

**TD Summer Reading Club 2018
National Program Statistics
Final Report**

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Report On Program Statistics For TD Summer Reading Club 2018 – Final Report

Prepared for: Library and Archives Canada

Supplier name: Environics Research

June 2019

This report presents the results of public opinion research conducted by Environics Research on behalf of Library and Archives Canada to gather concrete facts with regard to statistics on participation, program promotion at the library level and overall satisfaction with program elements as well as capture testimonials and suggestions to add context to the findings of the quantitative portion of the research.

Cette publication est aussi disponible en français sous le titre : Club de lecture d'été de la Banque TD 2018 Statistiques nationales du programme Rapport final.

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

Executive summary

1. Objectives

The TD Summer Reading Club (TDSRC) is a national bilingual program that engages kids in the joy of reading while championing Canadian writers and illustrators. Kids who register at their local library receive free physical program materials and can access the program materials through the website. Participating libraries are provided with thematic booklists, access to illustrations, programming and activity ideas and free outreach materials for promoting the program in their community.

The study population is the library systems, branches or independent libraries that signed the Letter of Agreement, received free program materials and participated in the TDSRC during the summer of 2018. This year, the TDSRC was offered in eleven provinces and territories across the country through the support of TD Bank Group.

Library and Archives Canada's (LAC) interest in conducting this study is to provide information about the reach and success of the program to the TDSRC Partners, TD Bank Group, Toronto Public Library, and Library and Archives Canada as well as to participating libraries. In addition, feedback gathered will inform improvements to the TDSRC program. LAC's specific research objectives were to:

- Measure the number of programs, activities and attendance attributed to, organized by, or otherwise associated with, the TD Summer Reading Club (i.e., those offered by participating libraries to children in the library or in the community that were part of the TDSRC).
- Determine what the various library systems, library branches or independent libraries considered to be their program reading outcomes or indicator of reading successes resulting from the TDSRC.
- Compare the measures of success, when possible, with at least the previous two years with a view to advising on developing appropriate performance measurement parameters.
- Provide recommendations for how the TDSRC program may be improved.

2. Methodology

Since libraries are organized differently in each province and territory, "service points" were chosen as the common denominator to respond to the program evaluation. A service point may be an individual library or a library which is part of a library system with many branches. An individual library represents one service point while a system with five separate branches would represent five service points. Evaluations were either completed by individual libraries themselves using the online Statistics and Evaluation Form or individual branches provided the necessary information regarding their program to their library system administrator who filled in the form for their entire system.

Individual libraries and library systems were invited to complete their evaluation online via an email invitation with a unique link. This unique link pre-identified individual libraries and library systems and brought them directly to the survey where they entered their data. To accommodate reporting for both individual libraries and systems with multiple service points, two separate survey instruments were programmed. Individual libraries were sent a link to the library survey, enabling them to enter data for their library only, whereas those pre-identified to be reporting for multiple service points (library coordinators) were sent a link that led them to the library systems survey, enabling them to enter data for multiple service points.

In 2018, the project start-up was delayed due to contracting and therefore the online evaluation form was made available to libraries on September 27th. Environics sent out 893 email invitations in both official languages to participating public libraries or systems within eleven participating provinces/territories. In total, 701

evaluations were collected between September 27 and November 27, 2018. The completed evaluations contained data for 1,738 of the 2,052 total service points that participated in the TDSRC in 2018, resulting in a response rate of 85 percent.

3. Statement of limitations

This research used a census approach wherein an attempt was made to contact every participating library/system. Environics sent a minimum of three separate reminder emails and regional coordinators also followed up to encourage completion of the online evaluation form. The data reported herein includes responses from 85 percent of all eligible service points and weighting factors are used to extrapolate to population-wide totals within each region. This weighting process assumes that there are no structural or statistically important differences between libraries who did respond and those that did not.

4. Cost of research

The cost of this research was \$59,332.91 (HST included).

5. Key findings

Registration, Activities and Attendance

An estimated 346,604 children registered for the TDSRC program in 2018, representing roughly six percent of all Canadian children under 18. This represents an increase of almost 20,000 registrations over 2017, continuing the pattern of annual growth evident since program statistics began being collected (starting with an estimated total of 216,312 in 2005). This year’s increase was driven primarily by registration growth in Réseau BIBLIO in Quebec, the OLS-North libraries in Northern Ontario and the participating British Columbia libraries.

Table: Summary of total registration (2016-2018)

Total TDSRC Registration			
Region	2018	2017	2016
Atlantic	15,141	16,636	13,664
Quebec	50,927	42,989	50,814
Ontario	170,243	162,402	165,695
West	109,333	104,173	95,481
Territories	197	428	430
Independent LAC	762	499	1,080
National Total	346,604	327,127	327,164

The age distribution among participating children remains similar to previous years, with 6- to 8-year-olds being the most likely age group to participate (39% of registrations).

2018 registrations were comprised of 60 percent past participants and 40 percent new participants. The overall pattern over the past two years suggests that new registrations have been declining, while the number of previous participants has been increasing.

Libraries ran a total of 45,522 programs and activities organized around the theme in 2018 (excluding promotional visits), which is a substantial jump over 2017 (up 25% from 37,044 activities). Since the average number of children

attending these activities has remained stable (roughly 18 children per activity), there has been a corresponding increase in overall attendance (up 25% since 2017 to 831,546).

Table: Summary of total activities and attendance

2018 TDSRC Activities and Attendance		
Region	Theme-Related Activities	Total Attendance
Atlantic	3,631	54,502
Quebec	5,013	85,509
Ontario	22,887	432,319
West	13,661	254,308
Territories	50	711
Independent LAC	281	4,196
2018 Overall	45,522	831,546
2017 Overall	36,297	664,073
2016 Overall	38,326	718,400

In terms of visits specifically to promote the TDSRC to children in the community, the majority (76%) of all libraries made at least one such visit. Promotional visits to schools were most common (visited by 60% of libraries), but also included childcare centres (25% of libraries) and day camps (19% of libraries). In total, 11,065 visits were made to promote the program at various locations, reaching 659,411 children in the process – roughly 60 children per visit.

Table: Summary of promotional visits

	2018 TDSRC Promotional Visits Made			
	Schools	Day Camps	Childcare Centres	Other
% That Made Visits	60%	19%	25%	21%
# Of Visits Made	7,569	1,163	1,286	1,047
Number of Children Reached	559,015	34,215	25,570	40,611

Indicators of Success & Satisfaction

Overall satisfaction with TDSRC in 2018 is strong (70% rated it between 8 and 10 out of 10). Satisfaction with the website and web content for library staff (66%) and the website usability (67%) was similarly good. All three measures of satisfaction are lower than in 2017, the latter two returning closer to levels previously observed in 2016 (overall satisfaction was not asked in 2016). These slight declines in satisfaction occurred outside Quebec; as a result, Quebec libraries now report the highest satisfaction with the TDSRC.

Libraries using the English materials provided by the TDSRC are most likely to be using, and to be most satisfied with, the images. Satisfaction with the promotional templates is also relatively high and their use (perhaps accordingly) has steadily increased.

Similarly, libraries using the French materials are most widely using, and most satisfied with, the *illustrations*. However, there also appears to be declining use of many of the French materials dating back to 2016.

Suggestions for future improvements to the website for library staff include: better usability (e.g., navigation, organization); more content; better relevance for different age groups and library sizes; and improved sharing of information (including timeliness of when the program materials are made available).

Satisfaction with the evaluation process

There is good satisfaction with the evaluation process (64% rate it 8-10 out of 10). This level of satisfaction is also down from 2017 (consistent with the trend in overall program satisfaction) and has returned to 2016 levels.

Libraries also give positive ratings for the ease of navigating the system (70%) and that the evaluation asks relevant questions (64%). Notably, however, both of these ratings are up from 2017, in direct contrast to other satisfaction measures. It is unclear why this is but does suggest that usability and relevance may not be the primary drivers of overall satisfaction with the evaluation process.

Suggestions for future improvements to the website include: making it easier to collect and accurately enter the desired information; improving timeliness (i.e., when questions/data requirements are made available and when the online form is ready at the end of the program); usability issues; and, the opportunity to provide more in-depth contextual information around the statistics.

6. Political neutrality statement and contact information

I hereby certify as a Senior Officer of Environics Research that the deliverables fully comply with the Government of Canada political neutrality requirements outlined in the Communications Policy of the Government of Canada and Procedures for Planning and Contracting Public Opinion Research. Specifically, the deliverables do not contain any reference to electoral voting intentions, political party preferences, standings with the electorate, or ratings of the performance of a political party or its leader.



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Introduction

1. Background & research 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. 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 Winnipeg, Toronto, Ottawa, Montreal and Quebec City created the bilingual material for this program.

The TD Summer Reading Club is a national bilingual program that engages kids in the joy of reading while championing Canadian writers and illustrators. Kids who register at their local library receive free physical program materials and can access the program materials through the website. Participating libraries are provided with thematic booklists, access to illustrations, programming and activity ideas and free outreach materials for promoting the program in their community.

The study population is the library systems, branches or independent libraries that signed the Letter of Agreement, received free program materials and participated in the TD SRC during the summer of 2018. This year, the TDSRC was offered in eleven provinces and territories across the country through the support of TD Bank Group.

Library and Archives Canada's (LAC) interest in conducting this study is to provide information about the reach and success of the program to the TDSRC Partners, TD Bank Group, Toronto Public Library, and Library and Archives Canada as well as to participating libraries. In addition, feedback gathered will inform improvements to the TDSRC program. LAC's specific research objectives were to:

- Measure the number of programs, activities and attendance attributed to organized by, or otherwise associated with, the TD Summer Reading Club (i.e., those offered by participating libraries to children in the library or in the community that were part of the TDSRC).
- Determine what the various library systems, library branches or independent libraries considered to be their program reading outcomes or indicator of reading successes resulting from the TDSRC.
- Compare the measures of success, when possible, with at least the previous two years with a view to advising on developing appropriate performance measurement parameters.
- Provide recommendations for how the TDSRC program may be improved.

2. Methodology

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.

Library and Archives Canada teamed with Environics to collect the requisite information and perform the analysis. As libraries are organized differently in each province and territory, a common denominator to respond to the evaluation was identified – service points. A service point may be an individual library or a library which is

part of a library system with many branches. An individual library represents one service point while a system with five separate branches would represent five service points. Evaluations were either completed by individual libraries themselves using the online Statistics and Evaluation Form or individual branches provided the necessary information regarding their program to their library system administrator who filled in the form for their entire system. An example of the former is the Toronto Public Library, whose system includes roughly 100 library branches/service points. Each service point within the Toronto Public Library completed their own evaluation survey and entered information for their branch only.

LAC provided Environics with a database containing the most recent contact information available for all participating libraries/systems from each regional system coordinator. A regional system is a larger grouping of libraries/systems, usually at a provincial level (although within Ontario and Quebec, a total of five separate regional systems exist). All individual libraries and library systems were invited to complete their evaluation online via a bilingual email invitation with a unique link embedded in the email text. This approach ensured that no duplicate entries would be possible and allowed for a means to track which libraries/systems had submitted their results.

The unique link pre-identified individual libraries and library systems and brought them directly to the survey where they entered their data. To accommodate reporting for both individual libraries and systems with multiple service points, two separate survey instruments were programmed. Individual libraries were sent a link to the library survey, enabling them to enter data for their library only, whereas those pre-identified to be reporting for multiple service points (library coordinators) were sent a link that led them to the library systems survey, enabling them to enter data for multiple service points.

In 2018, the opening of the form was delayed due to contracting issues and was only made available to libraries on September 27th¹. Environics sent out 893 email invitations in both official languages to participating public libraries or systems within eleven participating regional systems. In total, 701 evaluations were collected between September 27th and November 27th, 2018. The completed evaluations contained data for 1,738 of the 2,052 total service points that participated in the TDSRC in 2018, resulting in a response rate of 85 percent.

During the data collection period, Environics 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. Additionally, Environics sent a minimum of three reminder emails over the course of the project.

3. Response rate and weighting

Response rate. Participating libraries or systems were asked to tally the evaluation results for their own library and any subsidiary service points. The response rate is calculated as the proportion of all service points participating in the TDSRC for whom evaluation data was received. Evaluation data was submitted for 1,738 service points from a total of 2,052 libraries that participated in the program, for a response rate of 85 percent. The table on the next page presents the response rate by region.

Weighting. The weighting scheme was designed to account for all of the individual libraries within a given regional system or province, including those who responded to the evaluation and those who did not. A

¹ Recent waves of research have begun and ended roughly a month earlier than in 2018: In 2017, the data collection dates were August 30 to October 13 and in 2016 they were August 24 to October 17

weighting factor was applied to libraries who responded to the evaluation within a specific regional system, so that the regional results are in their correct proportion within the total of all Canadian libraries who participated in the program. For example, in Alberta, a total of 246 service points participated in the Summer Reading Club in 2018, but statistics were available for only 208 of them (85%). The responses from those 208 libraries were multiplied by a factor of 1.18 to account for the 38 missing service points and ensure that the totals for Alberta libraries accurately reflect the whole province and represent 12% of all libraries who participated in the program nationwide (246 service points of the 2,052). This approach assumes that the libraries who provided evaluation data are similar to the libraries who did not (i.e., there is no meaningful difference between the two groups).

Table: Response rate by region

	(A)	(B)	(C)	(D)
Regions	Total Service Points Participating in TDSRC 2018	Total Service Points Responding to 2018 Evaluation	Evaluation Response Rate	Weighting Used
Atlantic	203	178	88%	-
Newfoundland & Labrador	91	72	79%	1.26
Nova Scotia	87	83	95%	1.05
PEI	25	23	92%	1.09
Quebec	438	336	77%	-
ABPQ	202	155	77%	1.30
Réseau BIBLIO	236	181	77%	1.30
Ontario	796	706	89%	-
SOLS	594	551	93%	1.08
OLS-North	105	58	55%	1.81
Toronto	97	97	100%	1.00
West	592	508	86%	-
Manitoba	82	60	73%	1.37
Saskatchewan	262	239	91%	1.10
Alberta	246	208	85%	1.18
British Columbia	2	1	50%	2.00
Territories	6	4	67%	1.50
Yukon	2	0	0%	-
Northwest Territories	4	4	100%	-
Nunavut	0	0	-	-
Independent LAC	17	6	35%	2.83
Totals	2,052	1,738	84.7%	-

Detailed Statistical Findings

Section 1: Program registration

Registration tracking

More than 346,000 children were registered in 2018, an increase in keeping with the trend over the past ten years and higher in almost every region than in 2017.

Overall, the number of children registered for the TD Summer Reading Club in 2018 was 346,604. This is an increase over the previous two years of almost 20,000 and continues a longer trend of steady increase in registration.

The largest relative increase was among independent libraries (up 53% from 2017), although this fluctuation is largely due to the small number of independent libraries that participate in the program each year (7 in 2017 and 11 in 2018). There was also a substantial registration increase in Quebec (up 18%), driven by growth in the Reseau BIBLIO system; this brings Quebec’s registration back in line with 2016. The most notable decrease was in Atlantic Canada (a nine percent decrease in registration).

Registration figures going back to 2014 are shown below for comparison purposes.

Table: Registration totals by region (tracking – past five years)

	2018		2017	2016	2015	2014
Region	Totals	2017-2018 % Difference	Totals	Totals	Totals	Totals
Atlantic	15,141	-9%	16,636	13,664	16,979	13,395
Nfld. & Lab.	2,104	1%	2,093	2,591	2,453	2,497
Nova Scotia	11,271	-12%	12,739	9,357	12,739	9,518
PEI	1,765	-2%	1,804	1,716	1,787	1,380
Quebec	50,927	18%	42,989	50,814	47,229	38,570
ABPQ	37,779	10%	34,266	41,141	36,344	28,151
Reseau BIBLIO	13,148	51%	8,723	9,673	10,885	10,418
Ontario	170,243	5%	162,402	165,695	159,437	153,232
SOLS	134,018	8%	124,038	123,587	116,924	113,634
OLS-North	6,333	59%	3,982	5,358	4,411	4,841
Toronto	29,893	-13%	34,382	36,750	38,102	34,758
West	109,333	5%	104,173	95,481	84,746	83,517
Manitoba	19,196	24%	15,449	17,677	13,985	11,954
Saskatchewan	29,339	19%	24,744	21,943	21,968	20,424
Alberta	60,463	-5%	63,814	55,717	48,661	51,138
British Columbia	336	102%	166	145	132	-
Territories	197	-54%	428	430	296	829
Independent LAC	762	53%	499	1,080	-	-
Registration Totals:	346,604	6%	327,127	327,164	308,686	289,542

Source: Q1 - Total number of children who registered for the TDSRC 2018.

Children registered by age

Children between the ages of six and eight were the most likely to participate in the TDSRC.

In 2018, registrations were most likely to include children aged 6-8 (39%), followed by children in the 0-5 (29%) and 9-12 (29%) age groups; only three percent of registered children were 13 years or older. The distribution of registered children by age group is roughly similar across regions, with the exception that libraries in the Territories and independent libraries tend to report greater participation among pre-teens (9-12). The overall age distribution has remained consistent from year to year.

The table below summarizes the number of children within each age group that participated in the 2018 program by province/network.

Table: Number of registered children by age & region

Region	Total Registration								2018
	0-5		6-8		9-12		13+		Totals
Atlantic	3,984	26%	5,959	39%	4,936	33%	262	2%	15,141
Nfld. & Lab.	785	37%	856	41%	434	21%	30	1%	2,104
Nova Scotia	2553	23%	4430	39%	4077	36%	211	2%	11,271
PEI	646	37%	674	38%	425	24%	21	1%	1,765
Quebec	11,465	23%	20,291	40%	17,692	35%	1,479	3%	50,927
ABPQ	8,162	22%	14,674	39%	13,637	36%	1,306	3%	37,779
Reseau BIBLIO	3,303	25%	5,617	43%	4,055	31%	173	1%	13,148
Ontario	55,720	33%	65,982	39%	44,877	26%	3,664	2%	170,243
SOLS	42,891	32%	52,106	39%	35,749	27%	3,272	2%	134,018
OLS-North	1,924	30%	2,688	42%	1,615	26%	105	2%	6,333
Toronto	10,905	36%	11,188	37%	7,513	25%	287	1%	29,893
West	27,588	25%	43,540	40%	33,354	31%	4,851	4%	109,333
Manitoba	5,961	31%	8,059	42%	4,917	26%	258	1%	19,196
Saskatchewan	8,086	28%	11,983	41%	8,560	29%	709	2%	29,339
Alberta	13,422	22%	23,384	39%	19,775	33%	3,882	6%	60,463
British Columbia	118	35%	114	34%	102	30%	2	1%	336
Territories	65	33%	51	26%	80	40%	2	1%	197
Independent LAC	184	24%	275	36%	298	39%	6	1%	762
Age Totals:	99,005	29%	136,099	39%	101,236	29%	10,263	3%	346,604

Source: Q1 - Total number of children who registered for the TDSRC 2018.

Proportion of the population registered

Roughly six percent of children across Canada registered in the 2018 TD Summer Reading Club.

The table below presents the number of children registered in the program as a proportion of all Canadian children under 18, per the 2016 Census. Nationally, six percent of all children in parts of Canada with the TD Summer Reading Club register for the program, which is generally consistent with previous years (five percent in both 2016 and 2017).

The areas with the highest proportion of children registering in the program were Saskatchewan (11.4%) and Nova Scotia (6.9%) with Newfoundland (2.3%) and the Territories (1.1%) having the lowest.

Table: Registration as a proportion of the total population of eligible children

	2016 CENSUS	2018 TD SRC REGISTRANTS	2018	2017	2016
	(A)	(B)	(C)	(D)	(E)
Province / Territory	Total Children	Total Children	% PARTICIP. CHILDREN	% PARTICIP. CHILDREN	% PARTICIP. CHILDREN
Newfoundland	90,705	2,104	2.32%	2.31%	2.86%
Nova Scotia	163,840	11,271	6.88%	7.78%	5.71%
PEI	27,810	1,765	6.35%	6.49%	6.17%
Quebec	1,583,490	50,927	3.22%	2.71%	3.21%
Ontario	2,681,790	170,243	6.35%	6.06%	6.18%
Manitoba	293,245	19,196	6.55%	5.27%	6.03%
Saskatchewan	256,540	29,339	11.44%	9.65%	8.55%
Alberta	923,170	60,463	6.55%	6.91%	6.04%
Yukon and NWT	17,920	197	1.10%	2.39%	2.40%
All participating regions (excl. BC + Independents)	6,038,510	345,505	5.7%	5.4%	5.4%

Source: Q1 - Total number of children who registered for the TDSRC 2018, 2017, 2016. Population statistics from Statistics Canada Census 2016.

Program language

The program was run largely along provincial language lines, although there were also a fair proportion of bilingual programs in Quebec, OLS-North and among independent libraries.

Across the country, most libraries ran the program in the primary language of their province: unilingual English programs outside Quebec and unilingual French programs inside Quebec. However, one in five libraries in Quebec (22%) ran a bilingual program; there was also substantial representation of bilingual programs from independent libraries (33%), libraries in OLS-North (29%) and Alberta (11%).

Table: Language in which the program was run

Region	English Only	French Only	Bilingual
Atlantic	99%	1%	0%
Nfld. & Lab.	100%	0%	0%
Nova Scotia	100%	0%	0%
PEI	96%	4%	0%
Quebec	0%	78%	22%
ABPQ	0%	85%	15%
Reseau BIBLIO	0%	72%	28%
Ontario	94%	1%	5%
SOLS	97%	1%	1%
OLS-North	71%	0%	29%
Toronto	100%	0%	0%
West	95%	0%	5%
Manitoba	98%	0%	2%
Saskatchewan	100%	0%	0%
Alberta	89%	0%	11%
British Columbia	100%	0%	0%
Territories	100%	0%	0%
Independent LAC	50%	17%	33%
Total	75%	17%	8%

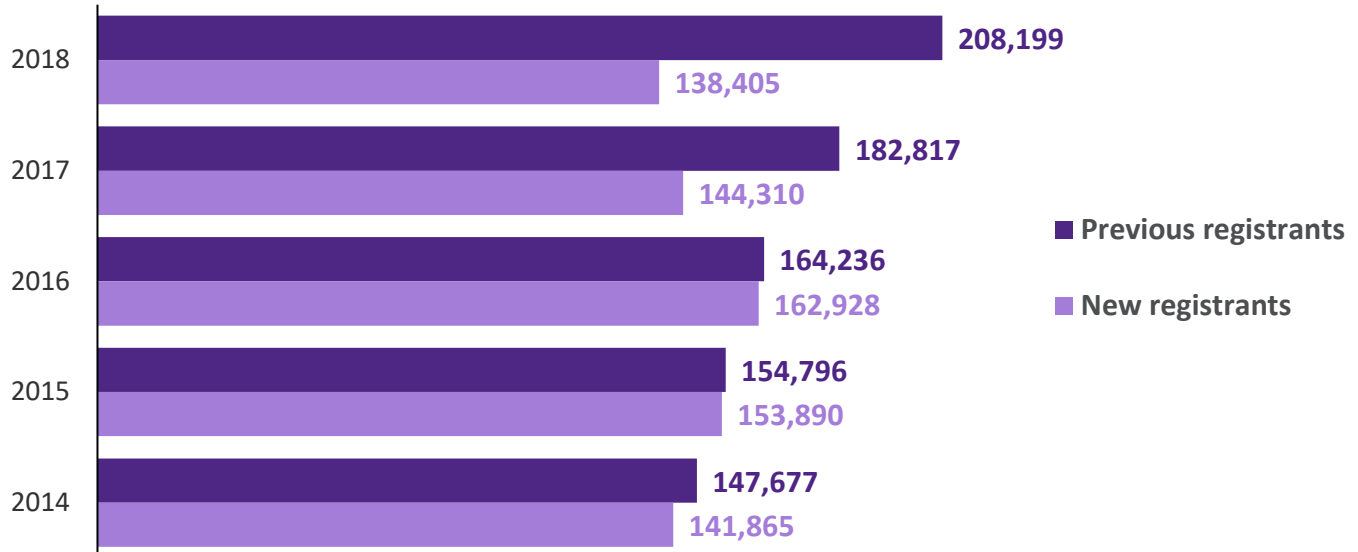
Source: Q5 - In which language did you primarily conduct the TD SRC programs?

Previous program participation

Six in ten registrants in the 2018 program had participated in previous years. The results indicate a decline in new registrations over the past two years, and a corresponding increase in retention of previous participants.

Nationally, six in ten children (60%) had participated in a TDSRC in a previous year, while four in ten registered for the TDSRC for the first time in 2018. The proportion of previous registrants increased for the second consecutive year, where prior to 2017, new and previous registrations were about equally balanced. This trend suggests that although there are fewer new registrants each year, retention among previous participants has improved, leading to the overall increase in program registration.

Figure: Previous participation by year



Source: Q2 - Number of children who had registered in previous years or were new to the TDSRC in 2018.

However, this shift toward greater retention of previous participants is driven almost entirely by Manitoba (from 52% to 85%) and Alberta (from 59% to 85%), while the proportion of previous participants has remained relatively stable in most other regions. Thus, it remains to be seen how the source of registrations (new vs. previous participants) will evolve in future years.

Table: Previous participation (tracking) by region

Region	Joined in previous years		
	2018	2017	2016
Atlantic	54%	56%	53%
Nfld. & Lab.	56%	45%	51%
Nova Scotia	56%	60%	56%
PEI	38%	41%	45%
Quebec	54%	61%	58%
ABPQ	55%	61%	57%
Reseau BIBLIO	53%	64%	58%
Ontario	53%	55%	51%
SOLS	55%	59%	56%
OLS-North	61%	54%	45%
Toronto	44%	42%	38%
West	74%	55%	44%
Manitoba	85%	52%	37%
Saskatchewan	44%	45%	34%
Alberta	85%	59%	50%
British Columbia	64%	63%	30%
Territories	35%	26%	36%
Independent LAC	36%	17%	50%
Overall	60%	56%	50%

Source: Q2 - Number of children who had registered in previous years or were new to the TDSRC in 2018.

Section 2: Program participation statistics

Programs & activities organized around the club theme

More than 45,000 TDSRC-related activities were held in 2018 attended by more than 830,000 children. Eight in ten of these activities were held in libraries and more than half of them happened in Ontario.

Libraries held program-related activities at their libraries or in their communities which did not necessarily require registration in the TD Summer Reading Club (and were not events for promotional purposes). A total of 45,522 activities were held across the country, attended by 831,546 children.

Libraries were four times more likely to hold these events in their library than elsewhere in their community and an average of 18.3 children attended each activity nation-wide. The region with the most total activities and attendance was Ontario (around half of total activities and attendance) with Western Canada accounting for roughly 30 percent of each.

