarter of respondents gave the highest possible satisfaction score and six in ten (62%) gave a score of 8 or higher.

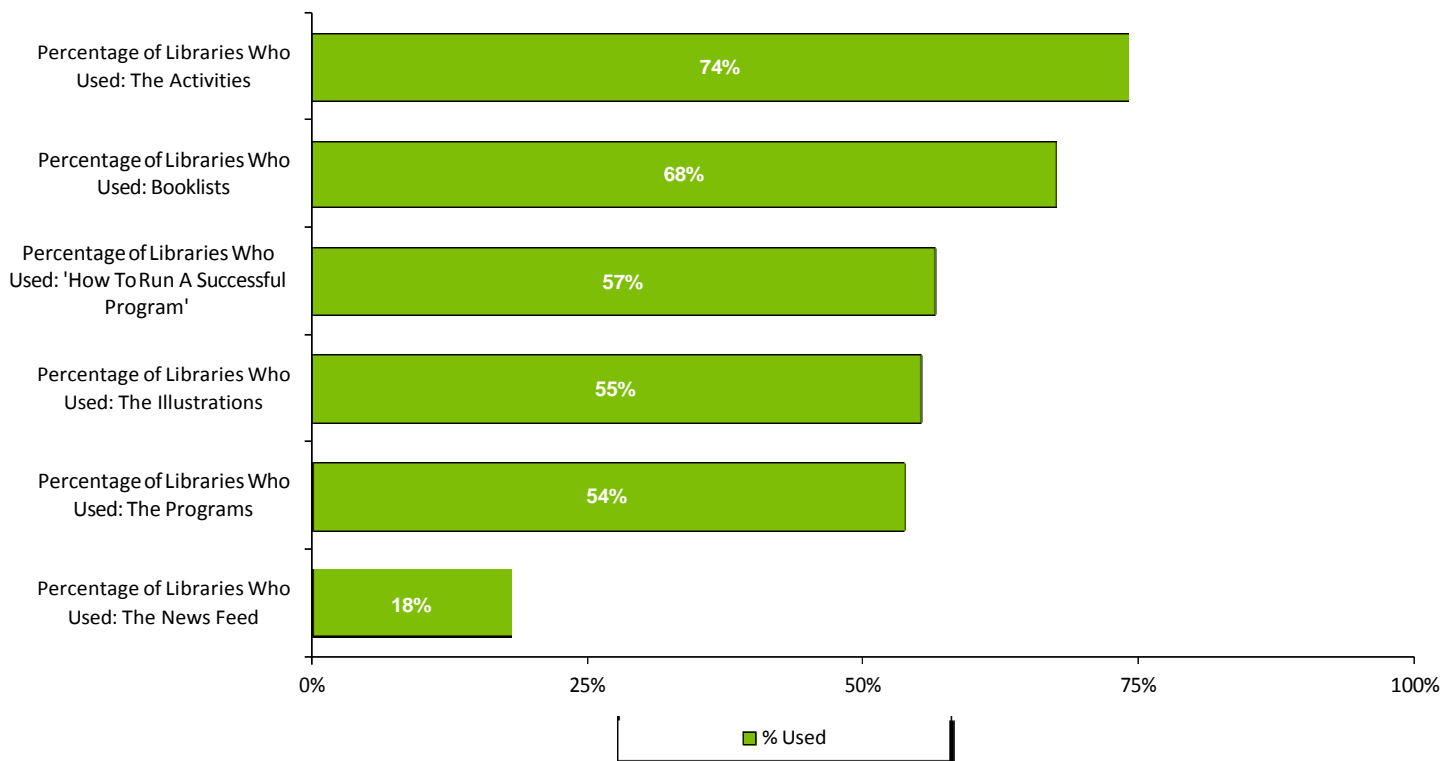
Figure 20. Satisfaction with Web Content For Librarians



Source: Q12. Web Content For Librarians Satisfaction Questions.

Librarians were asked specifically which of the resources that were available to them were actually used in running their TD Summer Reading Club in 2014. The most commonly used resource, used roughly by three quarters of respondents (74%), was the activities. Over two thirds of librarians used the booklists (68%) and nearly six in ten (57%) used the 'How to Run a Successful Program'. The illustrations and the programs were slightly less popular with 55% and 54% using these resources respectively. Only two in ten of all libraries (18%) made use of the news feed offering.

Figure 21. Usage of Librarian Web Resources

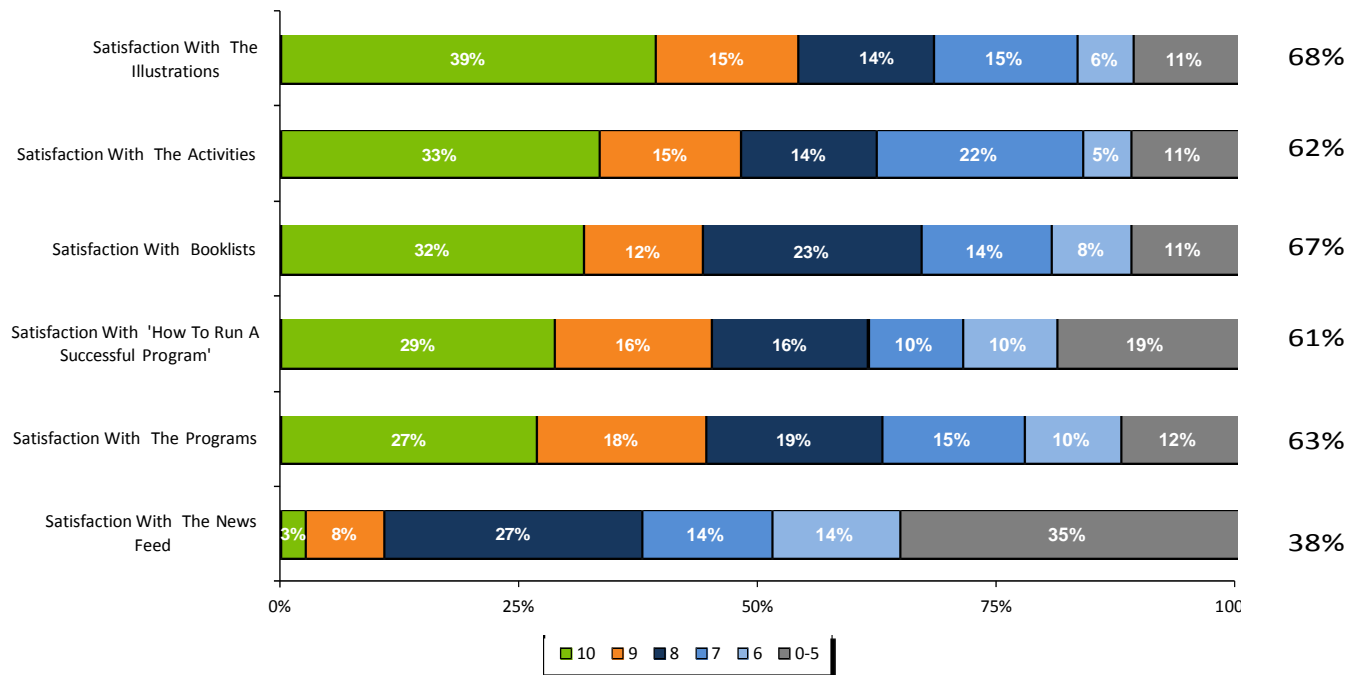


Source: Q13. Please identify which of the resources on the Librarian's website you used and, for each resource that you did use, please give your level of satisfaction with it.

Those who reported using the web resources were then asked to rate their satisfaction with those resources. The librarians reported being the most satisfied with the illustrations, with 39% giving the highest possible score and two thirds (68%) giving a top three box score. The activities, the booklists, the 'How to Run a Successful Program' section and the programs all received roughly similar top box scores of around three in ten respondents but if the top three box scores are considered, satisfaction with the booklists was almost as high as the illustrations (67%). Comparatively, the news feed was poorly rated, with only 38% giving it a top three box score.

Figure 22. Satisfaction With The Librarian Web Resources

Top 3
Box %



Source: Q13. Please identify which of the resources on the Librarian's 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. Nearly two fifths of respondents said that they were satisfied or had nothing to suggest (38%). Those who did provide a suggestion were most likely to request receiving materials sooner (24%). Other popular suggestions included a simpler, more user friendly website and more age-specific content (14% each).

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

Figure 23. Suggestions For Librarian Web Resources

Suggestions on how to improve the web content for librarians?	2014
<i>Satisfied/no suggestions</i>	38%
Make material available sooner	24%
Simpler/more user friendly/better navigation/search/print functions	14%
Age specific content/separate by age/school level	14%
Better/more recent/broader booklists	10%
More theme specific advice/guidance	5%
Program/activities were too geared toward larger libraries	5%
Other	5%
Don't know/refused	5%

Source: Q13D. Do you have any suggestions on how to improve the web content for librarians?

Satisfaction With Program Evaluation

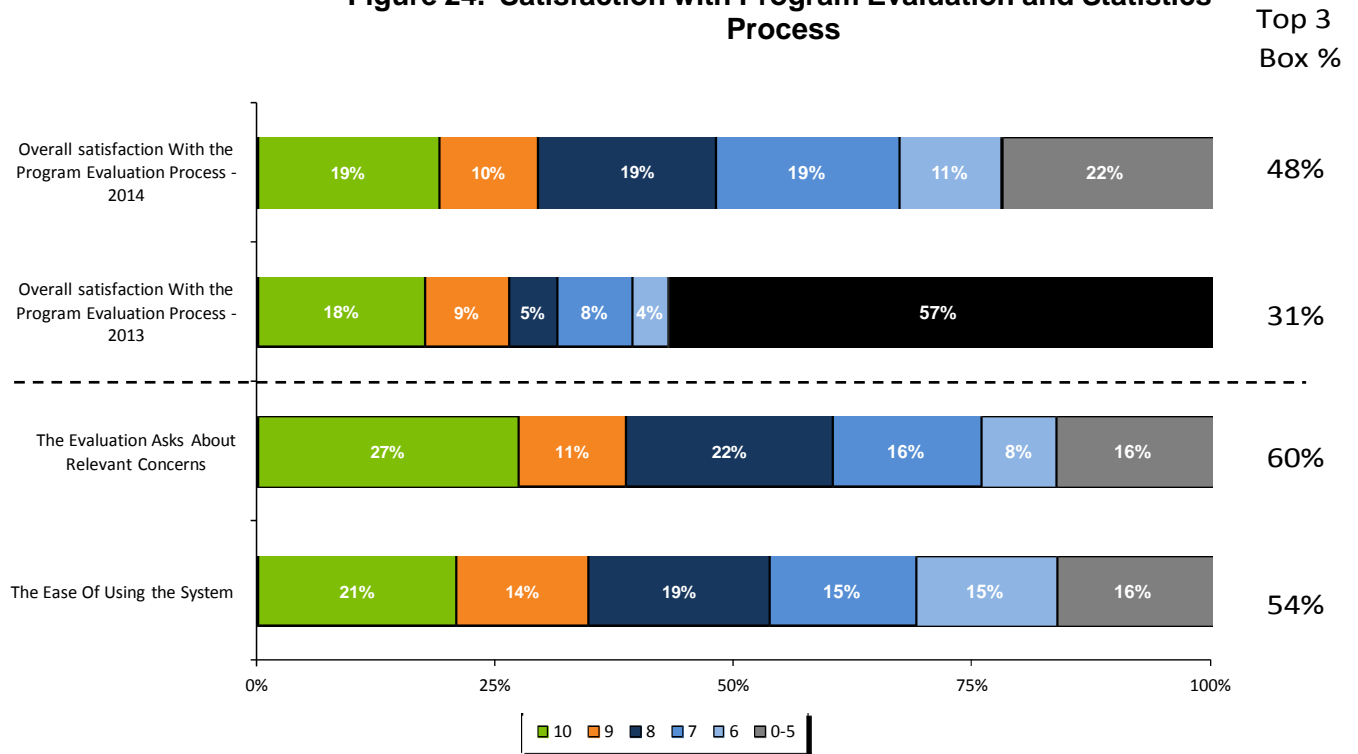
Finally, libraries were asked to rate their level of satisfaction with the program evaluation and statistics process for 2014. Overall, satisfaction was not as high as in other categories with only half of respondents giving top three box satisfaction scores (48%). A fifth of respondents gave the highest possible score (19%). Two in ten respondents (22%) gave a score which would indicate dissatisfaction with the process.

The same question was asked in 2013, and satisfaction has increased since last year. The top three box score last year was 31%, meaning there was an increase of 17 percentage points. The biggest difference was in dissatisfaction which decreased from 57% to 22%.

Among the elements of the program evaluation process, the score for ‘the evaluation asks about relevant concerns’ was higher than ‘ease of using the system.’ The top three box scores for each element were 60% and 54% respectively, but the top box satisfaction navigation score was also six percentage points higher.

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

Figure 24. Satisfaction with Program Evaluation and Statistics Process



Source: Q14. Program Evaluation and Statistics Process Questions.

Librarians were asked for their suggestions on how the program evaluation and statistical collection process could be improved. The most popular single response, given by more than four in ten librarians (43%), was that they had no suggestions to give. Among those who had something to suggest, the most common comment was to make the questions/forms available earlier (17%). Others suggested standardized forms in Excel, to clarify/better define the information that is being requested, and a longer time frame for completion (9% each).

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

Figure 25. Suggestions For Improving The Program Evaluation and Statistics Process

<u>Suggestions on how to improve the statistical collection and program evaluation process?</u>	2014
<i>Satisfied/no suggestions</i>	43%
Make questions/forms available sooner/let us know what to track	17%
Standardized forms/Excel format to accommodate formulas	9%
Clarify/better define information requested	9%
Later deadline/allow longer time frame for completion	9%
Questions don't apply/we can't collect certain statistics	4%
Other	26%
Don't know/refused	0%

Source: Q14B. Do you have any suggestions for how to improve the statistical collection and program evaluation process?

Libraries were asked to indicate whether they had any indicators of children’s increased enjoyment of reading, reading successes or changes in attitudes toward reading. The most common response was that parents reported that it makes children excited and keeps them reading over the summer (23%). Librarians also reported that the challenges/incentives were a motivating factor for the children (18%).

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

Figure 26. Testimonials Indicating An Increased Love Of Reading

Testimonials indicating increased love of reading?	2014
Makes them excited/keeps them reading over the summer	23%
Challenges/incentives were a motivating factor	18%
Children enjoyed the program/enjoyed reading/were motivated to read more	9%
Brings more children to the library/they enjoy coming	9%
Children/parents enjoyed the activities/crafts/website	9%
Noticeable improvement in reading level	9%
Children exceeding goals of club/reading extra	9%
Children more willing to read at home/share with family	5%
Children checking out more books from library	5%
Don't know/refused	32%

Source: Q14C. Do you have any testimonials from parents, caregivers or teachers that may indicate an increased love of reading?

Appendix 6

Alberta

Alberta Program Statistics

Response Rate

The participating libraries in Alberta were asked to tally the results of participants in the summer reading club for all of their subsidiary branches. Within all systems, 236 of the 269 participating individual libraries submitted their results, representing an overall response rate of 88%.

Figure 1. Response Rate

	Alberta
(A) Total Participating Libraries	269
(B) Total Responded to Survey	236
(C) Survey Response Rate	88%

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

Statistics on Registration & Attendance

TD Summer Reading Program Registration

The first section of the Statistics and Evaluation Form asked librarians to indicate the total number of children registered for the TDSRC 2014. 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 51,138 children registered for the TDSRC 2014 program, which is a slight decrease from 2013, but higher than the registration numbers in 2011. The split by gender is stable with 51% of the participants being girls and boys representing 49% of the participants.

Figure 2. Total Registration 2007 – 2014

Total Registration								
Region	2014	2013	2012	2011	2010	2009	2008	2007
Alberta	51,138	53,857	54,869	49,683	36,637	36,793	46,471	34,792

Source: Q1 Total number of children who registered for the TDSRC 2014.

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

Year	% Girls	% Boys
2005	55%	45%
2006	54%	46%
2007	55%	45%
2008	56%	44%
2009	55%	45%
2010	54%	46%
2011	55%	45%
2012	51%	49%
2013	51%	49%
2014	51%	49%

Source: Q1. Total number of children who registered for the TDSRC 2014 program.

The figure below shows the age breakdown of registered children. For the summer 2014, 27% of the girls were in the 0-5 age group, 38% were 6-8, 33% were 9-12, and 2% were 13 years or older. There was very little difference in age between boys and girls in 2014 with 28% aged 0-5, 39% aged 6-8, 31% aged 9-12, and 2% aged 13 and older.

Figure 4. Percentage of Registered Children by Gender and Age

BOYS	2014	2013	2012	2011	2010	2009	2008	2007	2006	2005
0-5	28%	31%	29%	29%	30%	26%	29%	25%	24%	24%
6-8	39%	38%	40%	40%	40%	40%	39%	40%	41%	41%
9-12	31%	28%	29%	28%	28%	30%	30%	33%	30%	33%
13+	2%	2%	2%	3%	2%	4%	2%	3%	4%	3%

GIRLS	2014	2013	2012	2011	2010	2009	2008	2007	2006	2005
0-5	27%	30%	29%	26%	27%	23%	26%	22%	22%	21%
6-8	38%	37%	37%	38%	38%	37%	36%	39%	37%	37%
9-12	33%	30%	32%	32%	32%	34%	35%	36%	34%	39%
13+	2%	2%	3%	3%	3%	7%	4%	3%	6%	4%

Source: Q1. Total number of children who registered for the TDSRC 2014 program

Figure 5 below summarizes the participation rate for Alberta by age and gender based on 2011 census data. The proportion of all children who were registered in 2014 was comparable with 2013, with a slight decrease from 6.52% to 6.19%.

Figure 5. Number of Registered Children

	2011 CENSUS			2014 TD SRC REGISTRANTS			% PARTICIP. CHILDREN	% PARTICIP. CHILDREN	% PARTICIP. CHILDREN
	(A)	(B)	(C)	(D)	(E)	(F)	2014	2013	2012
Province / Territory	Total Children	Total Boys	Total Girls	Total Children	Total Boys	Total Girls	Total Children	Total Children	Total Children
Alberta	826,285	423,780	402,515	51,138	25,307	25,832	6.19%	6.52%	6.64%
0-5	290,125	148,815	141,315	13,945	7,033	6,912	4.81%	5.71%	5.48%
6-8	131,415	67,170	64,250	19,658	9,898	9,759	14.96%	15.56%	15.85%
9-12	173,625	88,935	84,695	16,417	7,900	8,517	9.46%	9.09%	9.68%
13+	231,120	118,860	112,255	1,119	475	644	0.48%	0.46%	0.58%

Source: Q1 Total number of children who registered for the TDSRC 2014, 2013, 2012. Columns (A) through (C) provided by Statistics Canada Census 2011. Columns (D) through (F) represent data collected by Harris/Decima.

TD Summer Reading Program Attendance & Activities

To help gauge the success of the TDSRC, libraries were asked to indicate the total number of programs and activities organized around this year’s club theme as well as the total attendance of children at these activities (not including parents or care givers).

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

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

A total of 94,046 children attended the 6,006 theme-related activities which were organized in libraries across Alberta over the summer months of 2014. Overall, an average of 16 children attended each activity in 2014, and 87% of all activities were conducted in libraries.

Figure 6. Total Activities and Attendance

Region	Activity Attendance				
	Theme-Related Activities	Total Attendance	Avg. Attendance per Activity	% of Activities In Library	% of Activities In Community
Alberta	6,006	94,046	16	87%	13%

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

Although the number of theme-related activities this year was lower than in 2013, it is still higher than the 2012 number. Despite a slight decrease in the number of activities and overall attendance, average attendance at each activity was almost identical to that of 2013.

Figure 7. Activities and Attendance 2012 – 2014

Region	2014		2013		2012	
	Theme-Related Activities	Total Attendance	Theme-Related Activities	Total Attendance	Theme-Related Activities	Total Attendance
Alberta	6,006	94,046	6,155	96,463	5,444	139,712

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

Promotion of Program

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

In Alberta, 73% of libraries indicated that their library staff made promotional visits to schools, while 17% visited child care centres, 12% visited day camps, and 25% made other promotional visits. A total of 2,361 visits were made, reaching a total of 169,875 children (the vast majority at schools).

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

Made Visits 2014 (%)						
Schools				Day Camps		
	School Visits (% Yes)	Total Visits	Children Attended	Day Camp Visits (%)	Total Visits	Children Attended
Alberta	73%	2032	162,277	12%	111	2,488
Child Care Centres				Other Locations		
	Childcare Visits (%)	Total Visits	Children Attended	Other Visits (%)	Total Visits	Children Attended
Alberta	17%	80	1,274	25%	138	3,836

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

Previous Participation

In order to streamline the process of entering the data for each library/system, the question that asked how each of their registrants heard about the program was changed so that it asked only whether or not each registrant had joined in a previous year. 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.

In Alberta, nearly more than six in ten registered children (62%) said that they had participated in previous years. That is a large increase from the 47% registered in 2013.

Figure 9. Previous Participation

Region	Joined in previous years		New Registrants	
Alberta	31,524	62%	19,614	38%

% Joined in Previous Years		
Region	2014	2013
Alberta	62%	47%

Source: Q4. How many of the children registered in your library had participated in the TD Summer Reading Club in previous years and how many were new to the program?

Satisfaction & Suggestions

In 2014, the Statistics and Evaluation Form was streamlined and refocused in order to gather more specific data while lowering the burden on library staff who are required to keep track of and enter a number of metrics. These changes are in addition to those made in 2013 which mainly involved changing responses from a five-point scale to a ten-point scale in order to measure satisfaction with more precision. Due to these changes, direct comparisons can only be made between these two years, and only in some instances.

The following section provides satisfaction scores for every question asked by giving the proportion of libraries who responded with each score from 10 down to 6, along with those who gave a score of 0-5. The overall satisfaction question for each section is reported first and directly compared to 2013 data where possible, followed by the individual element scores, ranked by the proportion giving a score of 10. Libraries were also asked for their suggestions and comments in each section.

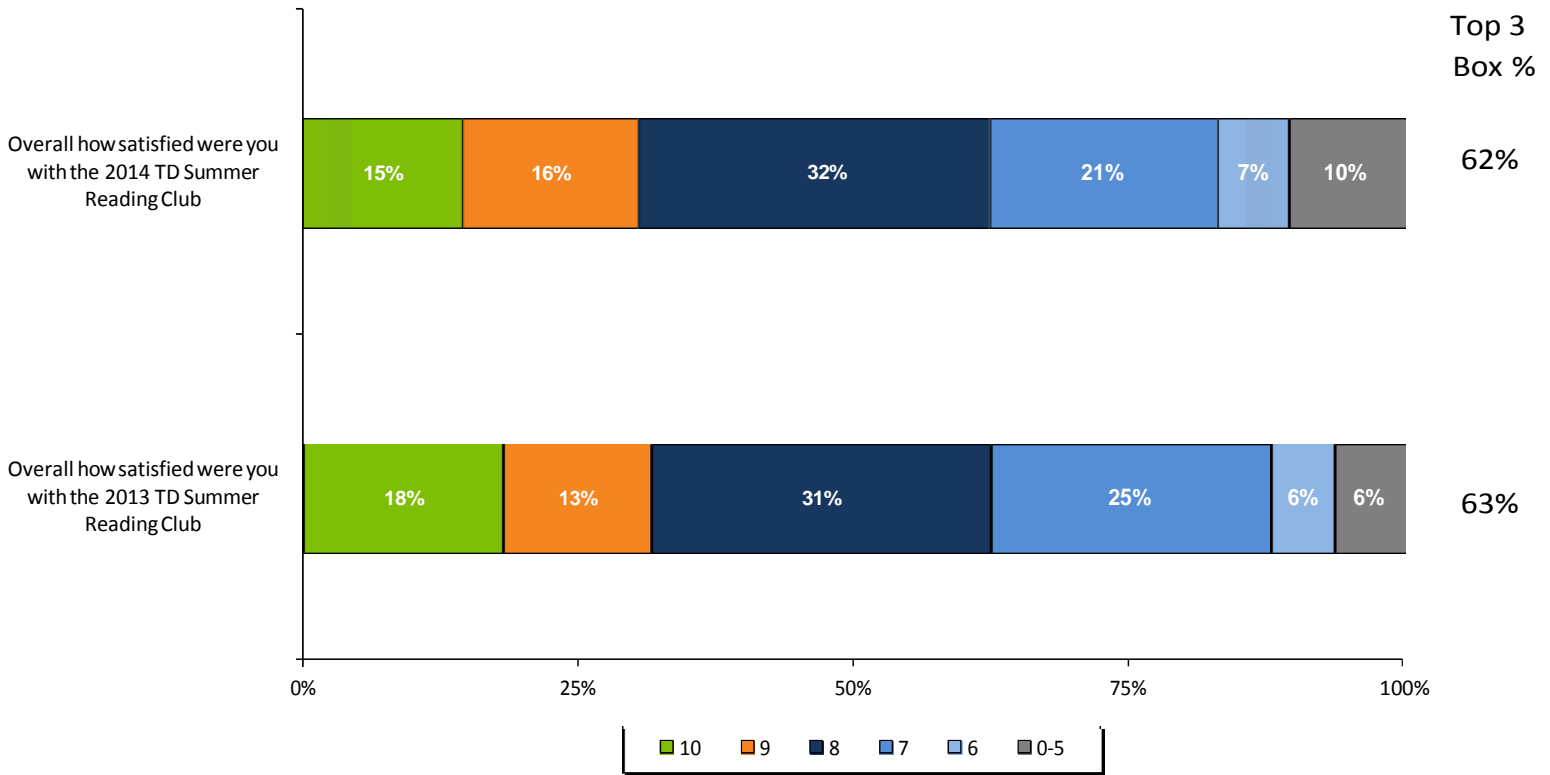
Please note that libraries that did not provide information for any given question are not considered in the percentages reported here so that each graph will sum to 100%.

Overall Program Satisfaction

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

Satisfaction was again high 2014, with the results being almost identical to last year. Almost a sixth of libraries (15%) gave the highest possible score (10) and the top three box satisfaction scores were slightly lower at 62% compared with 63% in 2013. One in ten librarians were dissatisfied, giving scores of 0-5.

Figure 10. Satisfaction With The Summer Reading Program Overall



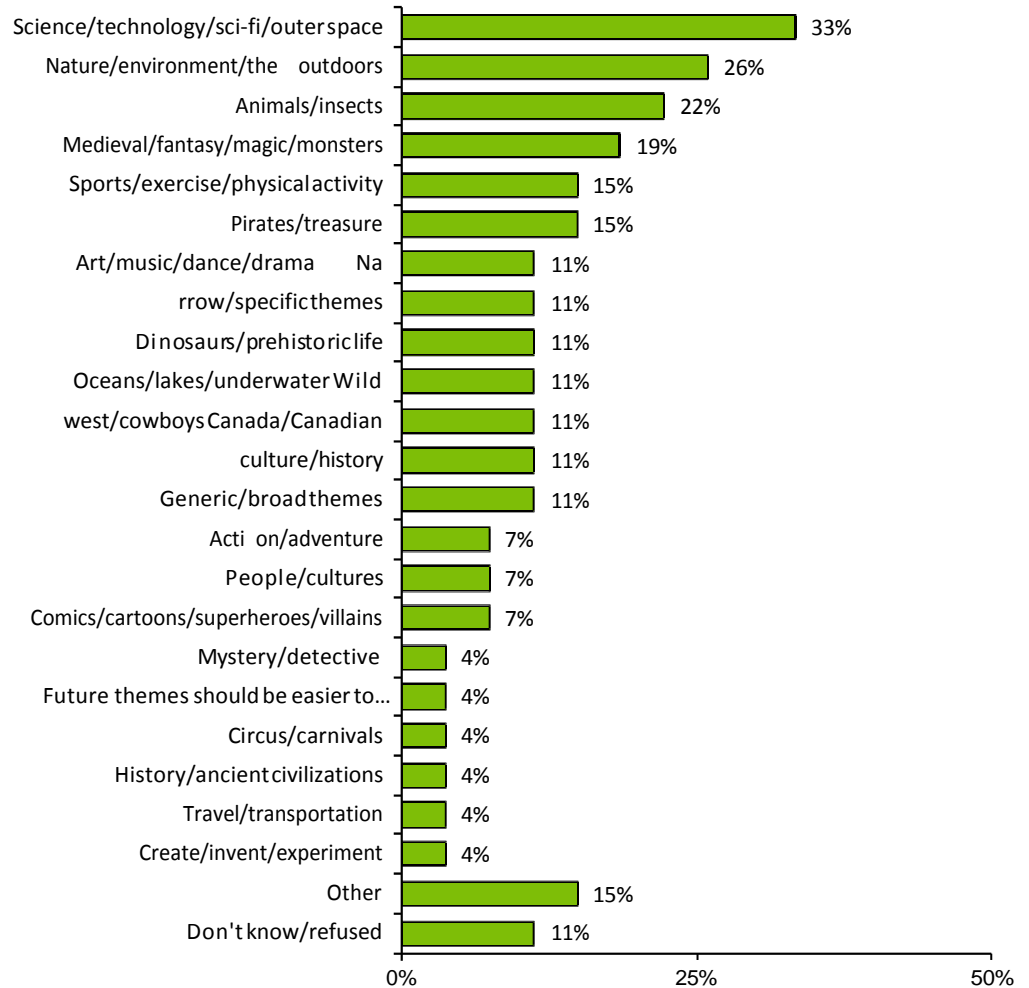
Source: Q5. Overall, how satisfied were you with the 2014/2013 TD Summer Reading Club?

Suggestions For Future Themes

Librarians were asked to provide suggestions for future themes. The two most popular suggestions received were Science/technology/sci-fi/outer space (33%) and nature/environment/the outdoors, suggested 26% of respondents. Some other popular suggestions include Animals/Insects (22%) and Medieval/fantasy/magic/monsters (19%).

The figure below presents the suggestions made by at least 3% of libraries in 2014.

Figure 11. Suggestions For Future Themes



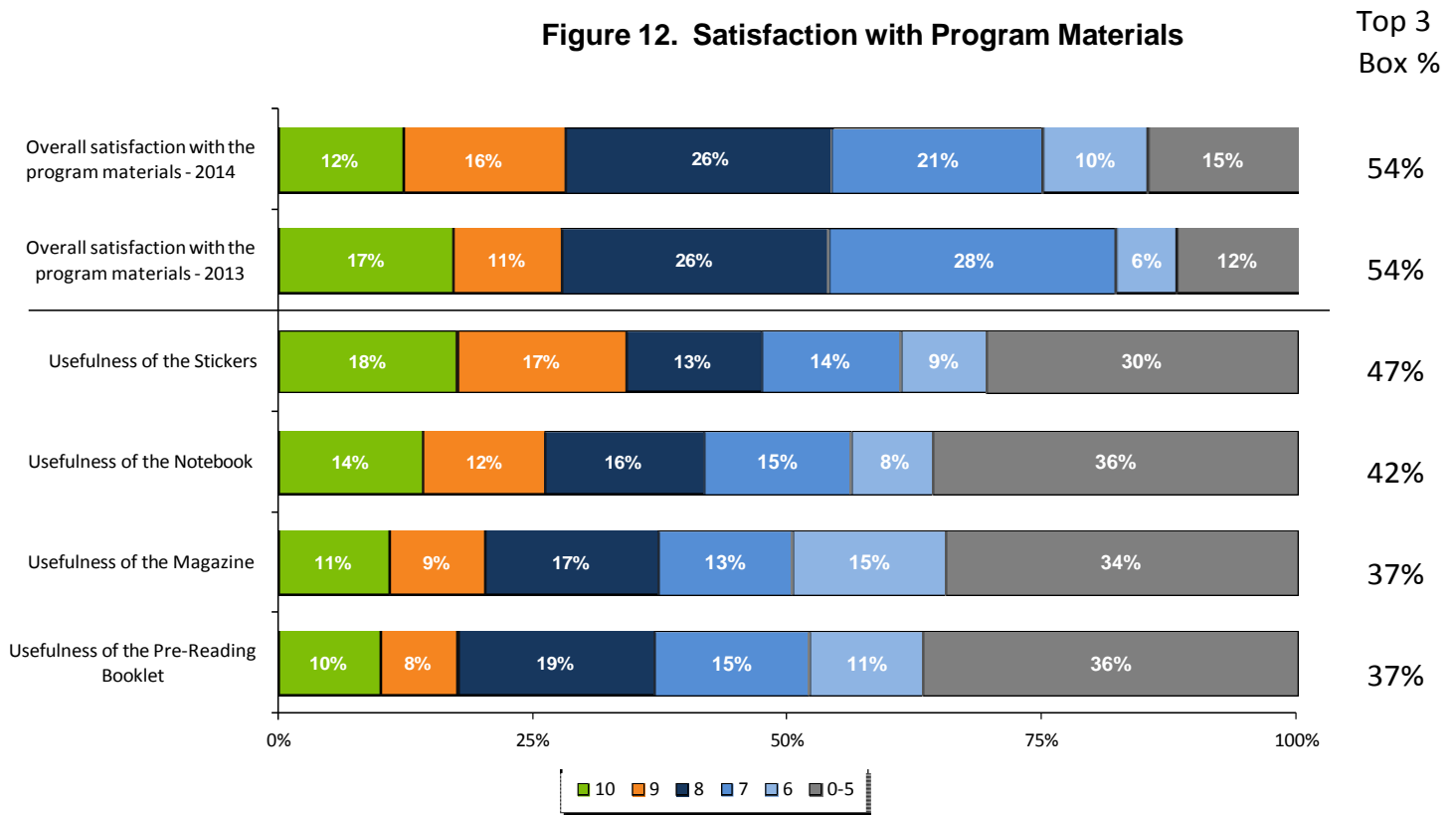
Source: Q7A .Do you have any suggestions for the program's future themes?

