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## TD Summer Reading Club

National Report of 2006 Program Statistics  
For Library and Archives Canada

Executive Summary / Key Findings

October 2006

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## Acknowledgements

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The TDSRC is made possible thanks to the joint initiative between TD Bank Financial Group (TDBFG), Library and Archives Canada (LAC) and the Toronto Public Library (TPL).

# Executive Summary / Key Findings

## Objectives and Methodology

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

As libraries are organized differently in each province and territory, LAC had to identify a common denominator to respond to the evaluation. For most regions, the library systems were identified as the online evaluation respondents. A library system refers to either the main branch of a library with many library branches, an individual library, or a regional library system with many affiliated libraries. In some cases the evaluation respondents were the individual libraries, making the Programs statistics more precise than they were for 2005. Such an example is the Toronto Public Library whose system includes 95 library branches. Each branch within the Toronto Public Library was sent a link to complete their own evaluation form.

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

Decima Research sent out 593 email invitations in both official languages to public libraries (systems) within the eleven participating provinces and territories, explaining the process of evaluating the program. In total, 514 evaluations were collected between August 25<sup>th</sup> and October 4<sup>th</sup>, 2006, yielding an 87% response rate.

Where possible, comparisons have been made to 2004 and 2005 data. It is important to note that in 2004 LAC gathered data for the following 7 regions: Newfoundland, Nova Scotia, Prince Edward Island, Quebec, Yukon, Northwest Territories and Nunavut. Comparisons have been made to 2005 and 2006 data for all the eleven participating provinces and territories.

## Research Results

The research highlights include the following:

### Statistics on Participation

Within the eleven participating provinces and territories, there are currently 569 public library systems, for a total of 2,954 localities. Of the 569 library systems, 382 library systems participated in the TDSRC program during the summer of 2006. Within these 382 systems, a total of 1,951 branches (localities) participated in the program.

In total, 256,370 reading kits were distributed across Canada by the participating libraries, as well as 95,168 posters. The number of TDSRC materials handed out to children, teachers, daycare providers, parents and other caregivers totals 351,538.

An estimated 238,090 children registered for the TDSRC 2006 program. Girls comprise 130,687, or 55% of the participants, while the 107,403 boys represent 45% of the participants.

Age	Girls (N=130,687)	Boys (N=107,403)
0-5	22%	26%
6-8	38%	41%
9-12	35%	31%
13+	4%	3%

The estimated number of children's library materials circulated within participating library systems reached close to 7.5 million. The circulation recorded on children's library cards is approximately 3.3 million.

### Program Statistics<sup>1</sup>

A total of 18,582 programs and activities were organized around this year's club theme entitled *Quest for Heroes! 2006*. Total attendance at these programs and activities amounted to 353,269 children, which translates to an approximate average of 19 children per activity.

Overall, one-third (33%) of library systems ran their summer reading club exclusively as a drop-in program, whereas 20% of the systems ran theirs solely as a reading club. Over 2-in-5 (42%) of the systems ran the summer reading club both as a drop-in and as a club. Only 5% did not indicate using either approach.

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<sup>1</sup> Only libraries that had recorded this information provided data for this section. Because data is not available for a number of libraries that completed the evaluation form, too many assumptions would be required to extrapolate the statistics to all 1,953 participating localities. Thus, results shown in this section are based on only those that answered these questions.

In total, 64% of the library systems used stickers as incentives for children to read more books. Among these systems, over 80,000 children reached the target of collecting all nine stickers.

Among the library systems that collected these statistics, each child on average reported on 3 books and spent 5 hours reading.

On average, each child read approximately 8 books, which calculates to a total of 1,904,722 books read as part of the summer reading club<sup>2</sup>.

### **Promotion of the Program**

Three-quarters of the library systems (75%) indicate that their library staff made visits to schools and daycares to promote the summer reading club. In total, 10,437 visits were made to schools and daycares, and 416,274 children were reached by these means.

Roughly 64,000 participants (30%) first heard of the TDSRC through staff promotion in the branch, while about 62,000 (29%) first heard via a presentation at a school or daycare. Relatively few (15,192 or 7%) heard of the program through media sources.

### **Overall Satisfaction**

Satisfaction was high across the libraries. Nine in ten libraries were “very satisfied” or “satisfied” with the quality of the logbook, and at least 4 in 5 are satisfied with the relevance of content in the logbook, have an appreciation for this year’s theme, the program posters and the visual representation of the theme in the materials provided. A similar proportion is satisfied with the website overall, the promotional materials and the relevance of content of the staff manual.

### **Comments and Suggestions**

An increase in the reading habits of children is reported as the most common indicator of reading successes from the reading club (29% of library systems who answered this question listed this as an indicator). Other indicators include the enjoyment of the children with the program (26%), their excitement to read and to share books (19%) and the prizes and stickers as incentives to read (17%).

The most common testimonials from parents, caregivers and/or teachers are of the improved reading skills of the children (31% of library systems and branches who answered this question listed these as testimonials).

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<sup>2</sup> Total number of books reported on and total hours read has not been extrapolated due to the low numbers of systems that provided this information.

Comments also indicate that the parents were enthusiastic and appreciated the program (30%), and that the children are reading more frequently (19%).

A number of different themes are proposed for future programs, the most widespread ones relating to animals or pets, other cultures and countries, and sports.

A number of systems comment on the excellent program and high quality of the materials provided. The most common suggestion for the TDSRC is that the posters and stickers can be improved, and also an improvement can be made with the design of the materials in general.

The following tables summarize some of the key statistics collected.

<b>Measure</b>	<b>Total</b>
Reading kits and posters distributed	351,538
Children who registered for TDSRC	238,090
TDSRC materials handed out (kits and individual posters)	351,538
Circulation of children's library materials (July and August)	7,456,455
Circulation recorded on children's library cards (July and August)	3,302,325
Programs or activities organized around club theme	18,582
Attendance at programs and activities	353,269
Books read	1,904,722
Average number of hours read per child	5
Average number of books reported on per child	3
Visits made to schools/daycares	10,437
Children reached by school visits	416,274

<b>Drop-Ins versus Clubs</b>	<b>Total</b>
Drop-in	33%
Club	20%
Drop-in and club	42%
Neither/don't know	5%

<b>Stickers</b>	<b>Total</b>
Used stickers as incentives	64%
Total number of children who collected all 9 stickers	80,275