Table: Number of theme-related activities and attendance

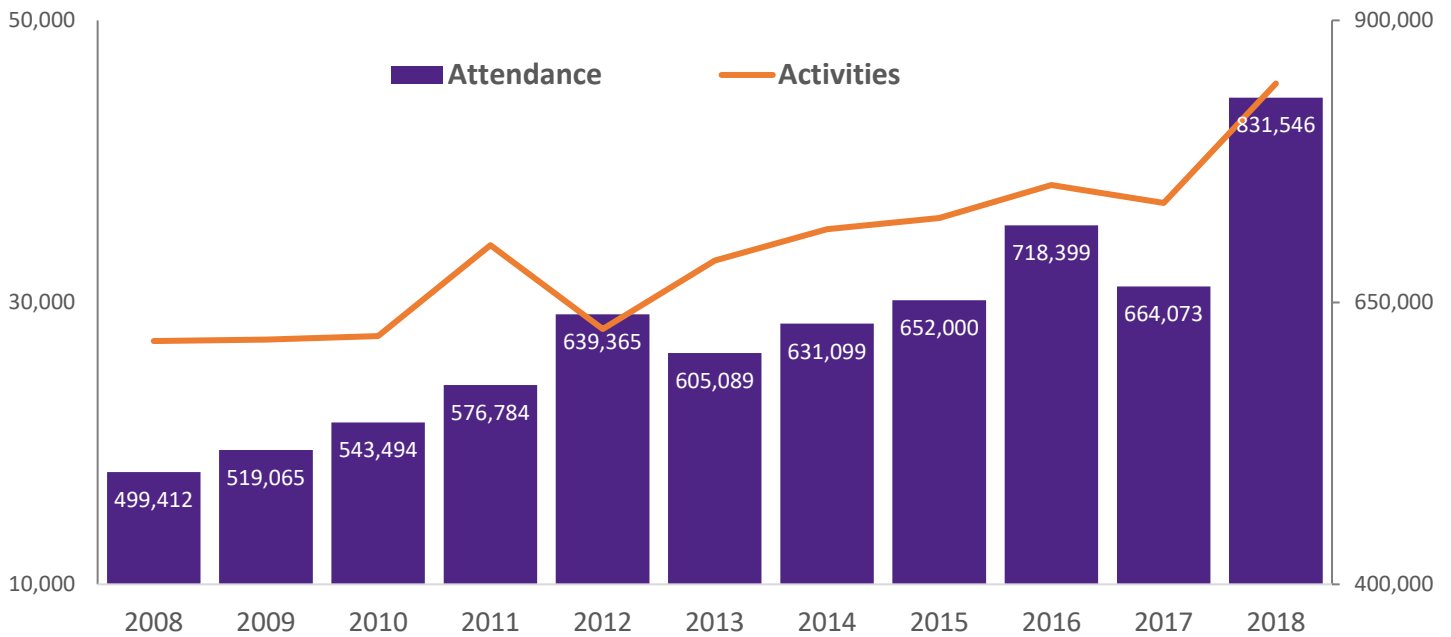
Region	2018				
	Theme-Related Activities	Total Attendance	Avg. Attendance per Activity	% of Activities In Library	% of Activities In Community
Atlantic	3,631	54,502	15.0	86%	14%
Nfld. & Lab.	830	5,262	6.3	86%	14%
Nova Scotia	2,037	42,359	20.8	86%	14%
PEI	764	6,882	9.0	84%	16%
Quebec	5,013	85,509	17.1	77%	23%
ABPQ	3,979	70,660	17.8	79%	21%
Reseau BIBLIO	1,033	14,850	14.4	64%	36%
Ontario	22,887	432,319	18.9	86%	14%
SOLS	19,090	340,198	17.8	86%	14%
OLS-North	1,340	29,436	22.0	78%	22%
Toronto	2,457	62,685	25.5	92%	8%
West	13,661	254,308	18.6	74%	26%
Manitoba	1,293	21,127	16.3	97%	3%
Saskatchewan	2,676	54,041	20.2	90%	10%
Alberta	9,588	176,602	18.4	66%	34%
British Columbia	104	2,538	24.4	100%	0%
Territories	50	711	14.4	75%	25%
Independent LAC	281	4,196	14.9	89%	11%
Overall	45,522	831,546	18.3	81%	19%

Source: Q3 - Total number programs run in library or in the community and total attendance at those programs in TDSRC 2018.

The number of activities has increased dramatically since 2008, resulting in a corresponding increase in attendance.

There was a sizeable increase in the number of activities and attendance between 2017 and 2018 with both jumping by around 25 percent. The size of the groups for each activity has remained stable over the past year (average of 18 children per activity), but the larger number of activities taking place has resulted in an overall increase in attendance. The largest year-over-year regional change was in Alberta which increased from 6,093 activities with an attendance of 112,670 in 2017 to 9,588 activities with an attendance of 176,602 in 2018².

Figure: Number of theme-related activities and attendance



Source: Q3 - Total number programs run in library or in the community and total attendance at those programs in TDSRC 2018.

² Anecdotal evidence suggests Edmonton and Calgary branches put a push on attendance for 2018 and not necessarily registration

Promotion of programs & activities organized around the club theme

Three-quarters of libraries made at least one promotional visit in 2018, most commonly to schools. The proportion making visits to schools or childcare centres is lower than in 2017, but on par with the 5-year trend.

Librarians were asked if they promoted the program at specific locations (schools, day camps, childcare centres and other locations) and, if so, how many visits they made and how many children they estimate reaching. Most libraries made visits to schools (60%) while a smaller proportion visited childcare centres (25%), day camps (19%) or other locations (21%). Overall, three in four libraries (76%) across the country reported making at least one promotional visit to any location.

In total, librarians estimated that almost 659,410 children were reached as a result of these promotional efforts over the course of 11,065 separate promotional visits. More promotional visits were made to schools than to all other locations combined and these visits accounted for the vast majority of children contacted since an average of 74 children were reached per school visit.

Regionally, libraries were most likely to have made promotional visits to schools in the West (67% of libraries) and Ontario (63%). Visits to childcare centres were more common amongst Independent LAC libraries (33%) while visits to day camps were more widespread amongst libraries in the Territories (50% of libraries).

Table: Promotional visits by staff by location

	Schools			Day Camps			Childcare Centres			Other		
	% Visited	Total Visits	Children Attended	% Visited	Total Visits	Children Attended	% Visited	Total Visits	Children Attended	% Visited	Total Visits	Children Attended
Atlantic	57%	353	44,324	13%	67	938	22%	78	1,568	23%	88	1,560
Quebec	45%	1,160	50,140	28%	361	14,883	24%	162	2,456	18%	263	13,893
Ontario	63%	3,857	232,186	19%	554	14,222	27%	741	15,724	19%	363	16,301
West	67%	2,168	231,174	12%	150	3,640	25%	284	5,620	23%	318	8,655
Territories	50%	12	128	50%	14	192	25%	9	20	25%	9	33
Independent LAC	50%	20	1,063	33%	17	340	33%	11	181	17%	6	170
Overall	60%	7,569	559,015	19%	1,163	34,215	25%	1,286	25,570	21%	1,047	40,611

The proportion who report visiting schools and childcare centres is down from 2017, but in line with the broader five-year trend.

Table: Promotional visits by staff by year

Year	Program Promotion		
	Schools (% Visited)	Day Camps (% Visited)	Childcare Centres (% Visited)
2018	60%	19%	25%
2017	68%	20%	31%
2016	63%	16%	20%
2015	57%	16%	23%
2014	61%	16%	22%

Source: Q4/Q4A – Promotion of the program at schools, day camps, childcare centres or other locations, the number of individual visits and attendance at those visits in TDSRC 2018.

Section 3: Program satisfaction

Overall program satisfaction

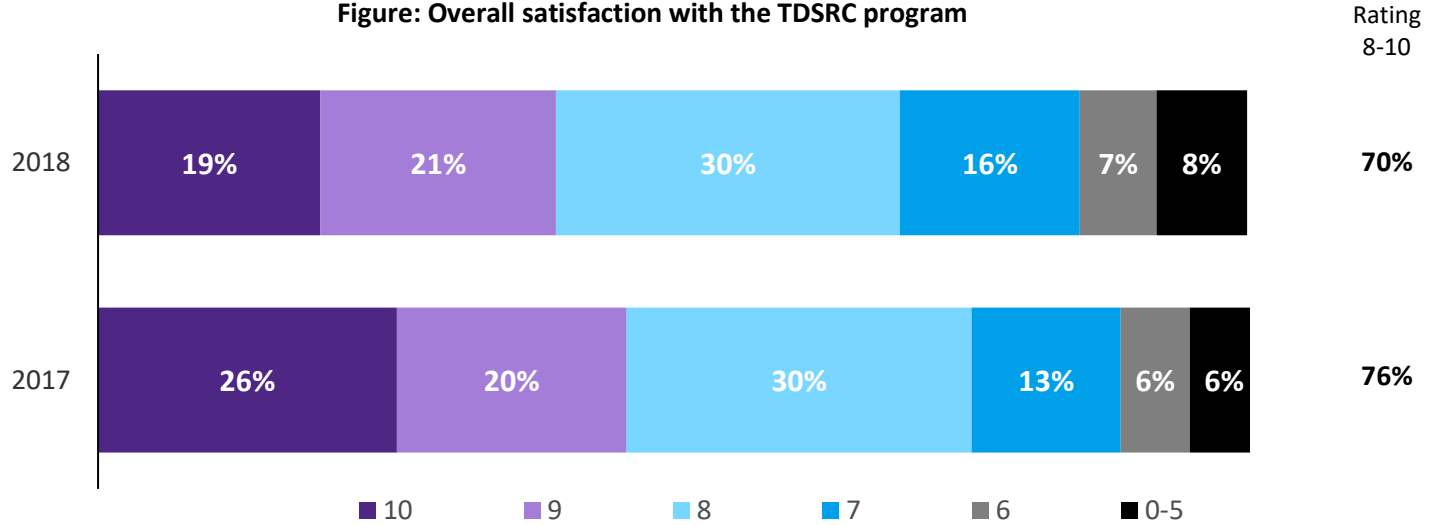
Libraries were asked about their overall satisfaction³ with the program and with specific aspects (e.g., web content, navigation and resources). Trend data is available in most cases only for 2016 and 2017, since the Statistics and Evaluation Form changed substantially (streamlined) following the 2015 study.

³ The following section provides satisfaction scores for every ten-point scale question by giving the proportion of libraries who responded with each score from 10 down to 6, along with those who gave a score between zero and 5. 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% (though due to rounding, not every case will add to exactly 100%). Results are only reported for regions where at least 10 unweighted service points are represented. Libraries were also asked for suggestions/comments and their open-ended responses have been coded and are presented in tables.

Overall satisfaction with the 2018 TD Summer Reading Club is high but has slipped a few points since last year.

Satisfaction with the TD Summer Reading Program is high overall, with seven in ten (70%) who are satisfied (a rating between 8 and 10), one-quarter (23%) who give moderate ratings (6-7) and eight percent who are less satisfied (0-5). The overall satisfaction rating is slightly lower than 2017 (down from 76%). This question was re-introduced in 2017 so data before then is unavailable.

Figure: Overall satisfaction with the TDSRC program



Source: Q6 – Overall, how satisfied were you with the TDSRC in 2018 (on a scale from 0 to 10 where 0 is not at all satisfied and 10 is completely satisfied)?

Overall program satisfaction is highest in Quebec and this level has not changed substantially since 2017. The slight decline in overall satisfaction is evident in the three other regions, Atlantic Canada (down 11 points), Ontario (down 9) and the West (down 6), where it is now lower than in Quebec.

Table: Overall satisfaction with the TDSRC program (Tracking)

Region	Overall Satisfaction With the TD SRC Program		
	2018	2017	Difference (2017 – 2018)
	% 8-10 rating	% 8-10 rating	% 8-10 rating
Atlantic	57%	68%	-11
Quebec	81%	78%	+3
Ontario	68%	77%	-9
West	68%	74%	-6
Total	70%	76%	-6

Source: Q6 – Overall, how satisfied were you with the TDSRC in 2018 (on a scale from 0 to 10 where 0 is not at all satisfied and 10 is completely satisfied)? **Note:** The Territories and Independent LAC are included in the total but not shown individually because fewer than 10 service points provided results.

Staff website satisfaction

Satisfaction with the website/content for librarians and with ease of navigation remain strong. Although not as high as in 2017, satisfaction is in line with 2016 results.

Two thirds of librarians are satisfied with the website and its content (66% rating 8-10) and with the ease with which they can navigate the website (67%). In both cases, most of the remainder give a moderate rating (6-7), with only one in ten who are less satisfied (0-5 rating). Satisfaction with both aspects of the website has returned to 2016 levels, after slightly higher ratings in 2017.

Figure: Satisfaction with website and web content

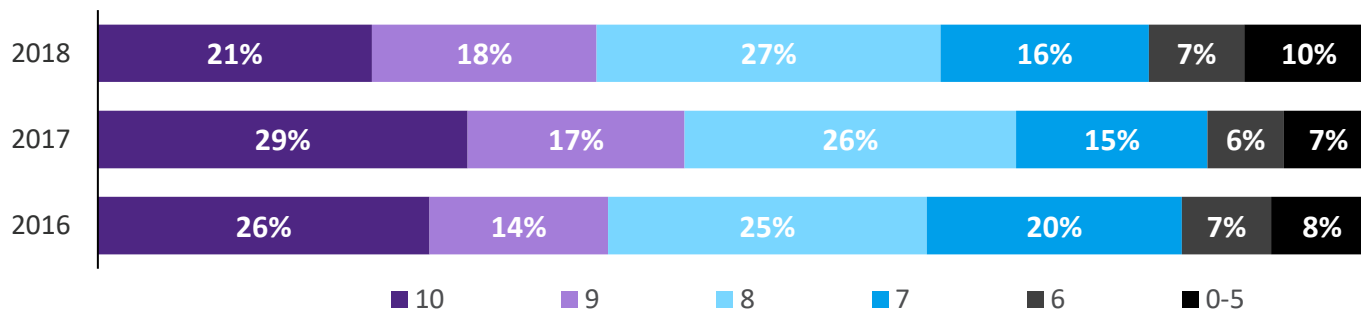
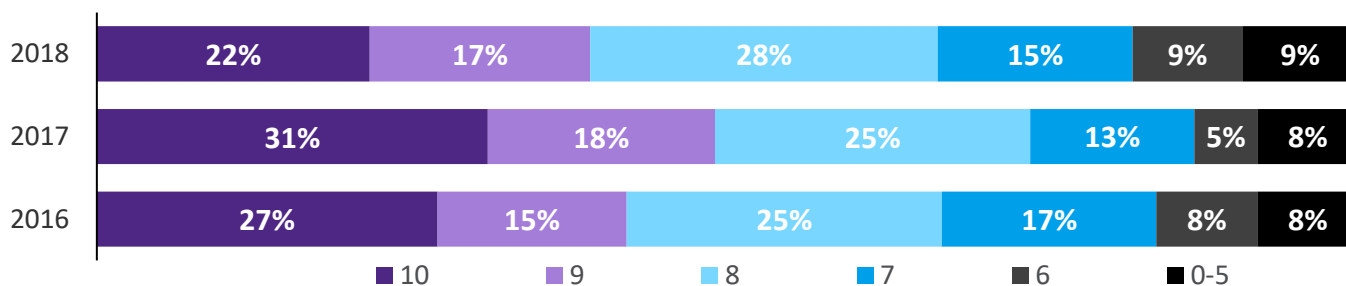


Figure: Satisfaction with ease of navigating the website



As with overall program satisfaction, satisfaction with these two aspects of the website remains highest in Quebec (where ratings are stable), and has declined in Atlantic Canada, Ontario and the West.

Table: Satisfaction with web content and ease of navigating the website (Tracking)

Region	Overall Satisfaction With Librarian Website (% 8-10 rating)				Overall Satisfaction With Website Navigation (% 8-10 rating)			
	2018	2017	2016	Difference (2018 to 2017)	2018	2017	2016	Difference (2018 to 2017)
	Top 3 Box	Top 3 Box	Top 3 Box	% Change	Top 3 Box	Top 3 Box	Top 3 Box	% Change
Atlantic	59%	69%	48%	-10	57%	60%	61%	-4
Quebec	83%	82%	78%	1	81%	79%	79%	2
Ontario	61%	74%	62%	-13	65%	73%	61%	-8
West	64%	67%	64%	-3	63%	72%	67%	-9
Total	66%	72%	65%	-76	67%	74%	67%	-7

Source: Q7A – How satisfied were you with the website and web content for librarians in 2018 (on a scale from 0 to 10 where 0 is not at all satisfied and 10 is completely satisfied)? Q7B – How satisfied were you with the ease of navigating the staff website in 2018 (on a scale from 0 to 10 where 0 is not at all satisfied and 10 is completely satisfied)? Note: The Territories and Independent LAC are included in the total but not shown individually because fewer than 10 service points provided results.

Use of and satisfaction with English website resources

Use of English materials was stable or trending upward and satisfaction remains high.

Librarians were asked about their use of, and satisfaction with, the various resources provided for the language in which they ran their program. Given that the resources differ by language, librarians were asked about the English resources if their program was run in English and the French resources if it was run in French, regardless of their location⁴. Although all results are included in the totals, regional data is only reported for regions where at least ten libraries responded.

Use. Among libraries that used English materials, the most widely used resource continues to be the Images (83%), followed by the Recommended Reads (74%) and the Activities (70%). Use of the promotional templates (70%, up from 55% in 2016) and the brand guidelines (62%, up from 53%) have both increased steadily over the past two years. More than half used the Programs (56%) and the ‘How to Run a Successful Program’ section (55%). The least used English resource continues to be the staff newsfeed (39%), although this level has been increasing (from 24% in 2016).

Regionally, libraries in Atlantic Canada were generally more likely to use each of the available resources than libraries in the West or Ontario.

Table: Use of English staff website resources

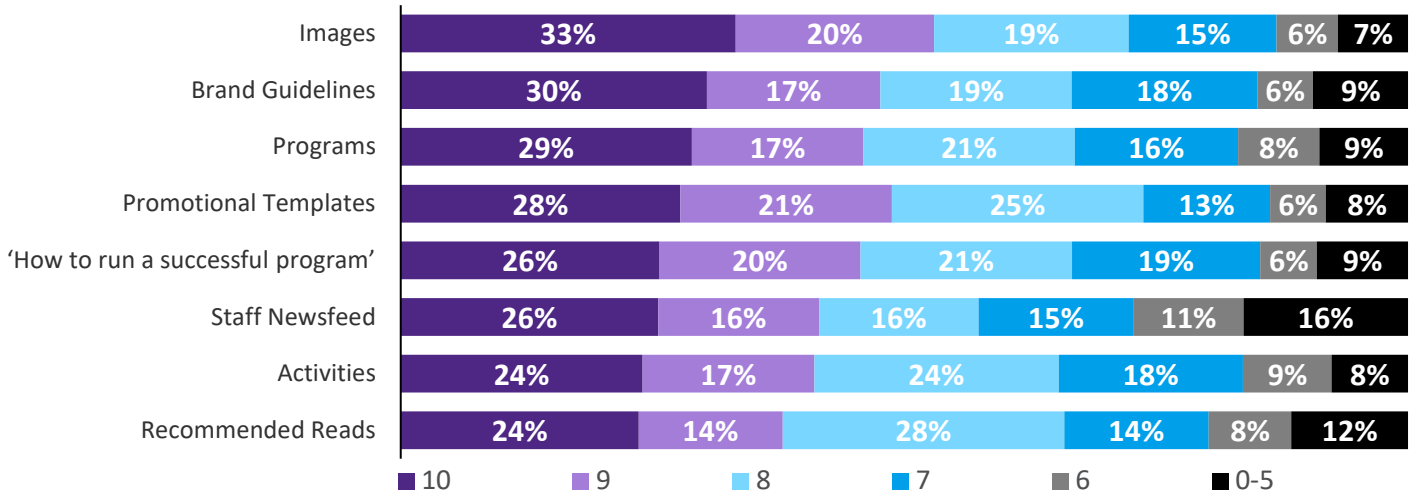
Resource	Staff Website English Resource Usage Tracking (% Used)		
	2018	2017	2016
The Images	83%	81%	80%
Recommended Reads	74%	71%	69%
The Activities	70%	71%	68%
The Promotional Templates	70%	64%	55%
The Brand Guidelines	62%	56%	53%
The Programs	56%	59%	54%
The ‘How to run a successful program’ section	55%	53%	52%
The Staff Newsfeed	39%	34%	24%
Resource	Staff Website English Resource Usage by Region (% Used)		
	West	Ontario	Atlantic
The Images	78%	88%	80%
Recommended Reads	73%	76%	72%
The Activities	69%	68%	80%
The Promotional Templates	67%	70%	77%
The Brand Guidelines	58%	65%	62%
The Programs	57%	54%	66%
The ‘How to run a successful program’ section	57%	48%	78%
The Staff Newsfeed	37%	39%	46%

Source: Q8A – Identify the resources on the library staff website you used (English resources). **Note:** Regions are reported separately only if at least 10 service points provided responses.

⁴ In cases where the library ran a bilingual program, they were asked about the materials that matched the language in which they responded to the evaluation.

Satisfaction. Satisfaction is high for each of the English resources, particularly the promotional templates (74% with a score from 8 to 10) and the program images (72%). Two thirds were satisfied with the other resources except for the staff news feed, which received slightly lower satisfaction scores (57%).

Figure: Satisfaction with English staff website resources



Regionally, although libraries in Atlantic Canada were most likely to use these resources, libraries in the West were more likely to be satisfied with them (except for the brand guidelines).

Table: Satisfaction with English staff website resources (Regional)

Resource	Librarian English staff website resource satisfaction (% 8-10 rating)			
	Overall	Atlantic	Ontario	West
Images	72%	63%	72%	76%
Brand Guidelines	67%	61%	69%	60%
Programs	67%	55%	65%	73%
Promotional Templates	74%	61%	73%	78%
'How to run a successful program'	67%	60%	60%	77%
Staff Newsfeed	57%	47%	56%	65%
Activities	65%	62%	64%	68%
Recommended Reads	66%	61%	65%	69%

Source: Q8B – Satisfaction with the resources on the library staff website you used (English resources). **Note:** Regions are reported separately only if at least 10 service points provided responses.

Use of and satisfaction with French website resources

Use of French materials is trending downward in many cases, but satisfaction remains very high.

Libraries that ran their programs in French were asked about their use of and satisfaction with the French resources available to them. The Quebec results are broken out by system; due to small sample size, results are combined for libraries who used French materials outside Quebec.

Use. The *illustrations* were the most commonly used French resource (83%), followed by *suggestions de livres* (78%), both at levels similar to previous years. Most of the other French resources have seen a steady decline in reported use since 2016, including *modèles et directives* (53%, down 15 points), the *activités express* (52%, down 9 points) and the *bricolages* (51%, down 9 points). As before, the *activités longues* (35%) remain the least widely used.

Libraries outside of Quebec were more likely than those in Quebec to use most of the resources with the exceptions being the *activités longues*, the *nouvelles du Club* and the *conseils pour la mise sur pied d'un club de lecture d'été réussi*. This difference may be due to the relative lack of access to French materials for libraries outside Quebec, who therefore make good use of the French program materials.

Table: Use of French staff website resources

Resource	Staff Website French Resource Usage Tracking (% Used)		
	2018	2017	2016
Illustrations	83%	85%	87%
Suggestions de livres	78%	73%	80%
Modèles et directives	53%	66%	68%
Activités express	52%	56%	61%
Bricolages	51%	54%	60%
Guide sur l'image de marque	50%	65%	74%
Nouvelles du Club	47%	44%	44%
Conseils pour la mise sur pied d'un club de lecture d'été réussi	46%	51%	62%
Activités longues	35%	35%	40%
Resource	Staff Website French Resource Usage by Region (% Used)		
	ABPQ	Reseau BIBLIO	Outside QC (Combined)
Illustrations	88%	75%	100%
Suggestions de livres	77%	79%	87%
Modèles et directives	63%	43%	50%
Activités express	53%	51%	68%
Bricolages	54%	44%	75%
Guide sur l'image de marque	56%	41%	41%
Nouvelles du Club	61%	34%	0%
Conseils pour la mise sur pied d'un club de lecture d'été réussi	46%	49%	27%
Activités longues	44%	24%	12%

Source: Q8A – Identify the resources on the library staff website you used (French resources). **Note:** Regions are reported separately only if at least 10 service points provided responses.

Satisfaction. Users of the French web resources were then asked to rate their satisfaction with those resources. Satisfaction is highest for the *illustrations* (83% rating of 8-10), followed by the *modèles et directives* (77%) and the *guide sur l’image de marque* (75%). There was also strong satisfaction with other French resources, including two-thirds or more of users expressing satisfaction with the *suggestions de livres* (72%), the *bricolages* (70%) and the *activités express* (69%). *Reseau BIBLIO* libraries were more satisfied with the available resources than the ABPQ libraries, although it is unclear why this is.

Figure: Satisfaction with the staff website resources – French

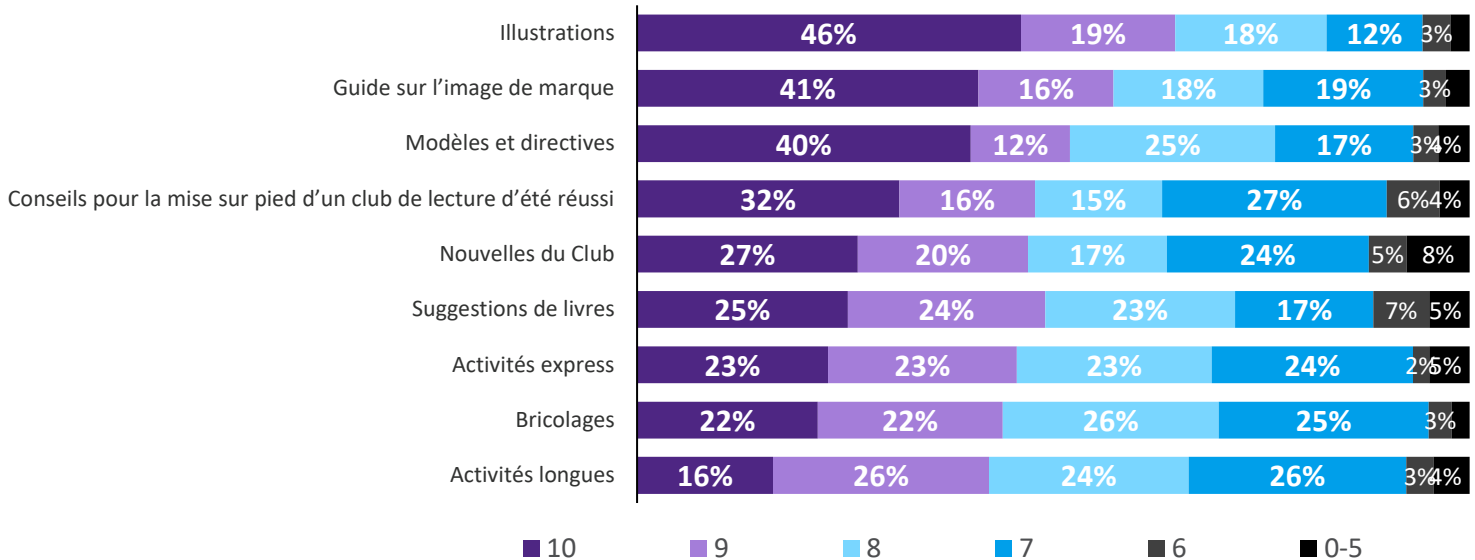


Table: Satisfaction with the staff website resources – French (Regional)

Resource	Librarian French staff website resource satisfaction (% 8-10 rating)			
	Overall	ABPQ	Reseau BIBLIO	Outside QC (Combined)
Illustrations	83%	83%	84%	68%
Guide sur l’image de marque	75%	71%	91%	*
Modèles et directives	77%	72%	82%	*
Conseils pour la mise sur pied d’un club de lecture d’été réussi	63%	63%	63%	*
Nouvelles du Club	64%	60%	71%	*
Suggestions de livres	72%	67%	78%	73%
Activités express	69%	60%	79%	*
Bricolages	70%	60%	82%	91%
Activités longues	66%	59%	81%	*

Source: Q8B – Satisfaction with the resources on the library staff website you used (French resources). **Note:** Regions are reported separately only if at least 10 service points provided responses. An asterisk appears where sample sizes are too small to display.

Staff web resource suggestions

The most common single suggestion was a simpler, more user-friendly website, but libraries also expressed interest in better content, targeting and communications.

Librarians were asked for suggestions on how to improve the librarians’ website for future years. The most common suggestions centred on the content, particularly a desire for more ideas or specific outreach examples. Other suggestions included: better targeting of materials (either by age of the child or library size), improved usability (e.g., navigation, search functions), and better communications (especially making the materials available sooner). Three in ten (30%) said that they were satisfied or had nothing to suggest.

Table: Web resource improvement suggestions

<u>Suggestions on how to improve any of the web resources for library staff?</u>	<u>2018</u>
Satisfied/no suggestions	30%
Simpler/more user friendly/better navigation/search/print functions/better organization of categories	16%
More/better/specific content (any mention)	28%
<i>More suggestions/ideas for programs/activities</i>	10%
<i>Improve clip art/more visually appealing/more variety/ability to resize</i>	8%
<i>A simple list by type of activity instead of dividing the activities into programs</i>	4%
<i>Bring back posters to put stickers on instead of booklets that get lost if not kept in the library</i>	3%
<i>Less restrictive/more flexible promotional templates/brand guidelines</i>	3%
Better communications (any mention)	23%
<i>Make material available sooner</i>	10%
<i>Ability to share ideas/information between libraries/through social media/online forum</i>	6%
<i>Provide more detailed/clearer information</i>	5%
<i>Send notifications via email when new information/posts/surveys are available</i>	5%
Better targeting (any mention)	15%
<i>Age specific content/separate by age/school level</i>	10%
<i>Program/activities were too geared toward larger libraries/make them to be easily adapted to number of children</i>	5%
Other	5%

Source: Q9 – Do you have any suggestions on how to improve any of the web resources for library staff? **NOTE:** Although all codes are included in the groupings, only those with 3% or higher are displayed in the table.