Program Materials Satisfaction

Librarians were asked to rate their overall satisfaction with the program materials. Comparing the materials in both years shows that satisfaction has remained the same in 2014 although respondents giving the highest possible score decreased by five percentage points. When looking at the top three box scores, more than half gave a score of 8 or higher in 2014 (54%), the same as in 2013.

In 2014, libraries were asked to rate the usefulness of the various program materials. Librarians felt the stickers were the most useful when looking at the top score, with almost one in five (18%) giving a top box score and just less than half giving a top three box score (47%). Four in ten gave a top three box score for the notebooks (42%), a slightly higher percentage than those who found the magazines and the pre-reading booklets useful (both with 37%). In each case, the level of dissatisfaction was higher in Alberta than in most provinces with around a third of respondents giving a 0-5 score.

Figure 12. Satisfaction with Program Materials



Source: Q6/Q7. Program Materials Satisfaction Questions.

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

The single most popular response provided by a quarter of librarians was to ask for more/better stickers (26%). Another common message was to make more pre-reading activities (17%). Other suggestions included changes in the point system for books read, more age appropriate content as well as more interactive content (13% each).

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

Figure 13. Suggestions For Improving The Program Material

Improvements for the Content of the Material for Future Programs	2014
Improve/provide more stickers/more variety/better formatting	26%
More pre-reading activities/booklet specific	17%
Change the point system for books read	13%
More age appropriate/simplify for younger children	13%
More interactive content	13%
Satisfied/no suggestions	9%
Include more space in notebook	9%
Improve notebook/notebook was too plain/ordinary	9%
Improve computer/online aspect	9%
Improve magazines/declutter/too wordy	9%
Wider range of activities/programs for all ages	9%
Provide a designated spot for stickers/children were uncertain where to apply stickers	9%
Improve posters/different sizes	9%
Notebooks were a good idea/children liked them	4%
More colourful art/visually appealing/eye-catching	4%
More activities/games	4%
Improve bilingualism/have separate English/French editions	4%
More specific themes/less generic	4%
Stickers were a good idea/popular	4%
Improve craft ideas	4%
Group involvement/chat rooms	4%
Programs/themes should be more fun/interesting/exciting	4%
Include blank spaces for library specific information	4%
Other	57%
Don't know/refused	0%

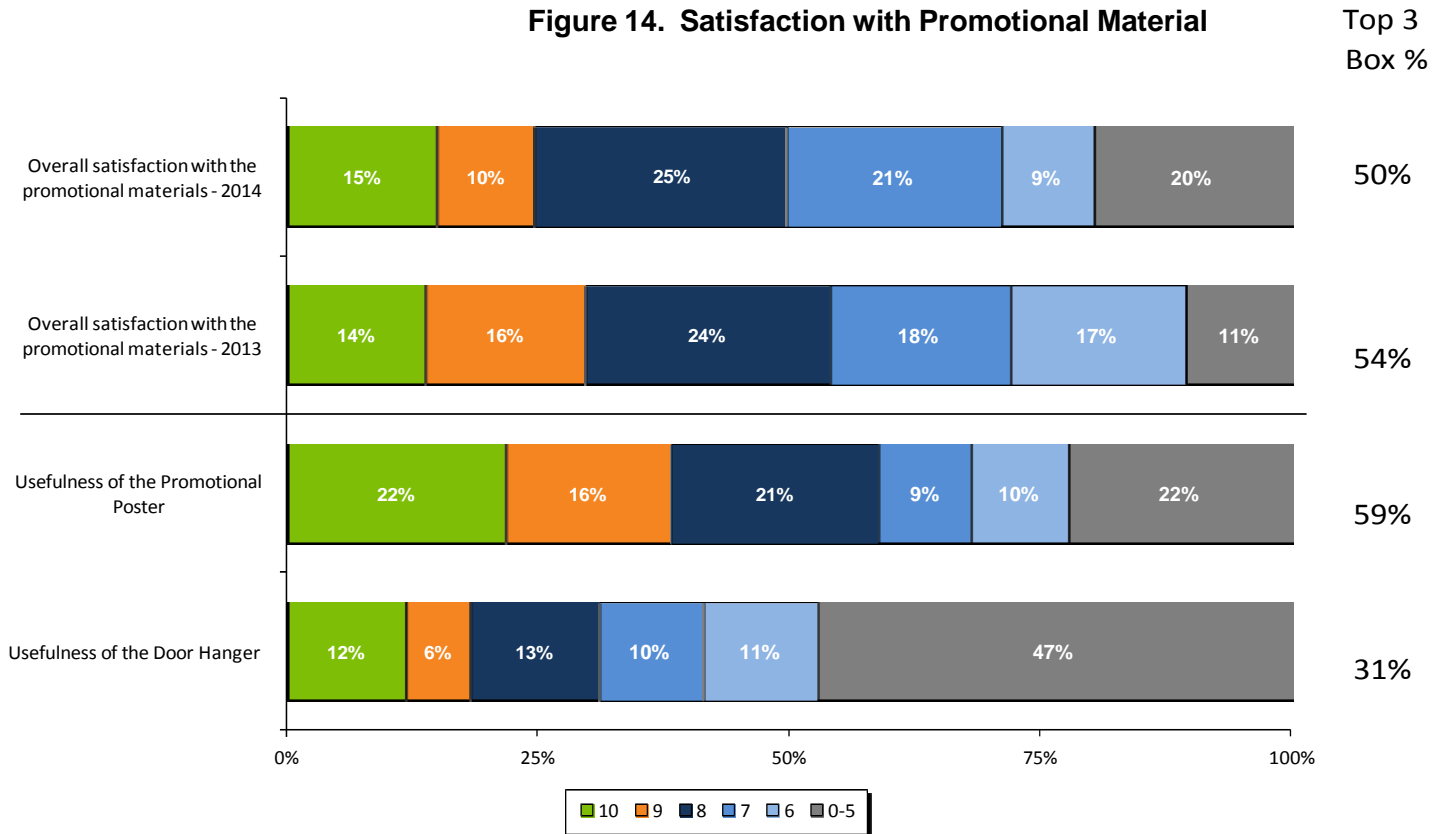
Source: Q7B. Do you have any suggestions on how to improve the content of the material for future programs?

Promotional Materials Satisfaction

Libraries also rated their level of satisfaction with the promotional materials that they received from LAC. Overall, satisfaction with these materials was similar to that of the programming materials with half of the respondents giving a top three box satisfaction score. This question was asked the same way in 2013 and when looking at the top three box score it is possible to see that the promotional materials in 2013 were just slightly more popular than those of 2014 (54% against 50% in 2014).

Librarians were also asked to rate the usefulness of the poster and the door hanger as promotional tools as well. When comparing the two, it is clear that the poster was far better received with almost a quarter rating their satisfaction at the highest level possible (22%) and around six in ten (59%) giving a score of 8 or higher. Conversely, the door hanger was given a top three box score by only 31% of librarians with 12% of librarians giving it a score of 10 out of 10.

Figure 14. Satisfaction with Promotional Material



Source: Q8/Q9. Promotional Materials Satisfaction Questions.

Librarians were invited to provide comments on the promotional materials provided by LAC. The most frequent request made was to leave a blank spot on the poster for information specific to the library (35%). Although it did not rate as high when asked to provide a specific score, three in ten librarians asked actually mentioned the door hanger positively. Two in ten people responded that the promotional materials were helpful and effective while, on the other hand, 15% of librarians stated that they felt the material *was* not useful to them for promotion. Another common comment was negative feedback about the door hangers (perhaps this is why the satisfaction score was lower than the poster) and that the promotional materials were not received in a timely fashion (15% each).

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

Figure 15. Suggestions For Promotional Material

Comments On 2014 Promotional Materials	2014
Include blank space for library specific information on posters	35%
Door hanger was popular/effective	30%
Promotional material was helpful/effective	20%
Materials were not useful/not necessary/no significant impact	15%
Disliked/problems with the door hanger/not useful in promoting program	15%
Did not receive promotional material in a timely fashion	15%
More colourful art/visually appealing/eye-catching	10%
Received too much material/did not have room for all material	10%
Poster was bright/eye catching/colourful	10%
Prefer smaller size/flyers/bookmarks rather than posters	5%
Keep it simple/child-friendly	5%
Too busy	5%
Bigger flyer/poster	5%
Good size	5%
Did not receive enough promotional material	5%
Good graphics/illustrations	5%
We conducted limited outreach/did not take part in the program/did not use the promotional material	5%
Other	25%
Don't know/refused	0%

Source: Q9B. Do you have any comments on the promotional materials (program poster/door hangers)?

Satisfaction With Web Content For Children

In 2014, every library was asked whether they actually consulted the children’s website in the course of running their 2014 Summer Reading Club. Overall, three quarters of the libraries did consult the children’s website (75%). The minority of libraries that did not consult the children’s website were asked to explain why they did not. The main reasons given were that they were too busy or just did not think to do it and that they did not feel the children’s website was necessary for them or they used other resources (35% each). A significant amount of librarians said they weren’t aware about the website or its content (29%) or that it didn’t seem relevant to the age group (24%).

Figure 16. Usage Of Children’s Website / Reasons For Not Using The Children’s Website

Region	Consulted The Children’s Website % Yes
Alberta	75%

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

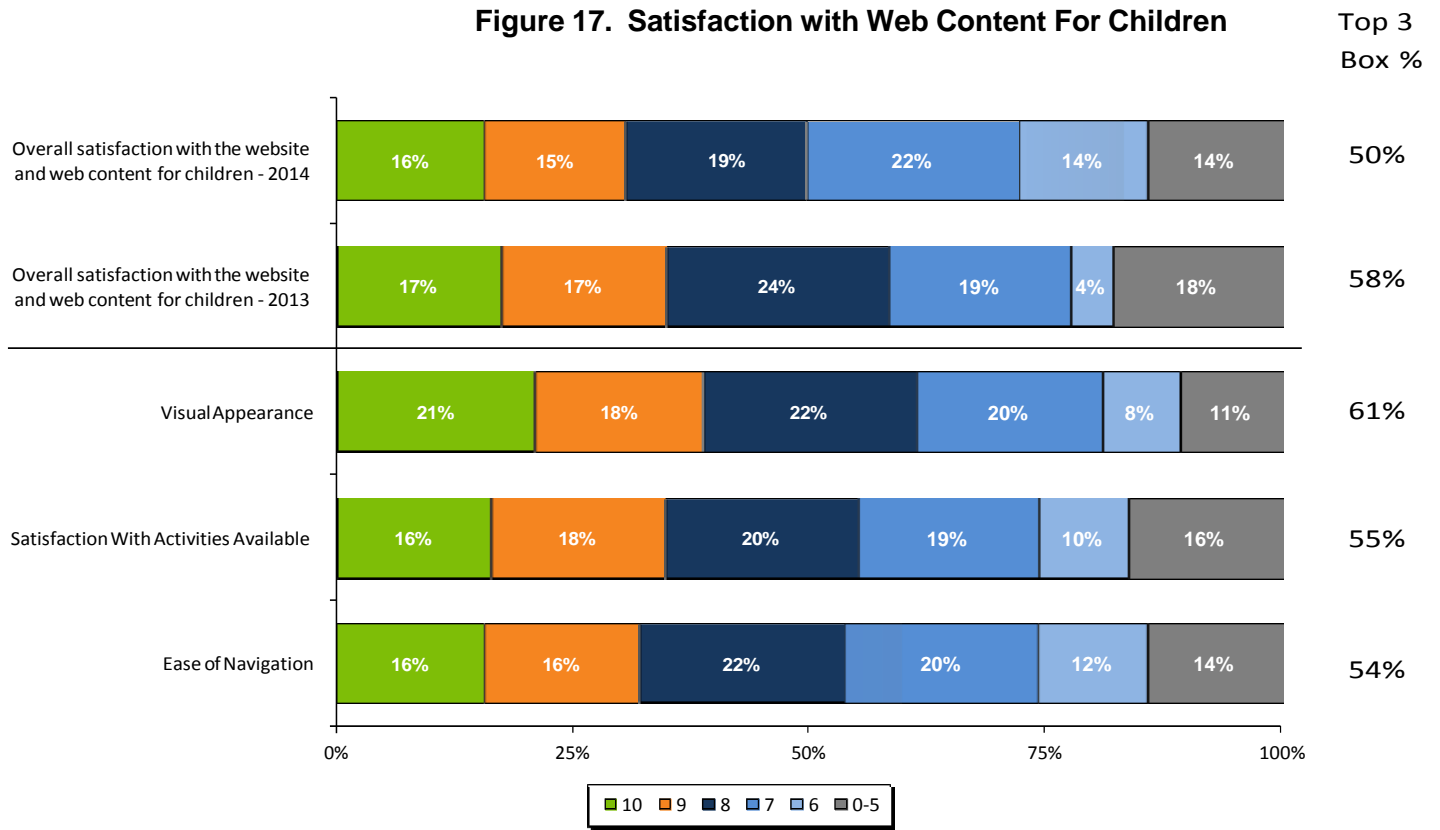
Why Did You Not Consult the Children’s Website?	2014
Too busy/didn’t have time/forgot/didn’t think about it	35%
Not necessary/didn’t feel the need/visited other websites/used other resources	35%
Lack of awareness about the children’s website/what kind of content it included	29%
Website content didn’t seem relevant/not suited to age group of participants	24%
Limited/no access to computers/internet	12%
Discouraged computer use/parents preferred to have children engaged in non-computer related activities	12%
Consulted the staff/librarian website instead	6%
Incentives would encourage visiting the website (e.g. stickers with codes to unlock games/activities)	6%
Other	18%
Don’t know/refused	6%

Source: Q10. Did you consult the children’s web site in 2014? / Q10B. Please explain why you did not consult the children’s website and what resources would make you more likely to visit the site in future years?

Libraries who had used the children’s website were asked to rate their level of satisfaction with the web content available to children in both of the last two years. Overall satisfaction with the content was lower in 2014 with only one in six giving the highest possible score (16%) and half giving a score of 8 or higher (50%). In 2013 these numbers were 17% and 58% respectively.

Among the librarians who did visit the children’s website in 2014, the scores for the elements were high overall. The visual appearance of the website was rated best when compared to other attributes with two in ten respondents giving the highest possible satisfaction score (21%) and six in ten (61%) giving a score of 8 or higher. There was slightly less satisfaction with the activities available on the children’s website and with the ease of navigating the website (top three box scores of 55% and 54% respectively).

Figure 17. Satisfaction with Web Content For Children



Source: Q11. Web Content For Children Satisfaction Questions.

Librarians were also asked for suggestions of how to improve the children’s website. The largest single group, representing nearly half (47%) of respondents said they did not have any suggestions to offer. Among those who did, the most common suggestion was to have a larger variety of games available and to improve the navigation on the site (27% each). Another common request was more engaging graphics/sounds (13%).

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

Figure 18. Suggestions For The Children’s Website

Suggestions on how to improve the web content for children?	2014
<i>Satisfied/no suggestions</i>	47%
More/larger variety of games	27%
Improve navigation/more child-friendly	27%
Better/more engaging art/graphics/sound	13%
Increase interactivity	7%
Improve promotion of reading	7%
More codes/unlockable content	7%
More diversity in age related content	7%
Improve connection to/accessibility from local libraries	7%
Improve connection between print material and online material	7%
Other	20%
Don't know/refused	0%

Source: Q11C. Do you have any suggestions on how to improve the web content for children?

Librarians were also asked whether they promoted or made reference to the children’s website in their programming for the 2014 TD Summer Reading Club. Although they were less likely to have promoted the website than to have consulted it, the proportion that did was still high (66% of libraries). The librarians who said that they did not promote or make reference to the children’s website were asked why they did not. By far the most common reason given was that the librarian was too busy and did not have the time (43%). Many others also mentioned limited access to computers and lack of awareness about the children’s website (29% each). Another 21% mentioned that parents discouraged computer use when compared to non-computer related activities.

Figure 19. Promotion Of The Children’s Website & Reasons For Not Promoting The Children’s Website

Region	Promoted The Children's Website % Yes
Alberta	66%

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

<u>Why Did You Not Promote the Children's Website?</u>	<u>2014</u>
Too busy/didn't have time/forgot/didn't think about it	43%
Limited/no access to computers/internet	29%
Lack of awareness about the children's website/what kind of content it included	29%
Discouraged computer use/parents preferred to have children engaged in non-computer related activities	21%
Website content didn't seem relevant/not suited to age group of participants	14%
Not necessary/didn't feel the need/visited other websites/used other resources	7%
Consulted the staff/librarian website instead	7%
Website wasn't ready/didn't launch early enough to incorporate it into our program	7%
Poor layout/web site is difficult to navigate	7%
Other	14%
Don't know/refused	0%

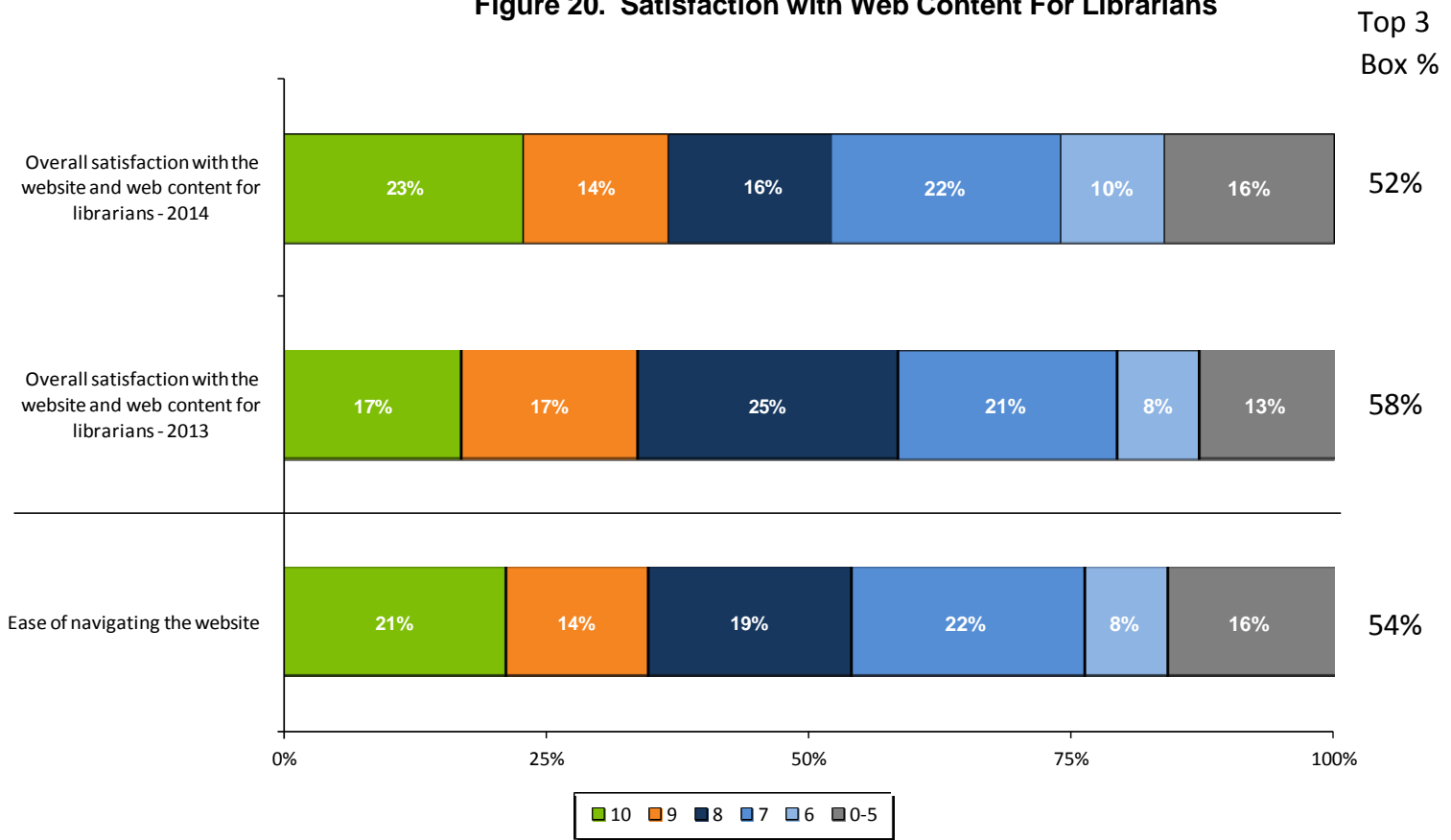
Source: Q11. Did you promote or make reference to the website in any of your programming for the 2014 TD Summer Reading Club? / Q11B. Please explain why you did not promote or make reference to the children’s website and what would make you more likely to use it in promoting the TD Summer Reading Club in future years?

Satisfaction With Web Content For Librarians

As in 2013, 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 2014 are higher than in 2013 when looking at the top box score (23% to 17%) but lower when looking at the top three box satisfaction score (52% to 58%).

The only element of the web content for librarians which was measured in 2014 was the ease of navigating the website. The level of satisfaction with the navigation of the website mirrored the overall satisfaction with the site itself. Nearly a quarter of respondents gave the highest possible satisfaction score and half (54%) gave a score of 8 or higher.

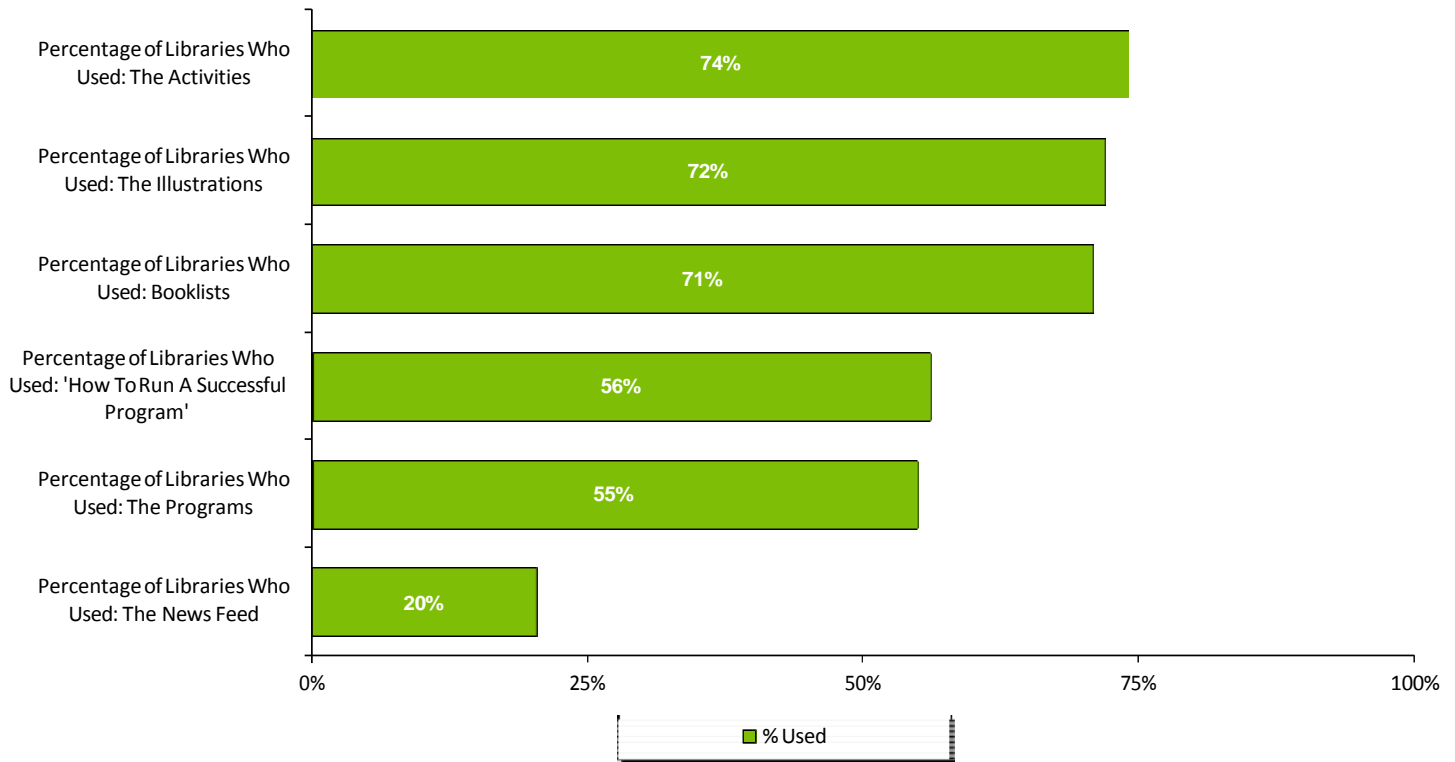
Figure 20. Satisfaction with Web Content For Librarians



Source: Q12. Web Content For Librarians Satisfaction Questions.

Librarians were asked specifically which of the resources that were available to them were actually used in running their TD Summer Reading Club in 2014. There were three resources that were used by roughly three quarters of all libraries: The activities, the illustrations and the booklists. The section entitled ‘How to Run a Successful Program’ and the programs were slightly less popular with 56% and 55% using these resources respectively. Only two in ten of all libraries made use of the news feed offering.

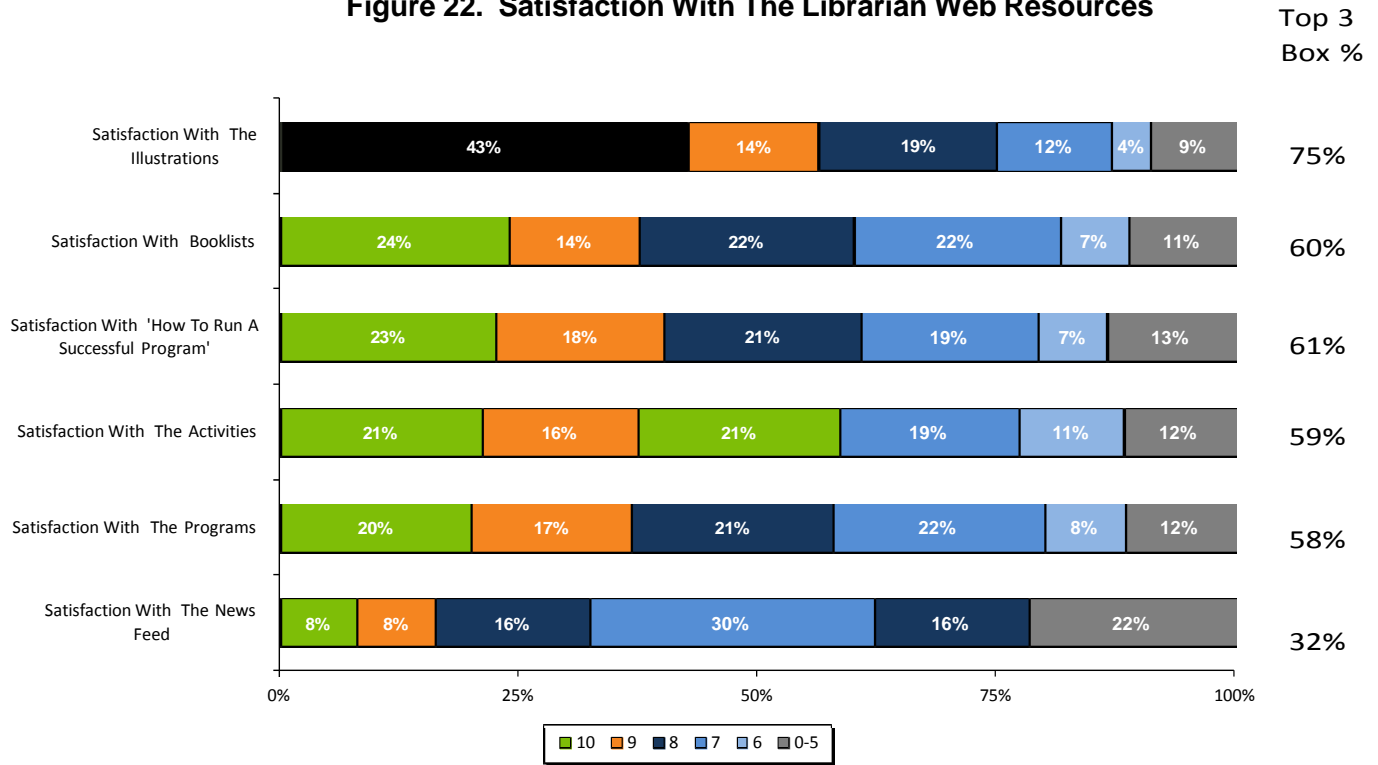
Figure 21. Usage of Librarian Web Resources



Source: Q13. Please identify which of the resources on the Librarian’s website you used and, for each resource that you did use, please give your level of satisfaction with it.

Those who reported using the web resources were then asked to rate their satisfaction with those resources. By a wide margin, the librarians reported being the most satisfied with the illustrations, with 43% giving the highest possible score and three quarters (75%) giving a top three box score. Beyond the illustrations, the level of satisfaction fell off, but was still very positive. The top three box scores are very consistent for the booklists, the 'How to Run a Successful Program' section, the activities and the programs, ranging from 61% to 58%. In addition to being given the lowest scores among the resources, the news feed was not well received by the minority who used it, with only 32% giving a score of 8 or higher.

Figure 22. Satisfaction With The Librarian Web Resources



Source: Q13. Please identify which of the resources on the Librarian's website you used and, for each resource that you did use, please give your level of satisfaction with it.

Librarians were asked suggestions on how to improve the librarian’s website for future years. Three in ten respondents suggested simpler, more user-friendly websites (29%). Other popular suggestions included more age specific content (17%), and more theme specific guidance (13% each).

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

Figure 23. Suggestions For Librarian Web Resources

<u>Suggestions on how to improve the web content for librarians?</u>	<u>2014</u>
Simpler/more user friendly/better navigation/search/print functions	29%
Age specific content/separate by age/school level	17%
More theme specific advice/guidance	13%
<i>Satisfied/no suggestions</i>	8%
Make material available sooner	8%
More suggestions/ideas for programs/activities	8%
More useful staff manual/more suggestions	8%
Provide specific examples/outreach ideas/program suggestions	8%
Better/more recent/broader booklists	4%
Program/activities were too geared toward larger libraries	4%
Improve clip art/more visually appealing/more variety	4%
Ability to share ideas/information between libraries/through social media/online forum	4%
More printable activities	4%
Offer downloadable documents/spreadsheets/manuals	4%
Other	21%
Don't know/refused	13%

Source: Q13D. Do you have any suggestions on how to improve the web content for librarians?

Satisfaction With Program Evaluation

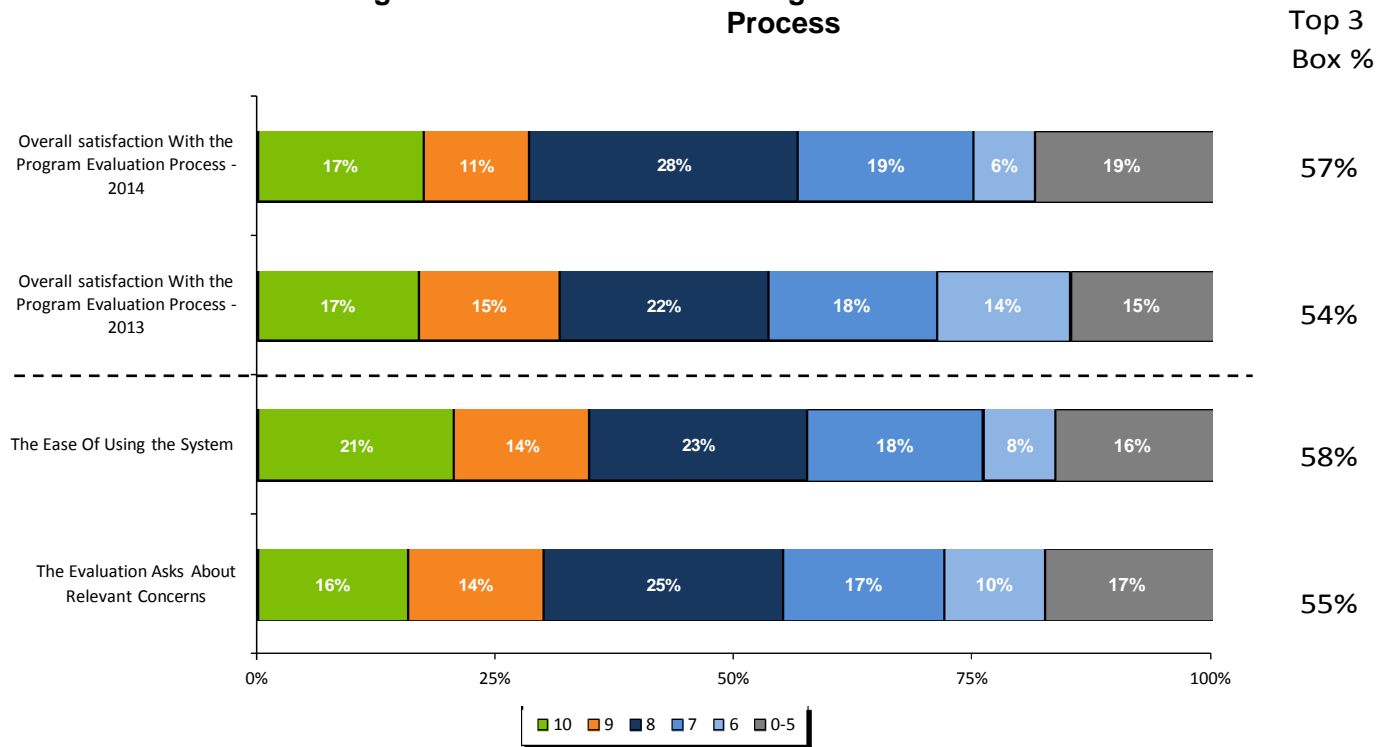
Finally, libraries were asked to rate their level of satisfaction with the program evaluation and statistics process for 2014. Overall, satisfaction was relatively high with 57% of respondents giving top three box satisfaction scores. Around one in six respondents gave the highest possible score (17%), however nearly two in ten gave a score which would indicate dissatisfaction with the process (19%).

The same question was asked in 2013, and satisfaction has increased slightly since last year. The top three box score last year was 54%, meaning there was a slight increase of three percentage points. The top box score remained the same, but dissatisfaction increased from 15% to 19%.

Among the elements of the program evaluation process, satisfaction with ‘ease of using the system’ was slightly higher than ‘the evaluation asks about relevant concerns.’ The top three box scores for both elements were similar, but the top box satisfaction score for ease of using the system was five percentage points higher.

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

Figure 24. Satisfaction with Program Evaluation and Statistics Process



Source: Q14. Program Evaluation and Statistics Process Questions.

Librarians were asked for their suggestions on how the program evaluation and statistical collection process could be improved. The most popular single response, given by a quarter of librarians, was to make questions available sooner so they can know what to track. Another 20% said they were satisfied and had no suggestions. Others suggested improve navigation for online survey (20%) and clarify the information requested (15%).

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

Figure 25. Suggestions For Improving The Program Evaluation and Statistics Process

<u>Suggestions on how to improve the statistical collection and program evaluation process?</u>	2014
Make questions/forms available sooner/let us know what to track	25%
<i>Satisfied/no suggestions</i>	20%
Improve navigation of online survey	20%
Clarify/better define information requested	15%
Standardized forms/Excel format to accommodate formulas	10%
Questions don't apply/we can't collect certain statistics	10%
Fewer questions/reduce survey length	10%
Later deadline/allow longer time frame for completion	5%
Problems recording children who weren't official registered	5%
Other	30%
Don't know/refused	0%

Source: Q14B. Do you have any suggestions for how to improve the statistical collection and program evaluation process?

Libraries were asked to indicate whether they had any indicators of children’s increased enjoyment of reading, reading successes or changes in attitudes toward reading. The most common response was that challenges and incentives were a motivating factor (38%). Librarians, hearing from parents reported that the program made the kids excited and kept them reading over the summer and that children enjoyed the program (23% each). Around one in six mentioned that the program brings more kids to the library (15%). More than one in ten said that both children and parents enjoyed the activities and crafts and that some children exceeded their Summer Reading Club goals (12% each).

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

Figure 26. Testimonials Indicating An Increased Love Of Reading

Testimonials indicating increased love of reading?	2014
Challenges/incentives were a motivating factor	38%
Makes them excited/keeps them reading over the summer	23%
Children enjoyed the program/enjoyed reading/were motivated to read more	23%
Brings more children to the library/they enjoy coming	15%
Children/parents enjoyed the activities/crafts/website	12%
Children exceeding goals of club/reading extra	12%
Noticeable improvement in reading level	8%
Children checking out more books from library	4%
Children enjoy coming back each year	4%
Improved confidence/communication skills	4%
Children love adding stickers to their notebooks	4%
Children exploring more/new genres/topics	4%
Children learned new words/information	4%
Children enjoyed this year's theme	4%
Other	12%
Don't know/refused	23%

Source: Q14C. 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 Prince Edward Island were asked to tally the results of participants in the summer reading club for all of their subsidiary branches. Within all systems, 25 of the 25 participating individual libraries submitted their results, representing an overall response rate of 100%.

Figure 1. Response Rate

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

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

Statistics on Registration & Attendance

TD Summer Reading Program Registration

The first section of the Statistics and Evaluation Form asked librarians to indicate the total number of children registered for the TDSRC 2014. This reflects the number of children who registered on the sign-up sheet, with the intent to read books as part of the TD Summer Reading Club.

In Prince Edward Island, an estimated 1,380 children registered for the TDSRC 2014 program, which is a slight decrease from 2013, but consistent with the registration numbers in recent years. The split by gender was slightly less weighted toward girls compared to 2014 with 57%, of the participants being girls and boys representing 43% of the participants.

Figure 2. Total Registration 2007 – 2014

Total Registration								
Region	2014	2013	2012	2011	2010	2009	2008	2007
PEI	1,380	1,391	1,447	1,413	1,371	1,260	1,156	1,014

Source: Q1 Total number of children who registered for the TDSRC 2014.

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

Year	% Girls	% Boys
2005	57%	43%
2006	55%	45%
2007	57%	43%
2008	59%	41%
2009	55%	45%
2010	58%	42%
2011	58%	42%
2012	57%	43%
2013	59%	41%
2014	57%	43%

Source: Q1. Total number of children who registered for the TDSRC 2014 program.

The figure below shows the age breakdown of registered children. For the summer 2014, 29% of the girls were in the 0-5 age group, 42% were 6-8, 23% were 9-12, and 6% were 13 years or older. In PEI the boys who registered were younger than the girls in 2014 with 36% aged 0-5, 41% aged 6-8, 20% aged 9-12, and 4% aged 13 and older.

Figure 4. Percentage of Registered Children by Gender and Age

BOYS	2014	2013	2012	2011	2010	2009	2008	2007	2006	2005
0-5	36%	38%	38%	35%	34%	31%	25%	27%	27%	22%
6-8	41%	43%	42%	40%	43%	42%	46%	44%	36%	48%
9-12	20%	18%	18%	24%	22%	25%	28%	29%	34%	29%
13+	4%	2%	2%	1%	1%	1%	2%	1%	2%	1%

GIRLS	2014	2013	2012	2011	2010	2009	2008	2007	2006	2005
0-5	29%	32%	30%	31%	29%	29%	24%	25%	23%	22%
6-8	42%	39%	39%	37%	45%	44%	45%	45%	41%	42%
9-12	23%	23%	24%	29%	24%	25%	28%	26%	34%	32%
13+	6%	6%	6%	3%	2%	2%	3%	4%	2%	4%

Source: Q1. Total number of children who registered for the TDSRC 2014 program

Figure 5 below summarizes the participation rate for Prince Edward Island by age and gender based on 2011 census data. The proportion of all children who were registered in 2014 was comparable with 2013, with a slight decrease from 4.83% to 4.79%.

Figure 5. Number of Registered Children

	2011 CENSUS			2014 TD SRC REGISTRANTS			% PARTICIP. CHILDREN	% PARTICIP. CHILDREN	% PARTICIP. CHILDREN
	(A)	(B)	(C)	(D)	(E)	(F)	2014	2013	2012
Province / Territory	Total Children	Total Boys	Total Girls	Total Children	Total Boys	Total Girls	Total Children	Total Children	Total Children
PEI	28,795	14,645	14,130	1,380	596	784	4.79%	4.83%	5.03%
0-5	8,665	4,385	4,275	444	214	230	5.12%	5.53%	5.61%
6-8	4,525	2,260	2,260	568	242	326	12.55%	12.44%	12.93%
9-12	6,380	3,250	3,120	302	119	183	4.73%	4.56%	4.87%
13+	9,225	4,750	4,475	66	21	45	0.72%	0.63%	0.70%

Source: Q1 Total number of children who registered for the TDSRC 2014, 2013, 2012. Columns (A) through (C) provided by Statistics Canada Census 2011. Columns (D) through (F) represent data collected by Harris/Decima.

TD Summer Reading Program Attendance & Activities

To help gauge the success of the TDSRC, libraries were asked to indicate the total number of programs and activities organized around this year’s club theme as well as the total attendance of children at these activities (not including parents or care givers).

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

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

A total of 5,468 children attended the 548 theme-related activities which were organized in libraries across Prince Edward Island over the summer months of 2014. Overall, an average of 10 children attended each activity in 2014, and 89% of all activities were conducted in libraries.

Figure 6. Total Activities and Attendance

Region	Activity Attendance				
	Theme-Related Activities	Total Attendance	Avg. Attendance per Activity	% of Activities In Library	% of Activities In Community
PEI	548	5,468	10	89%	11%

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

Though the number of theme-related activities conducted in 2014 was lower than 2013, the number was still above the 2012 total. Average attendance at these activities was slightly higher than in 2014 resulting in a small increase in overall attendance compared to last year.

Figure 7. Activities and Attendance 2012 – 2014

Region	2014		2013		2012	
	Theme-Related Activities	Total Attendance	Theme-Related Activities	Total Attendance	Theme-Related Activities	Total Attendance
PEI	548	5,468	583	5,406	511	5,745

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

Promotion of Program

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

In Prince Edward Island, 72% of libraries indicated that their library staff made promotional visits to schools, while 52% visited child care centres, 32% visited day camps, and 16% made other promotional visits. A total of 101 visits were made, reaching a total of 7,570 children (the vast majority at schools).

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

Made Visits 2014 (%)						
Schools			Day Camps			
	School Visits (% Yes)	Total Visits	Children Attended	Day Camp Visits (%)	Total Visits	Children Attended
PEI	72%	64	7,069	32%	16	86
Child Care Centres			Other Locations			
	Childcare Visits (%)	Total Visits	Children Attended	Other Visits (%)	Total Visits	Children Attended
PEI	52%	15	215	16%	6	200

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

Previous Participation

In order to streamline the process of entering the data for each library/system, the question that asked how each of their registrants heard about the program was changed so that it asked only whether or not each registrant had joined in a previous year. 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.

In PEI, half of all registered children (50%) said that they had participated in previous years. That is a six percentage point increase when compared to 2013.

Figure 9. Previous Participation

Region	Joined in previous years		New Registrants	
PEI	693	50%	687	50%

% Joined in Previous Years		
Region	2014	2013
PEI	50%	44%

Source: Q4. How many of the children registered in your library had participated in the TD Summer Reading Club in previous years and how many were new to the program?

Satisfaction & Suggestions

In 2014, the Statistics and Evaluation Form was streamlined and refocused in order to gather more specific data while lowering the burden on library staff who are required to keep track of and enter a number of metrics. These changes are in addition to those made in 2013 which mainly involved changing responses from a five-point scale to a ten-point scale in order to measure satisfaction with more precision. Due to these changes, direct comparisons can only be made between these two years, and only in some instances.

The following section provides satisfaction scores for every question asked by giving the proportion of libraries who responded with each score from 10 down to 6, along with those who gave a score of 0-5. The overall satisfaction question for each section is reported first and directly compared to 2013 data where possible, followed by the individual element scores, ranked by the proportion giving a score of 10. Libraries were also asked for their suggestions and comments in each section.

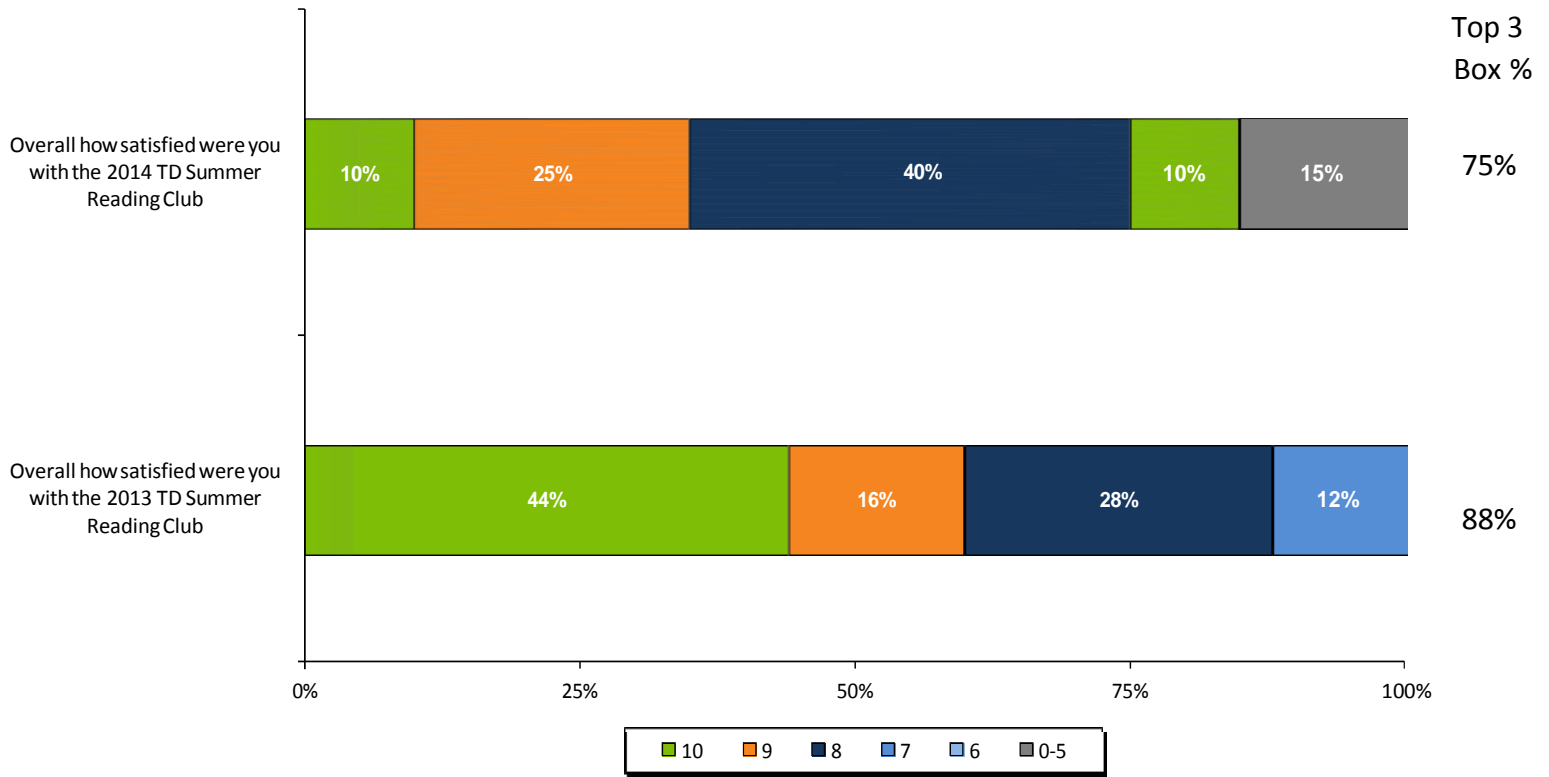
Please note that libraries that did not provide information for any given question are not considered in the percentages reported here so that each graph will sum to 100%.

Overall Program Satisfaction

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

Satisfaction was high 2014 but was lower than in 2013. Only one in ten libraries gave the highest possible score (10) which is a sizeable decrease from the 44% in 2013. The top three box satisfaction score was 75% compared to 88% in 2013. In 2014, around one in six (15%) were dissatisfied, giving a score of 0-5.

Figure 10. Satisfaction With The Summer Reading Program Overall



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

Suggestions For Future Themes

Librarians were asked to provide suggestions for future themes. All of the responses received from PEI librarians are listed in the table below.

Figure 11. Suggestions For Future Themes

<u>Do you have any suggestions for the program's future themes?</u> <i>(All Responses Given)</i>
Science/technology/sci-fi/outer space
Nature/environment/the outdoors
Animals/insects
Medieval/fantasy/magic/monsters
Art/music/dance/drama
Canada/Canadian culture/history
Fairy tales/folklore/mythology

Source: Q7A. Do you have any suggestions for the program's future themes?

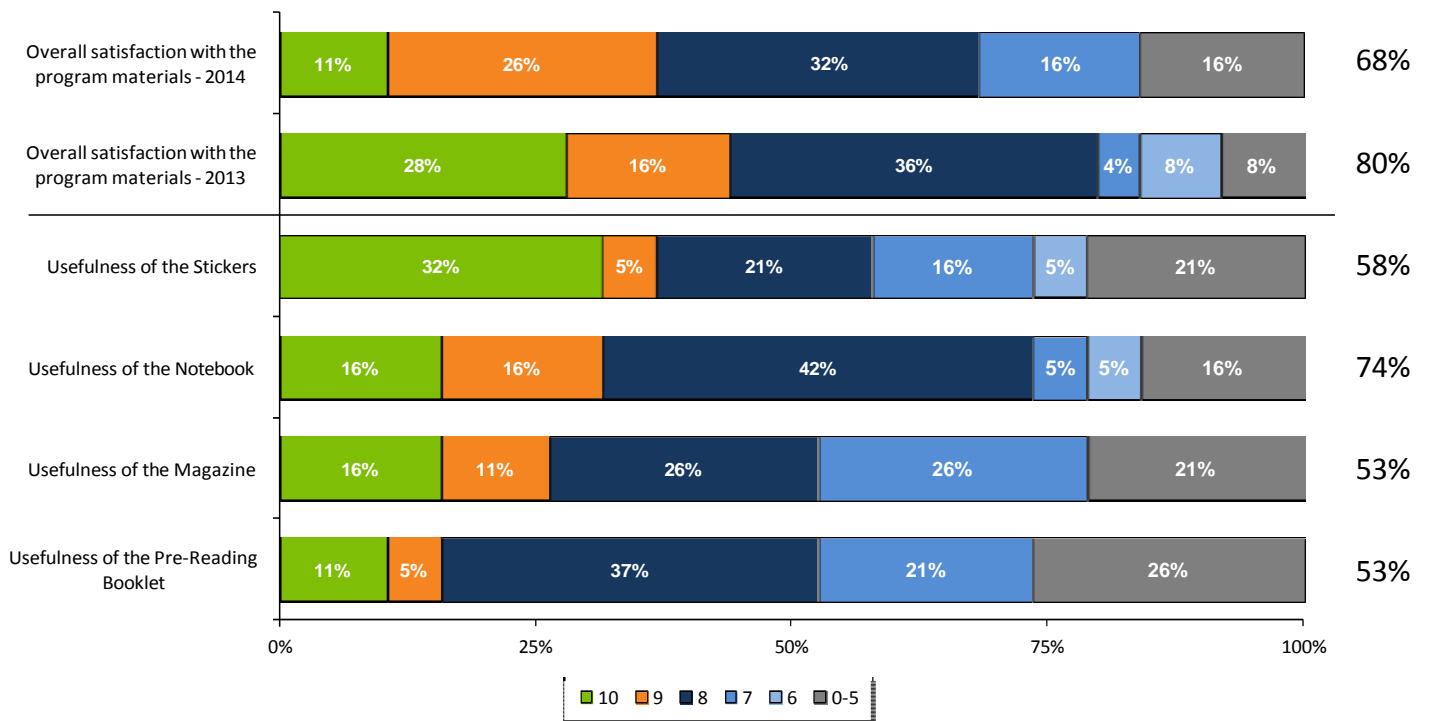
Program Materials Satisfaction

Librarians were asked to rate their overall satisfaction with the program materials. The level of satisfaction with the materials was relatively high for most categories in 2014. Comparing results from previous two years shows that satisfaction is lower in 2014 with only one in ten libraries (11%) giving the materials the highest possible score - a decrease of 17 percentage points over 2013. When looking at the top three box scores, more than two thirds gave a score of 8 or higher in 2014 (68%) which was a decrease of 12 percentage points since 2013.

In 2014, libraries were asked to rate the usefulness of the various program materials. Librarians felt the stickers were the most useful when looking at the top score, with almost a third (32%) saying they were extremely useful. Although fewer respondents gave the notebook the highest possible score, nearly three quarters gave the notebook a score of eight or higher (74%). More than half of all respondents gave a top three usefulness score for each of the other three materials.

Figure 12. Satisfaction with Program Materials

Top 3
Box %



Source: Q6/Q7. Program Materials Satisfaction Questions.

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

Suggestions given by librarians in PEI included improving the stickers/providing more of them, providing a designated spot for the stickers, positive comments about the notebooks and making notebooks simpler and more user-friendly.

Figure 13. Suggestions For Improving The Program Material

<u>Improvements for the Content of the Material for Future Programs (All Responses Given)</u>
Improve/provide more stickers/more variety/better formatting
Provide a designated spot for stickers/children were uncertain where to apply stickers
Notebooks were a good idea/children liked them
Notebooks should be simpler/more user friendly/less confusing

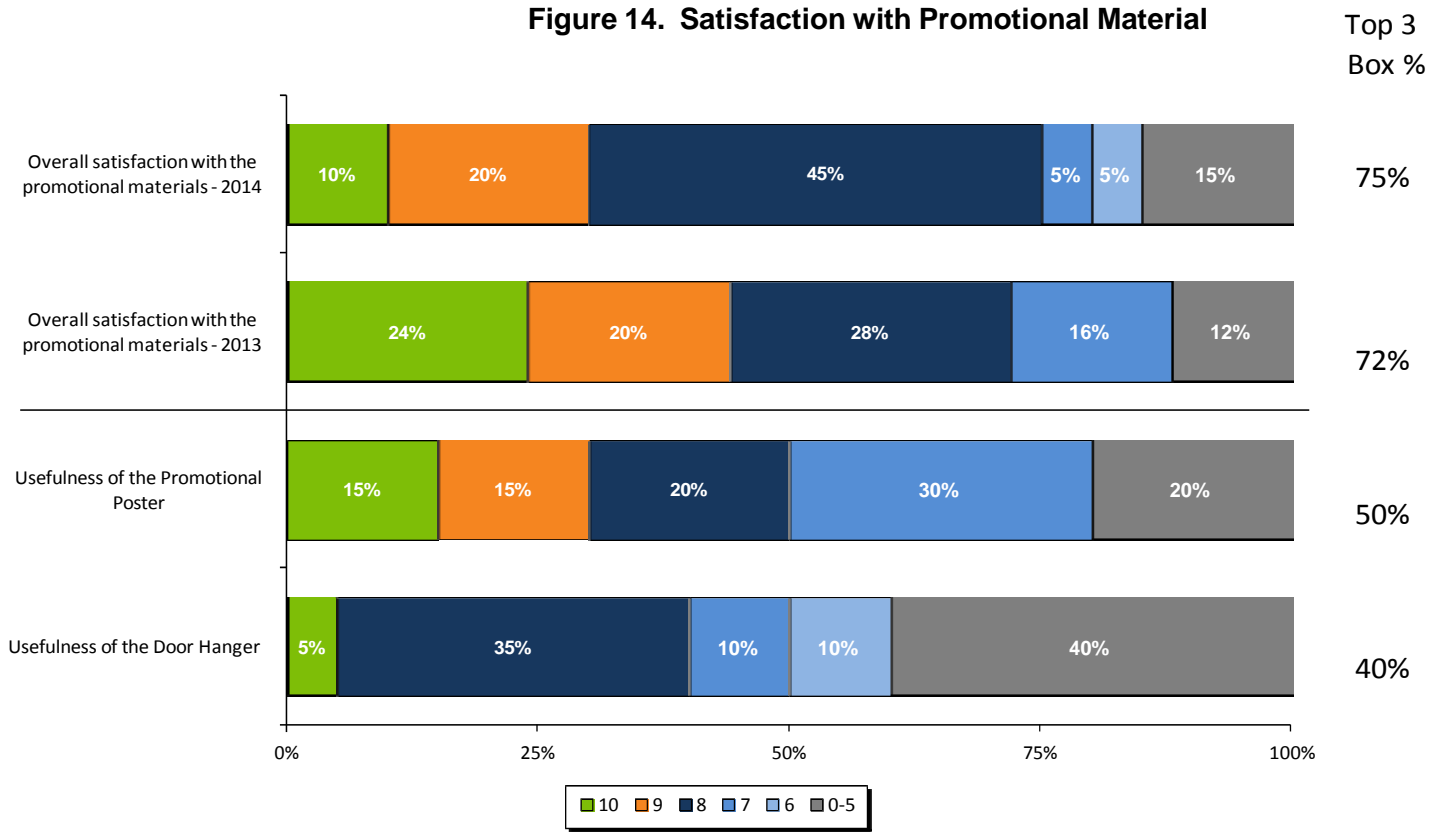
Source: Q7B. Do you have any suggestions on how to improve the content of the material for future programs?

Promotional Materials Satisfaction

Libraries also rated their level of satisfaction with the promotional materials that they received from LAC. Overall, satisfaction with the promotional materials was higher than that of the programming materials with a full three quarters giving a top three box satisfaction score. When comparing the satisfaction levels to those of 2013, the top three box score is slightly higher (it was 72% in 2013) but there was a sizeable fall in top box satisfaction, from 24% to 10%.

Librarians were also asked to rate the usefulness of the poster and the door hanger as promotional tools as well. When comparing the two, it is clear that the poster was far better received with one in six rating their satisfaction at the highest level possible (15%) and half giving a score of 8 or higher. Conversely, the door hanger was given a top three box score by only 40% of librarians with 5% of librarians giving it the highest possible score.

Figure 14. Satisfaction with Promotional Material



Source: Q8/Q9. Promotional Materials Satisfaction Questions.

Librarians were invited to provide comments on the promotional materials provided by LAC. All of the responses received are listed in the table below.

Figure 15. Suggestions For Promotional Material

<u>Comments On 2014 Promotional Materials</u> <i>(All Responses Given)</i>
Promotional material was helpful/effective
Disliked/problems with the door hanger/not useful in promoting program
More colourful art/visually appealing/eye-catching
Poster was bright/eye catching/colourful
Good size

Source: Q9B. Do you have any comments on the promotional materials (program poster/door hangers)?

Satisfaction With Web Content For Children

In 2014, every library was asked whether they actually consulted the children’s website in the course of running their 2014 Summer Reading Club. Overall, nearly all libraries did consult the children’s website (95%). The minority of libraries that did not consult the children’s website were asked to explain why they did not. The reason given was that they did not have access to computers or the internet.

Figure 16. Usage Of Children’s Website / Reasons For Not Using The Children’s Website

Region	Consulted The Children's Website % Yes
PEI	95%

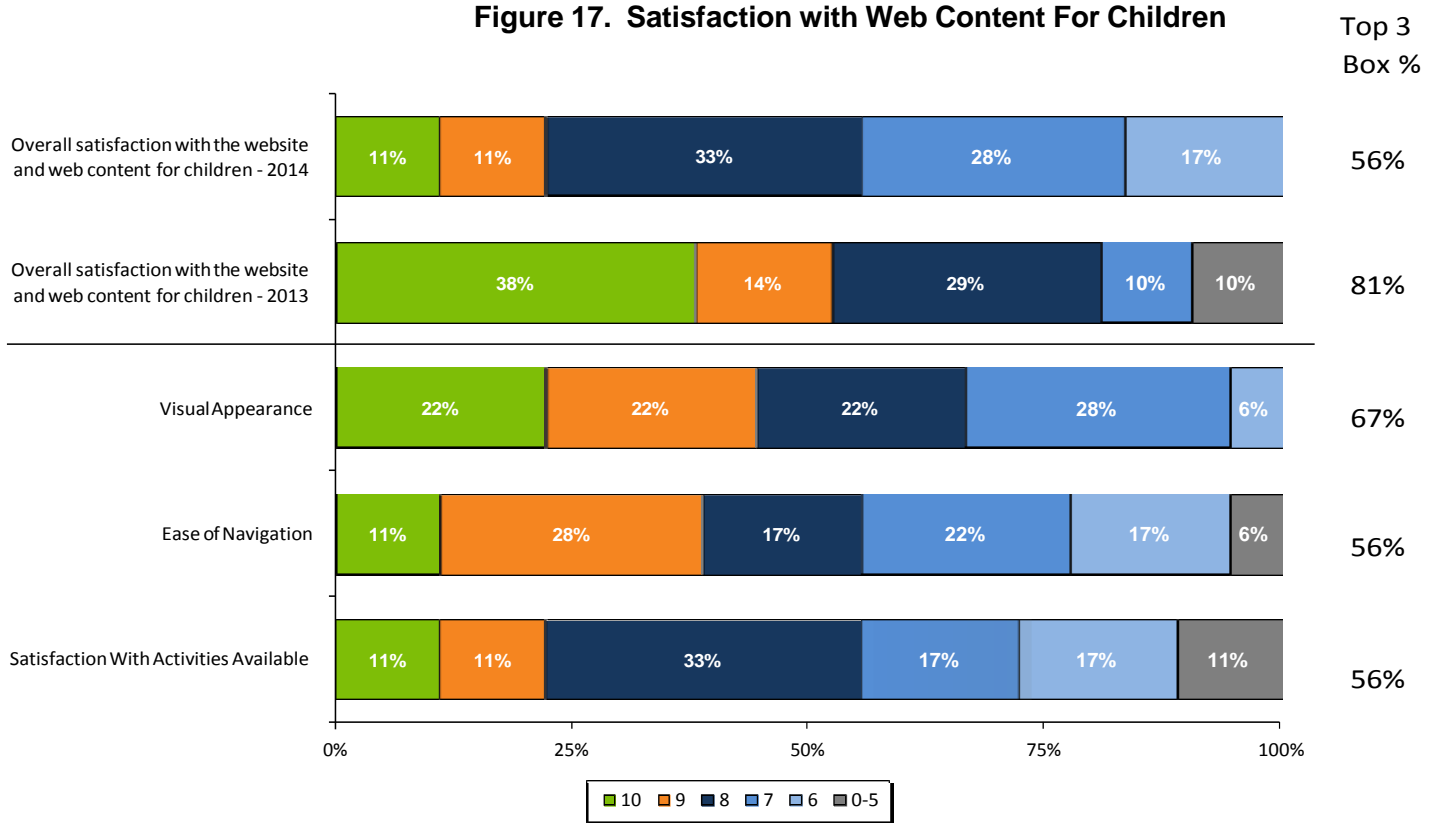
<u>Why Did You Not Consult the Children's Website?</u> <i>(All Responses Given)</i>
Limited/no access to computers/internet

Source: Q10. Did you consult the children’s web site in 2014? / Q10B. Please explain why you did not consult the children’s website and what resources would make you more likely to visit the site in future years?

Libraries who had used the children’s website were asked to rate their level of satisfaction with the web content available to children in both of the last two years. Overall satisfaction with the content was lower in 2014, with 56% of libraries giving a score of eight or higher and only around one in ten (11%) giving the highest possible score – this is a decrease of 25 percentage points when compared to the 81% of 2013.

Among the librarians who did visit the children’s website in 2014, the scores for the elements were high overall. The visual appearance of the website was rated especially highly with roughly two in ten (22%) respondents giving the highest possible satisfaction score and over two thirds (67%) giving a score of 8 or higher. There was slightly less satisfaction with the ease of navigating the website and with the activities available on the children’s website (top three box scores of 56% each).

Figure 17. Satisfaction with Web Content For Children



Source: Q11. Web Content For Children Satisfaction Questions.

Librarians were also asked for suggestions of how to improve the children’s website. All of the suggestions from PEI libraries are listed below.

Figure 18. Suggestions For The Children’s Website

Suggestions on how to improve the web content for children? <i>(All Responses Given)</i>
More/larger variety of games
Improve navigation/more child-friendly
Include more e-books

Source: Q11C. Do you have any suggestions on how to improve the web content for children?