Section 4: Program evaluation satisfaction

Overall satisfaction with the program statistics & evaluation process

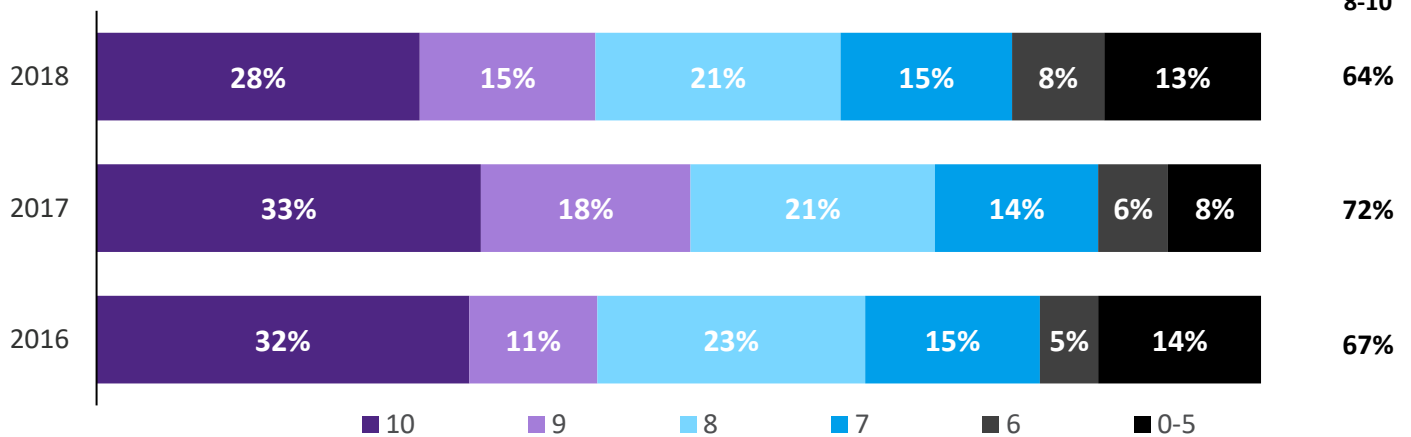
Since libraries are required to report program statistics as a condition of their participation, the TDSRC partners have an interest in making the evaluation process as easy as possible. Each year, librarians are asked for feedback on the process to highlight any weaknesses or areas of concern and to provide suggestions for how it could be improved.

A majority of libraries are satisfied with the program evaluation process, although this is lower than in 2017.

Satisfaction with the overall evaluation process was high with two in three (64%) librarians providing a top three box satisfaction score (rating of 8-10). This represents a return to 2016 levels (67%) after slightly higher satisfaction in 2017.

Figure: Overall satisfaction with the statistics & evaluation process

Rating
8-10



Quebec libraries were the most satisfied with the program evaluation process (69%). The decline in satisfaction was most acute in Atlantic Canada (falling 14 percentage points) and Ontario (a fall of 12 percentage points), both of which are back in line with 2016 levels.

Table: Overall satisfaction with the statistics & evaluation process (Tracking)

Region	Satisfaction with the Program Statistics & Evaluation Process (% 8-10 rating)		
	2018	2017	2016
	Top 3 Box	Top 3 Box	Top 3 Box
Atlantic	53%	67%	58%
Quebec	69%	74%	72%
Ontario	63%	75%	63%
West	64%	67%	70%
Total	64%	72%	67%

Source: Q10A – Overall, how satisfied were you with the program evaluation process in 2018 (on a scale from 0 to 10 where 0 is not at all satisfied and 10 is completely satisfied)?

Note: Regions are reported separately only if at least 10 service points provided responses.

Ease and Relevancy of the Program Statistics & Evaluation System

Satisfaction with the relevancy of the questions asked and the ease of using the system were both higher than in 2017.

Although overall satisfaction with the program evaluation process fell in 2018, librarian ratings of two specific elements of the process were higher than the previous year. Seven in ten (70%) gave a top three box score for the ease of using the system (up from 63 percent in 2017); more than six in ten (64%) were satisfied that the evaluation asks about relevant concerns (up from 43% in 2017). The reason for these changes is unclear, since the evaluation questions were virtually identical. However, given the decline in overall satisfaction with the evaluation process, it suggests that ease and relevancy of the system may not be the primary drivers of overall satisfaction.

Figure: Ease of using the evaluation system

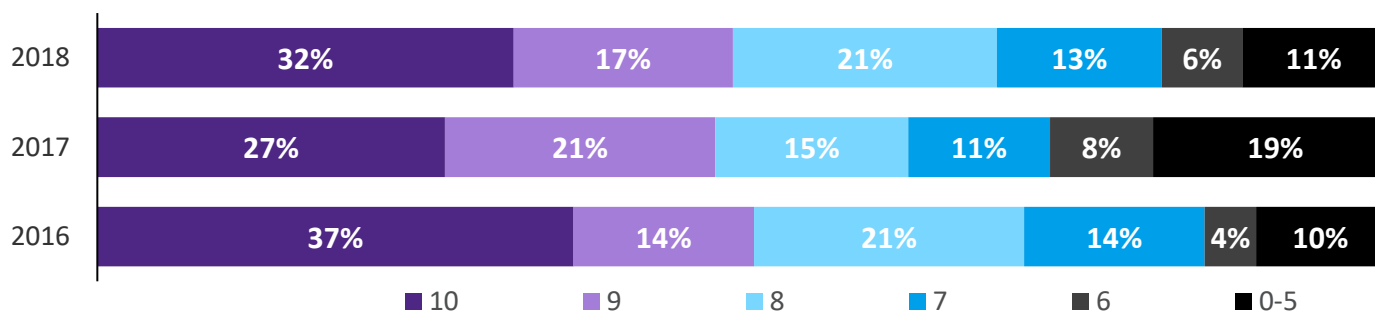
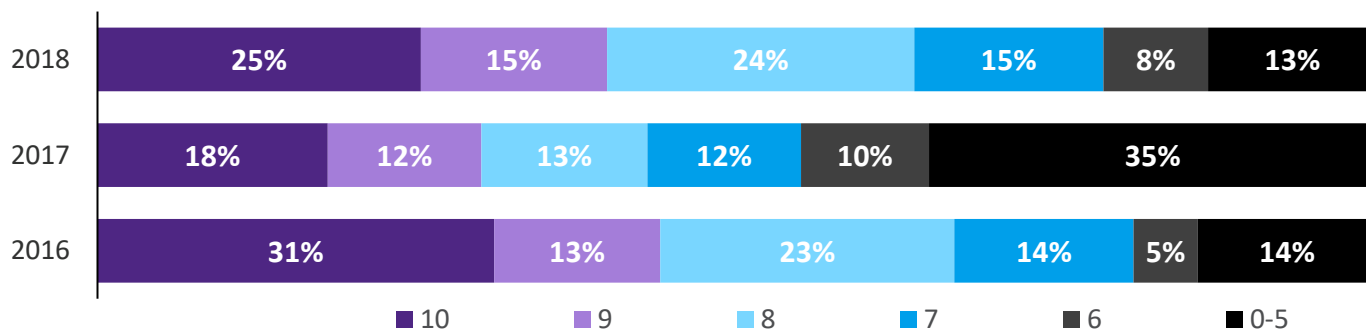


Figure: Relevancy of the questions asked



Regionally, there were no consistent trends beyond Atlantic Canada providing the lowest scores on both questions in 2018.

Table: Easy and relevancy of the evaluation system

Region	Ease of Using the Evaluation Systems (% 8-10 rating)			Relevancy of the Evaluation System Questions (% 8-10 rating)		
	2018	2017	2016	2018	2017	2016
Atlantic	62%	64%	71%	54%	62%	63%
Quebec	75%	74%	79%	63%	41%	72%
Ontario	68%	60%	68%	65%	39%	65%
West	70%	61%	72%	65%	43%	66%
Total	70%	63%	72%	64%	43%	67%

Source: Q10B – How satisfied were you with the ease of using the evaluation system? Q10C – How satisfied were you that the evaluation asks about relevant concerns (on a scale from 0 to 10 where 0 is not at all satisfied and 10 is completely satisfied)? **Note:** Regions are reported separately only if at least 10 service points provided responses.

Program statistics & evaluation process suggestions

Suggestions for improving the evaluation process commonly revolved around clarifying data requirements to ensure data is entered accurately, but also improving timeliness, usability and the depth of information collected.

Librarians were asked for their suggestions on how the program evaluation and statistical collection process could be improved. The most common suggestion was ensuring data requirements are clear and data can be accurately recorded (for example, how to record children who weren't officially registered; being forced to enter a number for which they did not collect data).

Improved timeliness was also a common suggestion, with librarians requesting the questions sooner and having the online evaluation form ready closer to the end of the program.

Other suggestions included improving usability (e.g., simplify the process) and improving the depth of the information (particularly the opportunity to provide contextual information that explains the statistics). More than one in three librarians (35%) had no suggestions for improvement.

Table: Evaluation system improvement suggestions

Suggestions for ways to improve the collection of statistics and program evaluation?	2018
Satisfied/no suggestions	35%
Clarify data request/ensure data can be accurately recorded (any mention)	23%
<i>Clarify/better define information requested</i>	10%
<i>Problems recording children who weren't officially registered</i>	9%
<i>Questions don't apply/can't collect certain statistics/forced to enter a number to proceed</i>	8%
Timeliness (any mention)	20%
<i>Make questions/forms available sooner/let us know what to track</i>	13%
<i>Collect stats directly after program is over/early in the season</i>	7%
Improve usability (any mention)	17%
<i>Make it more user friendly/simplified process</i>	6%
<i>Availability of statistic forms in digital format to update information regularly</i>	4%
<i>A guide on how to use formula in Excel</i>	4%
Improve depth of info (any mention)	14%
<i>Allow us space to enter additional related information</i>	7%
<i>Include a comments section for each question for explanation of data collected/more feedback</i>	4%
Differentiate between paid programming events and SCR programming	4%
Fewer questions/reduce survey length	3%
Consider parents/students feedback	3%
Other	4%

Source: Q11 – Do you have any suggestions to improve the collection of statistics and the program evaluation? **NOTE:** Although all codes are included in the groupings, only those with 3% or higher are displayed in the table.

Testimonials Indicating an Increased Love of Reading

Testimonials about the success of the program included more tangible observations about increased reading skills as well as more qualitative results about excitement to read.

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. Many libraries reported concrete and quantifiable outcomes such as improved reading levels, exceeding the goals of the club, more children coming to the library and children being more willing to read at home. However, in a more qualitative way, librarians report that parents and their kids love the program, that the program excites kids to read over the summer, that children enjoy the activities and that they were motivated to read more.

Table: Love of reading testimonials

Testimonials indicating increased love of reading	2018
Qualitative outcomes (any mention)	66%
<i>Parents/grandparents are thrilled with the program</i>	24%
<i>Makes them excited/keeps them reading over the summer</i>	15%
<i>Children/parents enjoyed the activities/crafts/website</i>	12%
<i>Children enjoyed the program/enjoyed reading/were motivated to read more</i>	11%
<i>Children love adding stickers to their passports</i>	8%
<i>Children enjoyed this year's theme</i>	6%
<i>Children enjoy coming back each year</i>	6%
<i>We receive numerous positive comments/everyone loves the program</i>	5%
<i>Children like the in-person book reporting</i>	4%
Tangible outcomes (any mention)	48%
<i>Noticeable improvement in reading level</i>	14%
<i>Children exceeding goals of club/reading extra</i>	10%
<i>Brings more children to the library/they enjoy coming</i>	9%
<i>Children more willing to read at home/share with family</i>	8%
<i>Improved confidence/communication skills</i>	8%
<i>Children are visiting the library even after the summer program has ended</i>	4%
<i>Increased interest/abilities in school/reading</i>	3%
<i>Children checking out more books from library</i>	3%
Challenges/incentives were a motivating factor	16%
Other	3%
None provided/Don't know	21%

Source: Q12 – Do you have any testimonials from parents, caregivers or teachers that may indicate an increased love of reading? **NOTE:** Although all codes are included in the groupings, only those with 3% or higher are displayed in the table.

Contributions from TD employees

Libraries were asked whether TD employees played any role in their TDSRC programming in 2018. A selection of responses from this question are given below:

“The entire staff at TD Canada Trust Renfrew branch played a key role in the TD Summer Reading Club. They handed out library TDSRC information, put display in bank, hung SRC posters, as well as providing all the prizes for our TDSRC culmination party!”

“TD in Midland always supports us with really great products to give out to the participants i.e. water bottles, beach toys, pens, notebooks etc. They are such a good community partner and also support us for other events such as our ‘Battle of the Books’ program for children. They always say, “what can we do for you” and mention that literacy especially for school age children is very important to them.”

“Our local TD branch provides further financial support for our summer reading program, which allows us to purchase books as prizes for our young readers.”

“Our local branch has a fabulous Community Liaison named Bev. She is always willing to supply us with what resources she has - allows us to come and set up a manned display to promote the program.”

Source: Q13 – *If one or more TD employees played a role in your library’s TDSRC programming, please indicate how many employees were involved and the approximate hours of their involvement. Please also highlight any extraordinary contributions made by TD staff.*

Section 5: Conclusions and recommendations

The TDSRC continues to be a highly successful program. Roughly six percent of Canadian children were enrolled in the program last summer, and the number of registrations continues to grow; an even larger number of children were reached through theme-related activities and promotional visits. Librarians' open-ended feedback testifies to the benefits for children and their families by promoting a love of books and reading.

Among the libraries themselves, there is widespread use of, and satisfaction with, the resource materials provided, as well as good levels of satisfaction with program overall. There is lower satisfaction with the evaluation process than in 2017 (closer to 2016 levels), although the data is not conclusive about why this might be.

Based on the findings, there are two key recommendations for future evaluations of the TDSRC:

Changes to process – Generally speaking, it would be beneficial to move up the planning of the evaluation data collection activities to earlier in the larger TDSRC process – to have the program evaluation be more a part of the TDSRC program design, rather than done after the program is concluded. This would likely require contracting the evaluation research much sooner (i.e. before the program materials are sent to librarians) so that a research firm can advise on the questionnaire itself.

Librarians have pointed out the importance of knowing what information they will need to collect before they run their program so the form would ideally be finalized earlier in the process. This would also allow the evaluation to be launched earlier (preferably immediately after the TDSRC ends). Although the launch date of the form has varied over the years, late August is the ideal time to make it available to libraries since the TDSRC statistics are often collected by summer students who leave the library around this time.

Changes to content – While the statistical evaluation form has been largely consistent for several years, feedback suggests areas where improvements could be made to the evaluation questions:

- **Additional/expanded questions:** The wording of some of the questions around satisfaction could be revisited to ensure that they capture all relevant areas of concern. In certain cases, it is hard to determine why numbers (e.g. satisfaction with the evaluation process) have changed and additional questions could be added to explore this more fully. The section on satisfaction with the statistical evaluation only asks about two aspects of the process and could be expanded to seek variables which could also be affecting satisfaction with the process.
- **Double-barrelled question wording:** Similarly, we recommend a review of the wording used in the section about satisfaction with the staff website and content. The first question in this section merges together the website itself and the content for librarians. While these are similar concepts, this question would be more effective if it separated out the two and asked about each separately.
- **Unclear question wording:** The final question of the questionnaire asked librarians about the role played by TD employees in their TDSRC. In reviewing the results of this question, many librarians did not understand what this question was asking and instead provided information about the number of hours that *library staff* spent on the program. If this question is to be retained in future years, different wording will need to be used to make clear what information is being sought.
- **Indicators of success:** The objectives of this research include determining what libraries consider to be their program reading successes from the TDSRC. Although information on this is obtained through the key metrics and the open-ended questions about testimonials of project success (and has been the focus of qualitative research in earlier years), we feel that this could be more thoroughly explored through additional open- or closed-ended questions that focus on this topic.

- **Forced responses:** Based on the open-ended feedback, a review of the questions where librarians should be forced to enter a response should be done. Currently, these questions are the main metrics of program success (registration, activities/attendance, program promotion), so either it could be made possible for librarians to select 'no data' and bypass them or additional communication with libraries could be provided to stress that these metrics must be provided in the evaluation form. It may also be helpful to allow libraries to provide open-ended feedback/context for individual questions if they have issues providing data.

We feel that the benefits of these changes in content would include a better understanding of what libraries like/don't like about the program as well as how the program could be further improved.



Appendix 1: Evaluation Form

TD Summer Reading Club Statistics & Evaluation Form 2018

Introduction / Splash Screen

Thank you for participating in the 2018 TD Summer Reading Club. Below is a form for you to report statistics at the conclusion of your <library system's / library's> 2018 program, as well as an opportunity to provide feedback.

Our interest in conducting this study is to submit 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 continue to make improvements to the TD Summer Reading Club program.

The online survey will be accessible until **October 28th** and will allow you to enter or change the results for your < library system / library > until then. You will also be able to print your results or save an electronic version for your records.

<PN: RECALL NAME OF LIBRARY/SYSTEM>

SYSTEM: Please confirm the library system name above. If it is incorrect, please contact the support email address: TDSRC_Survey@Environics.ca

LIBRARY: Please confirm the library name above and click the forward arrow to continue. If it is incorrect, please contact the support email address: TDSRC_Survey@Environics.ca

According to our records, your library system contains < # > service points/branches.

INTRO1 - How many service points/branches in total participated in the TD SRC 2018 in your system?

INTRO2 - How many of the service points/branches that participated in the TD SRC 2018 are you reporting data for?

< ERROR MESSAGE: "The number of service points/branches you are reporting must be equal to or lower than the number who participated.">



Program Registration Module

Q1 – REGISTRATION: Enter the total number of children who registered to participate in the TD SRC 2018 at **<all of the libraries in your system / at your library >**. This refers to the total number of children who were registered with your **<library system / library>** 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 TD SRC activities (*see the “Program Participation Statistics and Materials Module” for more information*).

(NOTE: We no longer require staff to record children’s gender at registration.)

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

TOTAL # of registrants	<PN: Calculate>
-------------------------------	------------------------------

No children registered for The TD Summer Reading Club.



Q2 – AWARENESS METHODS: Record the number of children registered in your < library system / library > who had participated in the TD Summer Reading Club in previous years and the number that were new to the program. Please transcribe the totals from your registration form(s) below.

NOTE: *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 TD SRC last year (or in previous years)?	
How many registrants are new to the TD SRC?	

Error message: “The sum of the numbers entered here must equal the total number of children registered overall: < # >



<PN: NEW SCREEN>

Program Participation Statistics & Materials Module

Q3 - PARTICIPATION: Participation refers to the total number of children who attended any or all of the programs* conducted <by ALL of the **libraries in your system / by your library**> (this is to enable us to measure the total reach of the TD SRC program.) This number refers to the total attendance (**children only**) at activities/programs conducted by your <**library system / library**> for the Summer Reading Club—these children may or may not be registered for the TD SRC as described in the “Registration” section. A child is counted as having participated if they took part in any number of activities/programs within the <**libraries or outside of them / library or outside of it**>. Include programming activities such as story time, author readings, and arts and crafts. Exclude promotional activities such as school visits, contests, or newspaper articles.

NOTE: this section is asking about *programming activities*, NOT *promotional* outreach.

*Include program activities such as story time, sessions with writers, and arts and craft activities.

*Exclude promotional activities such as school visits, draws and newspaper articles.

<SYSTEM: “Please enter the totals for all libraries in the system that you are reporting for:”>

Number of Club programs in your <libraries / library>	
Number of Club programs in your communities	
= Total number of programs	

Number of children attending programs in your <libraries / library>	
Number of children attending programs in your communities	
= Total attendance by children at programs	

Promotion of Program

SYSTEM:

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

Error message: "The number reported for each location must be equal to or lower than the total number of service points/branches you are reporting for: < # >"

INDIVIDUAL LIBRARY

Q4 – STAFF PROMOTION: Did any library staff promote the program at schools, day camps, childcare centres, or other locations (community/public housing projects/faith-based programs, etc.)?

Location	No	Yes
Schools		
Day camps		
Childcare centres		
Other		

Q4A – STAFF PROMOTION: If any <libraries / library staff> made visits, fill in the total number of individual visits made and the total number of children in attendance at each type of visit.

Location	(If Q4 > 0 or Q4=yes) <u>Number of Individual Visits</u>	(If Q4 > 0 or Q4=yes) <u>Estimated Number of Children in Attendance</u>
Schools		
Day camps		
Childcare centres		
Other		

Error message: “If visits were made to a type of location, you must enter the number of visits made and the number of children who attended those visits.”

Error message: “On the previous page you stated that you did not visit one or more of these locations. If you did visit them, please click the back arrow to correct that information on the previous screen.”



Language of the Program

Q5 - In which language did you primarily conduct the TD SRC programs?

Language	Check One
English	
French	
Bilingual	



Overall Satisfaction With the Program

You are reporting data for multiple service points/branches. Enter the number of libraries that 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.

Total Service Points: < # >

<u>Q6 – Overall Satisfaction</u>	<u>0 - Not Satisfied At All</u>	<u>1</u>	<u>2</u>	<u>3</u>	<u>4</u>	<u>5</u>	<u>6</u>	<u>7</u>	<u>8</u>	<u>9</u>	<u>10 - Completely Satisfied</u>	<u>No Information Provided</u>
Overall, how satisfied were you with the TD SRC in 2018?												

Error message: “The total number of service points/branches entered must equal the total number of service points/branches you are reporting for: # ”



Staff Website Evaluation

You are reporting data for multiple service points/branches. Enter the number of libraries that 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.

Total Service Points: < # >

<u>Q7 - Web Content 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>
Overall satisfaction with the website and web content for librarians												
Ease of navigation												

Error message: “The total number of service points/branches entered must equal the total number of service points/branches you are reporting for: # ”



Staff Website Resources

Library System

Q8A – LIBRARY STAFF WEBSITE RESOURCES: Enter the **number of libraries** that used each resource below and the number that did not use the resource.

Total Service Points: < # >

<u>Q8A - Resources For Librarians</u>	<u># of Libraries that Used This Resource</u>	<u># of Libraries that DID NOT Use This Resource</u>	<u>No Information Provided</u>
English Resource List			
Recommended reads			
Images/illustrations			
Activities			
Programs			
Staff news feed			
How to run a successful program			
Brand guidelines			
Promotional templates			
French Resource List			
Suggestions de livres			
Illustrations			
Activités express			
Activités longues			
Bricolages			
Nouvelles du Club			
Conseils pour la mise sur pied d'un club de lecture d'été réussi			
Guide sur l'image de marque			
Modèles et directives			

Error message: "The total number of service points/branches entered must equal the total number of service points/branches you are reporting for: # "

Individual library

Q8A – LIBRARY STAFF WEBSITE RESOURCES: Identify the resources on the library staff website you used.

Q8A - Resources For Librarians	Yes I Used This	No I Did Not Use This
English Resource List		
Recommended reads		
Images/illustrations		
Activities		
Programs		
Staff news feed		
How to run a successful program		
Brand guidelines		
Promotional templates		
French Resource List		
Suggestions de livres		
Illustrations		
Activités express		
Activités longues		
Bricolages		
Nouvelles du Club		
Conseils pour la mise sur pied d'un club de lecture d'été réussi		
Guide sur l'image de marque		
Modèles et directives		

Library System

QD8B - 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>Q8B – 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>	<u>NUMBER OF SERVICE POINTS WHO USED THIS RESOURCE</u>
English Resource List													
Recommended reads													< # >
Images/illustrations													< # >
Activities													< # >
Programs													< # >
Staff news feed													< # >
The ‘How to run a successful program’ section													< # >
Brand guidelines													< # >
Promotional templates													< # >
French Resource List													
Suggestions de livres													< # >
Illustrations													< # >
Activités express													< # >
Activités longues													< # >
Bricolages													< # >
Nouvelles du Club													< # >
Conseils pour la mise sur pied d’un club de lecture d’été réussi													< # >
Guide sur l’image de marque													< # >
Modèles et directives													< # >

Error message: “The total number of service points/branches for each resource must equal the total number of service points/branches you stated used that resource.”

Individual Library

Q8B – Satisfaction With Resources For Librarians	0 - Not Satisfied At All	1	2	3	4	5	6	7	8	9	10 - Completely Satisfied
English Resource List											
Recommended reads											
Images/illustrations											
Activities											
Programs											
Staff news feed											
The ‘How to run a successful program’ section											
Brand guidelines											
Promotional templates											
French Resource List											
Suggestions de livres											
Illustrations											
Activités express											
Activités longues											
Bricolages											
Nouvelles du Club											
Conseils pour la mise sur pied d’un club de lecture d’été réussi											
Guide sur l’image de marque											
Modèles et directives											

Q9 - Do you have any suggestions on how to improve any of the web resources for library staff?

Q9 - Do you have any suggestions on how to improve any of the web resources for library staff?	
--	--

Program Statistics and Evaluation Process

You are reporting data for multiple service points/branches. Enter the number of libraries that 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.

Total Service Points: < # >

<u>Q10 - Program Evaluation and Statistics Process</u>	<u>0 - Not Satisfied At All</u>	<u>1</u>	<u>2</u>	<u>3</u>	<u>4</u>	<u>5</u>	<u>6</u>	<u>7</u>	<u>8</u>	<u>9</u>	<u>10 - Completely Satisfied</u>	<u>No Information Provided</u>
Overall satisfaction with program evaluation process												
The ease of using the system												
The evaluation asks about relevant concerns												

Error message: “The total number of service points/branches entered must equal the total number of service points/branches you are reporting for: # ”



Q11 - Do you have any suggestions to improve the collection of statistics and the program evaluation?	
Q12 - Do you have any testimonials from parents, caregivers or teachers that may indicate an increased love of reading?	
Q13 - If one or more TD employees played a role in your library's TD SRC programming, please indicate how many employees were involved and the approximate hours of their involvement. Please also highlight any extraordinary contributions made by TD staff.	

Summary and Survey Submission

You have reached the end of the survey. Your statistics and responses are summarized below. If you wish to keep a copy of your responses, please copy the information below or print this page.

Clicking the arrow at the bottom of this page will finalize and submit your responses. If you need to change any of your responses, please use the back arrow to return to that page. If you are ready to finalize and submit your responses, please click on the forward arrow below the summary of your responses.

<PN: RECALL SUMMARY OF RESPONSES>

Thank you for your participation!

**Appendix 2: Ontario
(SOLS, OLS-North, Toronto)**

Response rate and registration

Response was especially high in Toronto and SOLS but was lower in OLS-North.

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, 706 of the 796 participating individual libraries submitted their results, representing an overall response rate of 89% (the overall national response rate was 85%).

Table: Response rate

Regions	(A) Total Service Points Participating in TDSRC 2018	(B) Total Service Points Responding to 2018 Evaluation	(C) Evaluation Response Rate	(D) Weighting Used
Ontario	796	706	89%	-
SOLS	594	551	93%	1.08
OLS-North	105	58	55%	1.81
Toronto	97	97	100%	1.00

Source: Column (A) provided by Library and Archives Canada. Columns (B) and (C) represent data collected by Environics.

Registration increased in Ontario compared to 2017 especially in SOLS and OLS-North but registration was lower in Toronto than in previous years.

Overall, the number of children registered for the TD Summer Reading Club in 2018 was 170,243. This is an increase over the previous two years and continues a longer trend of steady increase in registration.

The largest relative increase was among the OLS-North libraries (up 59% from 2017). SOLS also saw an increase over last year as registration increased by approximately 10,000. Registration in TPL decreased compared to 2017 and was lower than 30,000 for the first time in recent years.

The proportion of all eligible children in Ontario who registered for the TDSRC in 2018 was 6.35%.

Registration figures going back to 2014 are shown below for comparison purposes.