Librarians were also asked whether they promoted or made reference to the children’s website in their programming for the 2014 TD Summer Reading Club. Librarians were just as likely to have promoted the website as to have consulted it. Those who did not said that the website content did not seem relevant to them and/or was not suited to the age group of the participants.

Figure 19. Promotion Of The Children’s Website & Reasons For Not Promoting The Children’s Website

Region	Promoted The Children's Website % Yes
PEI	95%

**Why Did You Not Promote the Children's Website?
(All Responses Given)**

Website content didn't seem relevant/not suited to age group of participants

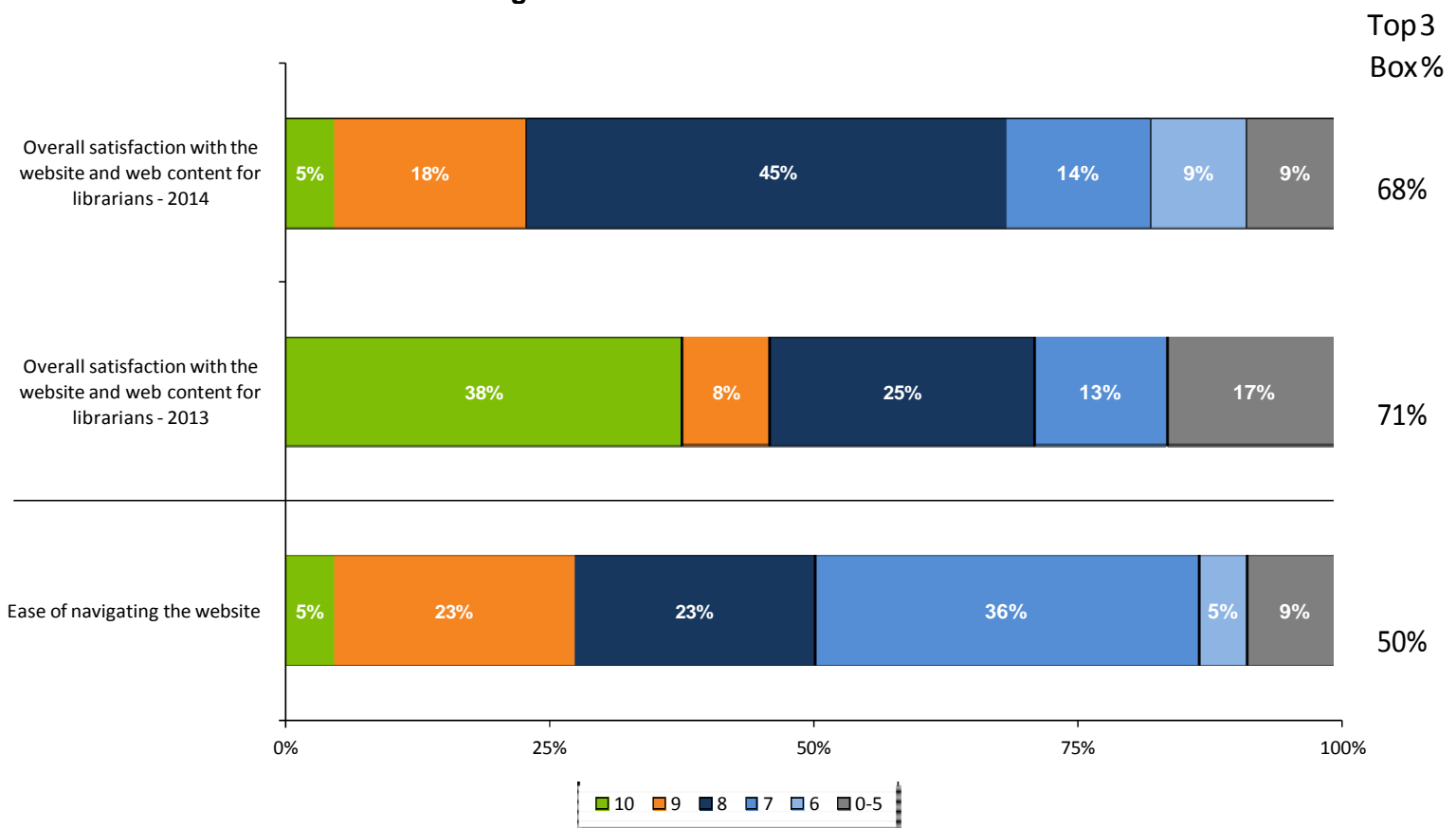
Source: Q11. Did you promote or make reference to the website in any of your programming for the 2014 TD Summer Reading Club? / Q11B. Please explain why you did not promote or make reference to the children’s website and what would make you more likely to use it in promoting the TD Summer Reading Club in future years?

Satisfaction With Web Content For Librarians

As in 2013, libraries were asked to rate their level of satisfaction with the web content available to them on the librarian’s website. As in the other categories, the levels of satisfaction in 2014 are lower than in 2013 whether looking at the top box score (5% to 38%) or the top three box satisfaction score (68% to 71%).

The only element of the web content for librarians which was measured in 2014 was the ease of navigating the website. The level of satisfaction with the navigation of the website was lower than the overall satisfaction with the site itself. Only 5% of respondents gave the highest possible satisfaction score and half (50%) gave a score of 8 or higher.

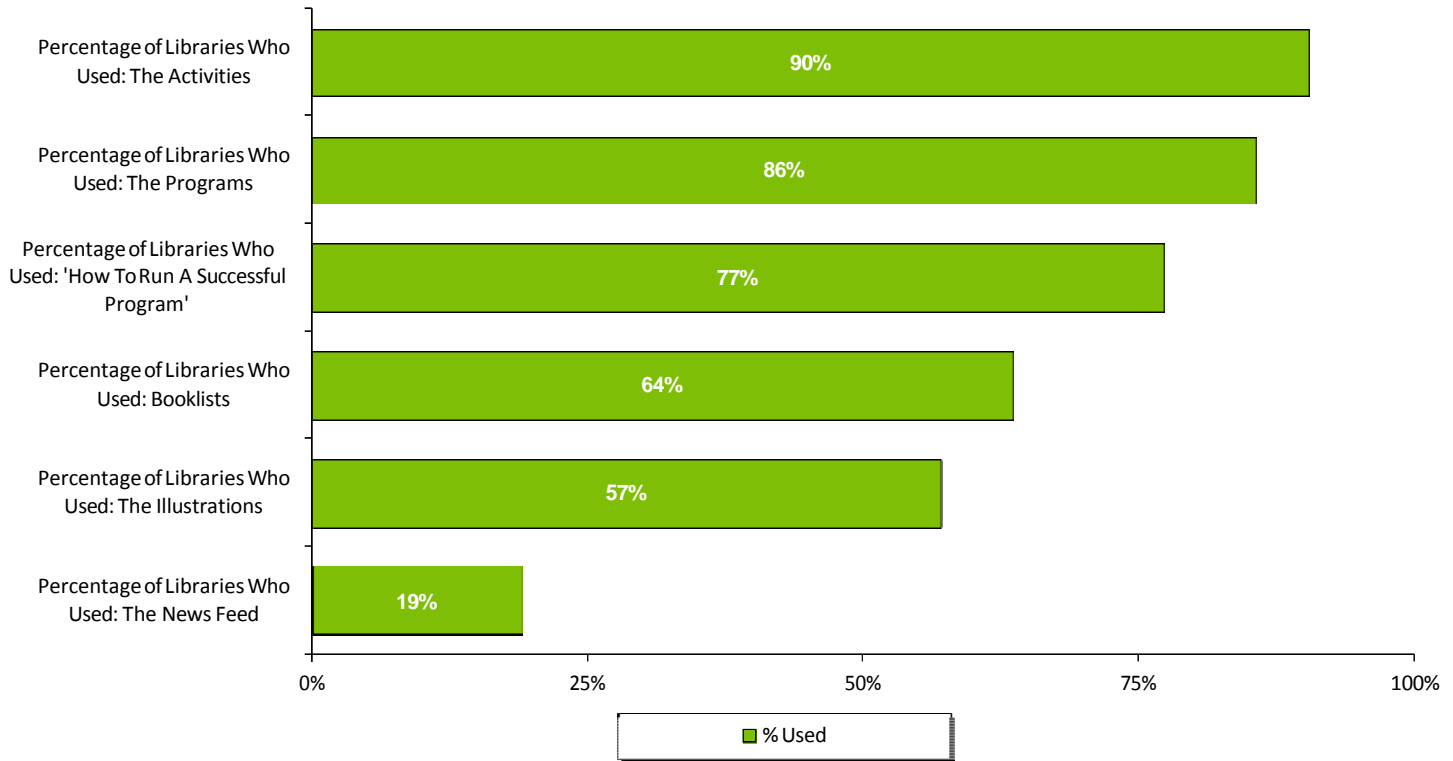
Figure 20. Satisfaction with Web Content For Librarians



Source: Q12. Web Content For Librarians Satisfaction Questions.

Librarians were asked specifically which of the resources that were available to them were actually used in running their TD Summer Reading Club in 2014. Nine in ten libraries used the Activities and almost the same amount used the Programs (86%). The section entitled 'How to Run a Successful Program' and the Booklists were slightly less popular with over three quarters (77%) and two thirds (64%) using these resources, respectively. The illustrations were used by 57% of the libraries and only two in ten of all libraries made use of the news feed offering (19%).

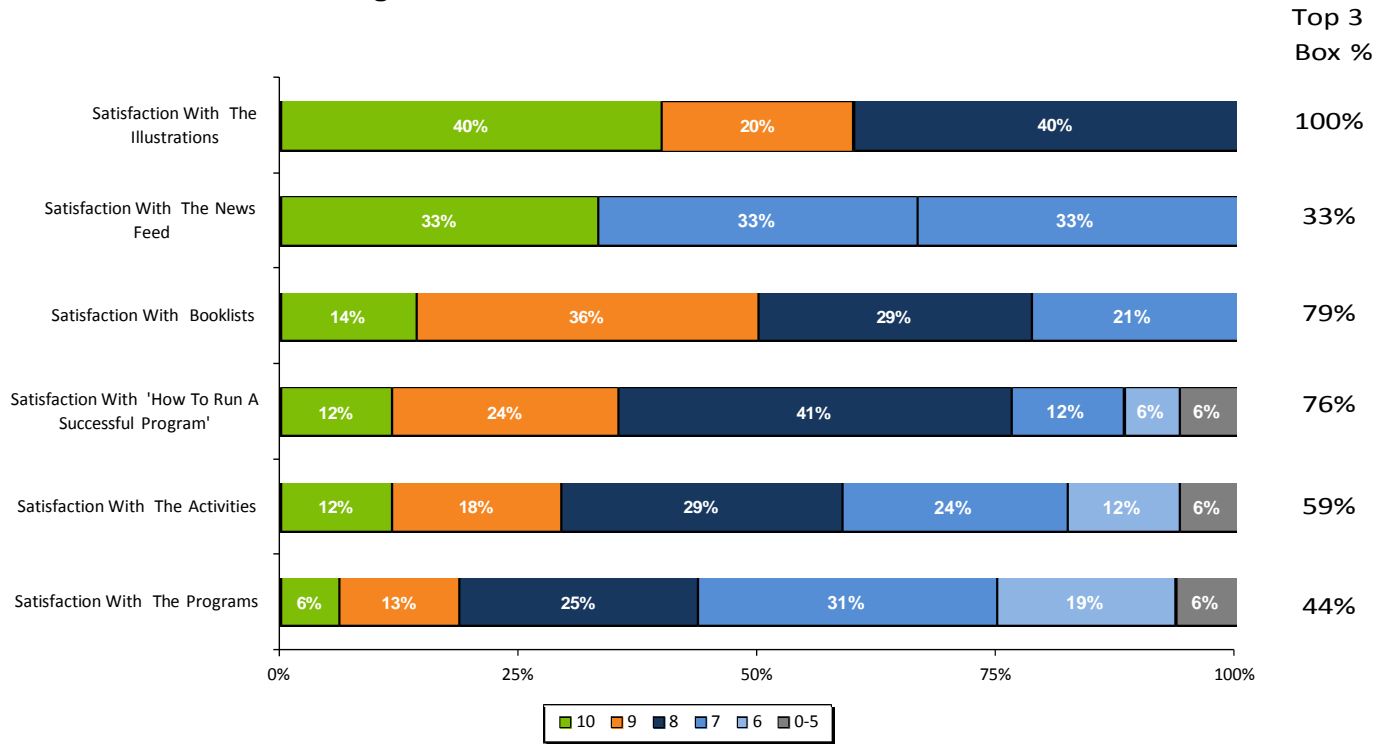
Figure 21. Usage of Librarian Web Resources



Source: Q13. Please identify which of the resources on the Librarian's 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 only 57% used the illustrations, it was the resource librarians reported being the most satisfied with, with 40% giving the highest possible score and every one giving a top three box score. Beyond the illustrations, the level of satisfaction fell off, but was still very positive. The top three box scores are very consistent for the booklists and the 'How to Run a Successful Program' section with 79% and 76% respectively. Despite being used by the least libraries, the news feed was still fairly well received by the minority who used it, with 33% giving the highest score.

Figure 22. Satisfaction With The Librarian Web Resources



Source: Q13. Please identify which of the resources on the Librarian's website you used and, for each resource that you did use, please give your level of satisfaction with it.

Librarians were asked suggestions on how to improve the librarian’s website for future years. All of the responses received are listed below.

Figure 23. Suggestions For Librarian Web Resources

<u>Suggestions on how to improve the web content for librarians? (All Responses Given)</u>
Simpler/more user friendly/better navigation/search/print functions
Better/more recent/broader booklists
More printable activities

Source: Q13D. Do you have any suggestions on how to improve the web content for librarians?

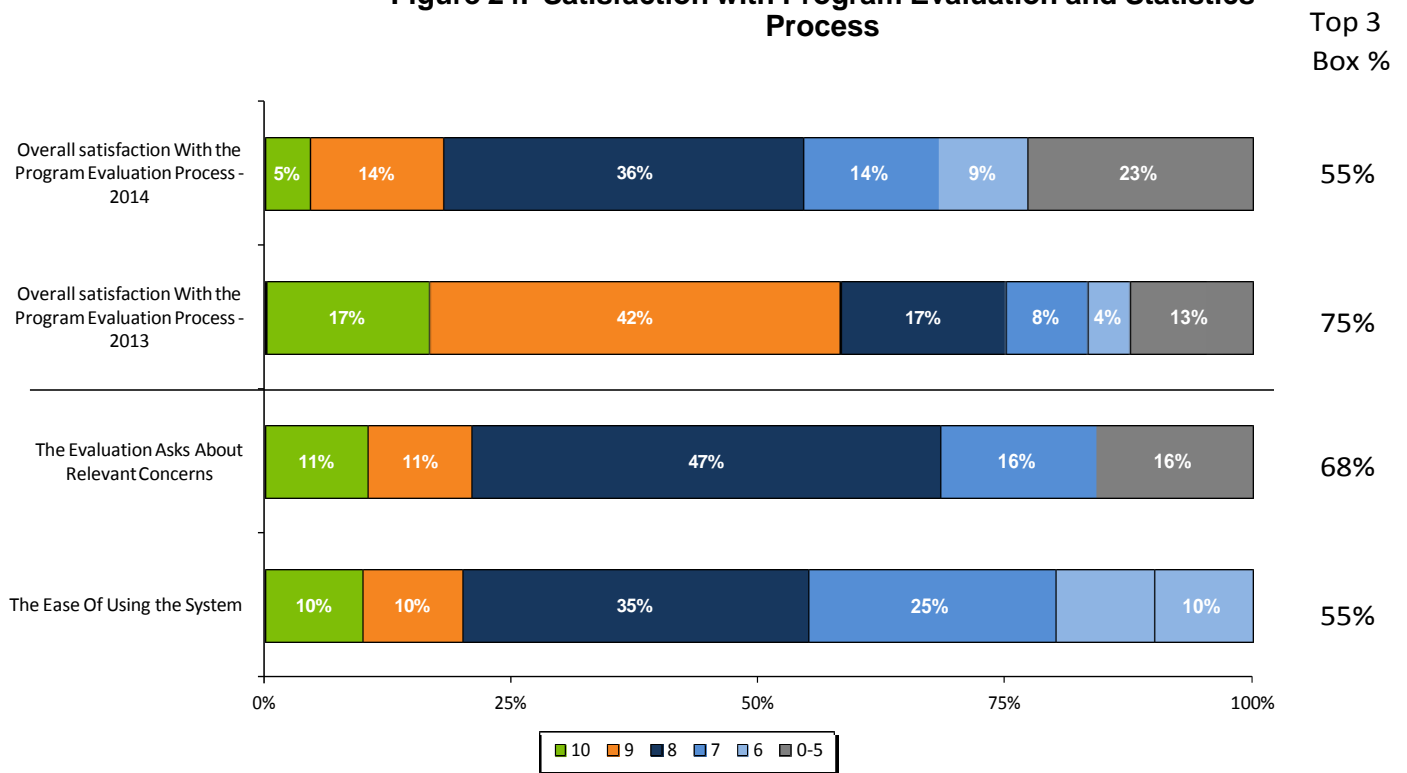
Satisfaction With Program Evaluation

Finally, libraries were asked to rate their level of satisfaction with the program evaluation and statistics process for 2014. Overall, satisfaction was relatively high with 55% of respondents giving top three box satisfaction scores, but only 5% giving the top score. Almost a quarter of the respondents (23%) gave a score which would indicate dissatisfaction with the process.

The same question was asked in 2013, and satisfaction has decreased since last year. The top three box score last year was 75%, meaning there was a decrease of twenty percentage points. Scores ranging from 0-5 increased 10 percentage points compared to 2013.

Among the elements of the program evaluation process, the score for ‘the evaluation asks about relevant concerns’ was higher than ‘ease of using the system.’ The top three box scores for both elements were 68% and 55% respectively.

Figure 24. Satisfaction with Program Evaluation and Statistics Process



Source: Q14. Program Evaluation and Statistics Process Questions.

Librarians were asked for their suggestions on how the program evaluation and statistical collection process could be improved. All of the responses received are listed below.

Figure 25. Suggestions For Improving The Program Evaluation and Statistics Process

<u>Suggestions on how to improve the statistical collection and program evaluation process? (All Responses Given)</u>
Clarify/better define information requested
Standardized forms/Excel format to accommodate formulas
Include stats on number of books read

Source: Q14B. Do you have any suggestions for how to improve the statistical collection and program evaluation process?

Libraries were asked to indicate whether they had any indicators of children’s increased enjoyment of reading, reading successes or changes in attitudes toward reading. All of the responses received are listed below.

Figure 26. Testimonials Indicating An Increased Love Of Reading

Testimonials indicating increased love of reading?
Children enjoyed the program/enjoyed reading/were motivated to read more
Brings more children to the library/they enjoy coming
Children checking out more books from library
Children exploring more/new genres/topics

Source: Q14C. 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, 45 of the 50 participating individual libraries submitted their results, representing an overall response rate of 90%.

Figure 1. Response Rate

	Nova Scotia
(A) Total Participating Libraries	50
(B) Total Responded to Survey	45
(C) Survey Response Rate	90%

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

Statistics on Registration & Attendance

TD Summer Reading Program Registration

The first section of the Statistics and Evaluation Form asked librarians to indicate the total number of children registered for the TDSRC 2014. 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 9,518 children registered for the TDSRC 2014 program, which is a fairly sizeable decrease from 2013. The split by gender was slightly more weighted toward girls compared to 2014 with 57%, of the participants being girls and boys representing 43% of the participants.

Figure 2. Total Registration 2007 – 2014

Total Registration								
Region	2014	2013	2012	2011	2010	2009	2008	2007
Nova Scotia	9,518	13,848	15,131	13,348	12,003	13,197	8,380	11,927

Source: Q1 Total number of children who registered for the TDSRC 2014.

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

Year	% Girls	% Boys
2005	57%	43%
2006	56%	44%
2007	57%	43%
2008	58%	42%
2009	58%	42%
2010	56%	44%
2011	57%	43%
2012	56%	44%
2013	55%	45%
2014	57%	43%

Source: Q1. Total number of children who registered for the TDSRC 2014 program.

The figure below shows the age breakdown of registered children. For the summer 2014, 22% of the girls were in the 0-5 age group, 38% were 6-8, 37% were 9-12, and 3% were 13 years or older. In Nova Scotia the boys who registered were slightly younger than the girls in 2014 with 24% aged 0-5, 43% aged 6-8, 30% aged 9-12, and 2% aged 13 and older.

Figure 4. Percentage of Registered Children by Gender and Age

BOYS	2014	2013	2012	2011	2010	2009	2008	2007	2006	2005
0-5	24%	24%	23%	23%	22%	21%	20%	20%	16%	10%
6-8	43%	41%	40%	41%	40%	40%	44%	42%	46%	47%
9-12	30%	31%	32%	31%	34%	35%	34%	34%	35%	39%
13+	2%	5%	5%	4%	4%	4%	2%	5%	4%	4%

GIRLS	2014	2013	2012	2011	2010	2009	2008	2007	2006	2005
0-5	22%	21%	20%	19%	19%	18%	18%	17%	14%	11%
6-8	38%	35%	37%	37%	37%	37%	40%	37%	41%	43%
9-12	37%	37%	36%	37%	38%	39%	38%	39%	40%	40%
13+	3%	7%	7%	6%	7%	6%	4%	7%	4%	6%

Source: Q1. Total number of children who registered for the TDSRC 2014 program

Figure 5 below summarizes the participation rate for Nova Scotia by age and gender based on 2011 census data. The proportion of all children who were registered in 2014 fell along with overall registration compared to 2013, from 8.06% to 5.54%.

Figure 5. Number of Registered Children

	2011 CENSUS			2014 TD SRC REGISTRANTS			% PARTICIP. CHILDREN	% PARTICIP. CHILDREN	% PARTICIP. CHILDREN
	(A)	(B)	(C)	(D)	(E)	(F)	2014	2013	2012
Province / Territory	Total Children	Total Boys	Total Girls	Total Children	Total Boys	Total Girls	Total Children	Total Children	Total Children
Nova Scotia	171,790	87,820	83,985	9,518	4,120	5,398	5.54%	8.06%	8.81%
0-5	52,725	27,070	25,660	2,174	1,004	1,170	4.12%	5.96%	6.18%
6-8	26,460	13,455	13,010	3,840	1,766	2,074	14.51%	19.71%	22.05%
9-12	38,310	19,545	18,765	3,230	1,252	1,978	8.43%	12.26%	13.44%
13+	54,295	27,750	26,550	273	98	176	0.50%	1.46%	1.64%

Source: Q1 Total number of children who registered for the TDSRC 2014, 2013, 2012. Columns (A) through (C) provided by Statistics Canada Census 2011. Columns (D) through (F) represent data collected by Harris/Decima.

TD Summer Reading Program Attendance & Activities

To help gauge the success of the TDSRC, libraries were asked to indicate the total number of programs and activities organized around this year’s club theme as well as the total attendance of children at these activities (not including parents or care givers).

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

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

A total of 23,694 children attended the 824 theme-related activities which were organized in libraries across Nova Scotia over the summer months of 2014. Overall, an average of 29 children attended each activity in 2014, and 93% of all activities were conducted in libraries.

Figure 6. Total Activities and Attendance

Region	Activity Attendance				
	Theme-Related Activities	Total Attendance	Avg. Attendance per Activity	% of Activities In Library	% of Activities In Community
Nova Scotia	824	23,694	29	93%	7%

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

The number of theme-related activities conducted in 2014 was much lower than 2013, as was overall attendance at these activities. The average number of children attending each activity was actually higher than in 2014, however.

Figure 7. Activities and Attendance 2012 – 2014

Region	2014		2013		2012	
	Theme-Related Activities	Total Attendance	Theme-Related Activities	Total Attendance	Theme-Related Activities	Total Attendance
Nova Scotia	824	23,694	1,340	28,372	300	25,766

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

Promotion of Program

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

In Nova Scotia, 76% of libraries indicated that their library staff made promotional visits to schools, while 16% visited child care centres, only 2% visited day camps and 4% made other promotional visits. A total of 190 visits were made, reaching a total of 35,201 children (the vast majority at schools).

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

	Made Visits 2014 (%)					
	Schools			Day Camps		
	School Visits (% Yes)	Total Visits	Children Attended	Day Camp Visits (%)	Total Visits	Children Attended
Nova Scotia	76%	173	33,877	2%	1	11
	Child Care Centres			Other Locations		
	Childcare Visits (%)	Total Visits	Children Attended	Other Visits (%)	Total Visits	Children Attended
Nova Scotia	16%	10	369	4%	6	944

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

Previous Participation

In order to streamline the process of entering the data for each library/system, the question that asked how each of their registrants heard about the program was changed so that it asked only whether or not each registrant had joined in a previous year. 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.

In Nova Scotia, half of all registered children (62%) said that they had participated in previous years. That is a large increase when compared to 2013 when only 37% said they had participated in previous years.

Figure 9. Previous Participation

Region	Joined in previous years		New Registrants	
Nova Scotia	5,918	62%	3,600	38%

% Joined in Previous Years		
Region	2014	2013
Nova Scotia	62%	37%

Source: Q4. How many of the children registered in your library had participated in the TD Summer Reading Club in previous years and how many were new to the program?

Satisfaction & Suggestions

In 2014, the Statistics and Evaluation Form was streamlined and refocused in order to gather more specific data while lowering the burden on library staff who are required to keep track of and enter a number of metrics. These changes are in addition to those made in 2013 which mainly involved changing responses from a five-point scale to a ten-point scale in order to measure satisfaction with more precision. Due to these changes, direct comparisons can only be made between these two years, and only in some instances.

The following section provides satisfaction scores for every question asked by giving the proportion of libraries who responded with each score from 10 down to 6, along with those who gave a score of 0-5. The overall satisfaction question for each section is reported first and directly compared to 2013 data where possible, followed by the individual element scores, ranked by the proportion giving a score of 10. Libraries were also asked for their suggestions and comments in each section.

In 2014, the proportion of Nova Scotia libraries that provided their satisfaction scores was very small and as a result, the numbers given below should be interpreted with caution. This proportion was also low in 2013 so comparisons between the two years should be viewed with extra caution.

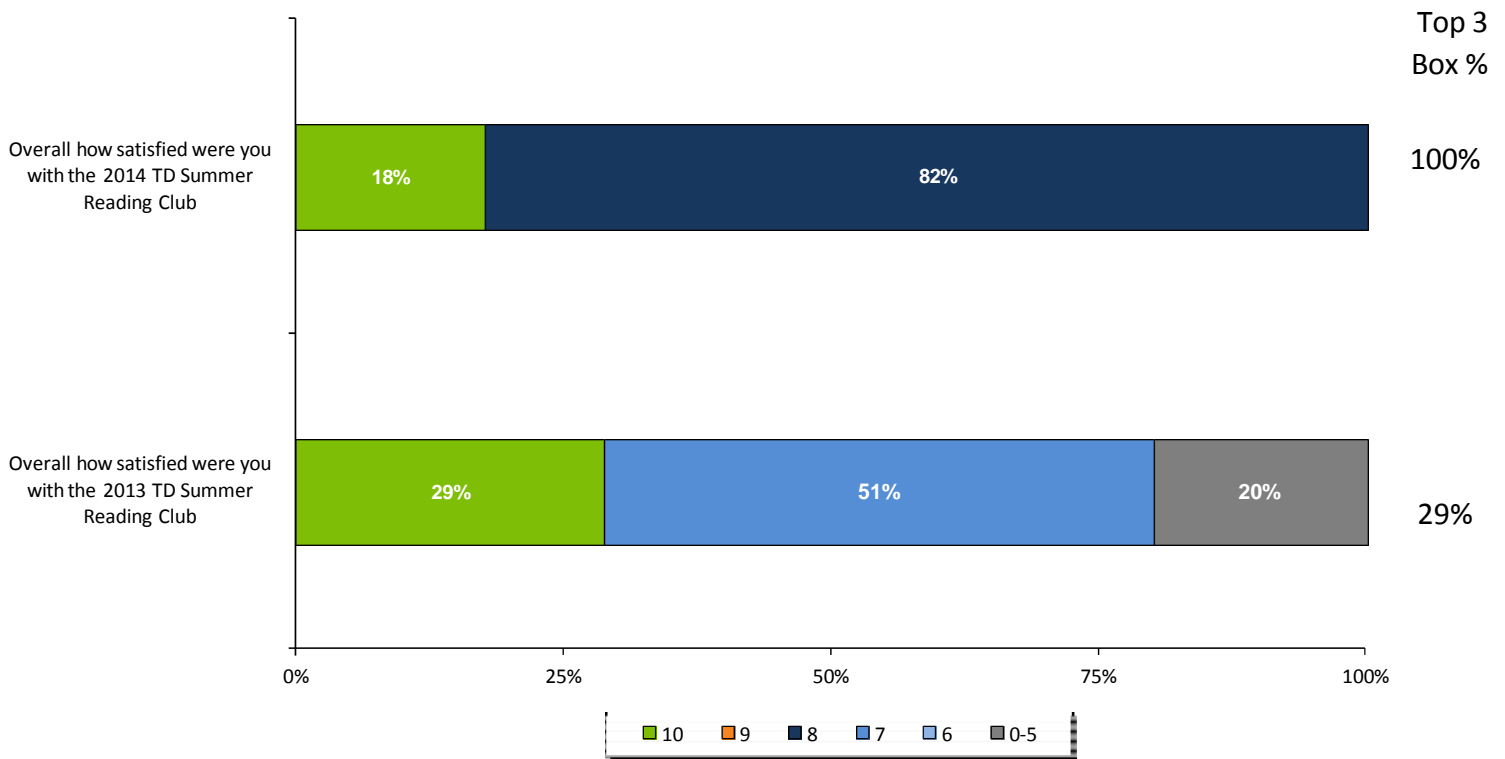
Please note that libraries that did not provide information for any given question are not considered in the percentages reported here so that each graph will sum to 100%.

Overall Program Satisfaction

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

Satisfaction was higher in 2014 when looking at the top three box score, but fewer libraries actually gave a top box score than in 2013. Around two in ten libraries (18%) gave the highest possible score (10) which is a sizeable decrease from the 29% in 2013. Every library gave a score in the top three, however, so that score is actually 100% compared to only 29% in 2013.

Figure 10. Satisfaction With The Summer Reading Program Overall



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

Suggestions For Future Themes

Librarians were asked to provide suggestions for future themes. All of the responses received from Nova Scotia librarians are listed in the table below.

Figure 11. Suggestions For Future Themes

<u>Do you have any suggestions for the program's future themes?</u> <i>(All Responses Given)</i>
Animals/insects
Science/technology/sci-fi/outer space
Nature/environment/the outdoors
Action/adventure
Fairy tales/folklore/mythology
Around the world
Medieval/fantasy/magic/monsters
Dinosaurs/prehistoric life
Oceans/lakes/underwater
Canada/Canadian culture/history
Mystery/detective
Create/invent/experiment
Jobs/careers
Other
Don't know/refused

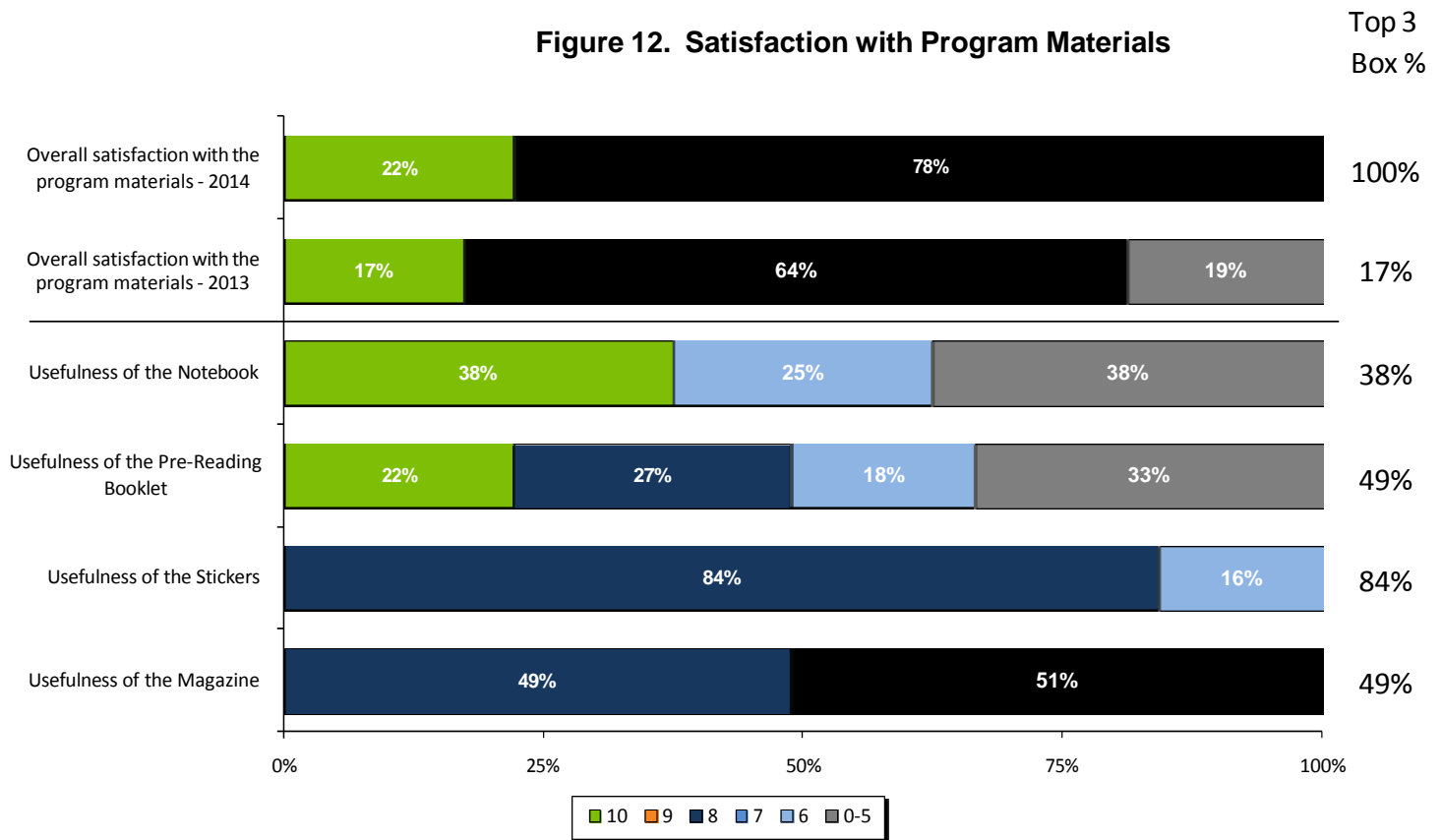
Source: Q7A. Do you have any suggestions for the program's future themes?

Program Materials Satisfaction

Librarians were asked to rate their overall satisfaction with the program materials. The level of satisfaction with the materials was varied in Nova Scotia due to the small number of libraries responding. Comparing results from the previous two years suggests that satisfaction is higher in 2014 with more than one in five (22%) libraries giving a top box score compared to only 17% in 2013. In 2014, every single responding library gave a top three box score, a large shift from 2013 when only 17% did.

In 2014, libraries were asked to rate the usefulness of the various program materials. When looking at the top box scores, librarians were the most positive about the notebook (38%) and the pre-reading booklet (22%). Although no libraries gave a top box score for the stickers or the magazine, the top three box scores for these materials was actually higher than that of the notebook (84% and 49%, respectively).

Figure 12. Satisfaction with Program Materials



Source: Q6/Q7. Program Materials Satisfaction Questions.

As part of the program materials satisfaction section, librarians were asked to provide suggestions for improving the content of the materials for future years. The responses which were received are given in the table below.

Figure 13. Suggestions For Improving The Program Material

Improvements for the Content of the Material for Future Programs (All Responses Given)
More pre-reading activities/booklet specific
<i>Satisfied/no suggestions</i>
Include more space in notebook
Improve notebook/notebook was too plain/ordinary
Improve magazines/declutter/too wordy
Notebooks were a good idea/children liked them
More colourful art/visually appealing/eye-catching
Other
Don't know/refused

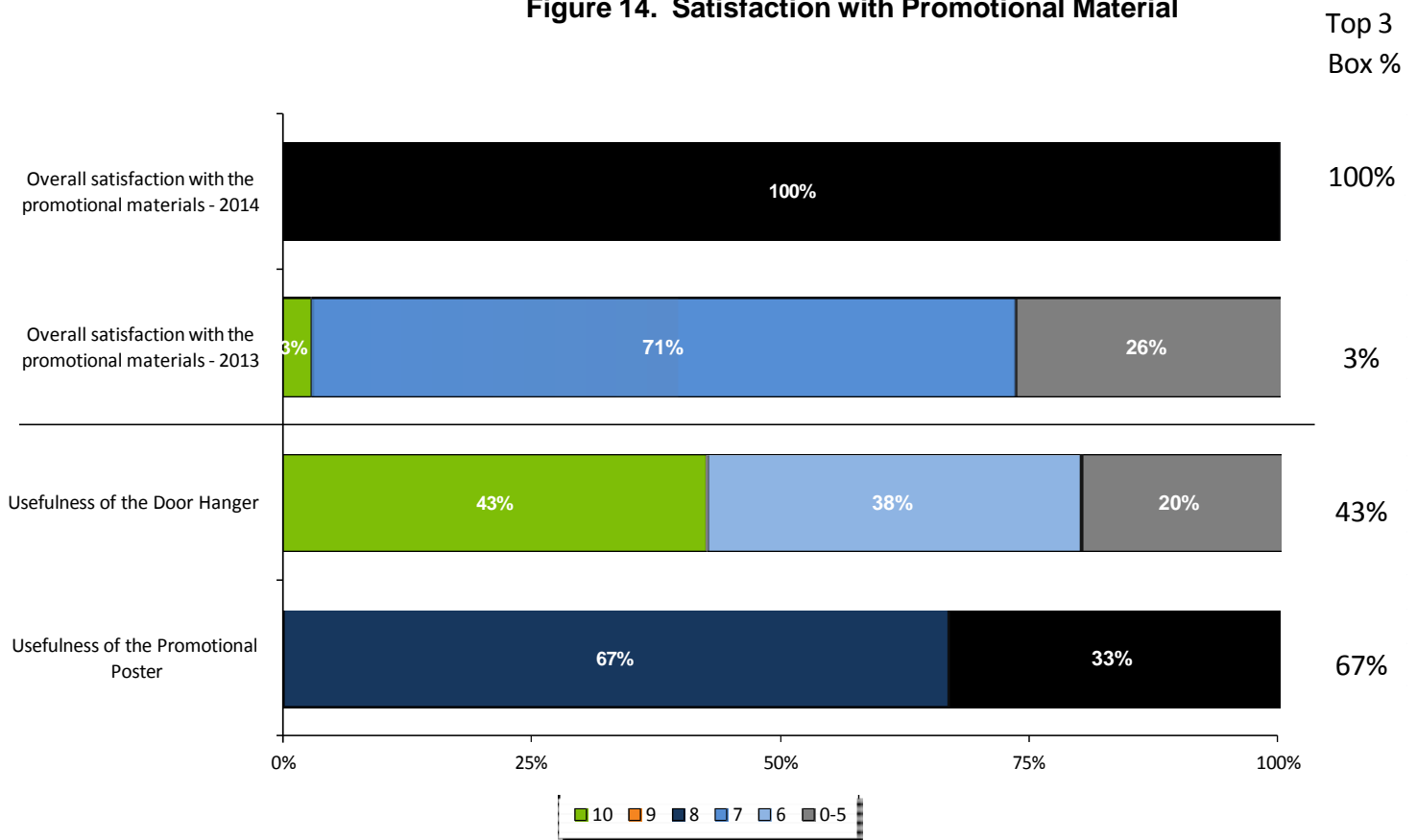
Source: Q7B. Do you have any suggestions on how to improve the content of the material for future programs?

Promotional Materials Satisfaction

Libraries also rated their level of satisfaction with the promotional materials that they received from LAC. Overall, satisfaction with the promotional materials was similar to that of the programming materials with every single reporting library giving a top three box score. The satisfaction levels in 2014 are much higher than those of 2013 when only 3% of Nova Scotia libraries gave a top three box score.

Librarians were also asked to rate the usefulness of the poster and the door hanger as promotional tools as well. When comparing the two, only the door hanger received top box satisfaction results, with two in five libraries (43%) being extremely satisfied. However, it could be said that librarians were more satisfied with the promotional poster since two thirds of responding libraries (67%) gave a top three box score compared to only 43% for the door hanger.

Figure 14. Satisfaction with Promotional Material



Source: Q8/Q9. Promotional Materials Satisfaction Questions.

Librarians were invited to provide comments on the promotional materials provided by LAC. All of the responses received in Nova Scotia are listed in the table below.

Figure 15. Suggestions For Promotional Material

<u>Comments On 2014 Promotional Materials</u> <i>(All Responses Given)</i>
Door hanger was popular/effective
Lack of information
More colourful art/visually appealing/eye-catching
Prefer smaller size/flyers/bookmarks rather than posters
Bigger flyer/poster
Did not receive enough promotional material
Don't know/refused

Source: Q9B. Do you have any comments on the promotional materials (program poster/door hangers)?

Satisfaction With Web Content For Children

In 2014, every library was asked whether they actually consulted the children’s website in the course of running their 2014 Summer Reading Club. Overall, nearly all libraries did consult the children’s website (89%). The minority of libraries that did not consult the children’s website were asked to explain why they did not. A few reasons were given and are laid out in the table below.

Figure 16. Usage Of Children’s Website / Reasons For Not Using The Children’s Website

Region	Consulted The Children's Website % Yes
Nova Scotia	89%

Why Did You Not Consult the Children's Website? (All Responses Given)
Too busy/didn't have time/forgot/didn't think about it
Limited/no access to computers/internet
Incentives would encourage visiting the website (e.g. stickers with codes to unlock games/activities)

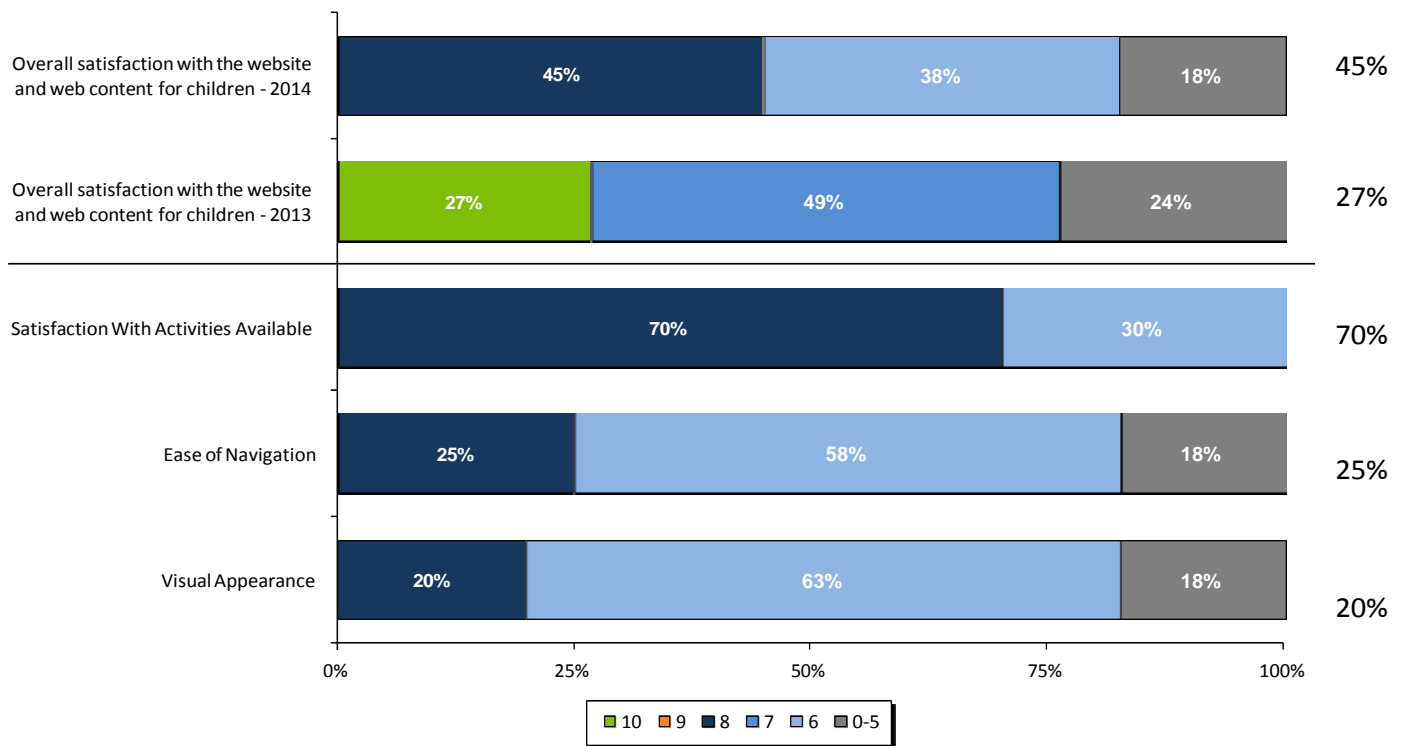
Source: Q10. Did you consult the children’s web site in 2014? / Q10B. Please explain why you did not consult the children’s website and what resources would make you more likely to visit the site in future years?

Libraries who had used the children’s website were asked to rate their level of satisfaction with the web content available to children in both of the last two years. Overall satisfaction with the content was higher in 2014, with 45% of libraries giving a score of eight or higher. In 2013, this number was only 27%.

Among the librarians who did visit the children’s website in 2014, the scores for the elements were varied. Satisfaction with the activities available was the highest with seven in ten libraries giving a top three box score. There was less satisfaction with the ease of navigating the website (25%) and the visual appearance of the website (20%).

Figure 17. Satisfaction with Web Content For Children

Top 3
Box %



Source: Q11. Web Content For Children Satisfaction Questions.

Librarians were also asked for suggestions of how to improve the children’s website. All of the suggestions from Nova Scotia libraries are listed below.

Figure 18. Suggestions For The Children’s Website

Suggestions on how to improve the web content for children? <i>(All Responses Given)</i>
More/larger variety of games
Improve navigation/more child-friendly
Improve promotion of reading
Improve connection between print material and online material
More contests/challenges/prizes available
Available earlier in the year
Other
Don't know/refused

Source: Q11C. Do you have any suggestions on how to improve the web content for children?

Librarians were also asked whether they promoted or made reference to the children’s website in their programming for the 2014 TD Summer Reading Club. Librarians were not as likely to have promoted the website (48%) as to have consulted it (89%). Those who did not promote it were asked why they did not and their responses are given in the table below.

Figure 19. Promotion Of The Children’s Website & Reasons For Not Promoting The Children’s Website

Region	Promoted The Children's Website
	% Yes
Nova Scotia	48%

<u>Why Did You Not Promote the Children's Website?</u> <i>(All Responses Given)</i>
Too busy/didn't have time/forgot/didn't think about it
Limited/no access to computers/internet
Website content didn't seem relevant/not suited to age group of participants
Poor layout/web site is difficult to navigate
Placing a link on the library's web site
Don't know/refused

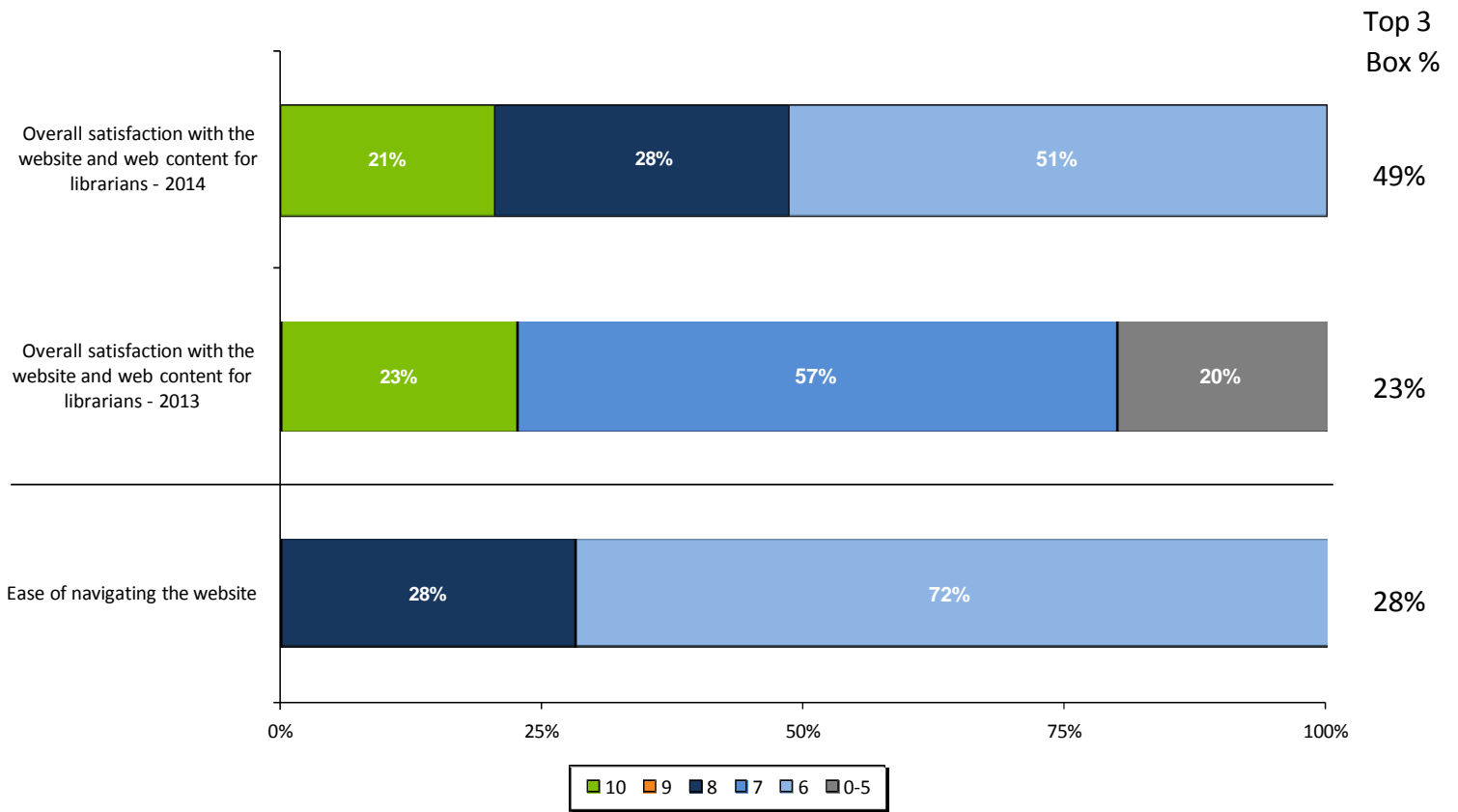
Source: Q11. Did you promote or make reference to the website in any of your programming for the 2014 TD Summer Reading Club? / Q11B. Please explain why you did not promote or make reference to the children’s website and what would make you more likely to use it in promoting the TD Summer Reading Club in future years?

Satisfaction With Web Content For Librarians

As in 2013, libraries were asked to rate their level of satisfaction with the web content available to them on the librarian’s website. The level of satisfaction in 2014 was higher as almost half gave a top three box score (49%) compared to only 23% in 2013.

The only element of the web content for librarians which was measured in 2014 was the ease of navigating the website. The level of satisfaction with the navigation of the website was actually lower than the overall satisfaction with the site itself. Only 28% of respondents gave a score of 8 or higher and none gave a top box score.

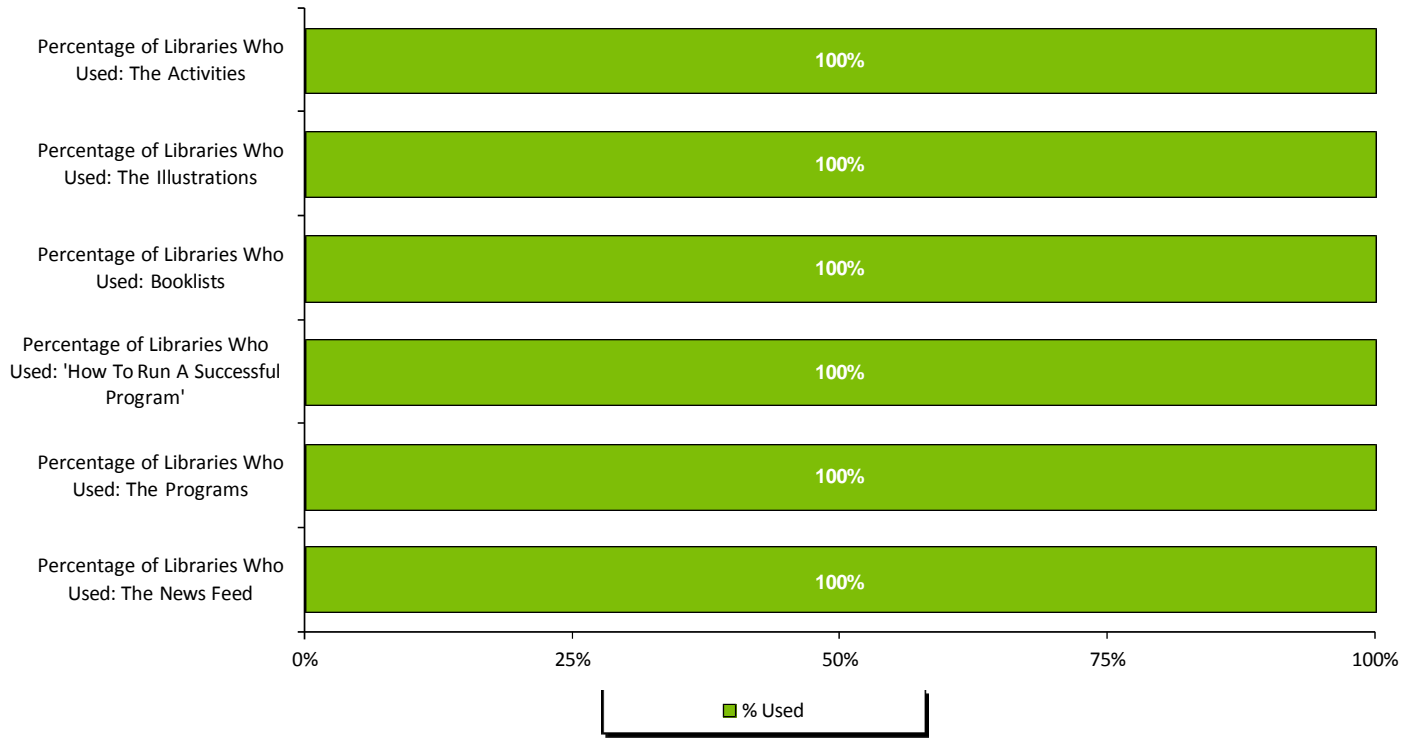
Figure 20. Satisfaction with Web Content For Librarians



Source: Q12. Web Content For Librarians Satisfaction Questions.

Librarians were asked specifically which of the resources that were available to them were actually used in running their TD Summer Reading Club in 2014. All of the libraries in Nova Scotia reported using every one of the resources available on the librarian website.

Figure 21. Usage of Librarian Web Resources

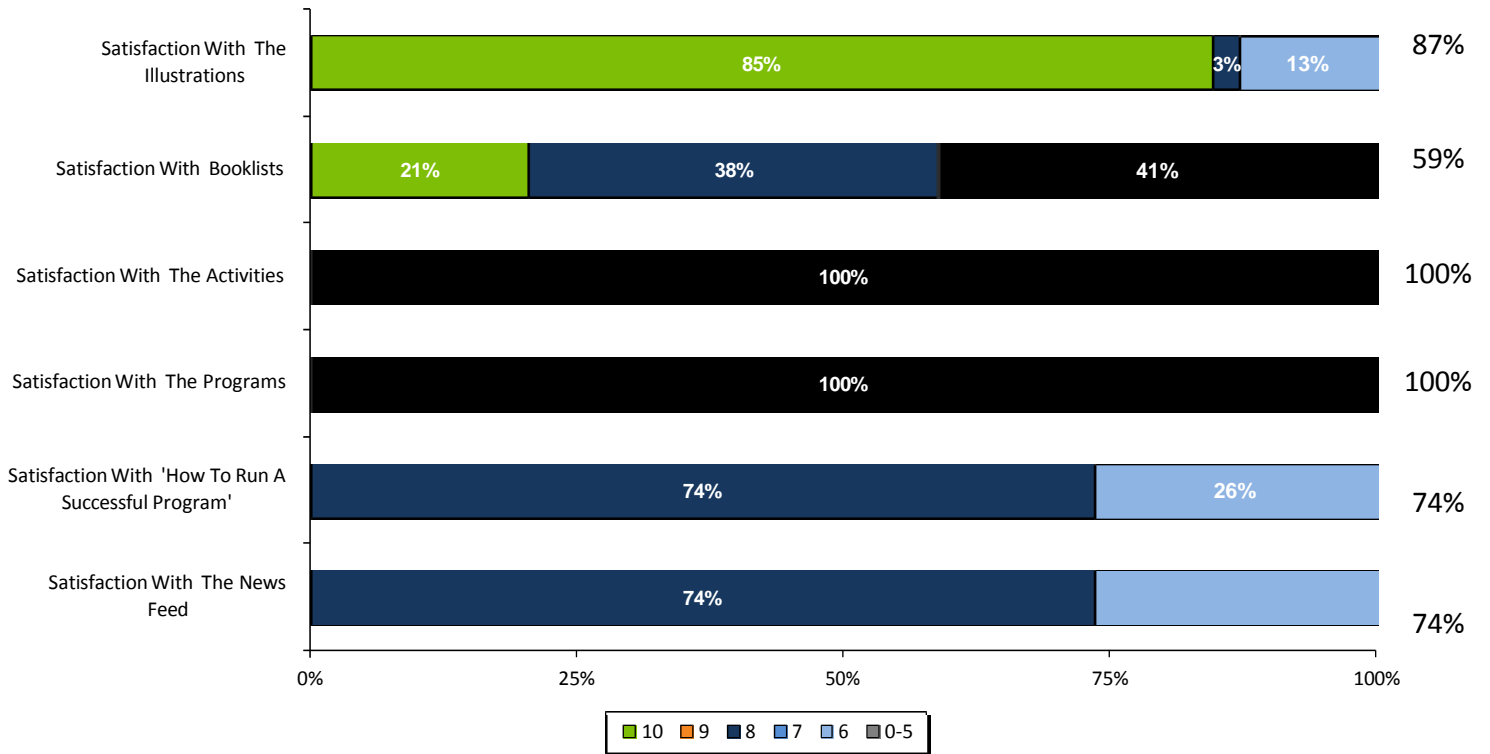


Source: Q13. Please identify which of the resources on the Librarian's website you used and, for each resource that you did use, please give your level of satisfaction with it.

Those who reported using the web resources were then asked to rate their satisfaction with those resources. Satisfaction was highest with the illustrations with 87% of libraries giving a top three box score, including 85% who said they were extremely satisfied. Around one in five were extremely satisfied with the booklists (21%), but only six in ten actually gave a top three box score (59%). Satisfaction with the activities and programs available was also very high with every library giving a score in the top three. Around three quarters (74%) of respondents gave the 'How to Run a Successful Program' section and the news feed a top three box satisfaction score.

Figure 22. Satisfaction With The Librarian Web Resources

Top 3
Box %



Source: Q13. Please identify which of the resources on the Librarian's website you used and, for each resource that you did use, please give your level of satisfaction with it.

Librarians were asked suggestions on how to improve the librarian’s website for future years. All of the responses received are listed below.

Figure 23. Suggestions For Librarian Web Resources

<u>Suggestions on how to improve the web content for librarians?</u> <i>(All Responses Given)</i>
<i>Satisfied/no suggestions</i>
Ability to share ideas/information between libraries/through social media/online forum
More theme specific advice/guidance
Make material available sooner
More suggestions/ideas for programs/activities
Improve clip art/more visually appealing/more variety
Bring back PDF staff manual

Source: Q13D. Do you have any suggestions on how to improve the web content for librarians?

Satisfaction With Program Evaluation

Finally, libraries were asked to rate their level of satisfaction with the program evaluation and statistics process for 2014. Just as in 2013 in Nova Scotia, responses to these questions were given for only one question (and only by one system) so they cannot realistically be presented graphically or compared.

Librarians were asked for their suggestions on how the program evaluation and statistical collection process could be improved. All of the responses received are listed below.

Figure 24. Suggestions For Improving The Program Evaluation and Statistics Process

<u>Suggestions on how to improve the statistical collection and program evaluation process?</u> <i>(All Responses Given)</i>
Make questions/forms available sooner/let us know what to track
Later deadline/allow longer time frame for completion
Problems recording male/female stats

Source: Q14B. Do you have any suggestions for how to improve the statistical collection and program evaluation process?

Libraries were asked to indicate whether they had any indicators of children’s increased enjoyment of reading, reading successes or changes in attitudes toward reading. All of the responses received are listed below.

Figure 25. Testimonials Indicating An Increased Love Of Reading

<u>Testimonials indicating increased love of reading?</u> <i>(All Responses Given)</i>
Brings more children to the library/they enjoy coming
Children exploring more/new genres/topics
Challenges/incentives were a motivating factor
Makes them excited/keeps them reading over the summer
Noticeable improvement in reading level
Parents learned a lot/are reading more
Don't know/refused

Source: Q14C. 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. Overall, a total of 82 of the 92 participating individual libraries submitted their results, representing an overall response rate of 89%.

Figure 1. Response Rate

	Newfoundland & Labrador
(A) Total Participating Libraries	92
(B) Total Responded to Survey	82
(C) Survey Response Rate	89%

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

Statistics on Registration & Attendance

TD Summer Reading Program Registration

The first section of the Statistics and Evaluation Form asked librarians to indicate the total number of children registered for the TDSRC 2014. 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 2,497 children registered for the TDSRC 2014 program, which is a slight decrease from 2013. The split by gender was more even in 2014 than last year with 52% of the participants being girls and boys representing 48% of the participants.

Figure 2. Total Registration 2007 – 2014

Total Registration								
Region	2014	2013	2012	2011	2010	2009	2008	2007
Nfld. & Lab.	2,497	2,608	3,788	3,148	3,388	2,912	2,840	1,691

Source: Q1 Total number of children who registered for the TDSRC 2014.

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

Year	% Girls	% Boys
2005	56%	44%
2006	60%	40%
2007	60%	40%
2008	59%	41%
2009	58%	42%
2010	57%	43%
2011	57%	43%
2012	67%	33%
2013	57%	43%
2014	52%	48%

Source: Q1. Total number of children who registered for the TDSRC 2014 program.

The figure below shows the age breakdown of registered children. For the summer 2014, 40% of the girls were in the 0-5 age group, 33% were 6-8, 25% were 9-12, and 2% were 13 years or older. 36% of boys were aged 0-5, 42% aged 6-8, 21% aged 9-12, and only 1% aged 13 and older. There is no clear pattern when comparing the ages of boys and girls over the years in Newfoundland & Labrador.

Figure 4. Percentage of Registered Children by Gender and Age

BOYS	2014	2013	2012	2011	2010	2009	2008	2007	2006	2005
0-5	36%	43%	38%	42%	37%	34%	31%	31%	28%	24%
6-8	42%	36%	36%	36%	37%	40%	43%	44%	44%	42%
9-12	21%	20%	22%	20%	24%	25%	25%	24%	25%	30%
13+	1%	2%	3%	2%	2%	1%	2%	2%	3%	3%

GIRLS	2014	2013	2012	2011	2010	2009	2008	2007	2006	2005
0-5	40%	39%	42%	35%	29%	25%	28%	27%	22%	24%
6-8	33%	35%	23%	35%	35%	40%	41%	41%	39%	41%
9-12	25%	25%	19%	27%	33%	32%	29%	31%	35%	31%
13+	2%	1%	17%	2%	3%	3%	2%	1%	4%	4%

Source: Q1. Total number of children who registered for the TDSRC 2014 program

Figure 5 below summarizes the participation rate for Newfoundland & Labrador by age and gender based on 2011 census data. The proportion of all children who were registered in 2014 was comparable with 2013, with a slight decrease from 2.77% to 2.65%.

Figure 5. Number of Registered Children

	2011 CENSUS			2014 TD SRC REGISTRANTS			% PARTICIP. CHILDREN	% PARTICIP. CHILDREN	% PARTICIP. CHILDREN
	(A)	(B)	(C)	(D)	(E)	(F)	2014	2013	2012
Province / Territory	Total Children	Total Boys	Total Girls	Total Children	Total Boys	Total Girls	Total Children	Total Children	Total Children
Newfoundland	94,150	43,525	41,475	2,497	1,195	1,303	2.65%	2.77%	4.02%
0-5	29,415	14,150	13,580	948	432	516	3.22%	3.62%	5.20%
6-8	15,085	7,970	7,620	935	500	434	6.20%	6.07%	6.79%
9-12	21,030	11,545	10,965	585	254	331	2.78%	2.80%	3.61%
13+	19,170	9,860	9,310	30	9	21	0.16%	0.20%	1.66%

Source: Q1 Total number of children who registered for the TDSRC 2014, 2013, 2012. Columns (A) through (C) provided by Statistics Canada Census 2011. Columns (D) through (F) represent data collected by Harris/Decima.