Table: Registration totals by region (tracking – past five years)

Region	2018		2017		2016	2015	2014
	Totals	2017-2018 % Difference	Totals	Totals	Totals	Totals	Totals
Ontario	170,243	5%	162,402	165,695	159,437	153,232	
SOLS	134,018	8%	124,038	123,587	116,924	113,634	
OLS-North	6,333	59%	3,982	5,358	4,411	4,841	
Toronto	29,893	-13%	34,382	36,750	38,102	34,758	

Source: Q1 - Total number of children who registered for the TDSRC 2018.

Around half of registrants in the 2018 program had participated in previous years, similar to the proportion recorded in recent years.

In Ontario, a little more than half (53%) of children had participated in a TDSRC in a previous year while the remaining 47% registered for the TDSRC for the first time in 2018. The proportion of previous registrants is in line with the proportions in recent years provincially but increased in OLS-North compared to 2017, moving from just over half (54%) to more than six in ten (61%).

Table: Previous participation (tracking) by region

Region	Joined in previous years		
	2018	2017	2016
Ontario	53%	55%	51%
SOLS	55%	59%	56%
OLS-North	61%	54%	45%
Toronto	44%	42%	38%

Source: Q2 - Number of children who had registered in previous years or were new to the TDSRC in 2018.

Program language

Almost a third of OLS-North libraries ran bilingual programs but very few in SOLS and Toronto did.

The TDSRC was run as a unilingual English program in virtually all SOLS and Toronto libraries but almost one in three OLS-North libraries ran a bilingual program.

Table: Language in which the program was run

Region	English Only	French Only	Bilingual
Ontario	94%	1%	5%
SOLS	97%	1%	1%
OLS-North	71%	0%	29%
Toronto	100%	0%	0%

Source: Q5 - In which language did you primarily conduct the TD SRC programs?

Programs & activities organized around the club theme

Almost 23,000 activities were held in 2018 in Ontario, attended by more than 430,000 children, the largest totals recorded for the TDSRC to date. The vast majority of activities were held in libraries.

Libraries held program-related activities at their libraries or in their communities which did not necessarily require registration in the TD Summer Reading Club (and were not events for promotional purposes). A total of 432,319 children attended the 22,887 theme-related activities which were organized in libraries or communities across Ontario in 2018. These libraries were six times more likely to hold their events within their library than elsewhere in their community and an average of 18.9 children attended each activity province-wide.

Within Ontario, OLS-North libraries were the most likely to hold their events in the community (22%) rather than inside their library and although SOLS ran the most activities and more children attend them overall, fewer children attended each activity there than in Toronto or OLS-North.

Both activities and attendance increased over 2017 in Ontario and surpasses 2016 in terms of the highest totals for both measures. Compared to both 2016 and 2017 the number of activities and attendance at them was higher in 2018 for all three regions within Ontario.

Table: Number of theme-related activities and attendance

Region	2018				
	Theme-Related Activities	Total Attendance	Avg. Attendance per Activity	% of Activities In Library	% of Activities In Community
Ontario	22,887	432,319	18.9	86%	14%
SOLS	19,090	340,198	17.8	86%	14%
OLS-North	1,340	29,436	22.0	78%	22%
Toronto	2,457	62,685	25.5	92%	8%

Table: Theme-related activities and attendance trend

Ontario	Theme-Related Activities	Total Attendance
2018	22,887	432,319
2017	20,564	356,759
2016	21,646	415,410
2015	19,410	363,232
2014	18,500	359,645
2013	16,933	333,154

Source: Q3 - Total number programs run in library or in the community and total attendance at those programs in TDSRC 2018.

Promotion of Program

More than four in five Ontario libraries made promotional visits in 2018 including almost two thirds who made visits to schools.

Librarians were asked if they promoted the program at specific locations (schools, day camps, childcare centres and other locations) and, if so, how many visits they made and how many children they estimate reaching. Most Ontario libraries made visits to schools (63%) while a smaller proportion visited childcare centres (27%), day camps (19%) or other locations (19%). Overall, four in five libraries (82%) across the province reported making at least one promotional visit to any location.

In total, Ontario librarians estimated that 278,433 children were reached as a result of these promotional efforts over the course of 5,515 separate promotional visits. An average of 50 children were reached per promotional visit.

Table: Program promotion by location type

Location	Ontario		
	% Visited	Total Visits	Children attended
Schools	63%	3,857	232,186
Day camps	19%	554	14,222
Childcare centres	27%	741	15,724
Other	19%	363	16,301
<i>Made no promotional visits</i>	18%	-	-

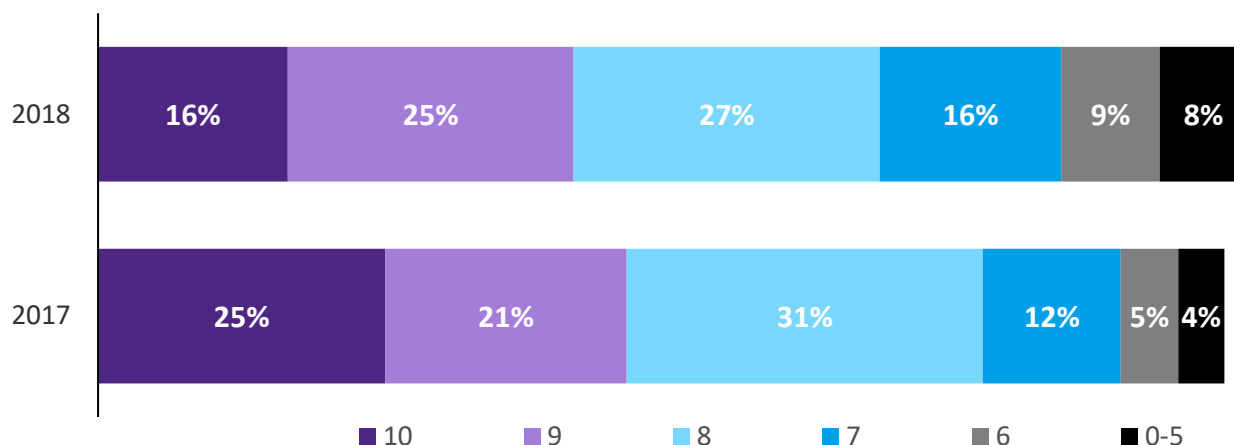
Source: Q4/Q4A – Promotion of the program at schools, day camps, childcare centres or other locations, the number of individual visits and attendance at those visits in TDSRC 2018.

Overall program satisfaction⁵

Overall satisfaction with the 2018 TD Summer Reading Club is high but has slipped a few points in Ontario since last year.

Satisfaction with the TD Summer Reading Program is high overall, with just less than seven in ten (68%) who are satisfied (a rating between 8 and 10), one-quarter (25%) who give moderate ratings (6-7) and eight percent who are less satisfied (0-5). The overall satisfaction rating is slightly lower than 2017 (down from 77%).

Figure: Overall satisfaction with the TDSRC program



Source: Q6 – Overall, how satisfied were you with the TDSRC in 2018 (on a scale from 0 to 10 where 0 is not at all satisfied and 10 is completely satisfied)?

Satisfaction decreased in each of the three regions of Ontario but was most pronounced in OLS-North (falling from 77% to 52%) and in Toronto (from 72% to 58%). Although the decrease was not as dramatic in SOLS, the proportion giving a satisfactory score fell by 7 points.

Table: Overall satisfaction with the TDSRC program (tracking)

Region	Overall Satisfaction With the TD SRC Program		
	2018	2017	Difference (2017 – 2018)
	% 8-10 rating	% 8-10 rating	% 8-10 rating
Ontario Total	68%	77%	-9
SOLS	73%	80%	-7
OLS-North	52%	77%	-25
Toronto	58%	72%	-14

Source: Q6 – Overall, how satisfied were you with the TDSRC in 2018 (on a scale from 0 to 10 where 0 is not at all satisfied and 10 is completely satisfied)?

⁵ Libraries were asked about their overall satisfaction with the program and specific aspects of it. Trend data is available only back to 2016, since the Statistics and Evaluation Form changed substantially following the 2015 study. This section provides satisfaction scores for every ten-point scale question by giving the proportion of libraries who responded with each score from 10 down to 6, along with those who gave a score between zero and 5. Libraries that did not provide information for a given question are not considered in the percentages reported. Due to rounding, not every case will add to exactly 100%.

Staff website satisfaction

Satisfaction with the website and content for librarians and satisfaction with the ease of navigating it returned to 2016 levels after increasing in 2017.

Six in ten librarians are satisfied with the website and its content (61% rating 8-10) with those in Toronto (64%) and SOLS (63%) being the most positive (only around half of OLS-North were satisfied). Two thirds of all librarians were satisfied with the ease with which they can navigate the website (65%) with little regional variation. Satisfaction with both aspects of the website has returned to 2016 levels, after slightly higher ratings in 2017.

Figure: Satisfaction with website and web content

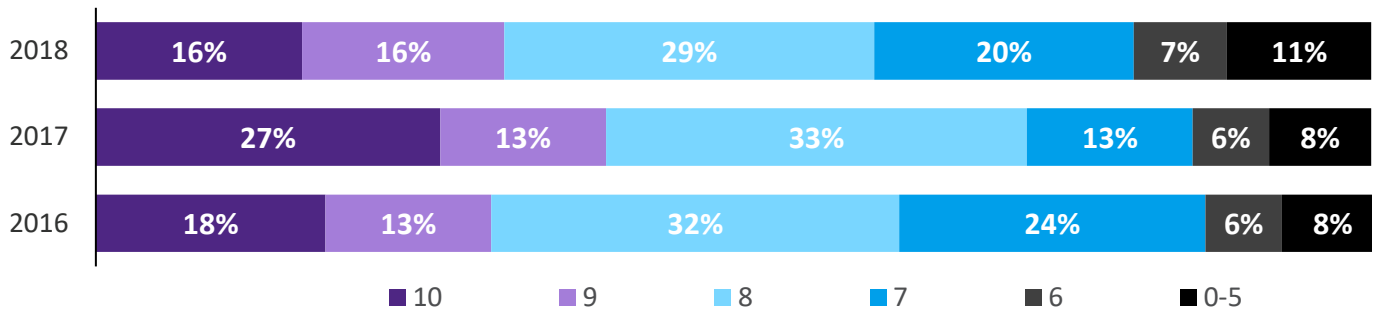


Figure: Satisfaction with ease of navigating the website

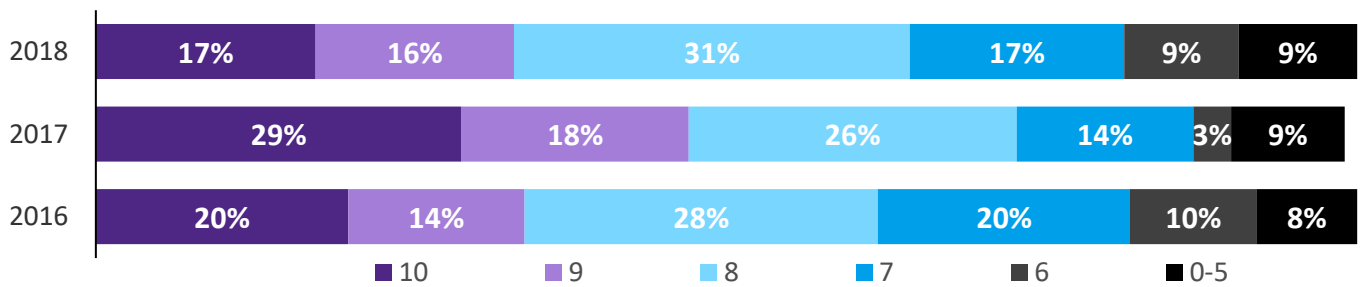


Table: Satisfaction with web content and ease of navigating the website (Tracking)

Region	Overall Satisfaction With Librarian Website & Content (% 8-10 rating)				Overall Satisfaction With Website Navigation (% 8-10 rating)			
	2018	2017	2016	Difference (2018 to 2017)	2018	2017	2016	Difference (2018 to 2017)
	Top 3 Box	Top 3 Box	Top 3 Box	% Change	Top 3 Box	Top 3 Box	Top 3 Box	% Change
Ontario	61%	73%	62%	-13	65%	73%	62%	-8
SOLS	63%	72%	58%	-11	65%	74%	58%	-9
OLS-North	51%	83%	73%	-32	67%	83%	74%	-16
Toronto	64%	70%	69%	-5	60%	68%	65%	-8

Source: Q7A – How satisfied were you with the website and web content for librarians in 2018 (on a scale from 0 to 10 where 0 is not at all satisfied and 10 is completely satisfied)? Q7B – How satisfied were you with the ease of navigating the staff website in 2018 (on a scale from 0 to 10 where 0 is not at all satisfied and 10 is completely satisfied)?

Use of and satisfaction with English website resources

Use of English materials was mostly stable in Ontario and satisfaction remains high.

Librarians were asked about their use of and satisfaction with the various resources provided, for the language in which they ran their program. In Ontario too few libraries ran their program in French to report the findings separately.

Use. Among Ontario libraries that used English materials, the most widely used resource continues to be the Images (88%), followed by the Recommended Reads (76%) and the promotional templates (70%). Use of the programs (54%, down from 66% in 2017) was the only real change in usage compared to 2017.

Table: Use of English staff website resources

Resource	Staff Website English Resource Usage Tracking (% Used)		
	2018	2017	2016
Used Images/illustrations	88%	89%	85%
Used Recommended Reads	76%	75%	74%
Used Promotional Templates	70%	70%	60%
Used Activities	68%	75%	70%
Used Brand Guidelines	65%	65%	61%
Used Programs	54%	66%	57%
Used 'How to run a successful program'	48%	51%	49%
Used Staff Newsfeed	39%	37%	25%

Source: Q8A – Identify the resources on the library staff website you used (English resources).

Satisfaction. Those who reported using the web resources were then asked to rate their satisfaction with those resources. Although satisfaction was high for the librarian resources in general, it was highest for the promotional templates (73% giving a score between 8 and 10) and the Images (72%).

Table: Satisfaction with English staff website resources

Resource	Librarian English staff website resource satisfaction (% 8-10 rating)
	Ontario
Promotional Templates	73%
Images/illustrations	72%
Brand Guidelines	69%
Programs	65%
Recommended Reads	65%
Activities	64%
'How to run a successful program'	60%
Staff Newsfeed	56%

Source: Q8B – Satisfaction with the resources on the library staff website you used (English resources).

Staff web resource suggestions

Librarians expressed interest in better content, communications and targeting.

Librarians were asked for suggestions on how to improve the librarians’ website for future years. The most common single suggestion was a simpler, more user-friendly website, (15%), but other common suggestions centred on providing more/better content or provided a specific request (32%). Around a quarter (27%) of Ontario librarians mentioned better communications and around one in ten (12%) requested better targeting of the content to their situations. One in five (22%) said that they were satisfied or had nothing to suggest.

Table: Web resource improvement suggestions

Suggestions on how to improve any of the web resources for library staff?	2018
Satisfied/no suggestions	22%
Simpler/more user friendly/better navigation/search/print functions/better organization of categories	15%
More/better/specific content (any mention)	32%
<i>Improve clip art/more visually appealing/more variety/ability to resize</i>	11%
<i>More suggestions/ideas for programs/activities</i>	8%
<i>A simple list by type of activity instead of dividing the activities into programs</i>	7%
<i>Less restrictive/more flexible promotional templates/brand guidelines</i>	5%
Better communications (any mention)	27%
<i>Make material available sooner</i>	10%
<i>Ability to share ideas/information between libraries/through social media/online forum</i>	9%
<i>Send notifications via email when new information/posts/surveys are available</i>	5%
Better targeting (any mention)	12%
<i>Age specific content/separate by age/school level</i>	9%
<i>Program/activities were too geared toward larger libraries/make them to be easily adapted to number of children</i>	3%
Other	10%

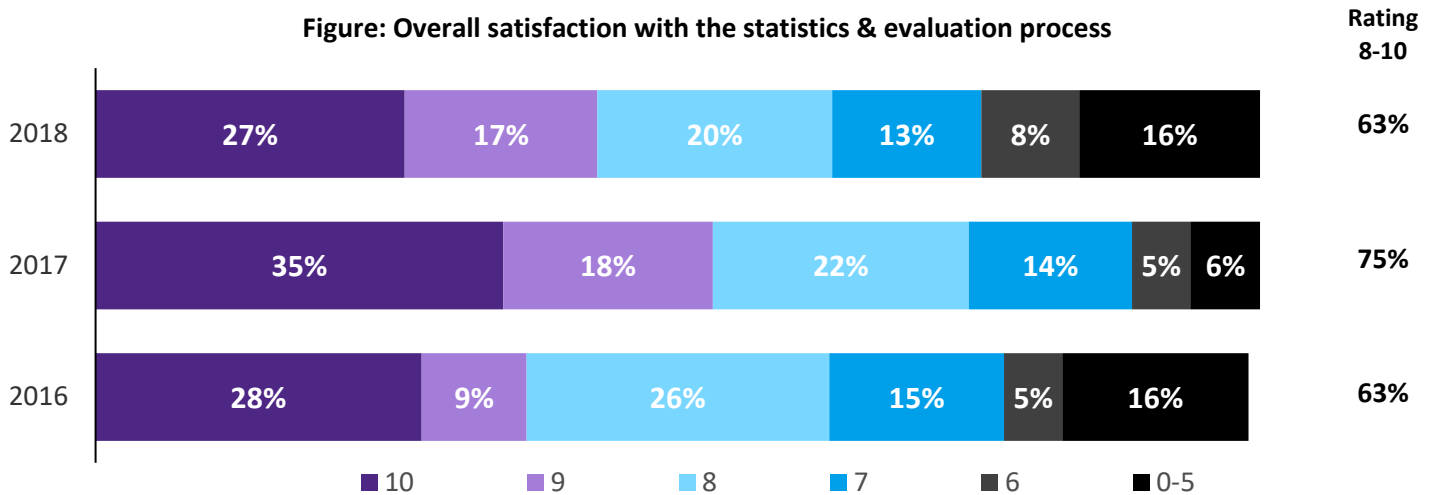
Source: Q9 – Do you have any suggestions on how to improve any of the web resources for library staff? **NOTE:** Although all codes are included in the groupings, only those with 3% or higher are displayed in the table.

Overall satisfaction with the program statistics & evaluation process

A majority of libraries are satisfied with the program evaluation process, although it is lower than in 2017.

Satisfaction with the overall evaluation process was high with almost two thirds of librarians (63%) providing a top three box satisfaction score (rating of 8-10). This represents a return to 2016 levels (63%) after higher satisfaction in 2017. Satisfaction is highest in OLS-North (75%) followed by SOLS (64%) and lowest in Toronto (48%).

Figure: Overall satisfaction with the statistics & evaluation process



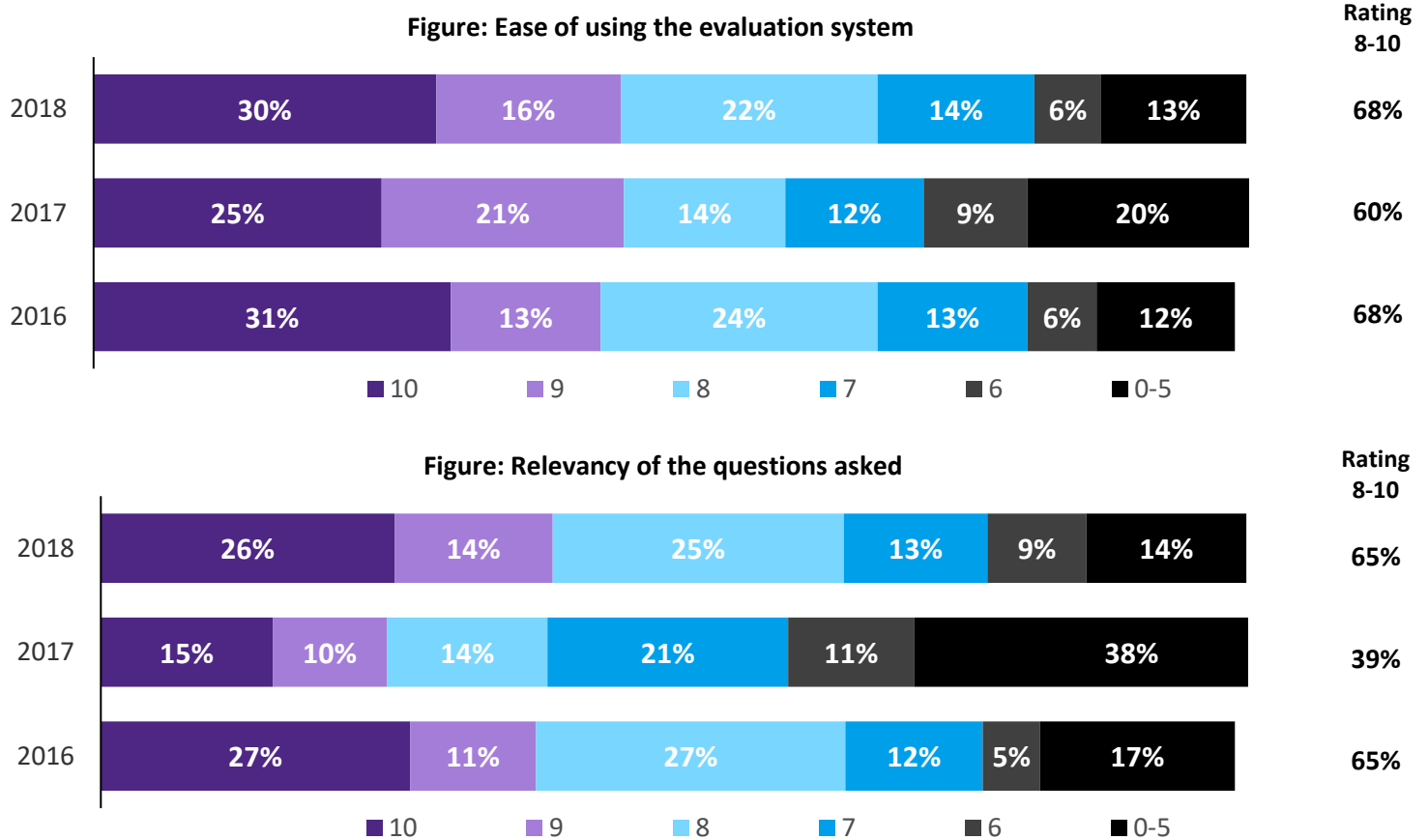
Source: Q10A – Overall, how satisfied were you with the program evaluation process in 2018 (on a scale from 0 to 10 where 0 is not at all satisfied and 10 is completely satisfied)? Note: Regions are reported separately only if at least 10 service points provided responses.

Ease and Relevancy of the Program Statistics & Evaluation System

Satisfaction with the ease of using the system was similar to previous years while the perceived relevancy of the questions increased from a low in 2017.

Despite lower overall satisfaction with the program evaluation process in 2018, satisfaction ratings from librarians on ease of using the program statistics and evaluation system increased in Ontario (from 60% of those giving a score of 8 or higher to 68%). OLS-North (72%) and SOLS (69%) provided similar responses, while librarians in Toronto provided lower scores (58%).

Around two thirds of librarians (65%) gave a satisfactory score when asked whether the evaluation asks about relevant questions, a sizeable increase over 2017 (39%). Again, satisfaction among OLS-North (71%) and SOLS librarians (66%) is higher than in Toronto (53%).



Source: Q10B – How satisfied were you with the ease of using the evaluation system? Q10C – How satisfied were you that the evaluation asks about relevant concerns (on a scale from 0 to 10 where 0 is not at all satisfied and 10 is completely satisfied)?

Program statistics & evaluation process suggestions

Suggestions for improving the evaluation process commonly revolved around improving timeliness, clarifying data requirements to ensure data is entered accurately and improving usability.

Librarians were asked for their suggestions on how the program evaluation and statistical collection process could be improved. The most common suggestion in Ontario was improving timeliness, with librarians requesting to receiving the forms sooner and opening the online evaluation form closer to the end of the program. Also commonly mentioned ways to improve the system revolved around ensuring data requirements are clear and data can be accurately recorded (20% mentioned something like this) and improving usability through things like simplifying the process or making statistics forms available digitally (another 20% mentioned this). Finally, one in ten Ontario librarians mentioned improving the depth of the information collected (particularly the opportunity to provide contextual information that explains the statistics). Around one in three librarians (32%) were satisfied and had no suggestions for improvement.

Table: Evaluation system improvement suggestions

Suggestions for ways to improve the collection of statistics and program evaluation?	2018
Satisfied/no suggestions	32%
Timeliness (any mention)	23%
<i>Make questions/forms available sooner/let us know what to track</i>	15%
<i>Collect stats directly after program is over/early in the season</i>	8%
Clarify data request/ensure data can be accurately recorded (any mention)	20%
<i>Clarify/better define information requested</i>	13%
<i>Problems recording children who weren't officially registered</i>	7%
<i>Questions don't apply/can't collect certain statistics/forced to enter a number to proceed</i>	5%
Improve usability (any mention)	20%
<i>Make it more user friendly/simplified process</i>	5%
<i>Availability of statistic forms in digital format to update information regularly</i>	5%
<i>A guide on how to use formula in Excel</i>	4%
<i>Make it easier by sending registration templates to staff responsible for keeping stats</i>	4%
<i>Make it easier to have printable spreadsheets</i>	3%
Improve depth of info (any mention)	10%
<i>Allow us space to enter additional related information</i>	8%
Differentiate between paid programming events and SCR programming	7%
Fewer questions/reduce survey length	4%
Other	7%

Source: Q11 – Do you have any suggestions to improve the collection of statistics and the program evaluation? **NOTE:** Although all codes are included in the groupings, only those with 3% or higher are displayed in the table.

Testimonials Indicating an Increased Love of Reading

Testimonials about the success of the program included some tangible observations about increased reading skills but most feedback was qualitative and involved children’s excitement to read.

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. Most responses received were qualitative in nature with librarians reporting that parents and their kids are thrilled with the program, that the program excites kids to read over the summer, that children enjoy the activities and that they were motivated to read more. Some feedback was more concrete and quantifiable including noticeably improved reading levels, more children coming to the library, and improved confidence and communication skills.

Table: Love of reading testimonials

Testimonials indicating increased love of reading	2018
Qualitative outcomes (any mention)	80%
<i>Parents/grandparents are thrilled with the program</i>	29%
<i>Makes them excited/keeps them reading over the summer</i>	20%
<i>Children/parents enjoyed the activities/crafts/website</i>	15%
<i>Children love adding stickers to their passports</i>	13%
<i>Children enjoyed the program/enjoyed reading/were motivated to read more</i>	12%
<i>Children enjoyed this year's theme</i>	9%
<i>Children enjoy coming back each year</i>	8%
<i>Children like the in-person book reporting</i>	8%
<i>We receive numerous positive comments/everyone loves the program</i>	5%
Tangible outcomes (any mention)	50%
<i>Noticeable improvement in reading level</i>	14%
<i>Brings more children to the library/they enjoy coming</i>	13%
<i>Improved confidence/communication skills</i>	13%
<i>Children exceeding goals of club/reading extra</i>	10%
<i>Children more willing to read at home/share with family</i>	9%
<i>Children are visiting the library even after the summer program has ended</i>	4%
Challenges/incentives were a motivating factor	23%
Other	2%
None provided/Don't know	12%

Source: Q12 – Do you have any testimonials from parents, caregivers or teachers that may indicate an increased love of reading? **NOTE:** Although all codes are included in the groupings, only those with 3% or higher are displayed in the table.

**Appendix 3: Quebec
(ABPQ, Réseau BIBLIO)**

Response rate and registration

Response rates were similar in both ABPQ and Réseau BIBLIO but both are lower than the national average.

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, 336 of the 438 participating individual libraries submitted their results, representing an overall response rate of 77% (the overall national response rate was 85%).

Table: Response rate

	(A)	(B)	(C)	(D)
Regions	Total Service Points Participating in TDSRC 2018	Total Service Points Responding to 2018 Evaluation	Evaluation Response Rate	Weighting Used
Quebec	438	336	77%	-
ABPQ	202	155	77%	1.30
Réseau Biblio	236	181	77%	1.30

Source: Column (A) provided by Library and Archives Canada. Columns (B) and (C) represent data collected by Environics.

Registration increased 18% in Quebec compared to 2017, especially in Réseau BIBLIO.

Overall, the number of children registered for the TD Summer Reading Club in 2018 was 50,927. This is an increase from last year, and a return to 2016 levels after registration dropped in 2017. The largest relative increase was among the Réseau BIBLIO libraries (up 51% from 2017). ABPQ also saw an increase over last year as registration increased by approximately 10%.

The proportion of all eligible children in Quebec who registered for the TDSRC in 2018 was 3.22%.

Registration figures going back to 2014 are shown below for comparison purposes.

Table: Registration totals by region (tracking – past five years)

	2018		2017	2016	2015	2014
Region	Totals	2017-2018 % Difference	Totals	Totals	Totals	Totals
Quebec	50,927	18%	42,989	50,814	47,229	38,570
ABPQ	37,779	10%	34,266	41,141	36,344	28,151
Réseau BIBLIO	13,148	51%	8,723	9,673	10,885	10,418

Source: Q1 - Total number of children who registered for the TDSRC 2018.

Around half of registrants in the 2018 program had participated in previous years, slightly lower than the proportion recorded in recent years.

In Quebec, a little more than half (54%) of children had participated in a TDSRC in a previous year while the remaining 46% registered for the TDSRC for the first time in 2018. The proportion of previous registrants is slightly lower than the proportions in recent years provincially, decreasing in both ABPQ and Reseau Bilio compared to 2017 and 2016.

Table: Previous participation (tracking) by region

Region	Joined in previous years		
	2018	2017	2016
Quebec	54%	61%	58%
ABPQ	55%	61%	57%
Reseau BIBLIO	53%	64%	58%

Source: Q2 - Number of children who had registered in previous years or were new to the TDSRC in 2018.

Program language

Reseau BIBLIO libraries were more likely to run a bilingual program than the ABPQ libraries.

The TDSRC was run dominantly as a French only program in both systems, but almost three in ten (28%) Reseau BIBLIO libraries ran a bilingual program their libraries.

Table: Language in which the program was run

Region	English Only	French Only	Bilingual
Quebec	0%	78%	22%
ABPQ	0%	85%	15%
Reseau BIBLIO	0%	72%	28%

Source: Q5 - In which language did you primarily conduct the TD SRC programs?

Programs & activities organized around the club theme

More than 5,000 activities were held in 2018 and attended by more than 85,000 children - the largest totals ever recorded in Quebec.

Libraries held program-related activities at their libraries or in their communities which did not necessarily require registration in the TD Summer Reading Club (and were not events for promotional purposes). A total of 85,509 children attended the 5,013 theme-related activities which were organized in libraries or communities across Quebec in 2018. These libraries were more than three times more likely to hold their events within their library than elsewhere in their community and an average of 17.1 children attended each activity province-wide.

Within Quebec, Reseau BIBLIO libraries were the most likely to hold their events in the community (36%) rather than inside their library. BPQ ran the most activities (3,979), with approximately 17.8 children attending each activity.

Both activities and attendance increased over 2017 in Quebec and surpasses 2016 in terms of the highest totals for both measures. Compared to both 2016 and 2017 the number of activities and total attendance was higher in 2018 for both regional systems in Quebec.

Table: Number of theme-related activities and attendance

Region	2018				
	Theme-Related Activities	Total Attendance	Avg. Attendance per Activity	% of Activities In Library	% of Activities In Community
Quebec	5,013	85,509	17.1	77%	23%
BPQ	3,979	70,660	17.8	79%	21%
Reseau BIBLIO	1,033	14,850	14.4	64%	36%

Table: Theme-related activities and attendance trend

Quebec	Theme-Related Activities	Total Attendance
2018	5,013	85,509
2017	3,785	74,439
2016	4,468	78,002
2015	4,187	83,245
2014	4,515	73,953
2013	2,977	61,215

Source: Q3 - Total number programs run in library or in the community and total attendance at those programs in TDSRC 2018.

Promotion of Program

More than seven in ten Quebec libraries made promotional visits in 2018 including about half who made visits to schools.

Librarians were asked if they promoted the program at specific locations (schools, day camps, childcare centres and other locations) and, if so, how many visits they made and how many children they estimate reaching. Just under half of Quebec libraries made visits to schools (45%) while a smaller proportion visited day camps (28%), childcare centres (24%), or other locations (18%). Overall, three quarters of libraries (76%) across the province reported making at least one promotional visit to any location.

In total, Quebec librarians estimated that 81,372 children were reached as a result of these promotional efforts over the course of 1,946 separate promotional visits. An average of 42 children were reached per promotional visit.

Table: Program promotion by location type

Location	Quebec		
	% Visited	Total Visits	Children attended
Schools	45%	1,160	50,140
Day camps	28%	361	14,883
Childcare centres	24%	162	2,456
Other	18%	263	13,893
<i>Made no promotional visits</i>	24%	-	-

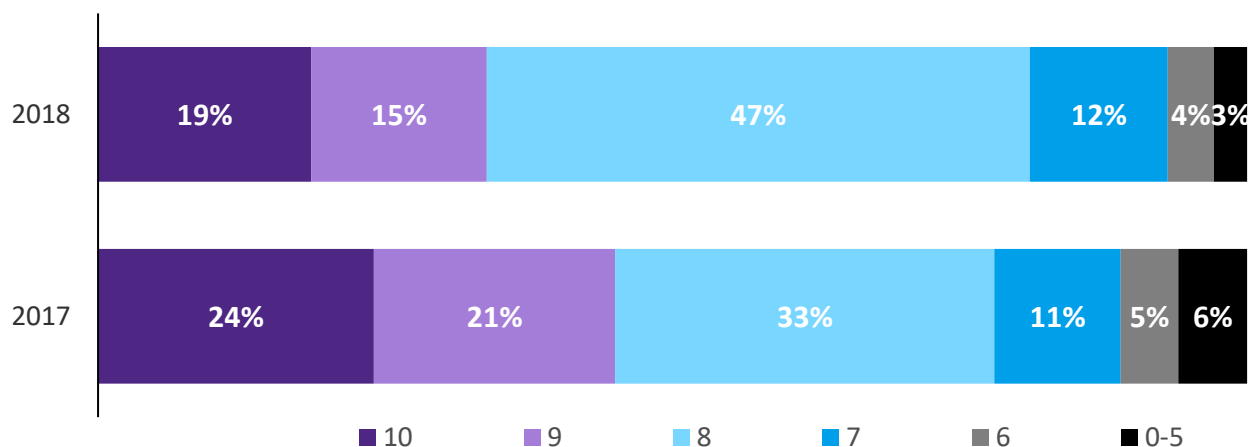
Source: Q4/Q4A – Promotion of the program at schools, day camps, childcare centres or other locations, the number of individual visits and attendance at those visits in TDSRC 2018.

Overall program satisfaction⁶

Overall satisfaction with the 2018 TD Summer Reading Club is high in Quebec, increasing from last year.

Satisfaction with the TD Summer Reading Program is high overall, with just over eight in ten (81%) librarians satisfied (a rating between 8 and 10), one in ten (16%) who gave moderate ratings (6-7) and three percent who were less satisfied (0-5). The overall satisfaction rating is slightly higher than 2017 (up from 78%).

Figure: Overall satisfaction with the TDSRC program



Source: Q6 – Overall, how satisfied were you with the TDSRC in 2018 (on a scale from 0 to 10 where 0 is not at all satisfied and 10 is completely satisfied)?

Provincewide, the proportion giving a satisfactory score increased overall by 3 points. Satisfaction increased in both regional systems of Quebec, but more noticeably in ABPQ (increasing from 79% to 85%).

Table: Overall satisfaction with the TDSRC program (tracking)

Region	Overall Satisfaction With the TD SRC Program		
	2018	2017	Difference (2017 – 2018)
	% 8-10 rating	% 8-10 rating	% 8-10 rating
Quebec	81%	78%	3
ABPQ	85%	79%	6
Reseau BIBLIO	77%	76%	1

Source: Q6 – Overall, how satisfied were you with the TDSRC in 2018 (on a scale from 0 to 10 where 0 is not at all satisfied and 10 is completely satisfied)?

⁶ Libraries were asked about their overall satisfaction with the program and specific aspects of it. Trend data is available only back to 2016, since the Statistics and Evaluation Form changed substantially following the 2015 study. This section provides satisfaction scores for every ten-point scale question by giving the proportion of libraries who responded with each score from 10 down to 6, along with those who gave a score between zero and 5. Libraries that did not provide information for a given question are not considered in the percentages reported. Due to rounding, not every case will add to exactly 100%.

Staff website satisfaction

Satisfaction with the website and content for librarians and satisfaction with the ease of navigating has increased steadily since 2016.

Eight in ten librarians are satisfied with the website and its content (83% rating 8-10) with those in ABPQ (84%) being the most positive. Four in five librarians (81%) were satisfied with how easily they could navigate the website, with minimal regional variation. Satisfaction with both aspects of the website increased slightly provincewide since 2017 but all of the increase came from ABPQ (there was a slight decline in satisfaction for both questions for Reseau BIBLIO).

Figure: Satisfaction with website and web content

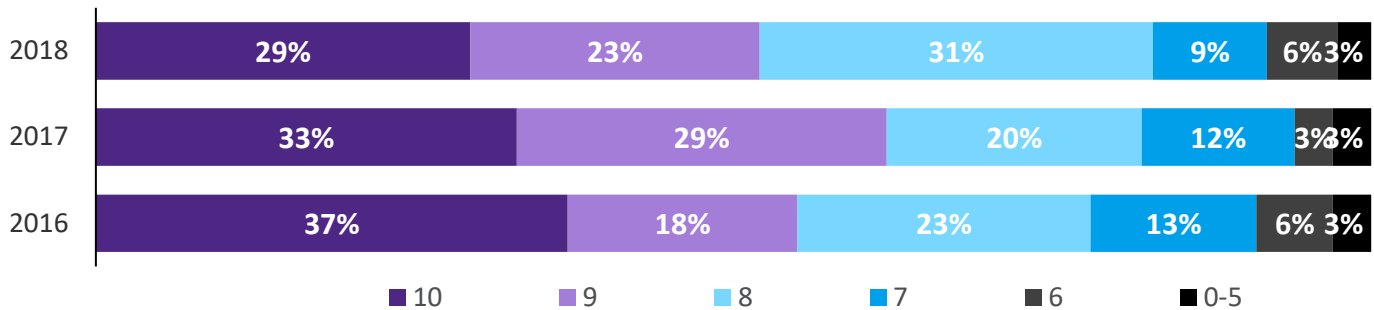


Figure: Satisfaction with ease of navigating the website

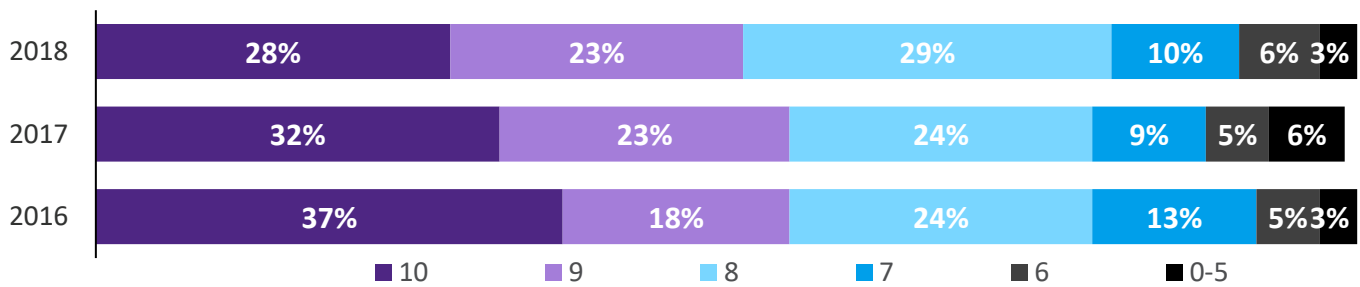


Table: Satisfaction with web content and ease of navigating the website (Tracking)

Region	Overall Satisfaction With Librarian Website & Content (% 8-10 rating)				Overall Satisfaction With Website Navigation (% 8-10 rating)			
	2018	2017	2016	Difference (2018 to 2017)	2018	2017	2016	Difference (2018 to 2017)
	Top 3 Box	Top 3 Box	Top 3 Box	% Change	Top 3 Box	Top 3 Box	Top 3 Box	% Change
Quebec	83%	82%	78%	1	81%	79%	79%	2
ABPQ	84%	80%	78%	4	81%	76%	80%	5
Reseau BIBLIO	81%	85%	78%	-4	80%	82%	77%	-2

Source: Q7A – How satisfied were you with the website and web content for librarians in 2018 (on a scale from 0 to 10 where 0 is not at all satisfied and 10 is completely satisfied)? Q7B – How satisfied were you with the ease of navigating the staff website in 2018 (on a scale from 0 to 10 where 0 is not at all satisfied and 10 is completely satisfied)?

Use of and satisfaction with French website resources

The *illustrations* and *suggestions de livres* are the most commonly used French resources but use of the website resources has declined in most cases.

Librarians were asked about their use of, and satisfaction with, the various resources provided, for the language in which they ran their program. In Quebec, too few libraries ran their program in English to report the findings separately.

Use. Among Quebec libraries that used French materials, the most widely used resource continues to be the *illustrations* (83%), followed by the *Suggestions de livres* (78%). Use of the other resources is lower and has declined compared to 2017 in most cases.

Table: Use of French staff website resources

Resource	Staff Website French Resource Usage Tracking (% Used)		
	2018	2017	2016
Illustrations	83%	86%	88%
Suggestions de livres	78%	74%	-
Modèles et directives	53%	67%	68%
Activités express	52%	58%	61%
Bricolages	50%	54%	60%
Guide sur l’image de marque	50%	66%	74%
Nouvelles du Club	49%	45%	45%
Conseils pour la mise sur pied d’un club de lecture d’été réussi	47%	51%	62%
Activités longues	35%	36%	40%

Source: Q8A – Identify the resources on the library staff website you used (French resources).

Satisfaction. Those who reported using the web resources were then asked to rate their satisfaction with those resources. Although satisfaction was high for the librarian resources in general, it was highest for the *illustrations* (84% scoring an 8 or higher), the *Guide sur l’image de marque* (77%) and the *modèles et directives* (76%).

Table: Satisfaction with French staff website resources

Resource	Librarian French staff website resource satisfaction (% 8-10 rating)
	Quebec
Illustrations	84%
Guide sur l’image de marque	77%
Modèles et directives	76%
Suggestions de livres	72%
Activités express	69%
Bricolages	68%
Activités longues	66%
Nouvelles du Club	64%
Conseils pour la mise sur pied d’un club de lecture d’été réussi	63%

Source: Q8B – Satisfaction with the resources on the library staff website you used (French resources).

Staff web resource suggestions

The most common suggestion was better communications, but libraries also expressed interest in a simpler, more user-friendly website and more/better content.

Librarians were asked for suggestions on how to improve the librarians’ website for future years. The most common suggestions centred on better communications (26%). About one in five (23%) Quebec librarians mentioned better/specific content and one in ten (10%) requested better targeting of the content to their situations. About one third (31%) said that they were satisfied or had nothing to suggest.

Table: Web resource improvement suggestions

Suggestions on how to improve any of the web resources for library staff?	2018
Satisfied/no suggestions	31%
Simpler/more user friendly/better navigation/search/print functions/better organization of categories	23%
Better communications (any mention)	26%
<i>Make material available sooner</i>	10%
<i>Provide more detailed/clearer information</i>	8%
<i>Ability to share ideas/information between libraries/through social media/online forum</i>	5%
<i>Send notifications via email when new information/posts/surveys are available</i>	5%
<i>More promotion/awareness for website/website content</i>	3%
More/better/specific content (any mention)	23%
<i>More suggestions/ideas for programs/activities</i>	13%
<i>Improve clip art/more visually appealing/more variety/ability to resize</i>	8%
<i>A simple list by type of activity instead of dividing the activities into programs</i>	5%
Better targeting (any mention)	10%
<i>Age specific content/separate by age/school level</i>	8%
<i>Program/activities were too geared toward larger libraries/make them to be easily adapted to number of children</i>	3%

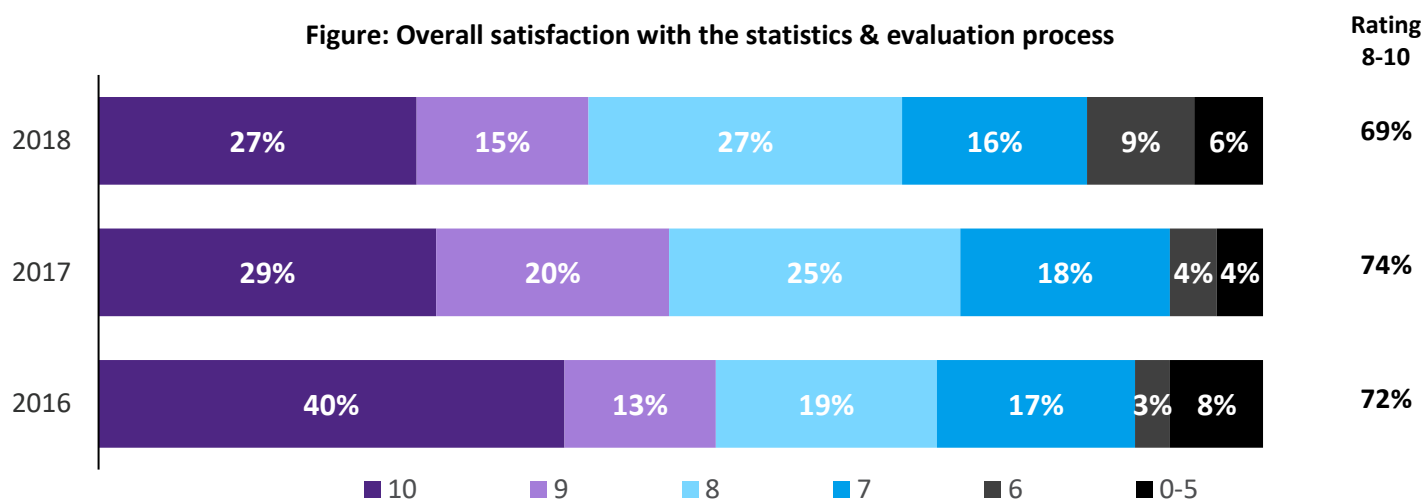
Source: Q9 – Do you have any suggestions on how to improve any of the web resources for library staff? **NOTE:** Although all codes are included in the groupings, only those with 3% or higher are displayed in the table.

Overall satisfaction with the program statistics & evaluation process

Most libraries are satisfied with the program evaluation process, although satisfaction is slightly lower than in recent years.

Satisfaction with the overall evaluation process was high with seven in ten librarians (69%) providing a top three box satisfaction score (rating of 8-10). This is slightly lower than both of the previous two years (74% and 72%, respectively). Satisfaction was higher in Reseau BIBLIO (74%) than it was for ABPQ libraries (64%).

Figure: Overall satisfaction with the statistics & evaluation process



Source: Q10A – Overall, how satisfied were you with the program evaluation process in 2018 (on a scale from 0 to 10 where 0 is not at all satisfied and 10 is completely satisfied)? Note: Regions are reported separately only if at least 10 service points provided responses.

Ease and Relevancy of the Program Statistics & Evaluation System

Satisfaction with the ease of using the system remained stable while satisfaction with the perceived relevancy of the questions bounced back from a low in 2017.

Librarian satisfaction ratings for the ease of using the program statistics and evaluation system were stable in Quebec (75% giving a score of 8 or higher in both years). Satisfaction was higher among librarians in Réseau BIBLIO (82%) than in ABPQ (68%).

Around six in ten gave a satisfactory score (63%) when asked whether the evaluation asks about relevant questions, a sizeable increase over 2017 (40%) but still lower than in 2016 (71%). Satisfaction on this question was similar among Réseau BIBLIO (63%) and ABPQ (62%) librarians.

Figure: Ease of using the evaluation system

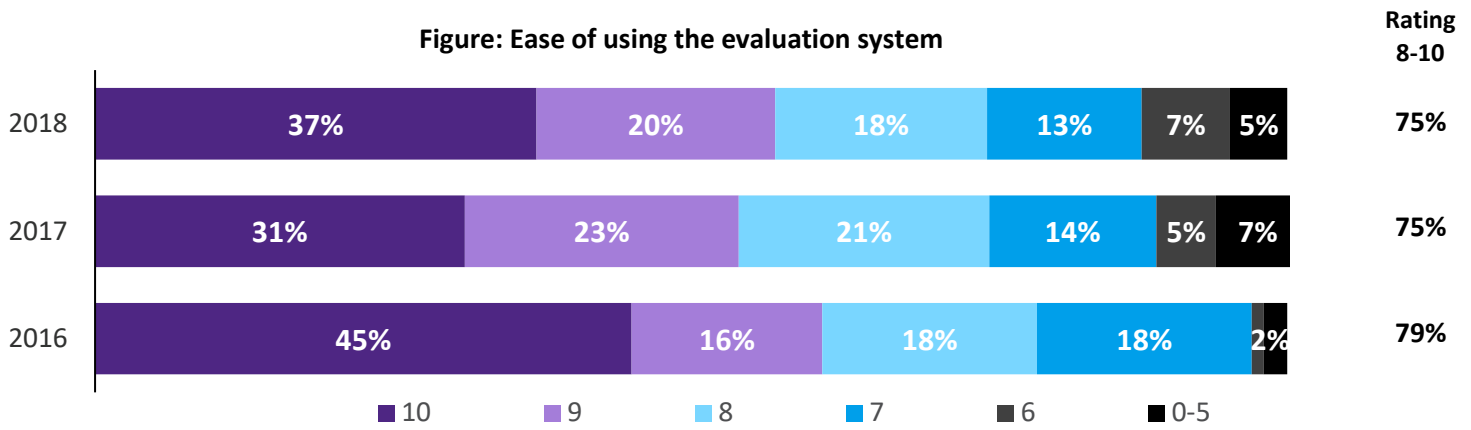
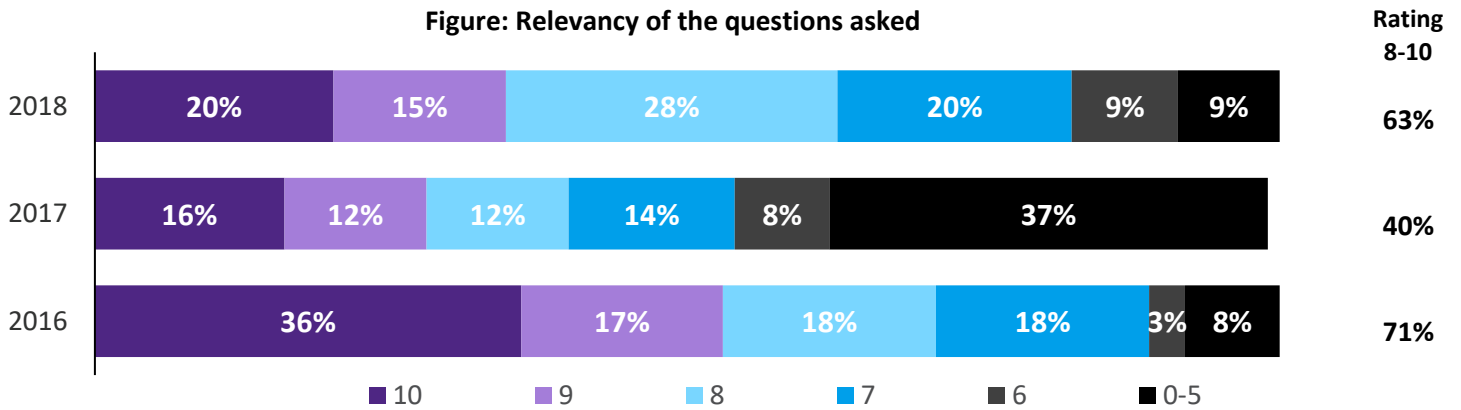


Figure: Relevancy of the questions asked



Source: Q10B – How satisfied were you with the ease of using the evaluation system? Q10C – How satisfied were you that the evaluation asks about relevant concerns (on a scale from 0 to 10 where 0 is not at all satisfied and 10 is completely satisfied)?

Program statistics & evaluation process suggestions

Suggestions for improving the evaluation process commonly revolved around clarifying data requests, as well as improving the depth of information provided and improving usability.

Librarians were asked for their suggestions on how the program evaluation and statistical collection process could be improved. The most common suggestion in Quebec was clarifying data requests (35%), including problems recording children who weren't officially registered. Other commonly mentioned suggestions revolved around improving the depth of information provided (22% mentioned something like this) and improving usability (20%) through things like simplifying. Finally, almost two in ten librarians (17%) mentioned timeliness, particularly making questions and forms available sooner. One in three librarians (33%) were satisfied and had no suggestions for improvement.

Table: Evaluation system improvement suggestions

Suggestions for ways to improve the collection of statistics and program evaluation?	2018
Satisfied/no suggestions	33%
Clarify data request/ensure data can be accurately recorded (any mention)	35%
<i>Problems recording children who weren't officially registered</i>	17%
<i>Questions don't apply/can't collect certain statistics/forced to enter a number to proceed</i>	15%
<i>Clarify/better define information requested</i>	9%
Improve depth of info (any mention)	22%
<i>Allow us space to enter additional related information</i>	9%
<i>Include a comments section for each question for explanation of data collected/more feedback</i>	7%
<i>Include stats on number of books read</i>	4%
Improve usability (any mention)	20%
<i>Make it more user friendly/simplified process</i>	11%
<i>Availability of statistic forms in digital format to update information regularly</i>	4%
Timeliness (any mention)	17%
<i>Make questions/forms available sooner/let us know what to track</i>	11%
<i>Collect stats directly after program is over/early in the season</i>	7%
Other	2%

Source: Q11 – Do you have any suggestions to improve the collection of statistics and the program evaluation? **NOTE:** Although all codes are included in the groupings, only those with 3% or higher are displayed in the table.

Testimonials Indicating an Increased Love of Reading

Testimonials about the success of the program included some tangible observations about increased reading skills but most feedback was qualitative and involved parent’s happiness with the program.

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. Most responses received were qualitative in nature with librarians reporting that parents and their kids are thrilled with the program and that the program excites kids to read over the summer. Some feedback was more concrete and quantifiable and included children exceeding the goals of the club, exploring new genres and noticeable improvements in reading levels.

Table: Love of reading testimonials

Testimonials indicating increased love of reading	2018
Qualitative outcomes (any mention)	59%
<i>Parents/grandparents are thrilled with the program</i>	29%
<i>Makes them excited/keeps them reading over the summer</i>	14%
<i>Children/parents enjoyed the activities/crafts/website</i>	8%
<i>Children enjoyed the program/enjoyed reading/were motivated to read more</i>	8%
<i>Children enjoy coming back each year</i>	8%
<i>We receive numerous positive comments/everyone loves the program</i>	4%
<i>Children enjoyed this year's theme</i>	4%
Tangible outcomes (any mention)	47%
<i>Children exceeding goals of club/reading extra</i>	12%
<i>Children are exploring more/new genres/topics</i>	8%
<i>Noticeable improvement in reading level</i>	8%
<i>Brings more children to the library/they enjoy coming</i>	6%
<i>Improved confidence/communication skills</i>	6%
<i>Children more willing to read at home/share with family</i>	6%
<i>Increased interest/abilities in school/reading</i>	6%
Challenges/incentives were a motivating factor	18%
Other	2%
None provided/Don't know	25%

Source: Q12 – Do you have any testimonials from parents, caregivers or teachers that may indicate an increased love of reading? **NOTE:** Although all codes are included in the groupings, only those with 3% or higher are displayed in the table.

Appendix 4: Manitoba

Response rate and registration

Response was lower than the national average in Manitoba.

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, 60 of the 82 participating individual libraries submitted their results, representing an overall response rate of 73% (lower than the national response rate of 85%).

Table: Response rate

	(A)	(B)	(C)	(D)
Regions	Total Service Points Participating in TDSRC 2018	Total Service Points Responding to 2018 Evaluation	Evaluation Response Rate	Weighting Used
Manitoba	82	60	73%	1.37

Source: Column (A) provided by Library and Archives Canada. Columns (B) and (C) represent data collected by Environics.