TD Summer Reading Program Attendance & Activities

To help gauge the success of the TDSRC, libraries were asked to indicate the total number of programs and activities organized around this year’s club theme as well as the total attendance of children at these activities (not including parents or care givers).

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

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

A total of 8,325 children attended the 759 theme-related activities which were organized in libraries across Newfoundland & Labrador over the summer months of 2014. Overall, an average of 11 children attended each activity in 2014, and 94% of all activities were conducted in libraries.

Figure 6. Total Activities and Attendance

Region	Activity Attendance				
	Theme-Related Activities	Total Attendance	Avg. Attendance per Activity	% of Activities In Library	% of Activities In Community
Nfld. & Lab.	759	8,325	11	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.

All parameters including number of activities, total attendance and average attendance per activity were lower in 2014 compared to previous years.

Figure 7. Activities and Attendance 2012 – 2014

Region	2014		2013		2012	
	Theme-Related Activities	Total Attendance	Theme-Related Activities	Total Attendance	Theme-Related Activities	Total Attendance
Nfld. & Lab.	759	8,325	799	9,567	931	9,531

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

Promotion of Program

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

In Newfoundland & Labrador, 55% of libraries indicated that their library staff made promotional visits to schools, while 16% visited child care centres, 7% visited day camps, and 28% made other promotional visits. A total of 212 visits were made, reaching a total of 6,448 children (the vast majority at schools).

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

Made Visits 2014 (%)						
Schools			Day Camps			
	School Visits (% Yes)	Total Visits	Children Attended	Day Camp Visits (%)	Total Visits	Children Attended
Nfld. & Lab.	55%	95	4,914	7%	28	212
Child Care Centres			Other Locations			
	Childcare Visits (%)	Total Visits	Children Attended	Other Visits (%)	Total Visits	Children Attended
Nfld. & Lab.	16%	37	352	28%	52	970

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

Previous Participation

In order to streamline the process of entering the data for each library/system, the question that asked how each of their registrants heard about the program was changed so that it asked only whether or not each registrant had joined in a previous year. 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.

Provincially, close to half of all registered children (49%) said that they had participated in previous years. The proportion of children who had joined in previous years increased by 17 percentage points (from 32% to 49%) in 2014.

Figure 9. Previous Participation

Region	Joined in previous years		New Registrants	
Nfld. & Lab.	1,220	49%	1,278	51%

% Joined in Previous Years		
Region	2014	2013
Nfld. & Lab.	49%	32%

Source: Q4. How many of the children registered in your library had participated in the TD Summer Reading Club in previous years and how many were new to the program?

Satisfaction & Suggestions

In 2014, the Statistics and Evaluation Form was streamlined and refocused in order to gather more specific data while lowering the burden on library staff who are required to keep track of and enter a number of metrics. These changes are in addition to those made in 2013 which mainly involved changing responses from a five-point scale to a ten-point scale in order to measure satisfaction with more precision. Due to these changes, direct comparisons can only be made between these two years, and only in some instances.

The following section provides satisfaction scores for every question asked by giving the proportion of libraries who responded with each score from 10 down to 6, along with those who gave a score of 0-5. The overall satisfaction question for each section is reported first and directly compared to 2013 data where possible, followed by the individual element scores, ranked by the proportion giving a score of 10. Libraries were also asked for their suggestions and comments in each section.

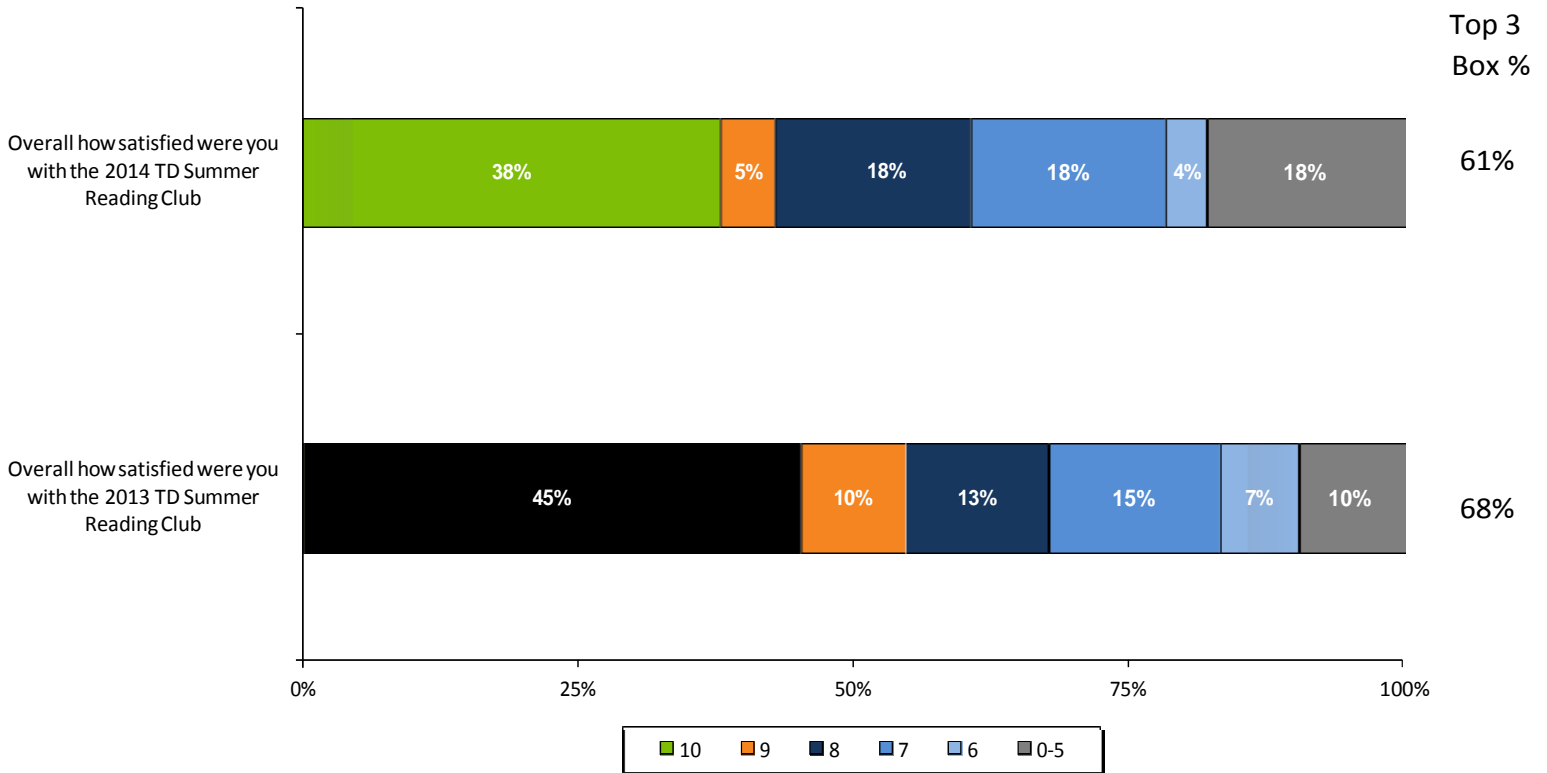
Please note that libraries that did not provide information for any given question are not considered in the percentages reported here so that each graph will sum to 100%.

Overall Program Satisfaction

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

Despite still being high, overall satisfaction with the program dropped slightly in 2014, with the top three box score dropping by seven percentage points over the previous year. Almost two in five (38%) libraries gave the highest possible score (10). Close to one in five (18%) were dissatisfied, giving scores of 0-5.

Figure 10. Satisfaction With The Summer Reading Program Overall



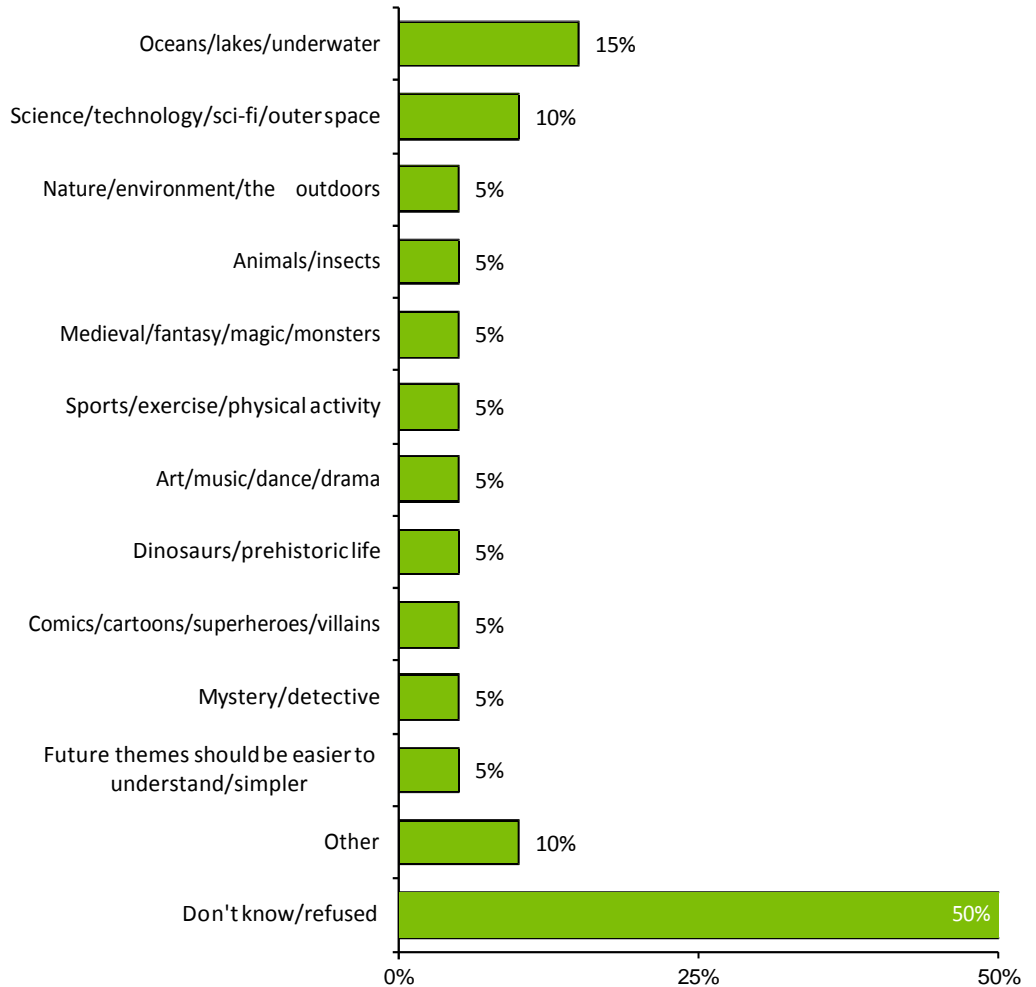
Source: Q5. Overall, how satisfied were you with the 2014/2013 TD Summer Reading Club?

Suggestions For Future Themes

Librarians were asked to provide suggestions for future themes. The most popular suggestions received was Oceans/lakes/underwater (15%) followed by Science/technology/sci-fi/outer space, which was recommended by 10% of the librarians.

The figure below presents the suggestions made by at least 3% of libraries in 2014.

Figure 11. Suggestions For Future Themes



Source: Q7A. Do you have any suggestions for the program's future themes?

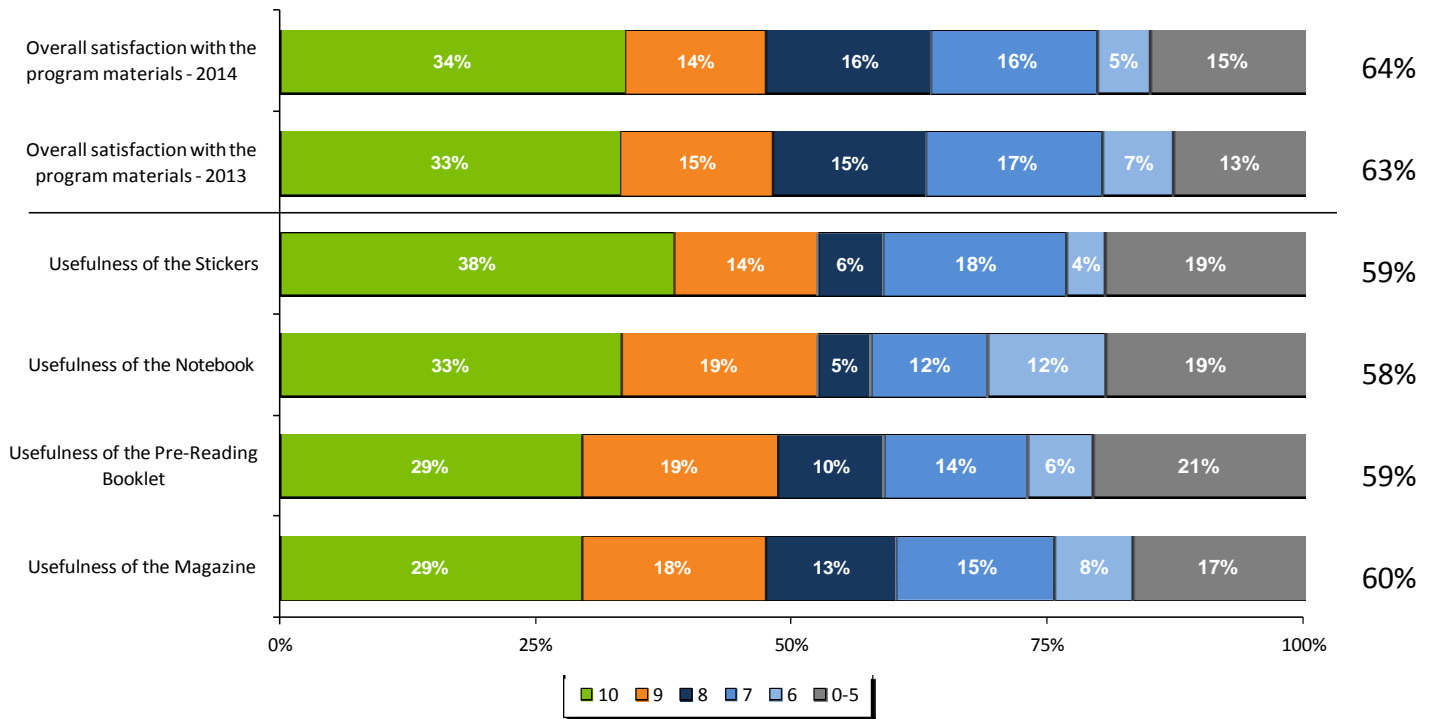
Program Materials Satisfaction

Librarians were asked to rate their overall satisfaction with the program materials. Broadly speaking, the level of satisfaction with the materials was high across the board in 2014. Comparing the materials in both years shows that satisfaction has remained steady in 2014 with more than a third of all libraries (34%) giving the materials the highest possible score. When looking at the top three box scores, just less than two thirds gave a score of 8 or higher in 2014 (64%).

In 2014, libraries were asked to rate the usefulness of the various program materials. Although the proportion of people giving a top three box usefulness score was similar among the four materials which they were asked about, librarians felt the stickers were the most useful when looking at the top score, with almost two in five (38%) saying they were extremely useful. Around six in ten gave a top three usefulness score for each of the other three materials.

Figure 12. Satisfaction with Program Materials

Top 3
Box %



Source: Q6/Q7. Program Materials Satisfaction Questions.

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

The single most popular response, provided by slightly more than two in five (44%) librarians was to say that they had no suggestions for the program material. Among those who did have suggestions, however, the most common was to improve the stickers/provide more of them (13%). Another common message was that notebooks were a good idea/children liked them and to create more games/activities (13% each).

Figure 13. Suggestions For Improving The Program Material

Improvements for the Content of the Material for Future Programs	2014
<i>Satisfied/no suggestions</i>	44%
Improve/provide more stickers/more variety/better formatting	13%
Notebooks were a good idea/children liked them	13%
More activities/games	13%
More interactive content	6%
Include more space in notebook	6%
Improve notebook/notebook was too plain/ordinary	6%
Programs/themes should be more fun/interesting/exciting	6%
Other	6%
Don't know/refused	0%

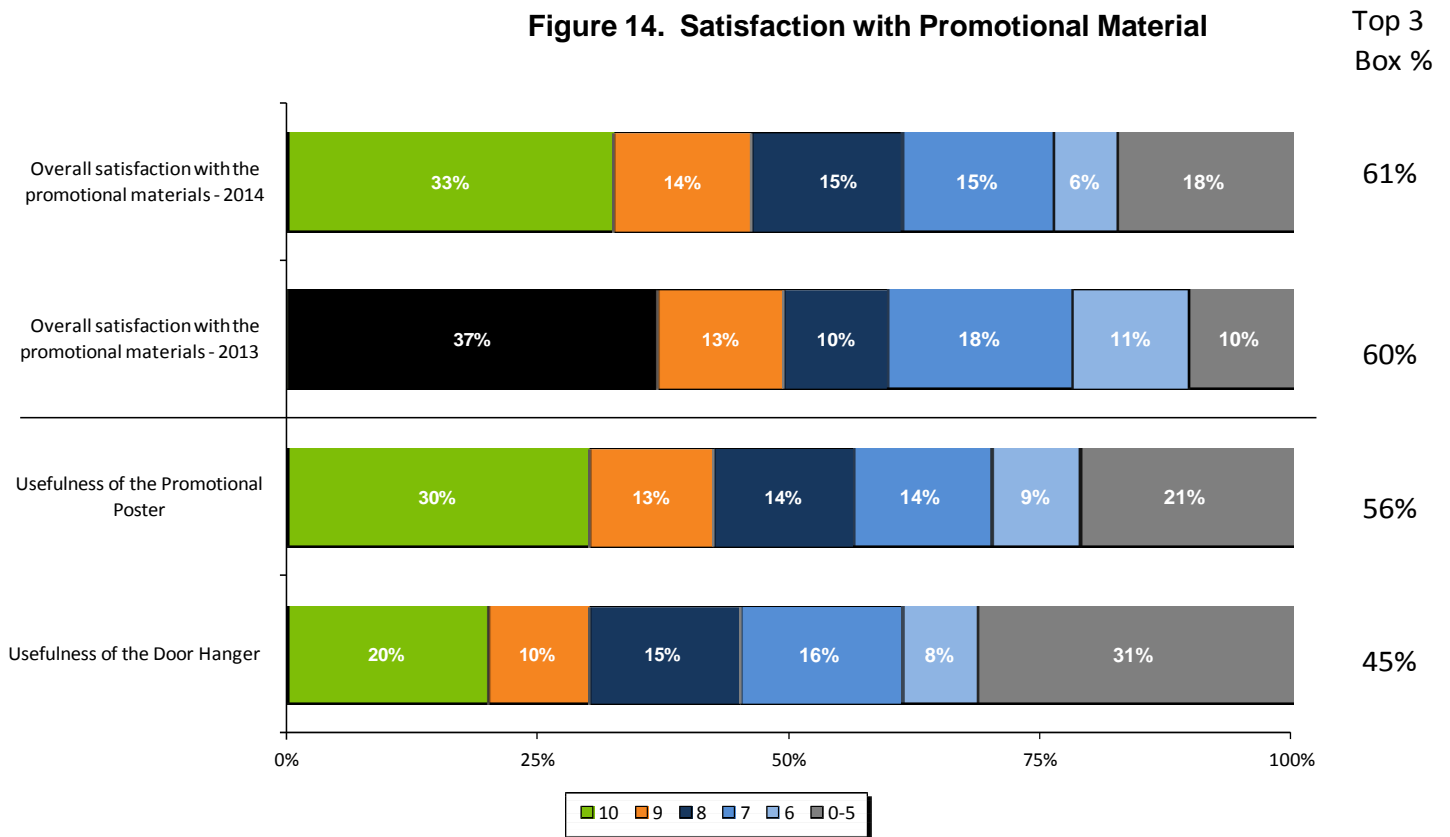
Source: Q7B. Do you have any suggestions on how to improve the content of the material for future programs?

Promotional Materials Satisfaction

Libraries also rated their level of satisfaction with the promotional materials that they received from LAC. Overall, satisfaction with the promotional materials was similar to that of the programming materials with six in ten (61%) giving a top three box satisfaction score. This question was asked the same way in 2013 and when looking at the top three box score it is clear that the popularity of promotional materials in 2014 is virtually unchanged in the last year.

Librarians were also asked to rate the usefulness of the poster and the door hanger as promotional tools. When comparing the two, it is clear that the poster was better received with three in ten librarians rating their satisfaction at the highest level possible and nearly six in ten (56%) giving a score of 8 or higher. Conversely, the door hanger was given a top three box score by only 45% of librarians with 20% of librarians giving it the highest score.

Figure 14. Satisfaction with Promotional Material



Source: Q8/Q9. Promotional Materials Satisfaction Questions.

Librarians were invited to provide comments on the promotional materials provided by LAC. Although it did not rate as high when asked to provide a specific score, almost a third of the librarians asked actually mentioned the door hanger positively (33%). Some of the other common suggestions were including a blank space for library specific information on posters and reducing the size of flyers, equally mentioned by 13% of respondents. Another 13% of libraries indicated being satisfied with the promotional material and that they had no suggestions.

Figure 15. Suggestions For Promotional Material

Comments On 2014 Promotional Materials	2014
Door hanger was popular/effective	33%
Include blank space for library specific information on posters	13%
Prefer smaller size/flyers/bookmarks rather than posters	13%
We conducted limited outreach/did not take part in the program/did not use the promotional material	13%
<i>Satisfied/no suggestions</i>	13%
More colourful art/visually appealing/eye-catching	7%
Too busy	7%
Good size	7%
Other	13%
Don't know/refused	0%

Source: Q9B. Do you have any comments on the promotional materials (program poster/door hangers)?

Satisfaction With Web Content For Children

In 2014, every library was asked whether they actually consulted the children’s website in the course of running their 2014 Summer Reading Club. Overall, more than four in five libraries did consult the children’s website (85%). The minority of libraries that did not consult the children’s website were asked to explain why they did not. The main reasons given were that they had no access to computers/internet, that they discouraged computer use/parents preferred to have children engaged in non-computer related activities and that the library promoted the website but did not consult it (14% each).

Figure 16. Usage Of Children’s Website / Reasons For Not Using The Children’s Website

Region	Consulted The Children's Website % Yes
Nfld. & Lab.	85%

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

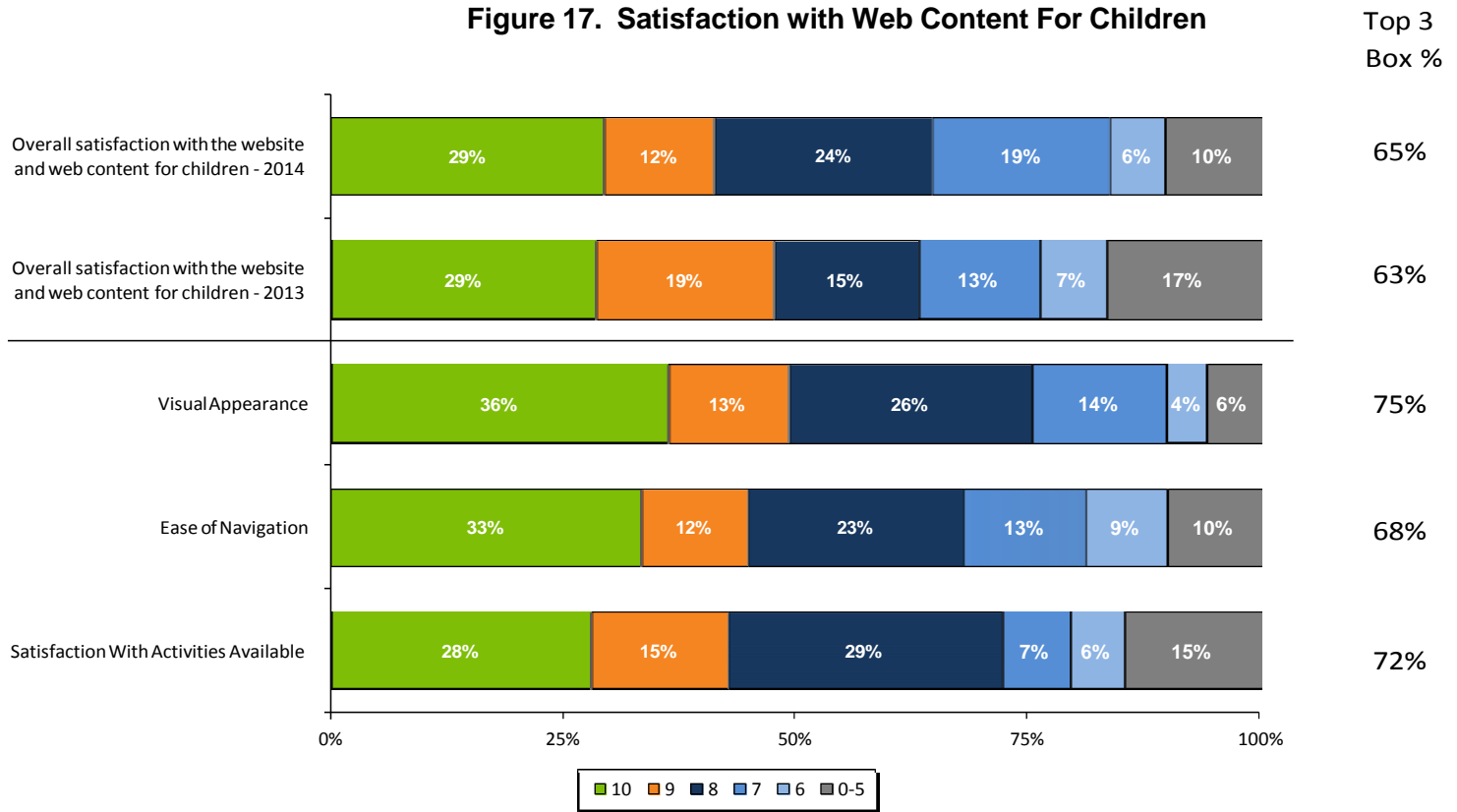
<u>Why Did You Not Consult the Children's Website?</u>	<u>2014</u>
Limited/no access to computers/internet	14%
Discouraged computer use/parents preferred to have children engaged in non-computer related activities	14%
We promoted the website but did not visit it this year	14%
Other	43%
Don't know/refused	14%

Source: Q10. Did you consult the children’s web site in 2014? / Q10B. Please explain why you did not consult the children’s website and what resources would make you more likely to visit the site in future years?

Libraries who had used the children’s website were asked to rate their level of satisfaction with the web content available to children in both of the last two years. Overall satisfaction with the content was slightly higher in 2014 with close to three in ten giving the highest possible score (29%) and almost two thirds giving a score of 8 or higher (65%). In 2013 these numbers were 29% and 63% respectively.

Among the librarians who did visit the children’s website in 2014, the scores for the elements were high overall. The visual appearance of the website was rated especially highly with more than a third of all respondents giving the highest possible satisfaction score (36%) and three quarters (75%) giving a score of 8 or higher. There was slightly less satisfaction with the activities available and the ease of navigating the website (top three box scores of 72% and 68% respectively).

Figure 17. Satisfaction with Web Content For Children



Source: Q11. Web Content For Children Satisfaction Questions.

Librarians were also asked for suggestions of how to improve the children’s website. The largest single group, representing close to two in five (38%) respondents said they did not have any suggestions to offer. Among those who did, there was a wide variety of ideas mentioned by a small number of librarians.

Figure 18. Suggestions For The Children’s Website

Suggestions on how to improve the web content for children?	2014
<i>Satisfied/no suggestions</i>	38%
More/larger variety of games	6%
Improve navigation/more child-friendly	6%
Increase interactivity	6%
More diversity in age related content	6%
More/varied content/expansion	6%
Website did not scale properly to our screens	6%
Other	13%
Don't know/refused	13%

Source: Q11C. Do you have any suggestions on how to improve the web content for children?

Librarians were also asked whether they promoted or made reference to the children’s website in their programming for the 2014 TD Summer Reading Club. In Newfoundland, a larger proportion of librarians indicated promoting the websites than consulting it this year. Among the very few librarians who didn’t promote the website, half of them said that the website content didn’t seem relevant/not suited to age group of participants.

Figure 19. Promotion Of The Children’s Website & Reasons For Not Promoting The Children’s Website

Region	Promoted The Children's Website % Yes
Nfld. & Lab.	87%

Why Did You Not Promote the Children's Website?	2014
Website content didn't seem relevant/not suited to age group of participants	50%
Not necessary/didn't feel the need/visited other websites/used other resources	17%
Other	17%
Don't know/refused	17%

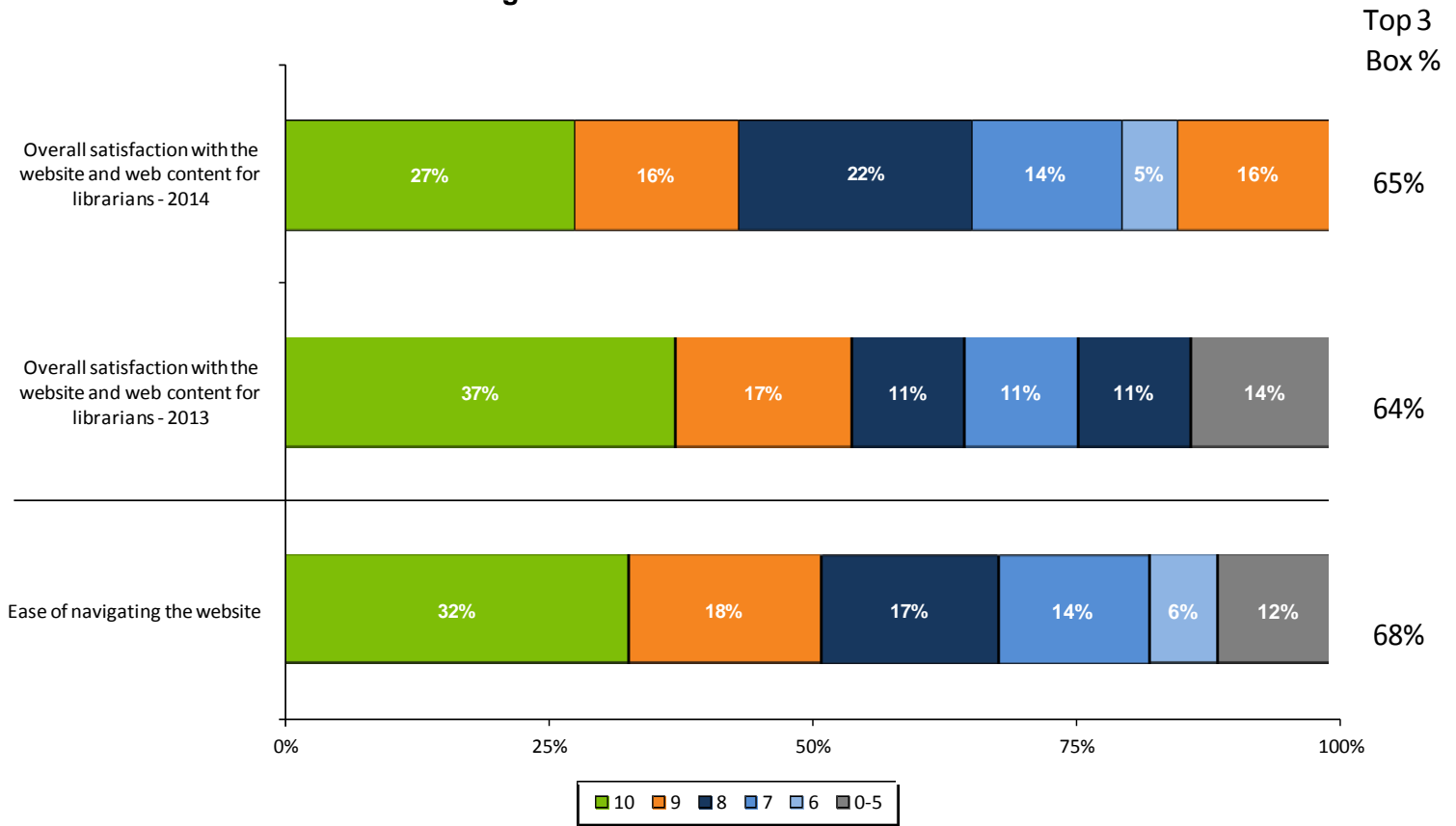
Source: Q11. Did you promote or make reference to the website in any of your programming for the 2014 TD Summer Reading Club? / Q11B. Please explain why you did not promote or make reference to the children’s website and what would make you more likely to use it in promoting the TD Summer Reading Club in future years?