Registration increased in Manitoba compared to 2017 after a decrease in registration in 2017.

Overall, the number of children registered for the TD Summer Reading Club in 2018 was 19,196. This is an increase over the previous two years and continues a longer trend of steady increase in registration.

Manitoba saw a sizeable increase in registration from last year (up 24% from 2017).

The proportion of all eligible children in Manitoba who registered for the TDSRC in 2018 was 6.55%.

Registration figures going back to 2014 are shown below for comparison purposes.

Table: Registration totals by region (tracking – past five years)

Region	2018		2017	2016	2015	2014
	Totals	2017-2018 % Difference	Totals	Totals	Totals	Totals
Manitoba	19,196	24%	15,449	17,677	13,985	11,954

Source: Q1 - Total number of children who registered for the TDSRC 2018.

More than eight in ten registrants in the 2018 program participated in previous years, a large increase from 2017.

In Manitoba, 85 percent of children had participated in a TDSRC in a previous year while the remaining 15 percent registered for the TDSRC for the first time in 2018. The proportion of previous registrants is higher than in recent years, having been just over half (52%) in 2017 and only around a third (37%) in 2016.

Table: Previous participation (tracking)

Region	Joined in previous years		
	2018	2017	2016
Manitoba	85%	52%	37%

Source: Q2 - Number of children who had registered in previous years or were new to the TDSRC in 2018.

Program language

Almost all Manitoba programs were unilingual with very few offering a bilingual option.

The TDSRC was run as a unilingual English program in virtually all Manitoba libraries with just 2% offering a bilingual program.

Table: Language in which the program was run

Region	English Only	French Only	Bilingual
Manitoba	98%	0%	2%

Source: Q5 - In which language did you primarily conduct the TD SRC programs?

Programs & activities organized around the club theme

Almost 1,300 activities were held in 2018 in Manitoba, attended by more than 20,000 children, an increase over the 2017 counts. Virtually all activities were held in libraries.

Libraries held program-related activities at their libraries or in their communities which did not necessarily require registration in the TD Summer Reading Club (and were not events for promotional purposes). A total of 21,127 children attended the 1,293 theme-related activities which were organized in libraries or communities across Manitoba in 2018. These libraries almost exclusively held their events within their library instead of in their community and an average of 16.3 children attended each activity province-wide.

Although both activities and attendance increased over 2017 in Manitoba, attendance was lower than 2016.

Table: Number of theme-related activities and attendance

Region	2018				
	Theme-Related Activities	Total Attendance	Avg. Attendance per Activity	% of Activities In Library	% of Activities In Community
Manitoba	1,293	21,127	16.3	97%	3%

Table: Theme-related activities and attendance trend

Manitoba	Theme-Related Activities	Total Attendance
2018	1,293	21,127
2017	699	19,932
2016	910	26,849
2015	1,056	16,939
2014	1,137	16,995
2013	965	17,299

Source: Q3 - Total number programs run in library or in the community and total attendance at those programs in TDSRC 2018.

Promotion of Program

More than four in five Manitoba libraries made promotional visits in 2018 including two thirds who made visits to schools.

Librarians were asked if they promoted the program at specific locations (schools, day camps, childcare centres and other locations) and, if so, how many visits they made and how many children they estimate reaching. Most Manitoba libraries made visits to schools (67%) while a smaller proportion visited childcare centres (23%), or other locations (8%). Very few visited day camps (2%). Overall, more than four in five libraries (83%) across the province reported making at least one promotional visit to any location.

In total, Manitoba librarians estimated that 14,653 children were reached as a result of these promotional efforts over the course of 288 separate promotional visits. An average of 51 children were reached per promotional visit.

Table: Program promotion by location type

Location	Manitoba		
	% Visited	Total Visits	Children attended
Schools	67%	250	13,392
Day camps	2%	1	14
Childcare centres	23%	25	637
Other	8%	12	610
<i>Made no promotional visits</i>	17%	-	-

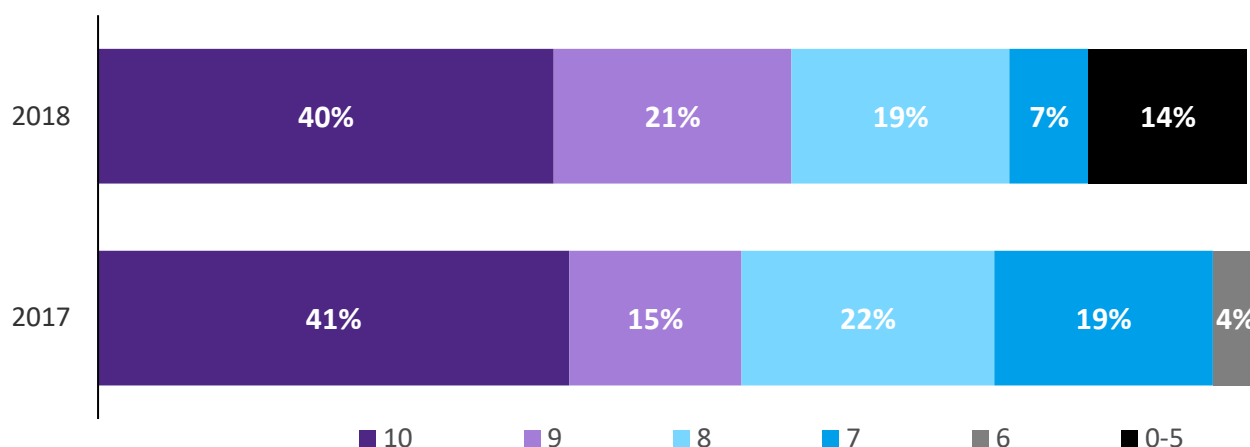
Source: Q4/Q4A – Promotion of the program at schools, day camps, childcare centres or other locations, the number of individual visits and attendance at those visits in TDSRC 2018.

Overall program satisfaction⁷

Overall satisfaction with the 2018 TD Summer Reading Club is high, increasing a few points in Manitoba from last year.

Satisfaction with the TD Summer Reading Program is high overall, with eight in ten (80%) who are satisfied (a rating between 8 and 10), one in ten (7%) who give moderate ratings (6-7) and fourteen percent who are less satisfied (0-5).

Figure: Overall satisfaction with the TDSRC program



Source: Q6 – Overall, how satisfied were you with the TDSRC in 2018 (on a scale from 0 to 10 where 0 is not at all satisfied and 10 is completely satisfied)?

The satisfaction rating increased slightly compared to 2017 (up from 78%), the proportion who gave a score indicating they were dissatisfied increased by 14 points in 2018.

Table: Overall satisfaction with the TDSRC program (tracking)

Region	Overall Satisfaction With the TD SRC Program		
	2018	2017	Difference (2017 – 2018)
	% 8-10 rating	% 8-10 rating	% 8-10 rating
Manitoba	80%	78%	2

Source: Q6 – Overall, how satisfied were you with the TDSRC in 2018 (on a scale from 0 to 10 where 0 is not at all satisfied and 10 is completely satisfied)?

⁷ Libraries were asked about their overall satisfaction with the program and specific aspects of it. Trend data is available only back to 2016, since the Statistics and Evaluation Form changed substantially following the 2015 study. This section provides satisfaction scores for every ten-point scale question by giving the proportion of libraries who responded with each score from 10 down to 6, along with those who gave a score between zero and 5. Libraries that did not provide information for a given question are not considered in the percentages reported. Due to rounding, not every case will add to exactly 100%.

Staff website satisfaction

Satisfaction with the website and content for librarians and satisfaction with the ease of navigating it was stable compared to 2017 but are both higher than they were in 2016.

Three-quarters of librarians are satisfied with the website and its content (74% rating 8-10). Similarly, 75% of librarians were satisfied with the ease with which they can navigate the website. Satisfaction with both aspects of the website was stable from 2017 to 2018, it is higher than 2016 levels for both questions.

Figure: Satisfaction with website and web content

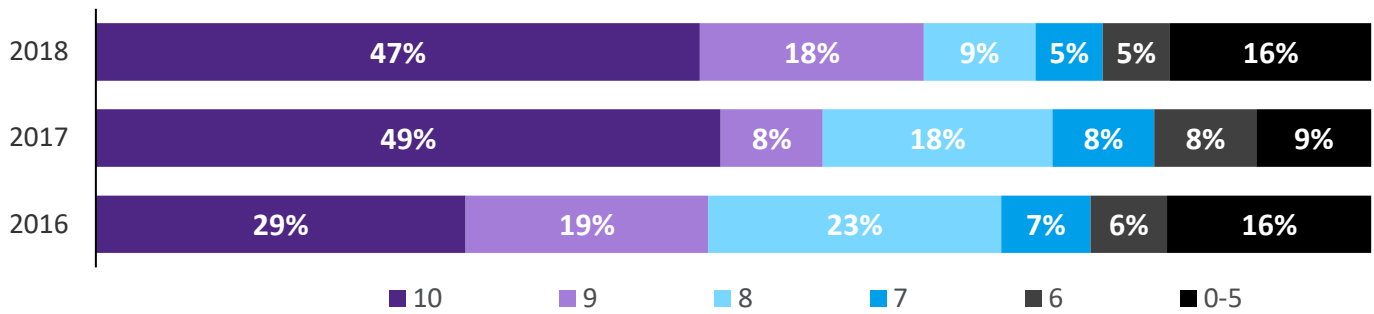


Figure: Satisfaction with ease of navigating the website

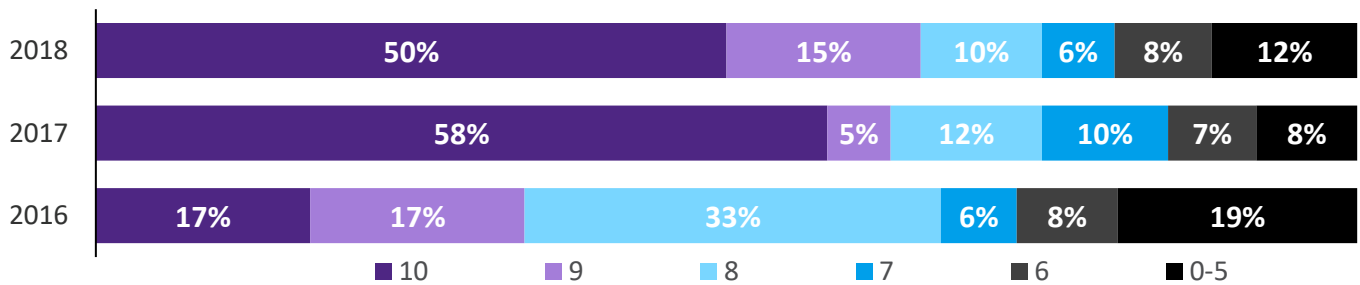


Table: Satisfaction with web content and ease of navigating the website (Tracking)

Region	Overall Satisfaction With Librarian Website & Content (% 8-10 rating)				Overall Satisfaction With Website Navigation (% 8-10 rating)			
	2018	2017	2016	Difference (2018 to 2017)	2018	2017	2016	Difference (2018 to 2017)
	Top 3 Box	Top 3 Box	Top 3 Box	% Change	Top 3 Box	Top 3 Box	Top 3 Box	% Change
Manitoba	74%	75%	71%	-1	75%	75%	67%	0

Source: Q7A – How satisfied were you with the website and web content for librarians in 2018 (on a scale from 0 to 10 where 0 is not at all satisfied and 10 is completely satisfied)? Q7B – How satisfied were you with the ease of navigating the staff website in 2018 (on a scale from 0 to 10 where 0 is not at all satisfied and 10 is completely satisfied)?

Use of and satisfaction with English website resources

All of the English resources were used more often in 2018 than in 2017 in Manitoba.

Librarians were asked about their use of, and satisfaction with, the various resources provided, for the language in which they ran their program. In Manitoba, too few libraries ran their program in French to report the findings separately.

Use. Among Manitoba libraries that used English materials, the most widely used resource continues to be the images/illustrations (88%), followed by the activities (80%) and the programs (79%). Use of each of the individual resources has increased compared to 2017 but usage in 2017 was lower in most cases than in 2016 making clear trends difficult to identify.

Table: Use of English staff website resources

Resource	Staff Website English Resource Usage Tracking (% Used)		
	2018	2017	2016
Used Images/illustrations	88%	84%	92%
Used Activities	80%	65%	75%
Used Programs	79%	53%	65%
Used Recommended Reads	68%	61%	58%
Used Promotional Templates	68%	51%	66%
Used 'How to run a successful program'	57%	52%	78%
Used Staff Newsfeed	56%	27%	25%
Used Brand Guidelines	50%	26%	49%

Source: Q8A – Identify the resources on the library staff website you used (English resources).

Satisfaction. Those who reported using the web resources were then asked to rate their satisfaction with those resources. Although satisfaction was high for the librarian resources in general, it was highest for the images/illustration (91% giving a score of 8 or higher), the promotional templates and the programs (88% for both).

Table: Satisfaction with English staff website resources

Resource	Librarian English staff website resource satisfaction (% 8-10 rating)
	Manitoba
Images/illustrations	91%
Promotional Templates	88%
Programs	88%
Brand Guidelines	78%
'How to run a successful program'	71%
Activities	70%
Recommended Reads	59%
Staff Newsfeed	58%

Source: Q8B – Satisfaction with the resources on the library staff website you used (English resources).

Staff web resource suggestions

The most common suggestion was better communications, but libraries also expressed interest in more content.

Librarians were asked for suggestions on how to improve the librarians’ website for future years. The most common suggestions centred on better communications (43%), including making material available sooner. Around one in seven (14%) of Manitoba librarians mentioned providing more content, while more than four in ten (43%) said they were satisfied or had nothing to suggest.

Table: Web resource improvement suggestions

Suggestions on how to improve any of the web resources for library staff?	2018
Satisfied/no suggestions	43%
Better communications (any mention)	43%
<i>Make material available sooner</i>	43%
<i>Send notifications via email when new information/posts/surveys are available</i>	14%
More/better/specific content (any mention)	14%
<i>More suggestions/ideas for programs/activities</i>	14%

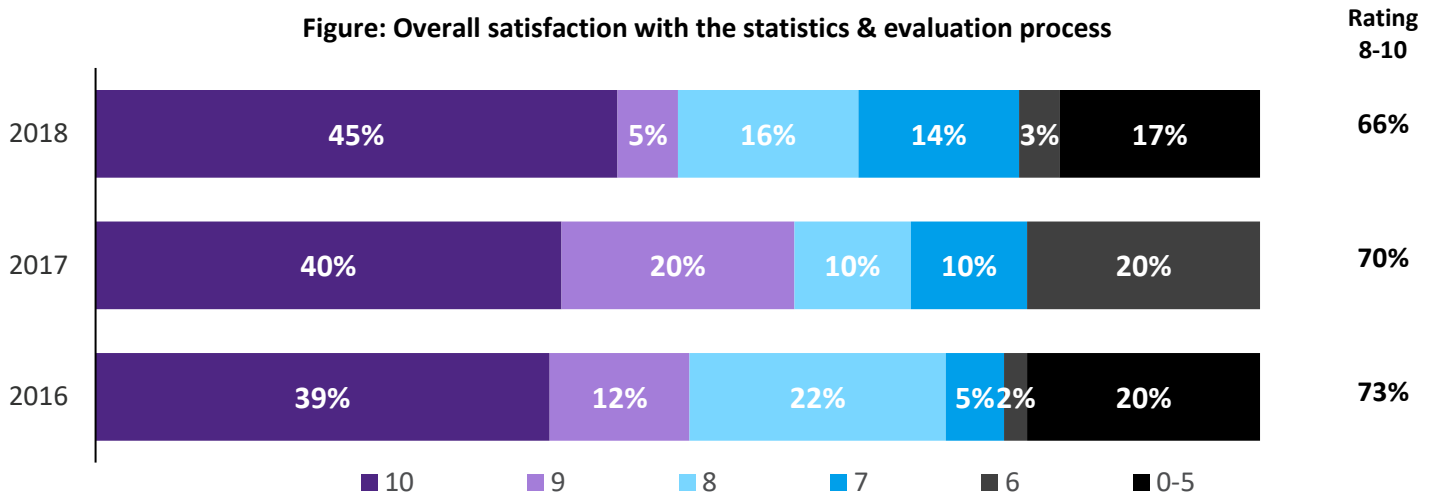
Source: Q9 – Do you have any suggestions on how to improve any of the web resources for library staff? **NOTE:** Although all codes are included in the groupings, only those with 3% or higher are displayed in the table.

Overall satisfaction with the program statistics & evaluation process

Two thirds of librarians are satisfied with the program evaluation process but this is lower than recent previous years.

Satisfaction with the overall evaluation process was high with almost two thirds of librarians (66%) providing a top three box satisfaction score (rating of 8-10). This represents a slightly decrease in satisfaction scores from 2017 (70%) and 2016 (73%).

Figure: Overall satisfaction with the statistics & evaluation process



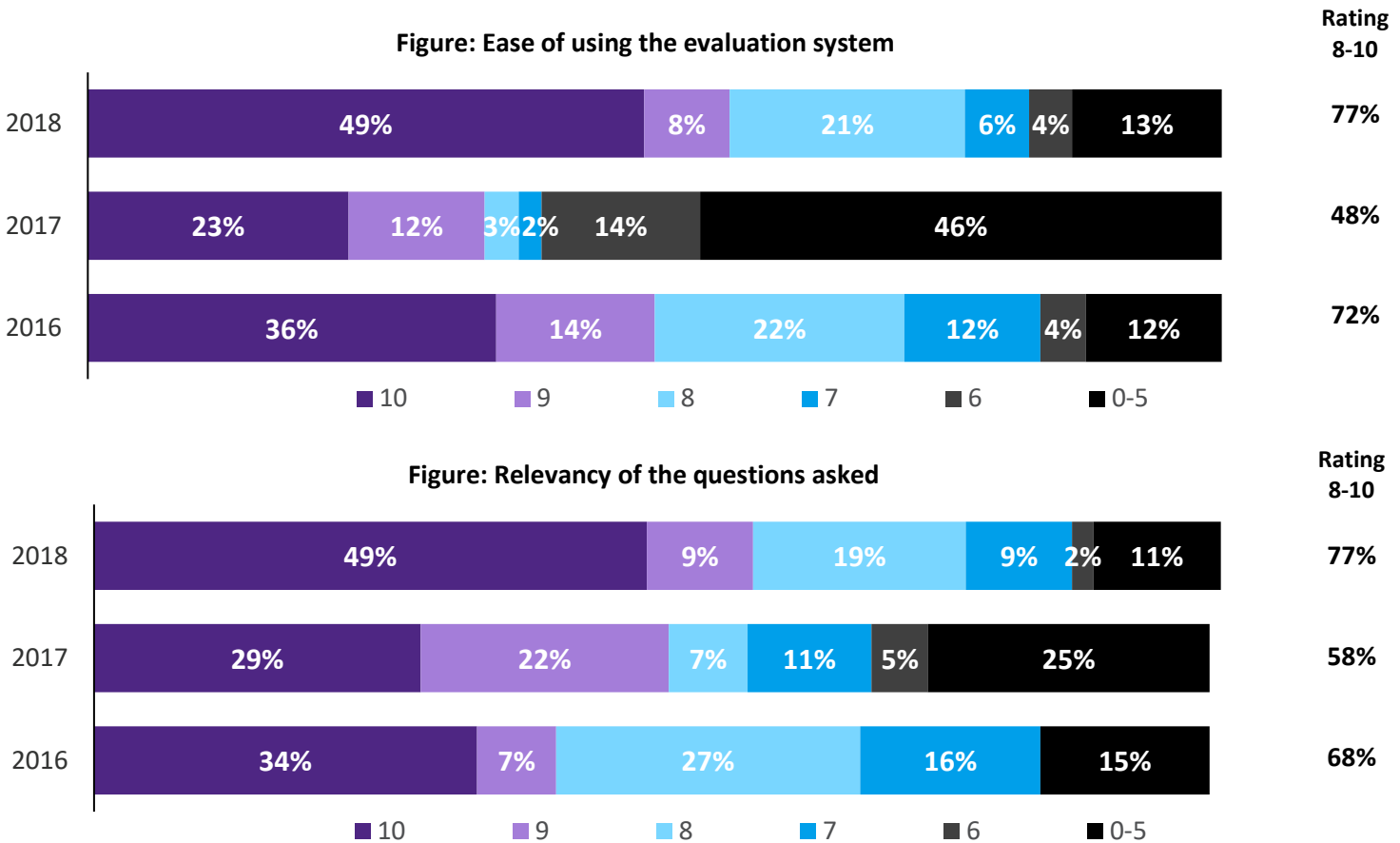
Source: Q10A – Overall, how satisfied were you with the program evaluation process in 2018 (on a scale from 0 to 10 where 0 is not at all satisfied and 10 is completely satisfied)? Note: Regions are reported separately only if at least 10 service points provided responses.

Ease and Relevancy of the Program Statistics & Evaluation System

Satisfaction with the ease of using the system and the perceived relevancy of the questions both increased compared to 2017.

Despite lower overall satisfaction with the program evaluation process in 2018, librarian ratings for the ease of using the program statistics and evaluation system increased in Manitoba (with 77% giving a score between 8 and 10 in 2018 compared to only 48% in 2017).

More than three quarters (77%) of librarians gave a satisfactory score when asked whether the evaluation asks about relevant concerns, an increase over 2017 (58%) and 2016 (68%).



Source: Q10B – How satisfied were you with the ease of using the evaluation system? Q10C – How satisfied were you that the evaluation asks about relevant concerns (on a scale from 0 to 10 where 0 is not at all satisfied and 10 is completely satisfied)?

Program statistics & evaluation process suggestions

Suggestions for improving the evaluation process commonly revolved around improving usability, timeliness and clarifying data requests.

Librarians were asked for their suggestions on how the program evaluation and statistical collection process could be improved. The most common suggestion in Manitoba was improving usability, with librarians requesting making it more user friendly and simplifying the process, as well as a guide on how to use formula in Excel. Other common suggestions revolved around clarifying data requests (17% mentioned something like this) and timeliness (such as collecting stats directly after the program ends). Half of librarians (50%) were satisfied and had no suggestions for improvement.

Table: Evaluation system improvement suggestions

Suggestions for ways to improve the collection of statistics and program evaluation?	2018
Satisfied/no suggestions	50%
Improve usability (any mention)	33%
<i>Make it more user friendly/simplified process</i>	17%
<i>A guide on how to use formula in Excel</i>	17%
Clarify data request/ensure data can be accurately recorded (any mention)	17%
<i>Questions don't apply/can't collect certain statistics/forced to enter a number to proceed</i>	17%
Timeliness (any mention)	17%
<i>Collect stats directly after program is over/early in the season</i>	17%

Source: Q11 – Do you have any suggestions to improve the collection of statistics and the program evaluation? **NOTE:** Although all codes are included in the groupings, only those with 3% or higher are displayed in the table.

Testimonials Indicating an Increased Love of Reading

Testimonials about the success of the program included some tangible observations about increased reading skills but most feedback was qualitative and involved children’s excitement to read.

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. Most responses received were qualitative in nature with librarians reporting that parents and their kids were thrilled with the program, that the program excites kids to read over the summer, and that children were motivated to read over the summer. Some feedback was more concrete and quantifiable including a noticeable improvement in reading level.

Table: Love of reading testimonials

Testimonials indicating increased love of reading	2018
Qualitative outcomes (any mention)	80%
<i>Children enjoyed the program/enjoyed reading/were motivated to read more</i>	40%
<i>Parents/grandparents are thrilled with the program</i>	20%
<i>Makes them excited/keeps them reading over the summer</i>	20%
Tangible outcomes (any mention)	40%
<i>Noticeable improvement in reading level</i>	40%
<i>Children exceeding goals of club/reading extra</i>	20%
<i>Children more willing to read at home/share with family</i>	20%
<i>Increased interest/abilities in school/reading</i>	20%

Source: Q12 – Do you have any testimonials from parents, caregivers or teachers that may indicate an increased love of reading? **NOTE:** Although all codes are included in the groupings, only those with 3% or higher are displayed in the table.

Appendix 5: Saskatchewan

Response rate and registration

Response was very high in Saskatchewan, with almost all service points responding.

The participating libraries in Saskatchewan were asked to tally the results of participants in the summer reading club for all of their subsidiary branches. Within all systems, 239 of the 262 participating individual libraries submitted their results, representing an overall response rate of 91% (the overall national response rate was 85%).

Table: Response rate

	(A)	(B)	(C)	(D)
Regions	Total Service Points Participating in TDSRC 2018	Total Service Points Responding to 2018 Evaluation	Evaluation Response Rate	Weighting Used
Saskatchewan	262	239	91%	1.10

Source: Column (A) provided by Library and Archives Canada. Columns (B) and (C) represent data collected by Environics.

Registration increased substantially in Saskatchewan compared to 2017.

Overall, the number of children registered for the TD Summer Reading Club in 2018 was 29,339. This represents an increase of 19% over 2017, is the highest total seen so far for Saskatchewan and continues a trend of steady increases in registration.

The proportion of all eligible children in Saskatchewan who registered for the TDSRC in 2018 was 11.44%.

Registration figures going back to 2014 are shown below for comparison purposes.

Table: Registration totals by region (tracking – past five years)

	2018		2017	2016	2015	2014
Region	Totals	2017-2018 % Difference	Totals	Totals	Totals	Totals
Saskatchewan	29,339	19%	24,744	21,943	21,968	20,424

Source: Q1 - Total number of children who registered for the TDSRC 2018.

Just under half of registrants in the 2018 program had participated in previous years, similar to the proportion recorded last year.

In Saskatchewan, a little less than half (44%) of children had participated in a TDSRC in a previous year while the remaining 56% registered for the TDSRC for the first time in 2018. The proportion of previous registrants is in line with the proportions in recent years provincially but is higher than in 2016.

Table: Previous participation (tracking)

Region	Joined in previous years		
	2018	2017	2016
Saskatchewan	44%	45%	34%

Source: Q2 - Number of children who had registered in previous years or were new to the TDSRC in 2018.

Programs & activities organized around the club theme

Almost 2,700 activities were held in 2018 in Saskatchewan, attended by more than 50,000 children, the largest totals recorded for Saskatchewan to date.

Libraries held program-related activities at their libraries or in their communities which did not necessarily require registration in the TD Summer Reading Club (and were not events for promotional purposes). A total of 54,041 children attended the 2,676 theme-related activities which were organized in libraries or communities across Saskatchewan in 2018. These libraries almost exclusively held their events within their library (90%) as opposed to in their community and an average of 20.2 children attended each activity provincewide.

While overall attendance increased over previous years in Saskatchewan, the number of activities offered did not change substantially, meaning that attendance at each event was higher in 2018.

Table: Number of theme-related activities and attendance

Region	2018				
	Theme-Related Activities	Total Attendance	Avg. Attendance per Activity	% of Activities In Library	% of Activities In Community
Saskatchewan	2,676	54,041	20.2	90%	10%

Table: Theme-related activities and attendance trend

Saskatchewan	Theme-Related Activities	Total Attendance
2018	2,676	54,041
2017	2,885	48,672
2016	2,510	45,209
2015	2,454	44,791
2014	2,745	46,465
2013	2,642	46,923

Source: Q3 - Total number programs run in library or in the community and total attendance at those programs in TDSRC 2018.

Promotion of Program

More than four in five Saskatchewan libraries made promotional visits in 2018 including almost two thirds who made visits to schools.

Librarians were asked if they promoted the program at specific locations (schools, day camps, childcare centres and other locations) and, if so, how many visits they made and how many children they estimate reaching. Most Saskatchewan libraries made visits to schools (61%) while a smaller proportion visited childcare centres (23%), other locations (21%) or day camps (9%). Overall, three quarters of libraries (77%) across the province reported making at least one promotional visit to any location.

In total, Saskatchewan librarians estimated that 41,005 children were reached as a result of these promotional efforts over the course of 636 separate promotional visits. An average of 65 children were reached per promotional visit.