Satisfaction With Web Content For Librarians

As in 2013, 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 remained steady in 2014 when looking at the top three box score (65% in 2014 and 64% in 2013) while the top box score decreased by 10% from 37% in 2013 to 27% in 2014.

The only element of the web content for librarians which was measured in 2014 was the ease of navigating the website. The level of satisfaction with the navigation of the website mirrored the overall satisfaction with the site itself. Close to a third of respondents (32%) gave the highest possible satisfaction score and more than two thirds (68%) gave a score of 8 or higher.

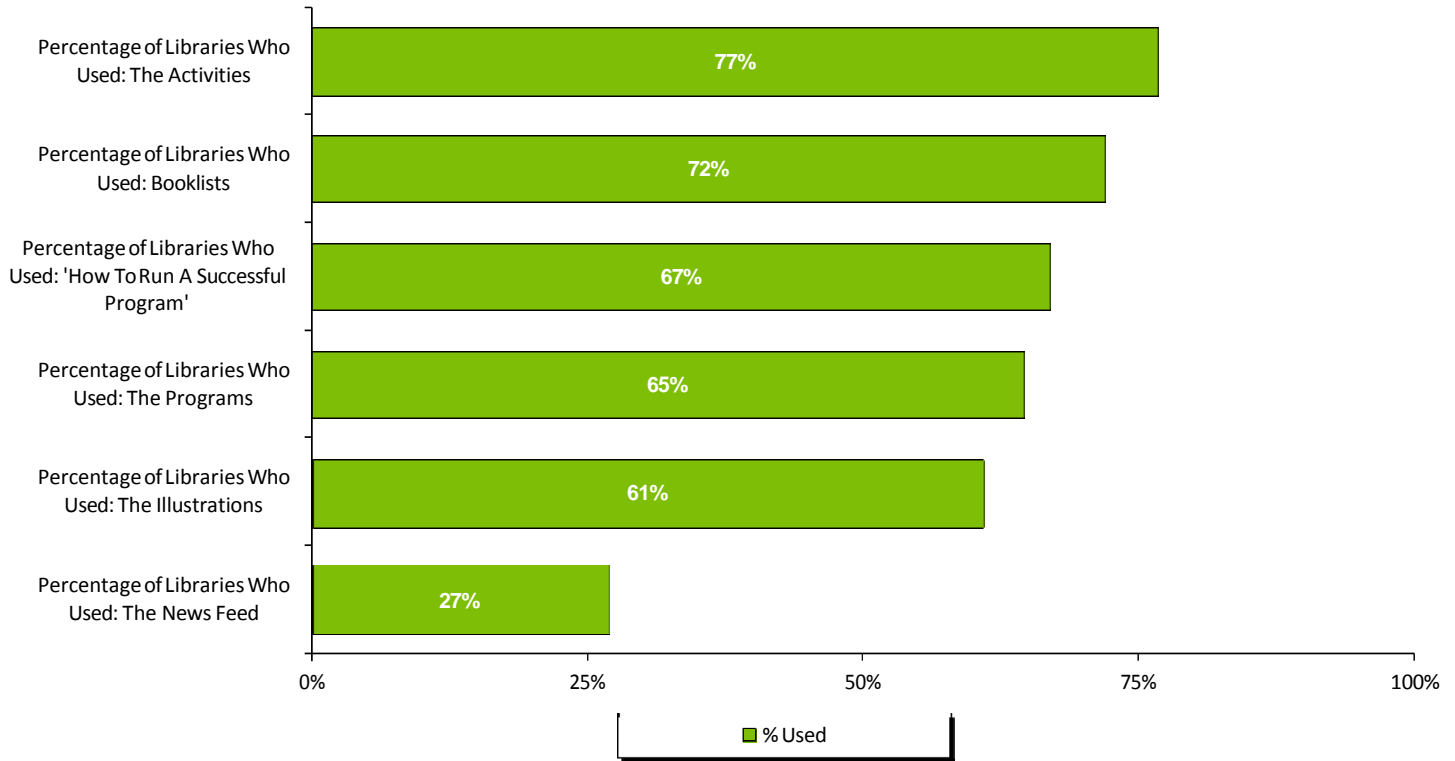
Figure 20. Satisfaction with Web Content For Librarians



Source: Q12. Web Content For Librarians Satisfaction Questions.

Librarians were asked specifically which of the resources that were available to them were actually used in running their TD Summer Reading Club in 2014. More than three quarters of librarians indicated using the activities while slightly less than three quarters (72%) used Booklists. The least commonly used resource was the newsfeed, used by less than three in ten (27%) librarians.

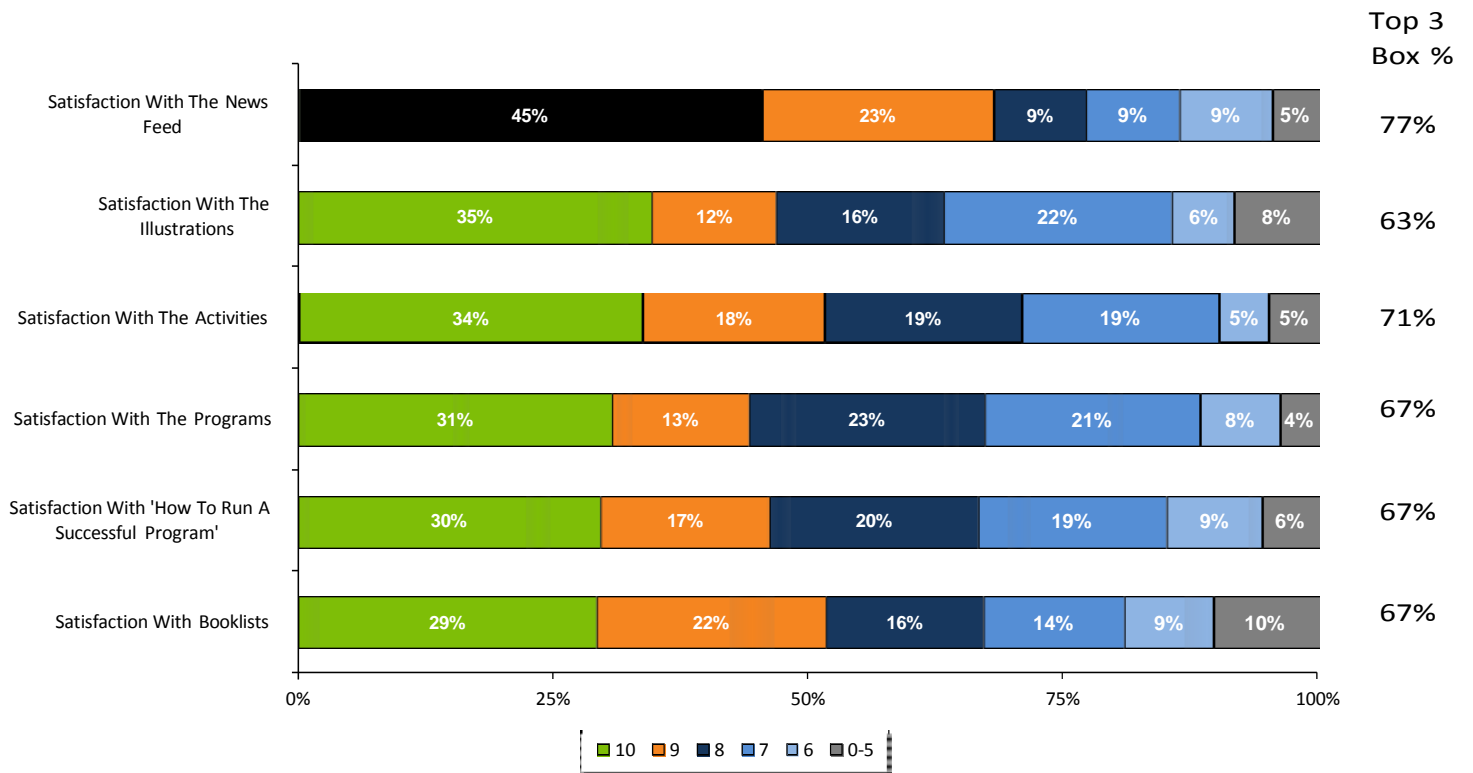
Figure 21. Usage of Librarian Web Resources



Source: Q13. Please identify which of the resources on the Librarian's 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 very few librarians used the Newsfeed, almost half of them (45%) gave it the highest possible score and the top three box score for news feed is the highest among all resources. Beyond that, the level of satisfaction fell off, but was still very positive. The top three box score was relatively high for the activities (71%) while it was fairly consistent for the booklists, the programs, the 'How to Run a Successful Program' section, ranging from 67% to 63%.

Figure 22. Satisfaction With The Librarian Web Resources



Source: Q13. Please identify which of the resources on the Librarian's 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. Close to half (46%) said that they were satisfied or had nothing to suggest. Those who did provide a suggestion indicated that the program/activities were too geared towards large libraries (15%). Other suggestions included more suggestions/ideas for programs/activities and improving clip art/making it more visually appealing and more variety, each mentioned by 8% of the respondents.

Figure 23. Suggestions For Librarian Web Resources

<u>Suggestions on how to improve the web content for librarians?</u>	2014
<i>Satisfied/no suggestions</i>	46%
Program/activities were too geared toward larger libraries	15%
More suggestions/ideas for programs/activities	8%
Improve clip art/more visually appealing/more variety	8%
Don't know/refused	23%

Source: Q13D. Do you have any suggestions on how to improve the web content for librarians?

Satisfaction With Program Evaluation

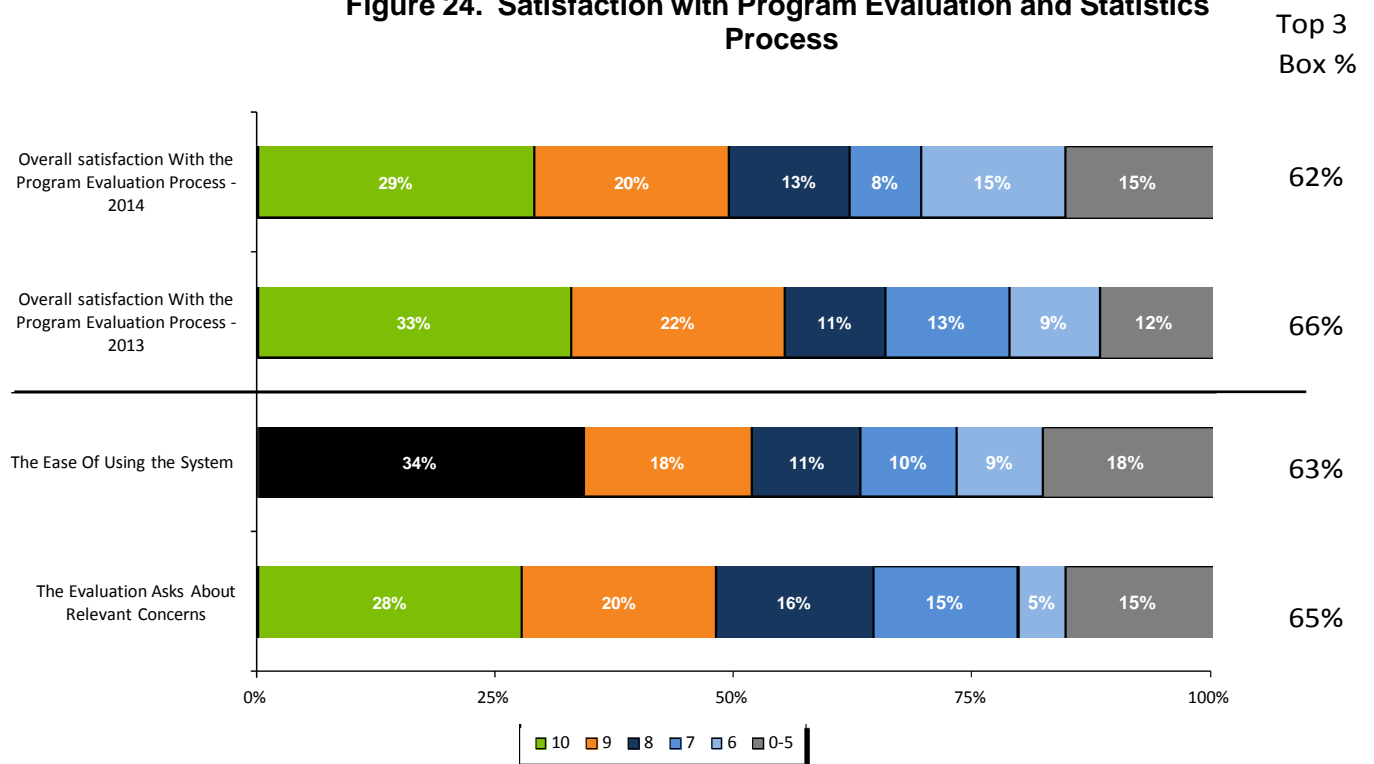
Finally, libraries were asked to rate their level of satisfaction with the program evaluation and statistics process for 2014. Overall, satisfaction was high with 62% of respondents giving top three box satisfaction scores and three in ten (29%) respondents gave the highest possible score. 15% of respondents gave a score which would indicate dissatisfaction with the process.

The same question was asked in 2013, and satisfaction has slightly dropped since last year. The top three box score last year was 66%, meaning there was a modest decrease of 4 percentage points. The top box score also decreased by 4 percentage points over the previous year from 33% in 2013 to 29% in 2014.

Among the elements of the program evaluation process, the top three box score for ‘the evaluation asks about relevant concerns’ was slightly higher than the score for ‘ease of using the system’ despite the top box score for this element being six percentage points higher.

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

Figure 24. Satisfaction with Program Evaluation and Statistics Process



Source: Q14. 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 suggestions received include clarifying/better defining the information requested, standardized forms/Excel format to accommodate formulas and including stats on number of books read.

Figure 25. Suggestions For Improving The Program Evaluation and Statistics Process

<u>Suggestions on how to improve the statistical collection and program evaluation process?</u> <i>(All Responses Given)</i>
Clarify/better define information requested
Standardized forms/Excel format to accommodate formulas
Include stats on number of books read

Source: Q14B. Do you have any suggestions for how to improve the statistical collection and program evaluation process?

Libraries were asked to indicate whether they had any indicators of children’s increased enjoyment of reading, reading successes or changes in attitudes toward reading. The most common response was that children said they enjoyed the program and that it motivated them to read more (22%). About one in ten (11%) librarians also said that children love adding stickers to their notebooks. Several other comments were given by a very small proportion of librarians.

Figure 26. Testimonials Indicating An Increased Love Of Reading

Testimonials indicating increased love of reading?	2014
Children enjoyed the program/enjoyed reading/were motivated to read more	22%
Children love adding stickers to their notebooks	11%
Challenges/incentives were a motivating factor	6%
Makes them excited/keeps them reading over the summer	6%
Brings more children to the library/they enjoy coming	6%
Children exceeding goals of club/reading extra	6%
Children checking out more books from library	6%
Children enjoyed this year's theme	6%
Other	6%
Don't know/refused	39%

Source: Q14C. 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 branches. No information was available from Nunavut regarding library participation in 2014. Taking the Northwest Territories and the Yukon together, there were 11 individual participating libraries, 10 of whom submitted their results, representing an overall response rate of 91%.

Figure 1. Response Rate

	Territories	NWT	Nunavut	Yukon
(A) Total Participating Libraries	11	4	-	7
(B) Total Responded to Survey	10	3	-	7
(C) Survey Response Rate	91%	75%	-	100%

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

Statistics on Registration & Attendance

TD Summer Reading Program Registration

The first section of the Statistics and Evaluation Form asked librarians to indicate the total number of children registered for the TDSRC 2014. 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 829 children registered for the TDSRC 2014 program, which is a fairly sizeable decrease compared to 2013. The gender split between girls and boys was stable in 2014 with girls representing 54% and boys making up 46% of the participants.

Figure 2. Total Registration 2007 – 2014

Total Registration								
Region	2014	2013	2012	2011	2010	2009	2008	2007
Territories	829	1,412	609	1,300	761	744	556	127

Source: Q1 Total number of children who registered for the TDSRC 2014.

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

Year	% Girls	% Boys
2005	51%	49%
2006	64%	36%
2007	66%	34%
2008	46%	54%
2009	57%	43%
2010	58%	42%
2011	58%	42%
2012	52%	48%
2013	54%	46%
2014	54%	46%

Source: Q1. Total number of children who registered for the TDSRC 2014 program.

The figure below shows the age breakdown of registered children. For the summer 2014, 27% of the girls were in the 0-5 age group, 36% were 6-8, 27% were 9-12, and 10% were 13 years or older. There was very little difference in age between boys and girls in 2014 with 26% aged 0-5, 37% aged 6-8, 27% aged 9-12, and 9% aged 13 and older.

Figure 4. Percentage of Registered Children by Gender and Age

BOYS	2014	2013	2012	2011	2010	2009	2008	2007	2006	2005
0-5	26%	37%	32%	28%	35%	28%	28%	21%	28%	21%
6-8	37%	39%	36%	42%	46%	38%	44%	28%	47%	39%
9-12	27%	22%	19%	28%	17%	31%	27%	47%	22%	34%
13+	9%	2%	12%	2%	2%	3%	2%	5%	3%	6%

GIRLS	2014	2013	2012	2011	2010	2009	2008	2007	2006	2005
0-5	27%	34%	29%	25%	27%	22%	24%	13%	32%	21%
6-8	36%	32%	37%	39%	43%	38%	44%	39%	36%	43%
9-12	27%	29%	23%	32%	26%	34%	30%	45%	25%	33%
13+	10%	5%	11%	4%	4%	6%	2%	2%	7%	3%

Source: Q1. Total number of children who registered for the TDSRC 2014 program

Figure 5 below summarizes the participation rate for the Territories by age and gender based on 2011 census data. The proportion of all children who were registered in 2014 declined compared to 2013, but it is still higher than the numbers observed in 2012.

Figure 5. Number of Registered Children

	2011 CENSUS			2014 TD SRC REGISTRANTS			% PARTICIP. CHILDREN	% PARTICIP. CHILDREN	% PARTICIP. CHILDREN
	(A)	(B)	(C)	(D)	(E)	(F)	2014	2013	2012
Province / Territory	Total Children	Total Boys	Total Girls	Total Children	Total Boys	Total Girls	Total Children	Total Children	Total Children
Territories	30,490	15,560	14,915	829	380	449	2.72%	4.63%	2.00%
0-5	10,845	5,530	5,310	221	98	123	2.04%	4.64%	1.73%
6-8	4,930	2,520	2,395	302	142	160	6.13%	10.16%	4.52%
9-12	6,310	3,150	3,155	225	104	121	3.57%	5.74%	2.03%
13+	8,405	4,360	4,055	81	36	45	0.96%	0.54%	0.83%

Source: Q1 Total number of children who registered for the TDSRC 2014, 2013, 2012. Columns (A) through (C) provided by Statistics Canada Census 2011. Columns (D) through (F) represent data collected by Harris/Decima.

TD Summer Reading Program Attendance & Activities

To help gauge the success of the TDSRC, libraries were asked to indicate the total number of programs and activities organized around this year’s club theme as well as the total attendance of children at these activities (not including parents or care givers).

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

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

A total of 2,508 children attended the 155 theme-related activities which were organized in libraries across the Territories over the summer months of 2014. Overall, an average of 16 children attended each activity in 2014, and 96% of all activities were conducted in libraries.

Figure 6. Total Activities and Attendance

Region	Activity Attendance				
	Theme-Related Activities	Total Attendance	Avg. Attendance per Activity	% of Activities In Library	% of Activities In Community
Territories	155	2,508	16	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.

Both the number of theme-related activities and attendance declined in 2014 when compared to 2013 but they are still higher than 2012. Although the number of activities organized was lower in 2014 than in 2013, the average attendance at each activity was higher in 2014.

Figure 7. Activities and Attendance 2012 – 2014

Region	2014		2013		2012	
	Theme-Related Activities	Total Attendance	Theme-Related Activities	Total Attendance	Theme-Related Activities	Total Attendance
Territories	155	2,508	379	4,025	53	2,062

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

Promotion of Program

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

In the Territories, 45% of libraries indicated that their library staff made promotional visits to schools and child care centres, while 24% visited day camps, and 64% made other promotional visits. A total of 59 visits were made, reaching a total of 1,906 children.

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

Made Visits 2014 (%)						
Schools			Day Camps			
School Visits (% Yes)	Total Visits	Children Attended	Day Camp Visits (%)	Total Visits	Children Attended	
Territories	45%	19	1,597	24%	7	85
Child Care Centres			Other Locations			
Childcare Visits (%)	Total Visits	Children Attended	Other Visits (%)	Total Visits	Children Attended	
Territories	45%	13	65	64%	20	159

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

Previous Participation

In order to streamline the process of entering the data for each library/system, the question that asked how each of their registrants heard about the program was changed so that it asked only whether or not each registrant had joined in a previous year. 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.

Although nationally, half of all registered children said that they had participated in previous years, only two in five said the same in the Territories (39%). Accordingly, the Territories had 61% new registrants - 12% higher than the national average.

Figure 9. Previous Participation

Region	Joined in previous years		New Registrants	
Territories	323	39%	506	61%

% Joined in Previous Years		
Region	2014	2013
Territories	39%	51%

Source: Q4. How many of the children registered in your library had participated in the TD Summer Reading Club in previous years and how many were new to the program?

Satisfaction & Suggestions

In 2014, the Statistics and Evaluation Form was streamlined and refocused in order to gather more specific data while lowering the burden on library staff who are required to keep track of and enter a number of metrics. These changes are in addition to those made in 2013 which mainly involved changing responses from a five-point scale to a ten-point scale in order to measure satisfaction with more precision. Due to these changes, direct comparisons can only be made between these two years, and only in some instances.

The following section provides satisfaction scores for every question asked by giving the proportion of libraries who responded with each score from 10 down to 6, along with those who gave a score of 0-5. The overall satisfaction question for each section is reported first and directly compared to 2013 data where possible, followed by the individual element scores, ranked by the proportion giving a score of 10. Libraries were also asked for their suggestions and comments in each section.

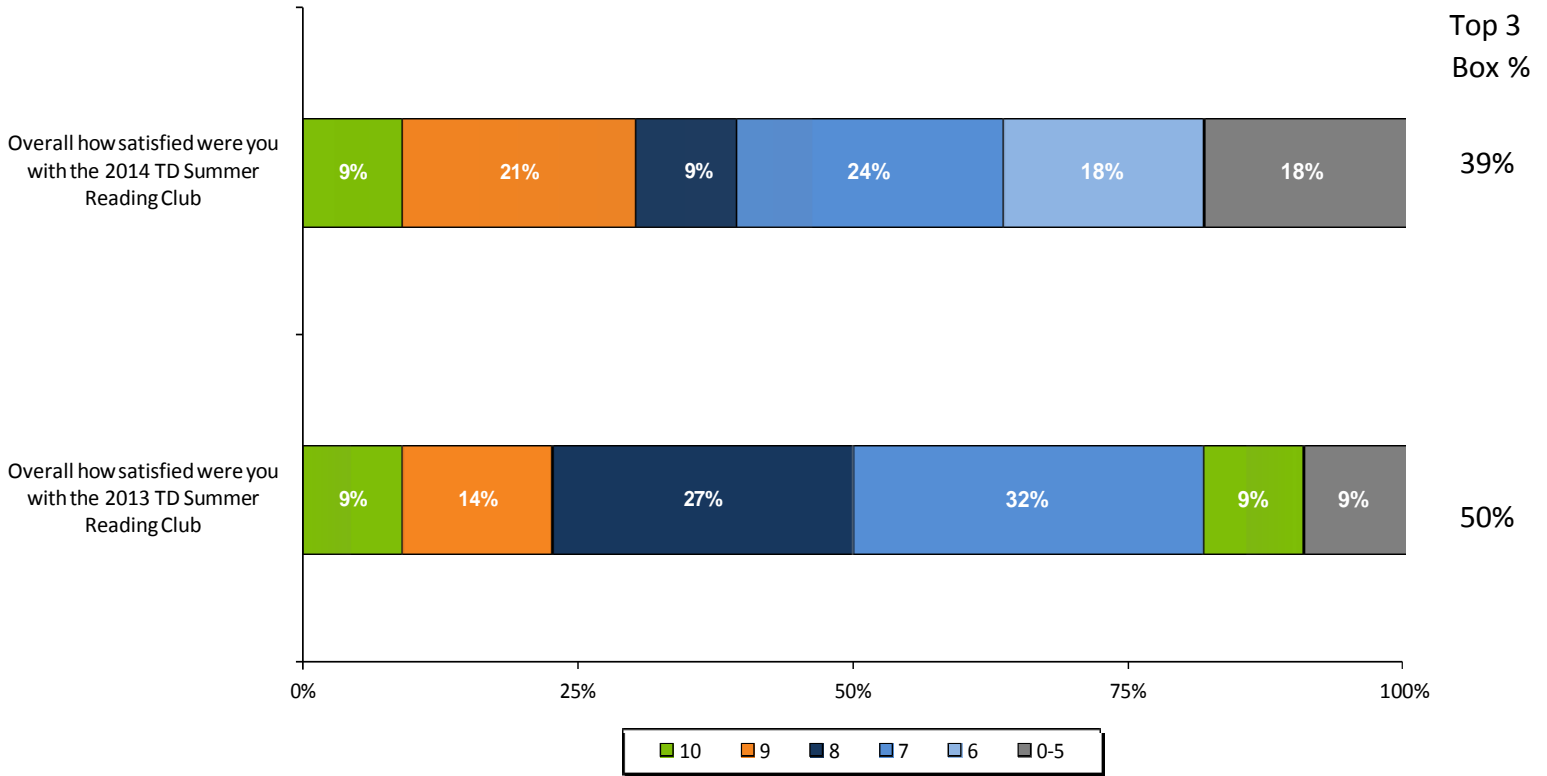
Please note that libraries that did not provide information for any given question are not considered in the percentages reported here so that each graph will sum to 100%.

Overall Program Satisfaction

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

Overall satisfaction has declined in 2014 despite no change in the highest possible satisfaction score. Around one in ten libraries (9%) again gave a top box score but the top three box satisfaction scores dropped to 39% from 50% in 2013.

Figure 10. Satisfaction With The Summer Reading Program Overall



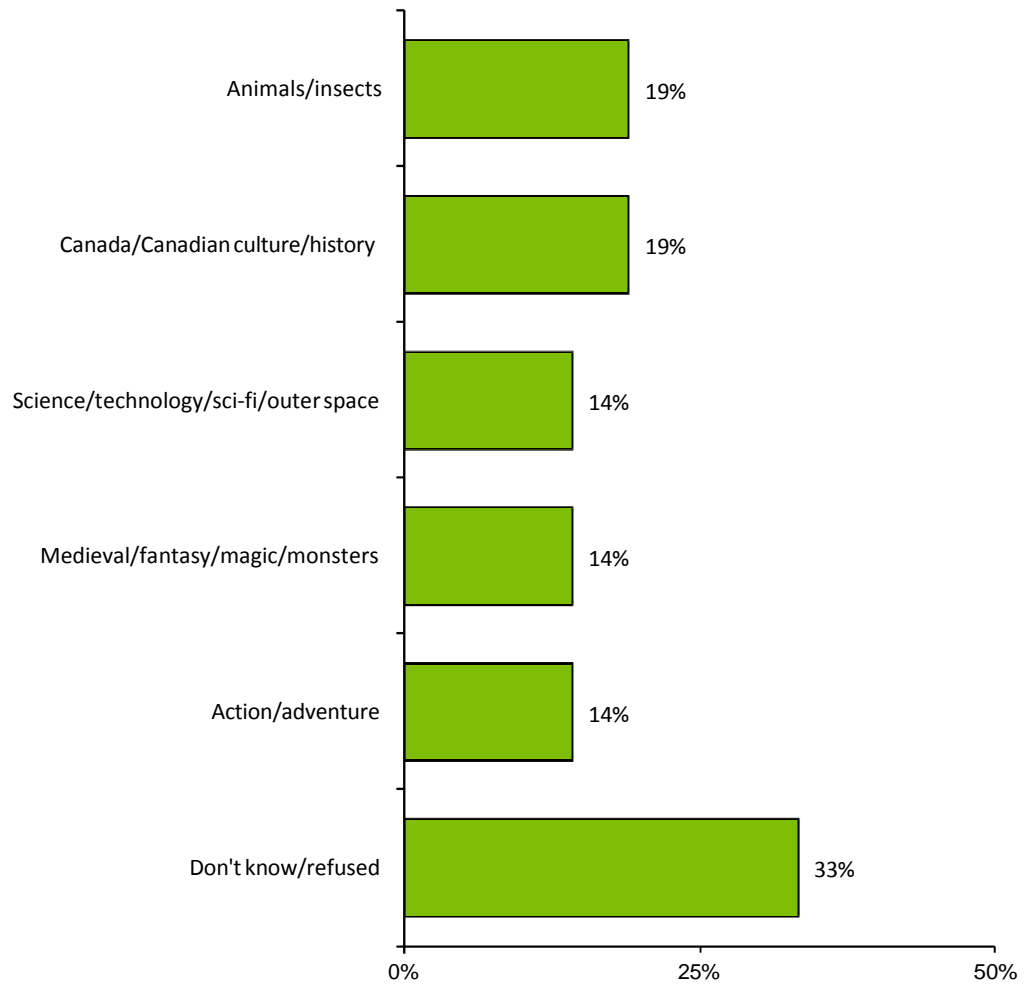
Source: Q5. Overall, how satisfied were you with the 2014/2013 TD Summer Reading Club?

Suggestions For Future Themes

Librarians were asked to provide suggestions for future themes. The two most popular suggestions received were Animals/Insects and Canada/Canadian culture/History, both mentioned by 19% of the librarians.

The figure below presents the suggestions made by at least 3% of libraries in 2014.

Figure 11. Suggestions For Future Themes



Source: Q7A. Do you have any suggestions for the program's future themes?

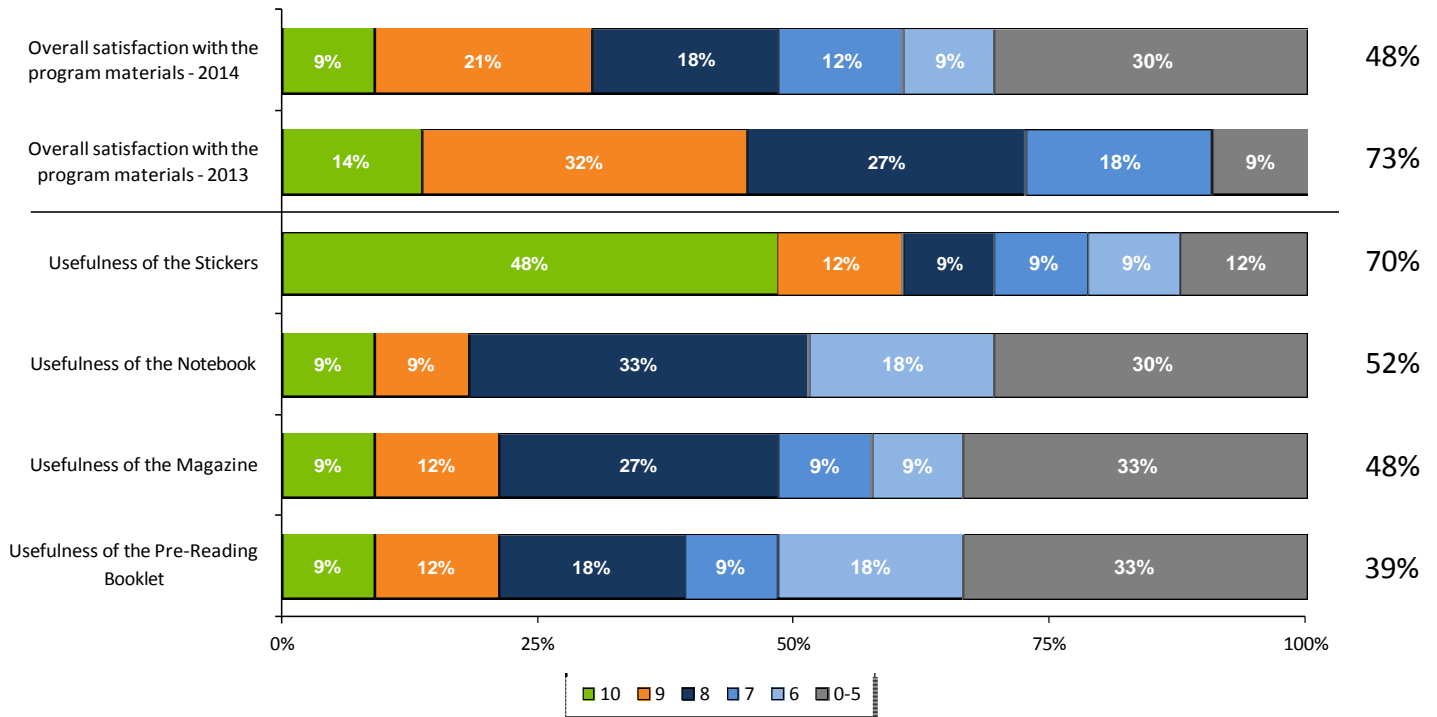
Program Materials Satisfaction

Librarians were asked to rate their overall satisfaction with the program materials. Broadly speaking, the level of satisfaction with the materials was high across the board in 2014. Comparing the materials in both years shows that satisfaction dropped dramatically in 2014 with only one in ten libraries (9%) giving the materials the highest possible score. When looking at the top three box scores, slightly less than half (48%) gave a score of 8 or higher in 2014 compared to almost three quarters (73%) in 2013.

In 2014, libraries were asked to rate the usefulness of the various program materials. It is clear that librarians are most satisfied with the usefulness of the stickers with nearly half (48%) of them giving a highest possible score (10). Among other materials, close to half of all librarians gave one of the top three scores to the usefulness of Notebook (52%) and pre-reading booklet (48%). Satisfaction with the usefulness of the magazine was given a top three score by about two in five librarians (39%).

Figure 12. Satisfaction with Program Materials

Top 3
Box %



Source: Q6/Q7. Program Materials Satisfaction Questions.

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

The two most popular response provided by librarians was to improve/provide more stickers with a better formatting and make them age appropriate by simplifying it for younger children. Nearly a quarter (23%) of librarians were satisfied with the program material, and had no suggestions.

Figure 13. Suggestions For Improving The Program Material

<u>Improvements for the Content of the Material for Future Programs</u>	<u>2014</u>
Improve/provide more stickers/more variety/better formatting	31%
More age appropriate/simplify for younger children	31%
<i>Satisfied/no suggestions</i>	23%
Wider range of activities/programs for all ages	23%
Stickers were a good idea/popular	23%
Other	23%
Don't know/refused	0%

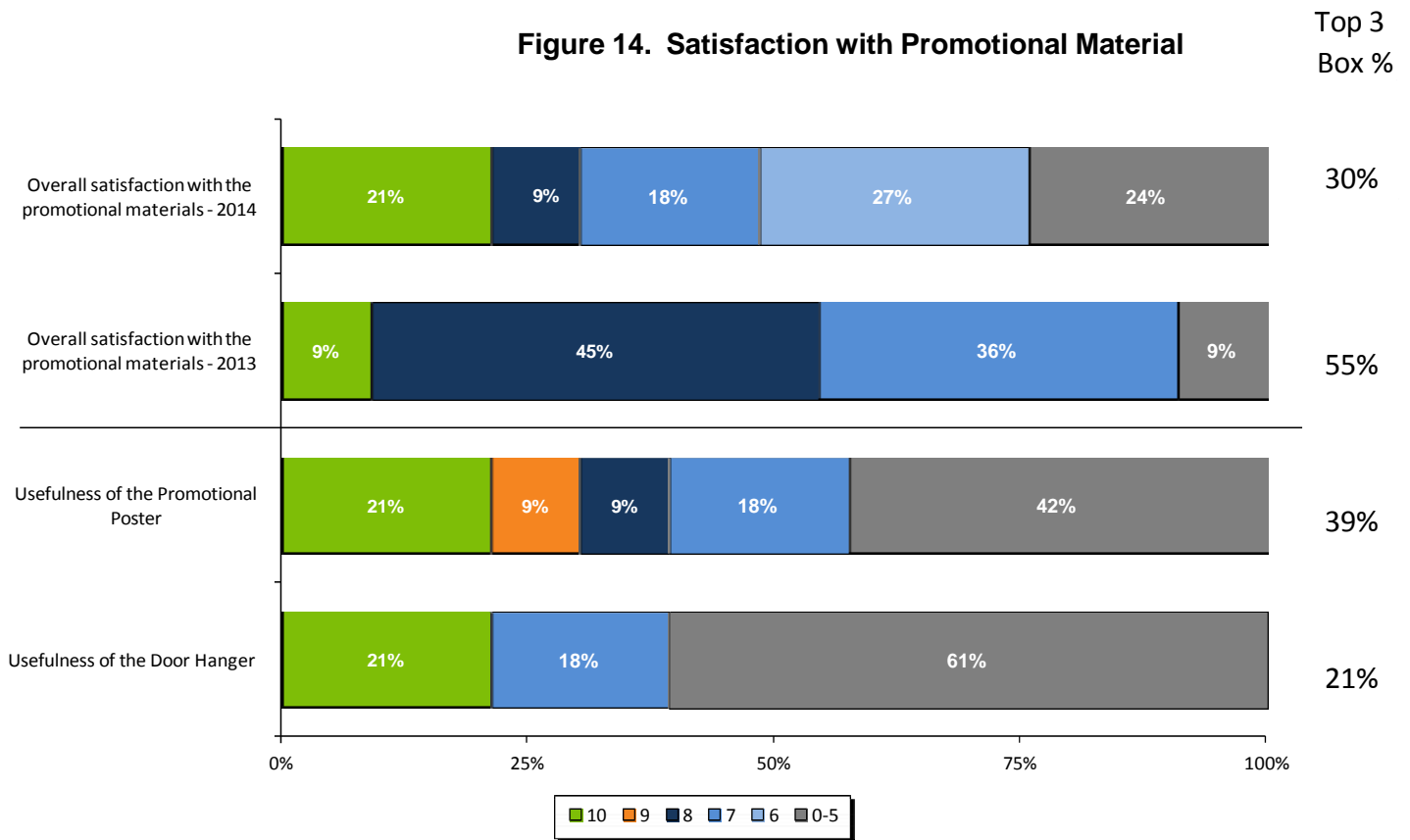
Source: Q7B. Do you have any suggestions on how to improve the content of the material for future programs?

Promotional Materials Satisfaction

Libraries also rated their level of satisfaction with the promotional materials that they received from LAC. Overall, satisfaction with the promotional materials was lower than that of the programming materials with only three in ten giving a top three box satisfaction score. This question was asked the same way in 2013 and when looking at the top three box score, it is clear that the promotional materials in 2013 were much more popular than those of 2014 (30% against 55% in 2013).

Librarians were also asked to rate the usefulness of the poster and the door hanger as promotional tools. When comparing the two, it is clear that the poster was better received with almost two in five (39%) giving a score of 8 or higher. Conversely, the door hanger was given a top three box score by only 21%.

Figure 14. Satisfaction with Promotional Material



Source: Q8/Q9. Promotional Materials Satisfaction Questions.

Librarians were invited to provide comments on the promotional materials provided by LAC. More than three quarters of librarians (77%) indicated that the promotional materials were not useful or not necessary. Slightly less than a quarter (23%) of librarians mentioned that the door hanger was popular/effective while the same proportion also complained that they didn't receive promotional material in a timely fashion. The proportion of librarians who were satisfied with the promotional material and had no suggestions was also slightly less than a quarter (23%).

Figure 15. Suggestions For Promotional Material

Comments On 2014 Promotional Materials	2014
Materials were not useful/not necessary/no significant impact	77%
Door hanger was popular/effective	23%
Did not receive promotional material in a timely fashion	23%
<i>Satisfied/no suggestions</i>	23%
Other	54%
Don't know/refused	0%

Source: Q9B. Do you have any comments on the promotional materials (program poster/door hangers)?

Satisfaction With Web Content For Children

In 2014, every library was asked whether they actually consulted the children’s website in the course of running their 2014 Summer Reading Club. Overall, more than four in five libraries did consult the children’s website (82%). The minority of libraries who did not consult the children’s website were asked to explain why they did not. The only reason given by all of these librarians was that they were too busy or just did not think to.

Figure 16. Usage Of Children’s Website / Reasons For Not Using The Children’s Website

Region	Consulted The Children's Website % Yes
Territories	82%

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

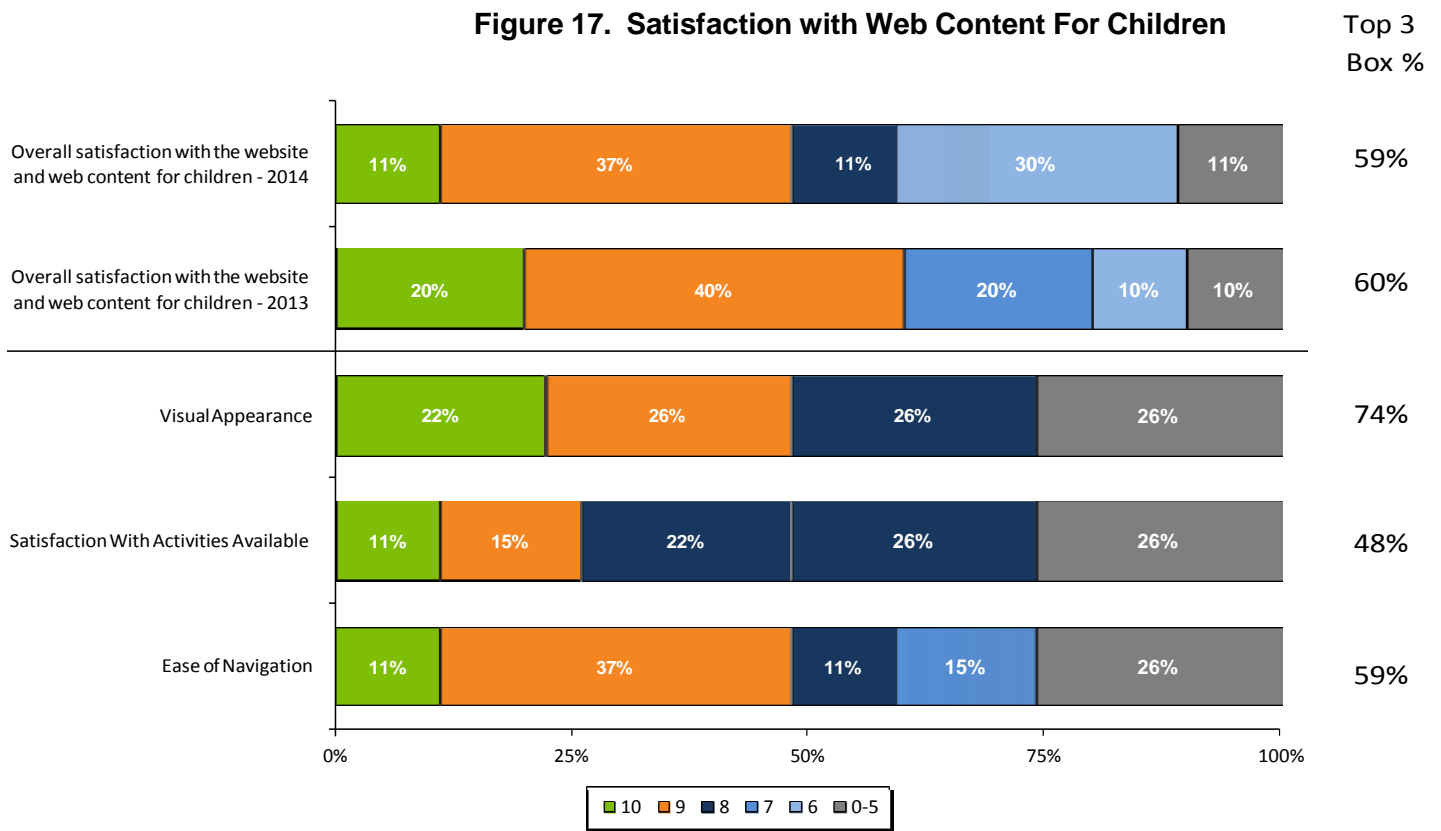
Why Did You Not Consult the Children's Website?	2014
Too busy/didn't have time/forgot/didn't think about it	100%
Don't know/refused	0%

Source: Q10. Did you consult the children’s web site in 2014? / Q10B. Please explain why you did not consult the children’s website and what resources would make you more likely to visit the site in future years?

Libraries who had used the children’s website were asked to rate their level of satisfaction with the web content available to children in both of the last two years. Overall satisfaction with the content remained steady in 2014 with almost three in five librarians (59%) giving a score of 8 or higher while the proportion of librarians giving the highest possible rating dropped by from 20% to 11% in 2013.

Among the librarians who did visit the children’s website in 2014, the scores for the elements varied. The visual appearance of the website was rated highly with almost a quarter of all respondents giving the highest possible satisfaction score (22%) and almost three quarters (74%) giving a score of 8 or higher. There was slightly less satisfaction with the ease of navigating the website and with the activities available on the children’s website (top three box scores of 59% and 48% respectively).

Figure 17. Satisfaction with Web Content For Children



Source: Q11. Web Content For Children Satisfaction Questions.

Librarians were also asked for suggestions of how to improve the children’s website. The largest single group, representing more than half of respondents (56%) said they did not have any suggestions to offer. Among those who did, the most common suggestion was to have a larger variety of games available (25%).

Figure 18. Suggestions For The Children’s Website

Suggestions on how to improve the web content for children?	<u>2014</u>
<i>Satisfied/no suggestions</i>	56%
More/larger variety of games	25%
Don't know/refused	19%

Source: Q11C. Do you have any suggestions on how to improve the web content for children?

Librarians were also asked whether they promoted or made reference to the children’s website in their programming for the 2014 TD Summer Reading Club. Although they were less likely to have promoted the website than to have consulted it, the proportion that did was above half. The librarians who said that they did not promote or make reference to the children’s website were asked why they did not. The two main reasons given were that the librarian was too busy and did not have the time (50%) and limited internet access or a lack of awareness about the children’s website (50%).

Figure 19. Promotion Of The Children’s Website & Reasons For Not Promoting The Children’s Website

Region	Promoted The Children's Website % Yes
Territories	53%

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

Why Did You Not Promote the Children's Website?	2014
Too busy/didn't have time/forgot/didn't think about it	50%
Limited/no access to computers/internet	50%
Don't know/refused	0%

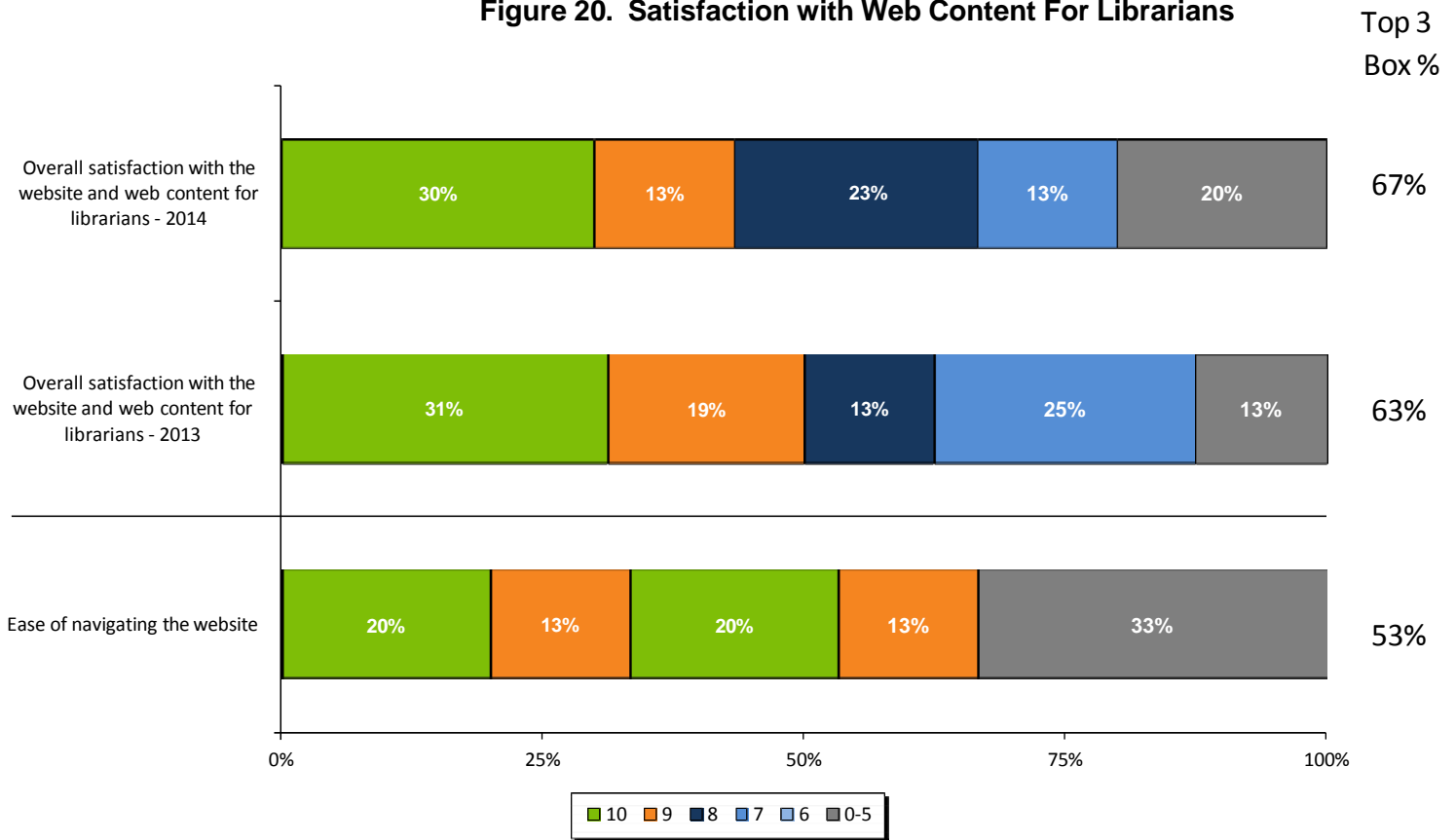
Source: Q11. Did you promote or make reference to the website in any of your programming for the 2014 TD Summer Reading Club? / Q11B. Please explain why you did not promote or make reference to the children’s website and what would make you more likely to use it in promoting the TD Summer Reading Club in future years?

Satisfaction With Web Content For Librarians

As in 2013, libraries were asked to rate their level of satisfaction with the web content available to them on the librarian’s website. Unlike the other categories, the levels of satisfaction in 2014 are slightly higher than in 2013 when looking at the top three box satisfaction score (67% vs. 63% in 2013).

The only element of the web content for librarians which was measured in 2014 was the ease of navigating the website. The level of satisfaction with the navigation of the website was lower than the overall satisfaction with the site itself. One in five respondents gave the highest possible satisfaction score and more than half (53%) gave a score of 8 or higher.

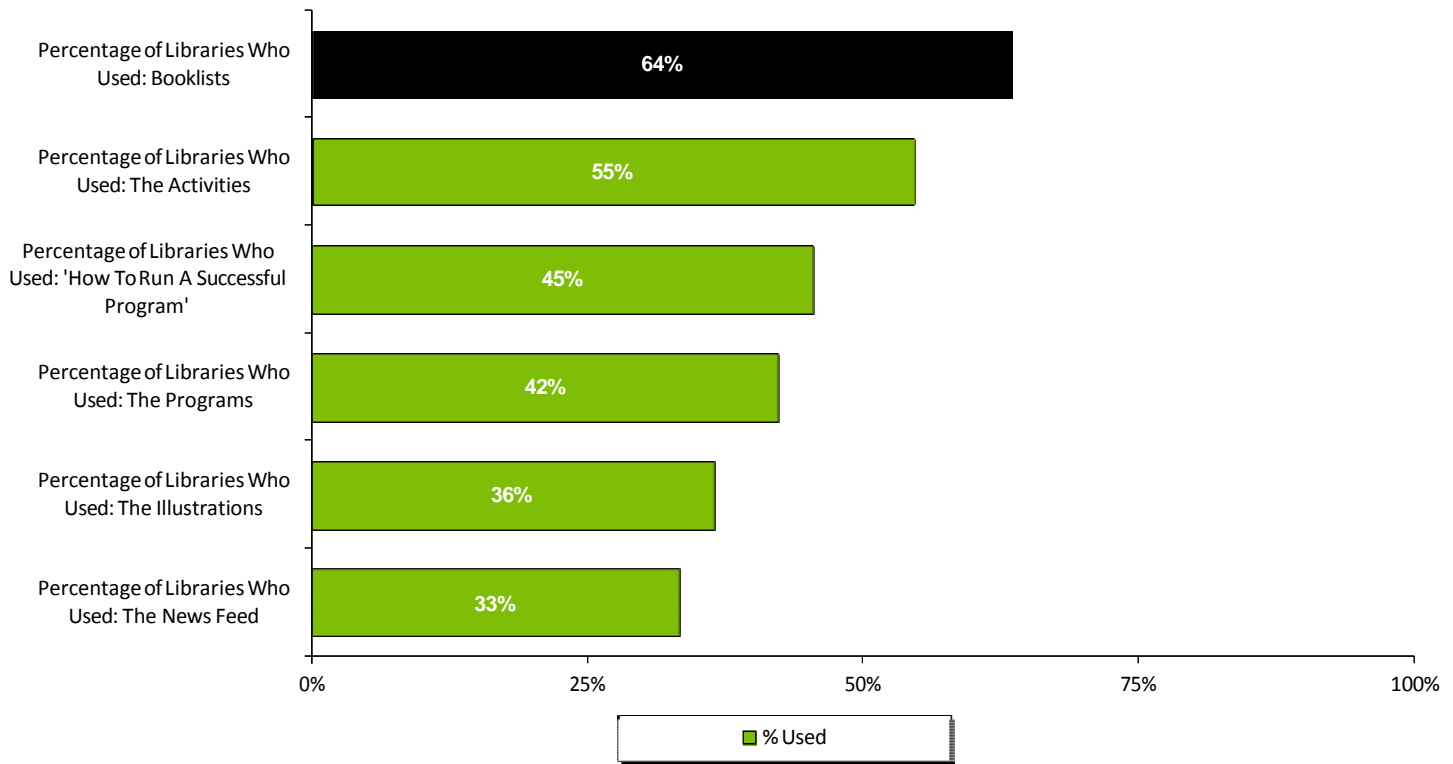
Figure 20. Satisfaction with Web Content For Librarians



Source: Q12. Web Content For Librarians Satisfaction Questions.

Librarians were asked specifically which of the resources that were available to them were actually used in running their TD Summer Reading Club in 2014. The booklists were used by close to two-thirds (64%) of librarians followed by the activities which were used by more than half (55%) of them. Other resources, such as the section on “how to run a successful program” and the programs themselves were used by more than two in five librarians (45% and 42%, respectively). The illustrations and the news feed were not as popular and used by only 36% and 33% respectively.

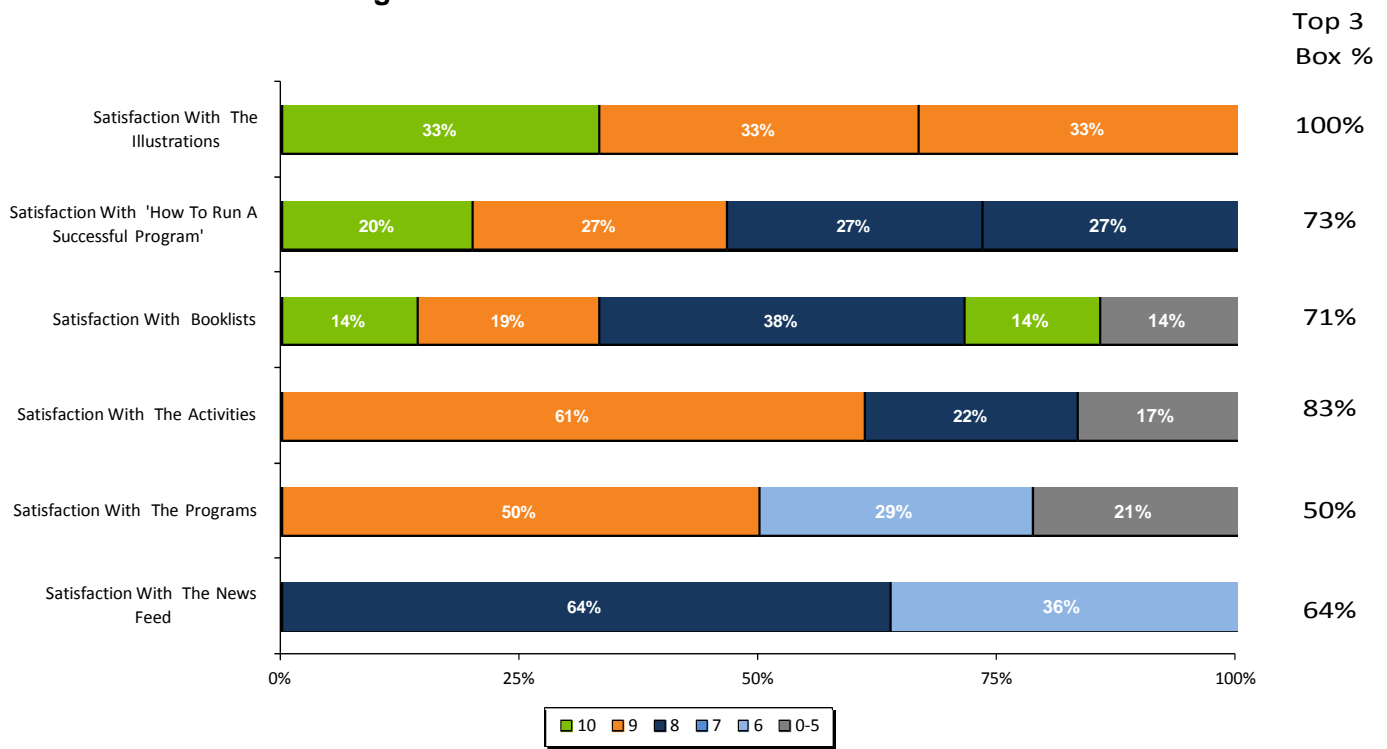
Figure 21. Usage of Librarian Web Resources



Source: Q13. Please identify which of the resources on the Librarian’s website you used and, for each resource that you did use, please give your level of satisfaction with it.

Those who reported using the web resources were then asked to rate their satisfaction with those resources. By a wide margin, the librarians reported being the most satisfied with the illustrations, with 33% giving the highest possible score and every one giving a top three box score. Beyond the illustrations, the level of satisfaction fell off, but was still mostly positive. The top three box score was high for the activities (83%), the “How to Run a Successful Program” section (73%) and booklists (71%). Despite being given the lowest scores among the resources, the news feed was still fairly well received by the minority who used it, with 64% giving a score of 8 or higher.

Figure 22. Satisfaction With The Librarian Web Resources



Source: Q13. Please identify which of the resources on the Librarian’s 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. A little over one third of respondents said that they were satisfied or had nothing to suggest (35%). Those who did provide a suggestion were most likely to request simpler/better navigation and search/print functions (20%) and more suggestions/ideas for programs/activities (15%).

Figure 23. Suggestions For Librarian Web Resources

<u>Suggestions on how to improve the web content for librarians?</u>	<u>2014</u>
<i>Satisfied/no suggestions</i>	35%
Simpler/more user friendly/better navigation/search/print functions	20%
More suggestions/ideas for programs/activities	15%
Don't know/refused	30%

Source: Q13D. Do you have any suggestions on how to improve the web content for librarians?

Satisfaction With Program Evaluation

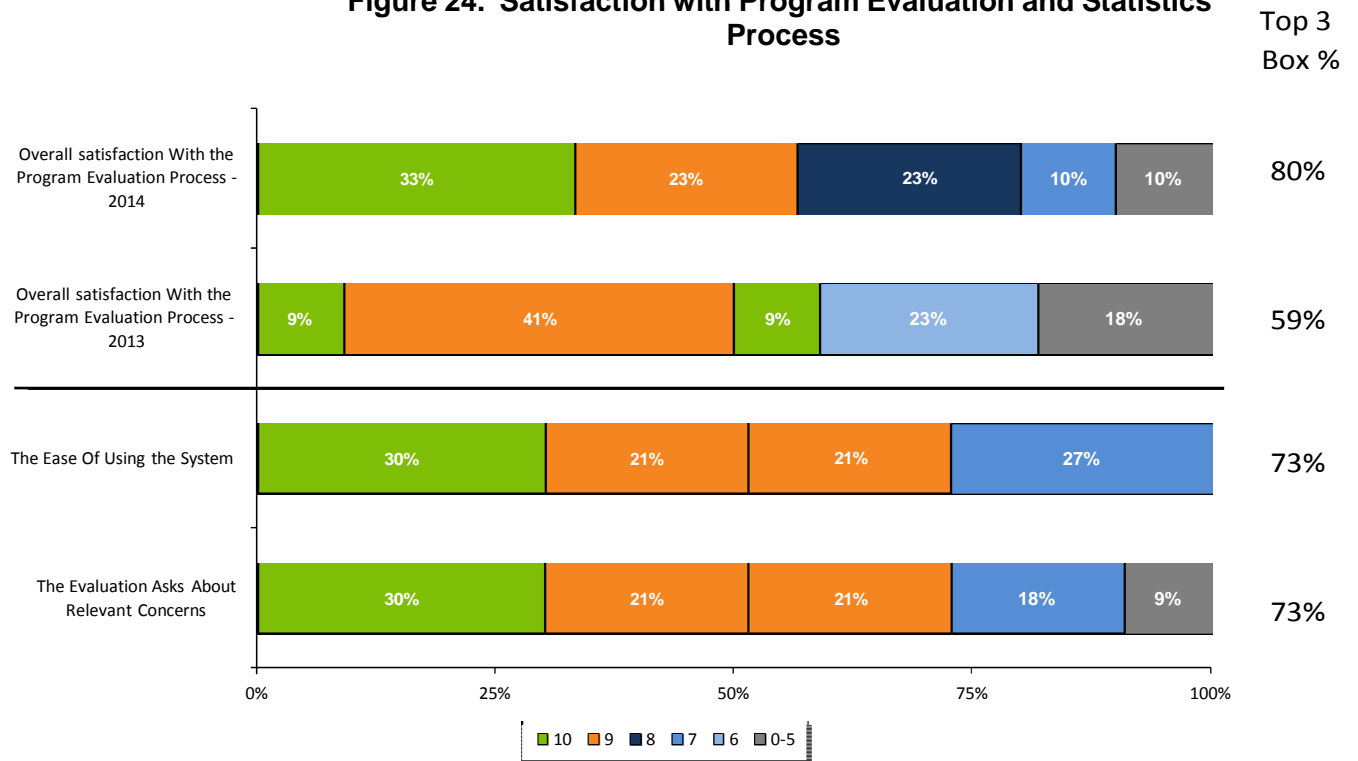
Finally, libraries were asked to rate their level of satisfaction with the program evaluation and statistics process for 2014. Overall, satisfaction was extremely high with 80% of respondents giving top three box satisfaction scores. A third of respondents gave the highest possible score. Only one in ten respondents gave a score which would indicate dissatisfaction with the process.

The same question was asked in 2013, and satisfaction has considerably increased since last year. The top three box score last year was 59%, meaning there was a large increase of 21 percentage points this year. The biggest difference was in the top box score which increased from 9% to 33% and in dissatisfaction which fell from 18% to 10%.

Among the elements of the program evaluation process, the highest possible score (10) for ‘ease of using the system’ and ‘the evaluation asks about relevant concerns’ were the same (30%). The top three box scores for both elements were also the same at nearly three quarters (73%).

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

Figure 24. Satisfaction with Program Evaluation and Statistics Process



Source: Q14. Program Evaluation and Statistics Process Questions.

Librarians were asked for their suggestions on how the program evaluation and statistical collection process could be improved. The most popular single response, given by more than half of librarians (53%), was that they had no suggestions to give. The only suggestion, provided by 16% of librarians, was to clarify/better define the information requested.

Figure 25. Suggestions For Improving The Program Evaluation and Statistics Process

<u>Suggestions on how to improve the statistical collection and program evaluation process?</u>	2014
<i>Satisfied/no suggestions</i>	53%
Clarify/better define information requested	16%
Don't know/refused	32%

Source: Q14B. Do you have any suggestions for how to improve the statistical collection and program evaluation process?

Libraries were also 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 love adding stickers to their notebooks (17%) and it makes them excited/keeps them reading over the summer (13%). Librarians also suggested that the program brings more children to the library and they enjoy coming as a result (13%).

Figure 26. Testimonials Indicating An Increased Love Of Reading

Testimonials indicating increased love of reading?	2014
Children love adding stickers to their notebooks	17%
Makes them excited/keeps them reading over the summer	13%
Brings more children to the library/they enjoy coming	13%
Don't know/refused	57%

Source: Q14C. Do you have any testimonials from parents, caregivers or teachers that may indicate an increased love of reading?