Table: Program promotion by location type

Location	Saskatchewan		
	% Visited	Total Visits	Children attended
Schools	61%	387	35,642
Day camps	9%	41	925
Childcare centres	23%	76	1,415
Other	21%	132	3,023
<i>Made no promotional visits</i>	23%	-	-

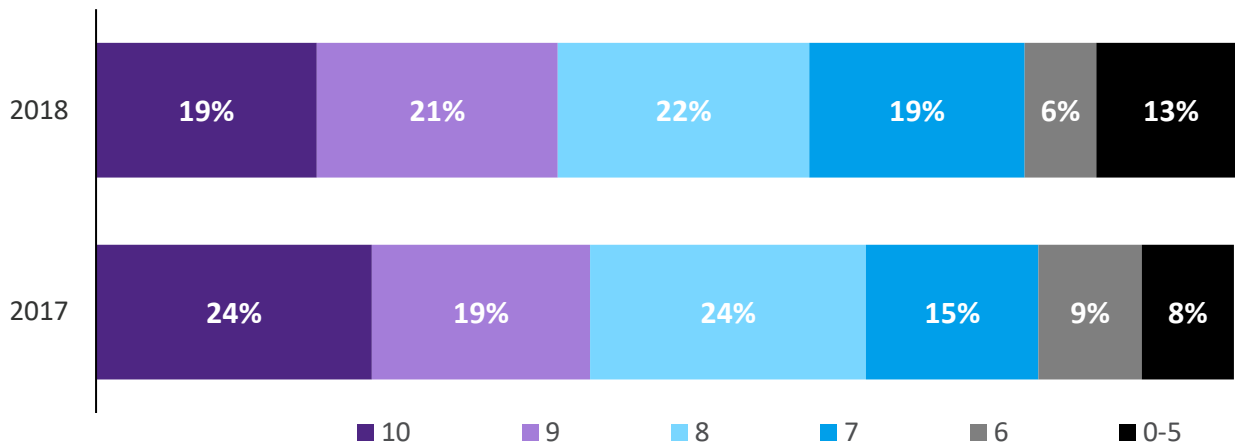
Source: Q4/Q4A – Promotion of the program at schools, day camps, childcare centres or other locations, the number of individual visits and attendance at those visits in TDSRC 2018.

Overall program satisfaction⁸

Overall satisfaction with the 2018 TD Summer Reading Club is high but has slipped a few points in Saskatchewan since last year.

Satisfaction with the TD Summer Reading Program is high overall, with just over six in ten (62%) who were satisfied (a rating between 8 and 10), one-quarter (25%) who gave moderate ratings (6-7) and thirteen percent who were less satisfied (0-5). The overall satisfaction rating is slightly lower than 2017 (down from 67%).

Figure: Overall satisfaction with the TDSRC program



Source: Q6 – Overall, how satisfied were you with the TDSRC in 2018 (on a scale from 0 to 10 where 0 is not at all satisfied and 10 is completely satisfied)?

Table: Overall satisfaction with the TDSRC program (tracking)

Region	Overall Satisfaction With the TD SRC Program		
	2018	2017	Difference (2017 – 2018)
	% 8-10 rating	% 8-10 rating	% 8-10 rating
Saskatchewan	62%	67%	-5

Source: Q6 – Overall, how satisfied were you with the TDSRC in 2018 (on a scale from 0 to 10 where 0 is not at all satisfied and 10 is completely satisfied)?

⁸ Libraries were asked about their overall satisfaction with the program and specific aspects of it. Trend data is available only back to 2016, since the Statistics and Evaluation Form changed substantially following the 2015 study. This section provides satisfaction scores for every ten-point scale question by giving the proportion of libraries who responded with each score from 10 down to 6, along with those who gave a score between zero and 5. Libraries that did not provide information for a given question are not considered in the percentages reported. Due to rounding, not every case will add to exactly 100%.

Staff website satisfaction

Satisfaction with the website and web content for librarians and satisfaction with the ease of navigating it was similar to last year.

Seven in ten librarians are satisfied with the website and its content (68% rating 8-10). Two thirds of all librarians were satisfied with the ease with which they can navigate the website (65%, down 5% from 2017).

Figure: Satisfaction with website and web content

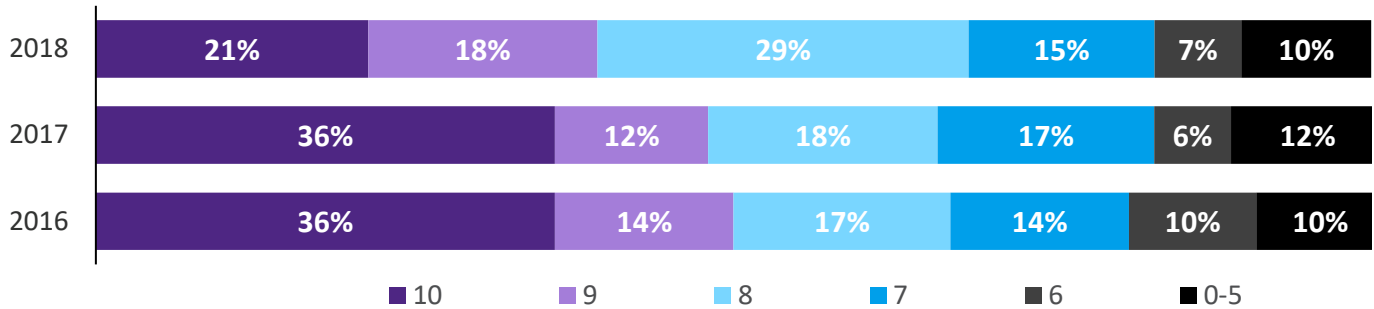


Figure: Satisfaction with ease of navigating the website

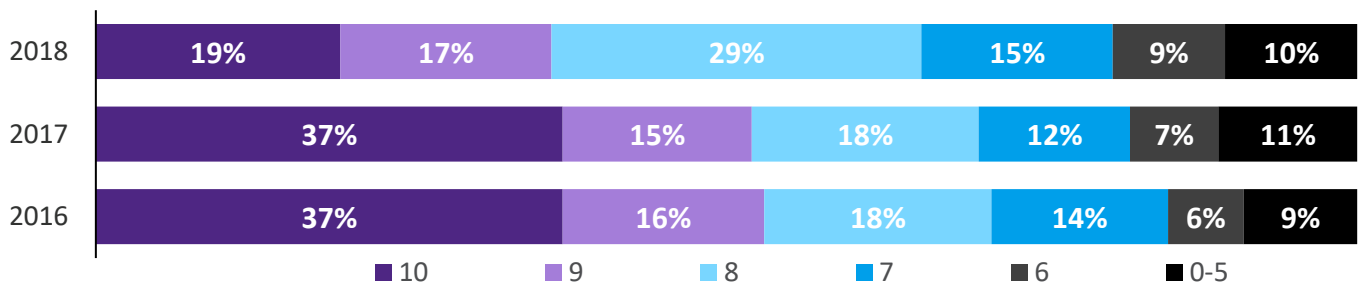


Table: Satisfaction with web content and ease of navigating the website (Tracking)

Region	Overall Satisfaction With Librarian Website & Content (% 8-10 rating)				Overall Satisfaction With Website Navigation (% 8-10 rating)			
	2018	2017	2016	Difference (2018 to 2017)	2018	2017	2016	Difference (2018 to 2017)
	Top 3 Box	Top 3 Box	Top 3 Box	% Change	Top 3 Box	Top 3 Box	Top 3 Box	% Change
Saskatchewan	68%	66%	67%	2	65%	70%	61%	-5

Source: Q7A – How satisfied were you with the website and web content for librarians in 2018 (on a scale from 0 to 10 where 0 is not at all satisfied and 10 is completely satisfied)? Q7B – How satisfied were you with the ease of navigating the staff website in 2018 (on a scale from 0 to 10 where 0 is not at all satisfied and 10 is completely satisfied)?

Use of and satisfaction with English website resources

English resource usage was higher in 2018 than in each of the past two years and is trending upward for every resource.

Librarians were asked about their use of, and satisfaction with, the various resources provided for the language in which they ran their program. In Saskatchewan, no libraries ran their program in French.

Use. Among Saskatchewan libraries, the most widely used resource was the images/illustrations (74%), followed by the Recommended Reads (72%). Usage is trending upward for every single English resource as usage was higher in 2018 than it was in either of the previous years for each one.

Table: Use of English staff website resources

Resource	Staff Website English Resource Usage Tracking (% Used)		
	2018	2017	2016
Used Images/illustrations	74%	61%	63%
Used Recommended Reads	72%	62%	61%
Used Activities	68%	60%	53%
Used Promotional Templates	68%	49%	32%
Used 'How to run a successful program'	62%	52%	45%
Used Programs	55%	47%	37%
Used Brand Guidelines	53%	42%	26%
Used Staff Newsfeed	45%	40%	26%

Source: Q8A – Identify the resources on the library staff website you used (English resources).

Satisfaction. Those who reported using the web resources were then asked to rate their satisfaction with those resources. Although satisfaction was high for the librarian resources generally, it was highest for the 'How to run a successful program' resource (82% providing a score of 8 or higher) followed by the images/illustrations and the recommended reads (79% for each).

Table: Satisfaction with English staff website resources

Resource	Librarian English staff website resource satisfaction (% 8-10 rating)
	Saskatchewan
'How to run a successful program'	82%
Images/illustrations	79%
Recommended Reads	79%
Promotional Templates	78%
Programs	76%
Activities	72%
Staff Newsfeed	71%
Brand Guidelines	53%

Source: Q8B – Satisfaction with the resources on the library staff website you used (English resources).

Staff web resource suggestions

The most common single suggestion was better targeting, as well as more specific content and better communications.

Librarians were asked for suggestions on how to improve the librarians’ website for future years. The most common suggestions centred better targeting with age specific content (around a third – 31%). A quarter (25%) of Saskatchewan librarians mentioned better and more specific content and another quarter mentioned better communications (25%). One in four (25%) said that they were satisfied or had nothing to suggest.

Table: Web resource improvement suggestions

Suggestions on how to improve any of the web resources for library staff?	2018
Satisfied/no suggestions	25%
Better targeting (any mention)	31%
<i>Age specific content/separate by age/school level</i>	19%
<i>Program/activities were too geared toward larger libraries/make them to be easily adapted to number of children</i>	13%
More/better/specific content (any mention)	25%
<i>More suggestions/ideas for programs/activities</i>	13%
<i>Improve clip art/more visually appealing/more variety/ability to resize</i>	6%
<i>Bring back posters to put stickers on instead of booklets that get lost if not kept in library</i>	6%
Better communications (any mention)	25%
<i>Provide more detailed/clearer information</i>	19%
<i>More promotion/awareness for website/website content</i>	6%
<i>Simpler/more user friendly/better navigation/search/print functions/better organization of categories</i>	19%
Other	13%

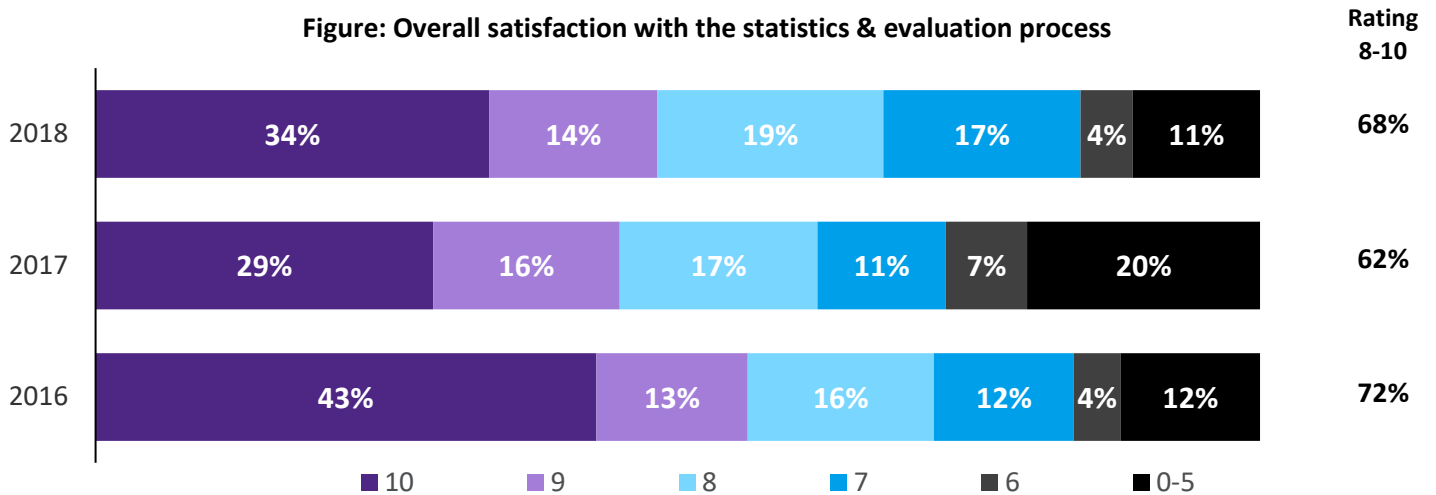
Source: Q9 – Do you have any suggestions on how to improve any of the web resources for library staff? **NOTE:** Although all codes are included in the groupings, only those with 3% or higher are displayed in the table.

Overall satisfaction with the program statistics & evaluation process

Two thirds of librarians were satisfied with the program evaluation process, slightly higher than in 2017.

Satisfaction with the overall evaluation process was high with more than two thirds of librarians (68%) providing a top three box satisfaction score (rating of 8-10). This represents slightly higher levels than 2017 (62%) though is still lower than 2016 levels (72%). Those who report being dissatisfied with the process decreased from 2017.

Figure: Overall satisfaction with the statistics & evaluation process



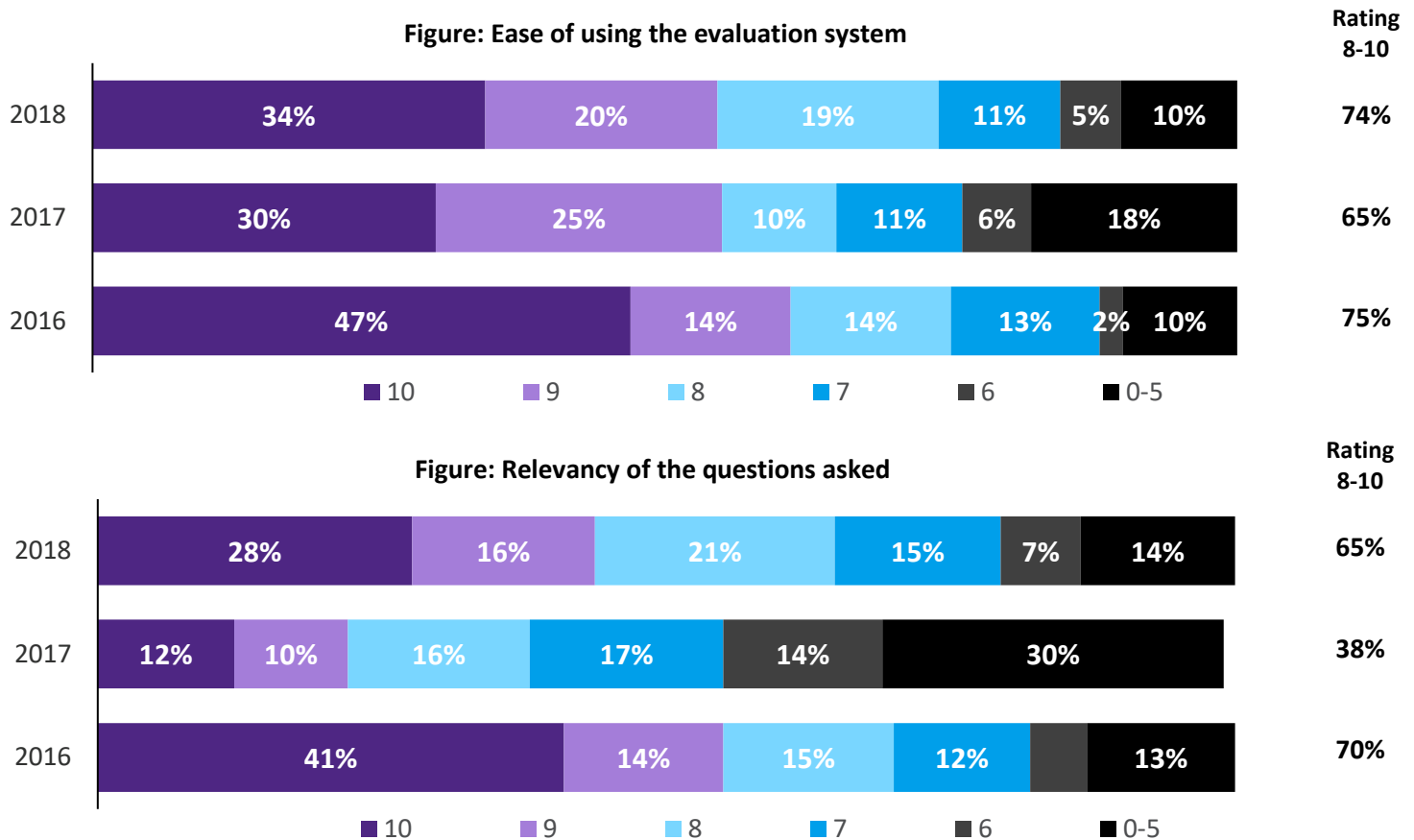
Source: Q10A – Overall, how satisfied were you with the program evaluation process in 2018 (on a scale from 0 to 10 where 0 is not at all satisfied and 10 is completely satisfied)? Note: Regions are reported separately only if at least 10 service points provided responses.

Ease and Relevancy of the Program Statistics & Evaluation System

Satisfaction with the ease of using the system was higher than in previous years and satisfaction with the relevancy of the questions increased from a low in 2017.

Satisfaction with the ease of using the program evaluation system increased in 2018 (74% provided a score of 8 or higher compared to 65% in 2017) and returned to the satisfaction levels measured in 2016.

Two thirds of Saskatchewan librarians (65%) gave a satisfactory score for whether the evaluation system asks about relevant concerns, a large increase over 2017 (38%) and more in line with librarian satisfaction levels in 2016 (70%).



Source: Q10B – How satisfied were you with the ease of using the evaluation system? Q10C – How satisfied were you that the evaluation asks about relevant concerns (on a scale from 0 to 10 where 0 is not at all satisfied and 10 is completely satisfied)?

Program statistics & evaluation process suggestions

Suggestions for improving the evaluation process commonly revolved around improving usability, expanding the depth of information gathered and clarifying data requests.

Librarians were asked for their suggestions on how the program evaluation and statistical collection process could be improved. The most common suggestion in Saskatchewan was improving the depth of information collected (e.g. including a comment section for each question to explain the data collected). Other suggestions revolved around improving the usability of the program (22%) and ensuring data requirements are clear so that data can be accurately recorded (17% mentioned something like this). Around one in three librarians (33%) were satisfied and had no suggestions for improvement.

Table: Evaluation system improvement suggestions

Suggestions for ways to improve the collection of statistics and program evaluation?	2018
Satisfied/no suggestions	33%
Improve depth of info (any mention)	22%
<i>Include a comments section for each question for explanation of data collected/more feedback</i>	22%
<i>Include stats on number of books read</i>	6%
Improve usability (any mention)	22%
<i>Make it more user friendly/simplified process</i>	6%
<i>Availability of statistic forms in digital format to update information regularly</i>	6%
<i>Make it easier to have printable spreadsheets</i>	6%
<i>Standardized forms/Excel format to accommodate formulas</i>	6%
Clarify data request/ensure data can be accurately recorded (any mention)	17%
<i>Clarify/better define information requested</i>	11%
<i>Problems recording children who weren't officially registered</i>	6%
<i>Questions don't apply/can't collect certain statistics/forced to enter a number to proceed</i>	6%
Timeliness (any mention)	6%
<i>Collect stats directly after program is over/early in the season</i>	6%
Differentiate between paid programming events and SCR programming	6%
Consider parents/students feedback	11%

Source: Q11 – Do you have any suggestions to improve the collection of statistics and the program evaluation? **NOTE:** Although all codes are included in the groupings, only those with 3% or higher are displayed in the table.

Testimonials Indicating an Increased Love of Reading

Testimonials about the success of the program included some tangible observations about increased reading skills but most feedback was qualitative and involved children’s excitement to read.

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. Most responses received were qualitative in nature with librarians reporting that parents and their kids are thrilled with the program, that the program excites kids to read over the summer and that children were motivated to read more. Some feedback was more quantifiable, including noticeably improved reading levels and an increased interest in reading.

Table: Love of reading testimonials

Testimonials indicating increased love of reading	2018
Qualitative outcomes (any mention)	80%
<i>Parents/grandparents are thrilled with the program</i>	24%
<i>Makes them excited/keeps them reading over the summer</i>	24%
<i>Children enjoyed the program/enjoyed reading/were motivated to read more</i>	16%
<i>Children/parents enjoyed the activities/crafts/website</i>	12%
<i>Children love adding stickers to their passports</i>	12%
<i>We receive numerous positive comments/everyone loves the program</i>	8%
<i>Children enjoyed this year's theme</i>	4%
<i>Children enjoy coming back each year</i>	4%
Tangible outcomes (any mention)	60%
<i>Noticeable improvement in reading level</i>	20%
<i>Increased interest/abilities in school/reading</i>	20%
<i>Children exceeding goals of club/reading extra</i>	12%
<i>Brings more children to the library/they enjoy coming</i>	12%
<i>Children more willing to read at home/share with family</i>	8%
<i>Children are visiting the library even after the summer program has ended</i>	8%
<i>Improved confidence/communication skills</i>	4%
<i>Children checking out more books from library</i>	4%
Challenges/incentives were a motivating factor	12%
Other	4%

Source: Q12 – Do you have any testimonials from parents, caregivers or teachers that may indicate an increased love of reading? **NOTE:** Although all codes are included in the groupings, only those with 3% or higher are displayed in the table.

Appendix 6: Alberta

Response rate and registration

Response was the same in Alberta as the national average.

The participating libraries in Alberta were asked to tally the results of participants in the summer reading club for all of their subsidiary branches. Province-wide, 208 of the 246 participating individual libraries submitted their results, representing an overall response rate of 85% (the same as the overall national response rate).

Table: Response rate

	(A)	(B)	(C)	(D)
Regions	Total Service Points Participating in TDSRC 2018	Total Service Points Responding to 2018 Evaluation	Evaluation Response Rate	Weighting Used
Alberta	246	208	85%	1.18

Source: Column (A) provided by Library and Archives Canada. Columns (B) and (C) represent data collected by Environics.

Registration remains high compared to historical trends but decreased compared to 2017.

Overall, the number of children registered for the TD Summer Reading Club in 2018 was 60,463. This is a 5% decrease in registration compared to 2017 but still higher than any year before then.

The proportion of all eligible children in Alberta who registered for the TDSRC in 2018 was 6.55%.

Registration figures going back to 2014 are shown below for comparison purposes.

Table: Registration totals by region (tracking – past five years)

	2018		2017	2016	2015	2014
Region	Totals	2017-2018 % Difference	Totals	Totals	Totals	Totals
Alberta	60,463	-5%	63,814	55,717	48,661	51,138

Source: Q1 - Total number of children who registered for the TDSRC 2018.

More than eight in ten registrants in the 2018 program had participated in previous years, higher than the proportion recorded in recent years.

In Alberta, more than eight in ten children (85%) had participated in a TDSRC in a previous year while the remaining 15% registered for the TDSRC for the first time in 2018. The proportion of previous registrants is higher than the provincial proportions observed in recent years provincially and increased substantially over 2017.

Table: Previous participation (tracking)

Region	Joined in previous years		
	2018	2017	2016
Alberta	85%	59%	50%

Source: Q2 - Number of children who had registered in previous years or were new to the TDSRC in 2018.

Program language

Almost all Alberta librarians ran unilingual programs with only one in ten offering bilingual programs.

The TDSRC was run as a unilingual English program in most of Alberta’s libraries with 11% offering a bilingual program.

Table: Language in which the program was run

Region	English Only	French Only	Bilingual
Alberta	89%	0%	11%

Source: Q5 - In which language did you primarily conduct the TD SRC programs?

Programs & activities organized around the club theme

Almost 10,000 activities were held in 2018 in Alberta, attended by more than 175,000 children, the largest totals recorded for the TDSRC to date. The vast majority of activities were held in libraries.

Libraries held program-related activities at their libraries or in their communities which did not necessarily require registration in the TD Summer Reading Club (and were not events for promotional purposes). A total of 176,602 children attended the 9,588 theme-related activities which were organized in libraries or communities across Alberta in 2018. These libraries were twice as likely to hold their events within their library than elsewhere in their community (66% vs. 34%) and an average of 18.4 children attended each activity province-wide.

Both activities and attendance increased over 2017 in Alberta and are the highest totals yet observed for both measured by a substantial margin.

Table: Number of theme-related activities and attendance

Region	2018				
	Theme-Related Activities	Total Attendance	Avg. Attendance per Activity	% of Activities In Library	% of Activities In Community
Alberta	9,588	176,602	18.4	66%	34%

Table: Theme-related activities and attendance trend

Alberta	Theme-Related Activities	Total Attendance
2018	9,588	176,602
2017	6,093	112,670
2016	6,416	112,219
2015	6,198	89,935
2014	6,006	94,046
2013	6,155	96,463

Source: Q3 - Total number programs run in library or in the community and total attendance at those programs in TDSRC 2018.

Promotion of Program

Four in five Alberta libraries made promotional visits in 2018 including over two thirds who made visits to schools.

Librarians were asked if they promoted the program at specific locations (schools, day camps, childcare centres and other locations) and, if so, how many visits they made and how many children they estimate reaching. Most Alberta libraries made visits to schools (74%) while a smaller proportion visited childcare centres (27%), day camps (19%) or other locations (30%). Overall, three quarters of libraries (77%) across the province reported making at least one promotional visit to any location.

In total, Alberta librarians estimated that 193,107 children were reached as a result of these promotional efforts over the course of 1,983 separate promotional visits. An average of 97 children were reached per promotional visit.

Table: Program promotion by location type

Location	Alberta		
	% Visited	Total Visits	Children attended
Schools	74%	1,523	181,900
Day camps	19%	104	2,629
Childcare centres	27%	182	3,556
Other	30%	174	5,022
<i>Made no promotional visits</i>	23%	-	-

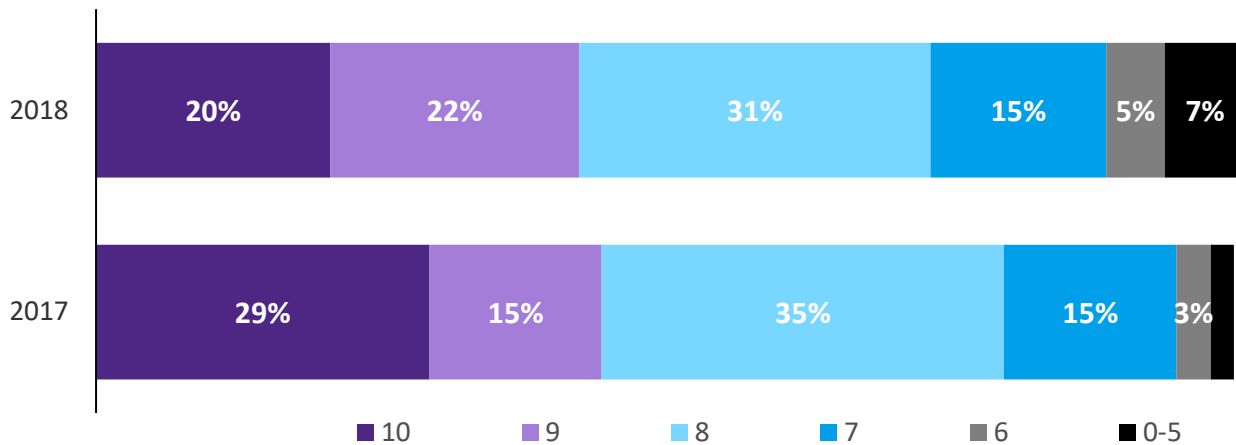
Source: Q4/Q4A – Promotion of the program at schools, day camps, childcare centres or other locations, the number of individual visits and attendance at those visits in TDSRC 2018.

Overall program satisfaction⁹

Overall satisfaction with the 2018 TD Summer Reading Club is high but has slipped a few points in Alberta since last year.

Satisfaction with the TD Summer Reading Program is high overall, with over seven in ten (73%) who are satisfied (a rating between 8 and 10), one-fourth (20%) who give moderate ratings (6-7) and seven percent who are less satisfied (0-5). The overall satisfaction rating is lower than in 2017 (down from 79%).

Figure: Overall satisfaction with the TDSRC program



Source: Q6 – Overall, how satisfied were you with the TDSRC in 2018 (on a scale from 0 to 10 where 0 is not at all satisfied and 10 is completely satisfied)?

Table: Overall satisfaction with the TDSRC program (tracking)

Region	Overall Satisfaction With the TD SRC Program		
	2018	2017	Difference (2017 – 2018)
	% 8-10 rating	% 8-10 rating	% 8-10 rating
Alberta	73%	79%	-6

Source: Q6 – Overall, how satisfied were you with the TDSRC in 2018 (on a scale from 0 to 10 where 0 is not at all satisfied and 10 is completely satisfied)?

⁹ Libraries were asked about their overall satisfaction with the program and specific aspects of it. Trend data is available only back to 2016, since the Statistics and Evaluation Form changed substantially following the 2015 study. This section provides satisfaction scores for every ten-point scale question by giving the proportion of libraries who responded with each score from 10 down to 6, along with those who gave a score between zero and 5. Libraries that did not provide information for a given question are not considered in the percentages reported. Due to rounding, not every case will add to exactly 100%.

Staff website satisfaction

Satisfaction with the website and content for librarians and satisfaction with the ease of navigating it has decreased after increasing in 2017.

Just over half of librarians are satisfied with the website and its content (55% rating 8-10). Roughly the same proportion (56%) were satisfied with the ease with which they can navigate the website. Satisfaction with both aspects of the website has decreased substantially since last year, after slightly higher ratings in 2017.

Figure: Satisfaction with website and web content

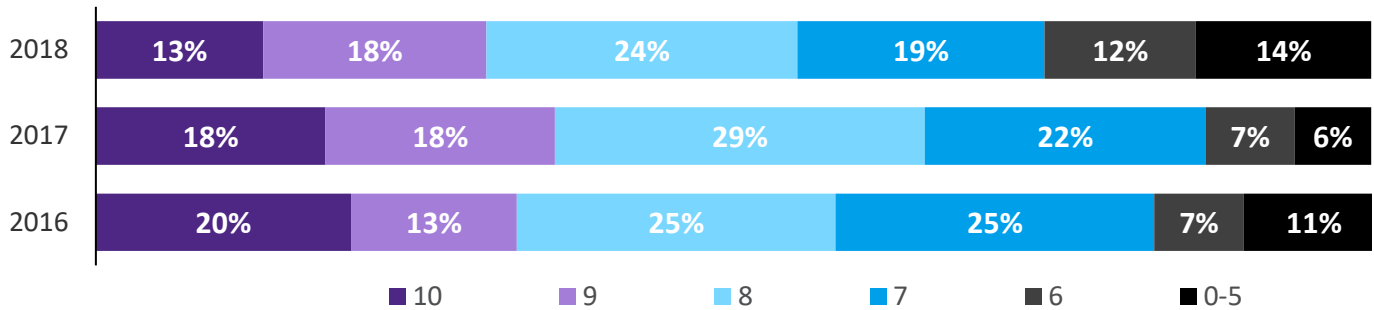


Figure: Satisfaction with ease of navigating the website

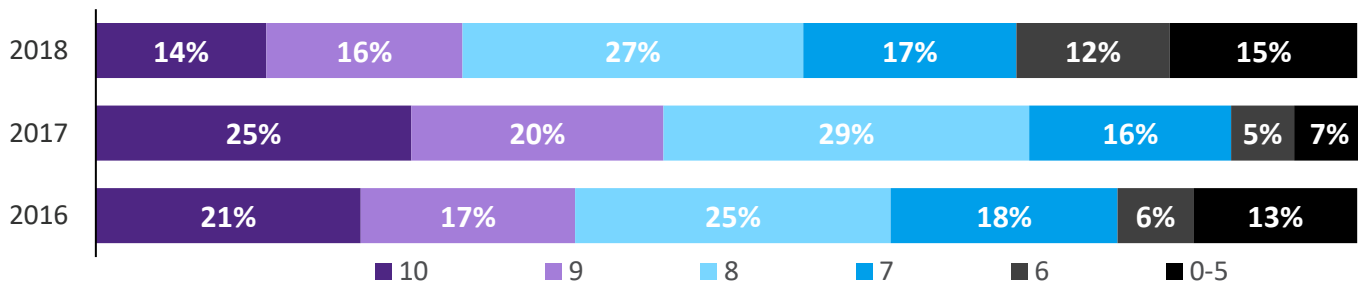


Table: Satisfaction with web content and ease of navigating the website (Tracking)

Region	Overall Satisfaction With Librarian Website & Content (% 8-10 rating)				Overall Satisfaction With Website Navigation (% 8-10 rating)			
	2018	2017	2016	Difference (2018 to 2017)	2018	2017	2016	Difference (2018 to 2017)
	Top 3 Box	Top 3 Box	Top 3 Box	% Change	Top 3 Box	Top 3 Box	Top 3 Box	% Change
Alberta	55%	66%	58%	-11	56%	74%	63%	-18

Source: Q7A – How satisfied were you with the website and web content for librarians in 2018 (on a scale from 0 to 10 where 0 is not at all satisfied and 10 is completely satisfied)? Q7B – How satisfied were you with the ease of navigating the staff website in 2018 (on a scale from 0 to 10 where 0 is not at all satisfied and 10 is completely satisfied)?

Use of and satisfaction with English website resources

Use of each resource in Alberta was stable for most resources but did increase for some.

Librarians were asked about their use of and satisfaction with the various resources provided, for the language in which they ran their program. In Alberta, too few libraries ran their program in French to report the findings separately.

Use. Among Alberta libraries that used English materials, the most widely used resource continues to be the images/illustrations (79%), followed by the recommended reads (75%) and the activities (66%). Use of some resources is trending upward in recent years (e.g. the recommended reads, promotional templates and brand guidelines) while others are mainly unchanged over that time frame.

Table: Use of English staff website resources

Resource	Staff Website English Resource Usage Tracking (% Used)		
	2018	2017	2016
Used Images/illustrations	79%	80%	79%
Used Recommended Reads	75%	68%	62%
Used Activities	66%	62%	67%
Used Promotional Templates	65%	58%	56%
Used Brand Guidelines	63%	51%	49%
Used Programs	52%	40%	44%
Used 'How to run a successful program'	52%	51%	54%
Used Staff Newsfeed	22%	14%	14%

Source: Q8A – Identify the resources on the library staff website you used (English resources).

Satisfaction. Those who reported using the web resources were then asked to rate their satisfaction with those resources. Although satisfaction was high for the English librarian resources in general, it was highest for the promotional templates (75% giving a score of 8 or higher) and the 'How to run a successful program' resource (74%).

Table: Satisfaction with English staff website resources

Resource	Librarian English staff website resource satisfaction (% 8-10 rating)
	Alberta
Promotional Templates	75%
'How to run a successful program'	74%
Images/illustrations	68%
Activities	64%
Brand Guidelines	64%
Recommended Reads	62%
Programs	62%
Staff Newsfeed	60%

Source: Q8B – Satisfaction with the resources on the library staff website you used (English resources).

Staff web resource suggestions

The most common suggestions were for more specific content, better communication, and a simpler, more user-friendly website.

Librarians were asked for suggestions on how to improve the librarians’ website for future years. The most common suggestions centred on providing more/better content or provided a specific request (21%). Around a fifth (21%) of Saskatchewan librarians mentioned better communications and around one in seven (14%) requested better targeting of the content. One quarter (24%) said that they were satisfied or had nothing to suggest.

Table: Web resource improvement suggestions

Suggestions on how to improve any of the web resources for library staff?	2018
Satisfied/no suggestions	24%
Simpler/more user friendly/better navigation/search/print functions/better organization of categories	21%
More/better/specific content (any mention)	21%
<i>Improve clip art/more visually appealing/more variety/ability to resize</i>	10%
<i>More suggestions/ideas for programs/activities</i>	7%
<i>Bring back the manual of games/activities/songs/crafts</i>	7%
<i>Bring back posters to put stickers on instead of booklets that get lost if not kept in library</i>	3%
<i>An option to print a monthly calendar/layout</i>	3%
<i>Recommended Reads Could be sorted further by type of book</i>	3%
Better communications (any mention)	21%
<i>Make material available sooner</i>	14%
<i>Send notifications via email when new information/posts/surveys are available</i>	7%
<i>Ability to share ideas/information between libraries/through social media/online forum</i>	3%
<i>Provide more detailed/clearer information</i>	3%
Better targeting (any mention)	14%
<i>Age specific content/separate by age/school level</i>	14%
Other	3%

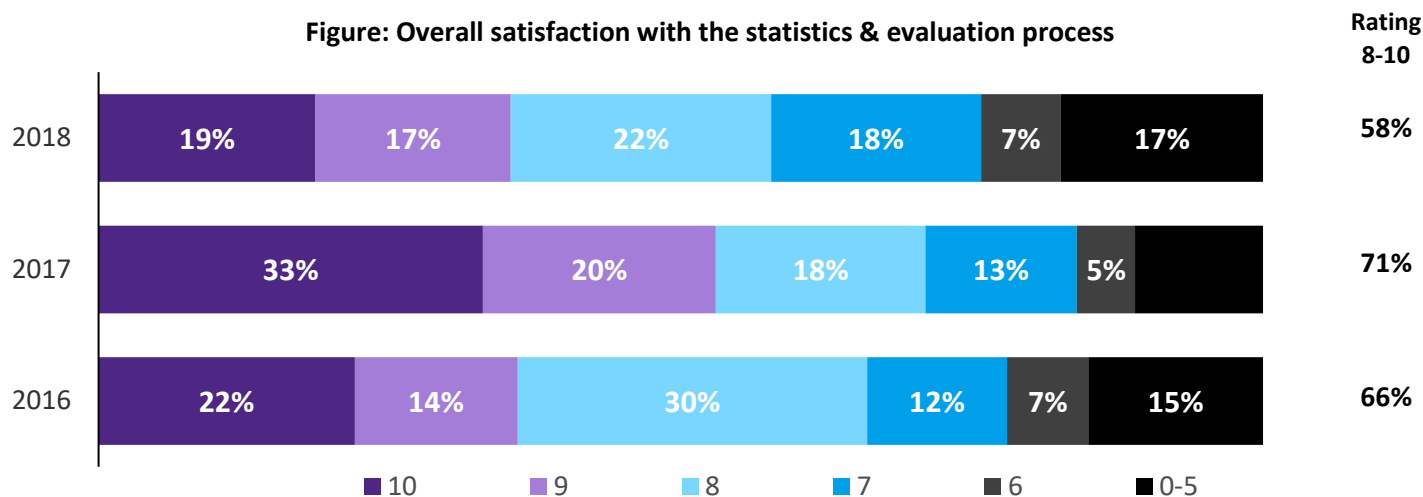
Source: Q9 – Do you have any suggestions on how to improve any of the web resources for library staff? **NOTE:** Although all codes are included in the groupings, only those with 3% or higher are displayed in the table.

Overall satisfaction with the program statistics & evaluation process

A majority of libraries are satisfied with the program evaluation process, although this is lower than in 2017.

Satisfaction with the overall evaluation process was high with almost six in ten librarians (58%) providing a top three box satisfaction score (rating of 8-10). This is lower than in 2016 levels (66%) and 2017 (71%).

Figure: Overall satisfaction with the statistics & evaluation process



Source: Q10A – Overall, how satisfied were you with the program evaluation process in 2018 (on a scale from 0 to 10 where 0 is not at all satisfied and 10 is completely satisfied)? Note: Regions are reported separately only if at least 10 service points provided responses.

Ease and Relevancy of the Program Statistics & Evaluation System

Satisfaction with the ease of using the system was slightly lower than in previous years while the perceived relevancy of the questions bounced back from a low in 2017.

Librarian satisfaction with the ease of using the program statistics and evaluation system declined slightly in Alberta for the second year in a row even though six in ten (61%) still gave a score of 8 or higher.

The same proportion of librarians (61%) gave a satisfactory score when asked whether the evaluation asks about relevant questions, a substantial increase over 2017 (44%) and in line with satisfaction levels in 2016 (65%).

Figure: Ease of using the evaluation system

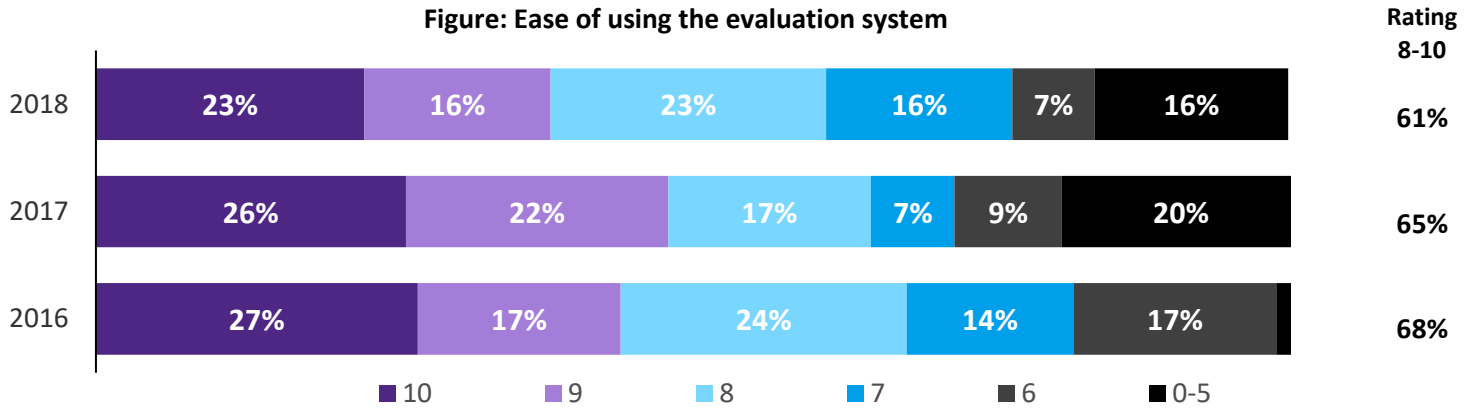
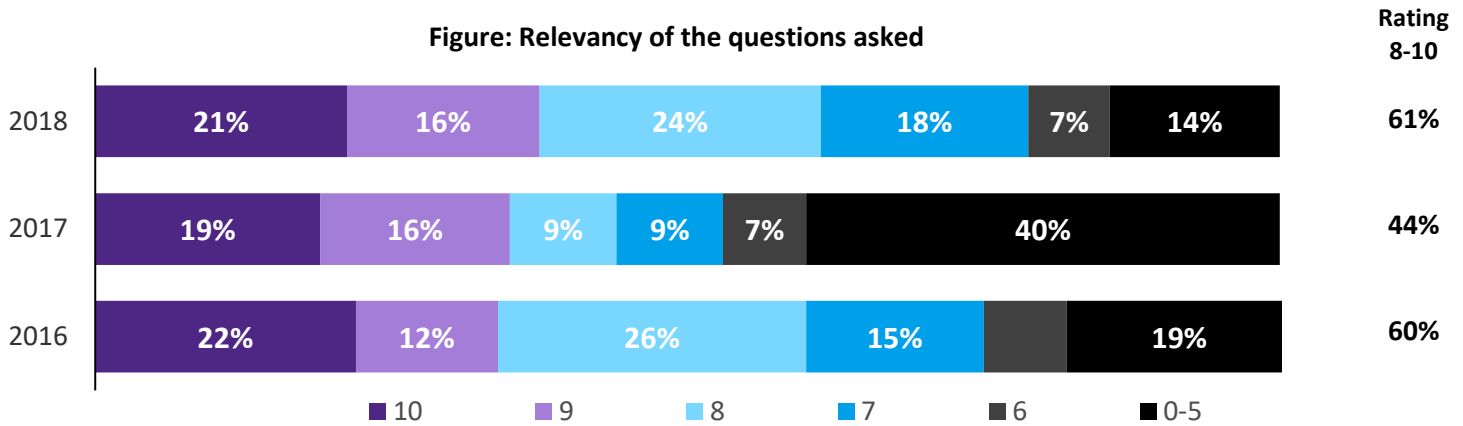


Figure: Relevancy of the questions asked



Source: Q10B – How satisfied were you with the ease of using the evaluation system? Q10C – How satisfied were you that the evaluation asks about relevant concerns (on a scale from 0 to 10 where 0 is not at all satisfied and 10 is completely satisfied)?

Program statistics & evaluation process suggestions

Suggestions for improving the evaluation process commonly revolved around improving timeliness, clarifying data requirements to ensure data is entered accurately and improving the depth of information collected.

Librarians were asked for their suggestions on how the program evaluation and statistical collection process could be improved. The most common suggestion in Alberta was improving timeliness (22%), with librarians requesting receiving the forms sooner and opening the online evaluation form closer to the end of the program. Another common suggestion revolved around ensuring data requirements are clear and data can be accurately recorded (another 22% mentioned something like this). One-fifth of Alberta librarians mentioned improving the depth of the information (particularly the opportunity to provide contextual information that explains the statistics) and improving usability by simplifying the process (14%). One quarter of librarians (25%) were satisfied and had no suggestions for improvement.

Table: Evaluation system improvement suggestions

Suggestions for ways to improve the collection of statistics and program evaluation?	2018
Satisfied/no suggestions	25%
Clarify data request/ensure data can be accurately recorded (any mention)	22%
<i>Problems recording children who weren't officially registered</i>	8%
<i>Questions don't apply/can't collect certain statistics/forced to enter a number to proceed</i>	8%
<i>Clarify/better define information requested</i>	6%
Timeliness (any mention)	22%
<i>Make questions/forms available sooner/let us know what to track</i>	17%
<i>Collect stats directly after program is over/early in the season</i>	6%
Improve depth of info (any mention)	19%
<i>Allow us space to enter additional related information</i>	11%
<i>Include a comments section for each question for explanation of data collected/more feedback</i>	6%
<i>Include stats on number of books read</i>	3%
Improve usability (any mention)	14%
<i>Make it more user friendly/simplified process</i>	6%
<i>Make it easier by sending registration templates to staff responsible for keeping stats</i>	6%
<i>Availability of statistic forms in digital format to update information regularly</i>	3%
<i>A guide on how to use formula in Excel</i>	3%
Fewer questions/reduce survey length	6%
Consider parents/students feedback	3%
Other	3%

Source: Q11 – Do you have any suggestions to improve the collection of statistics and the program evaluation? **NOTE:** Although all codes are included in the groupings, only those with 3% or higher are displayed in the table.

Testimonials Indicating an Increased Love of Reading

Testimonials about the success of the program included a relatively even split between tangible observations about increased reading skills and qualitative feedback.

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. Qualitative responses included librarians reporting that parents and their kids are thrilled with the program, enjoyed the activities and were motivated to read more. Tangible outcomes included noticeably improved reading levels and children exceeding goals of the club.

Table: Love of reading testimonials

Testimonials indicating increased love of reading	2018
Qualitative outcomes (any mention)	54%
<i>Parents/grandparents are thrilled with the program</i>	14%
<i>Children/parents enjoyed the activities/crafts/website</i>	14%
<i>Children enjoyed the program/enjoyed reading/were motivated to read more</i>	14%
<i>Makes them excited/keeps them reading over the summer</i>	11%
<i>Children love adding stickers to their passports</i>	6%
<i>Children enjoyed this year's theme</i>	6%
<i>Children enjoy coming back each year</i>	6%
<i>We receive numerous positive comments/everyone loves the program</i>	3%
<i>Children like the in-person book reporting</i>	3%
<i>Teachers love to bring their class to visit and exchange books</i>	3%
Tangible outcomes (any mention)	46%
<i>Noticeable improvement in reading level</i>	20%
<i>Children exceeding goals of club/reading extra</i>	9%
<i>Children are visiting the library even after the summer program has ended</i>	6%
<i>Brings more children to the library/they enjoy coming</i>	6%
<i>Improved confidence/communication skills</i>	6%
<i>Children learned new words/information</i>	6%
<i>Children more willing to read at home/share with family</i>	3%
<i>Children checking out more books from library</i>	3%
Challenges/incentives were a motivating factor	11%
None provided/Don't know	31%

Source: Q12 – Do you have any testimonials from parents, caregivers or teachers that may indicate an increased love of reading? **NOTE:** Although all codes are included in the groupings, only those with 3% or higher are displayed in the table.

Appendix 7: Prince Edward Island

Response rate and registration

Response rates were very high in PEI.

The participating libraries in PEI were asked to tally the results of participants in the summer reading club for all of their subsidiary branches. Within all systems, 23 of the 25 participating individual libraries submitted their results, representing an overall response rate of 92% (the overall national response rate was 85%).

Table: Response rate

	(A)	(B)	(C)	(D)
Regions	Total Service Points Participating in TDSRC 2018	Total Service Points Responding to 2018 Evaluation	Evaluation Response Rate	Weighting Used
PEI	25	23	92%	1.09

Source: Column (A) provided by Library and Archives Canada. Columns (B) and (C) represent data collected by Environics.

Registration decreased slightly in PEI compared to 2017.

Overall, the number of children registered for the TD Summer Reading Club in 2018 was 1,765. This is a slight decrease (2%) from last year but is in line with a longer trend of increasing registration.

The proportion of all eligible children in PEI who registered for the TDSRC in 2018 was 6.35%.

Registration figures going back to 2014 are shown below for comparison purposes.

Table: Registration totals by region (tracking – past five years)

	2018		2017	2016	2015	2014
Region	Totals	2017-2018 % Difference	Totals	Totals	Totals	Totals
PEI	1,765	-2%	1,804	1,716	1,787	1,380

Source: Q1 - Total number of children who registered for the TDSRC 2018.

Around four in ten of the registrants in the 2018 program had participated in previous years, similar to the proportion recorded in recent years.

In PEI, 38% of children had participated in a TDSRC in a previous year while the remaining 62% registered for the TDSRC for the first time in 2018. The proportion of previous registrants has slightly decreased from 2017 (down 3 points), and more significantly from 2016 (down 7 points).

Table: Previous participation (tracking)

Region	Joined in previous years		
	2018	2017	2016
PEI	38%	41%	45%

Source: Q2 - Number of children who had registered in previous years or were new to the TDSRC in 2018.

Program language

Almost all programs in PEI were English Only, with a few offering French only programs.

No bilingual programs were offered by PEI libraries, with 96% of programs being English Only.

Table: Language in which the program was run

Region	English Only	French Only	Bilingual
PEI	96%	4%	0%

Source: Q5 - In which language did you primarily conduct the TD SRC programs?

Programs & activities organized around the club theme

Almost 800 activities were held in 2018 in PEI, attended by more than 6,800 children, slightly higher attendance than in 2017.

Libraries held program-related activities at their libraries or in their communities which did not necessarily require registration in the TD Summer Reading Club (and were not events for promotional purposes). A total of 6,882 children attended the 764 theme-related activities which were organized in libraries or communities across PEI in 2018. Although attendance increased, the amount of theme-related activities offered decreased slightly. These libraries held most of their events within their library (84%) rather than elsewhere in their community and an average of 9 children attended each activity province-wide.

Table: Number of theme-related activities and attendance

Region	2018				
	Theme-Related Activities	Total Attendance	Avg. Attendance per Activity	% of Activities In Library	% of Activities In Community
PEI	764	6,882	9.0	84%	16%

Table: Theme-related activities and attendance trend

PEI	Theme-Related Activities	Total Attendance
2018	764	6,882
2017	801	6,707
2016	694	7,389
2015	588	5,559
2014	548	5,468
2013	583	5,406

Source: Q3 - Total number programs run in library or in the community and total attendance at those programs in TDSRC 2018.

Promotion of Program

Almost all PEI libraries made promotional visits in 2018 including nine in ten who made visits to schools.

Librarians were asked if they promoted the program at specific locations (schools, day camps, childcare centres and other locations) and, if so, how many visits they made and how many children they estimate reaching. Most PEI libraries made visits to schools (91%) while a smaller proportion visited childcare centres (65%), day camps (26%) or other locations (17%). Overall, nine in ten libraries (91%) across the province reported making at least one promotional visit to any location.

In total, PEI librarians estimated that 11,910 children were reached as a result of these promotional efforts over the course of 88 separate promotional visits. An average of 135 children were reached per promotional visit.

Table: Program promotion by location type

Location	Prince Edward Island		
	% Visited	Total Visits	Children attended
Schools	91%	49	10,462
Day camps	26%	7	277
Childcare centres	65%	27	1,010
Other	17%	5	161
<i>Made no promotional visits</i>	<i>9%</i>	<i>-</i>	<i>-</i>

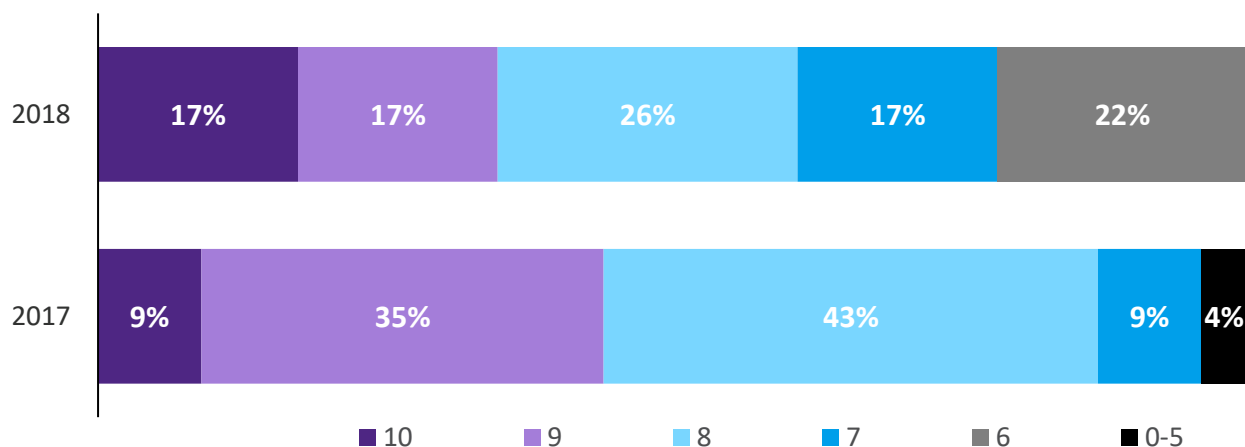
Source: Q4/Q4A – Promotion of the program at schools, day camps, childcare centres or other locations, the number of individual visits and attendance at those visits in TDSRC 2018.

Overall program satisfaction¹⁰

Overall satisfaction with the 2018 TD Summer Reading Club fell significantly from 2017.

Satisfaction with the TD Summer Reading Program is high overall, with six in ten (60%) who are satisfied (a rating between 8 and 10), four in ten (39%) who give moderate ratings (6-7) and none who were dissatisfied (0-5). Despite this, the overall satisfaction rating, was substantially lower than 2017 (60%, down 27 percentage points).

Figure: Overall satisfaction with the TDSRC program



Source: Q6 – Overall, how satisfied were you with the TDSRC in 2018 (on a scale from 0 to 10 where 0 is not at all satisfied and 10 is completely satisfied)?

Table: Overall satisfaction with the TDSRC program (tracking)

Region	Overall Satisfaction With the TD SRC Program		
	2018	2017	Difference (2017 – 2018)
	% 8-10 rating	% 8-10 rating	% 8-10 rating
PEI	60%	87%	-27

Source: Q6 – Overall, how satisfied were you with the TDSRC in 2018 (on a scale from 0 to 10 where 0 is not at all satisfied and 10 is completely satisfied)?

¹⁰ Libraries were asked about their overall satisfaction with the program and specific aspects of it. Trend data is available only back to 2016, since the Statistics and Evaluation Form changed substantially following the 2015 study. This section provides satisfaction scores for every ten-point scale question by giving the proportion of libraries who responded with each score from 10 down to 6, along with those who gave a score between zero and 5. Libraries that did not provide information for a given question are not considered in the percentages reported. Due to rounding, not every case will add to exactly 100%.

Staff website satisfaction

Satisfaction with the website and web content for librarians and satisfaction with the ease of navigating the website returned to 2016 levels after increasing in 2017.

More than half of librarians are satisfied with the website and its content (56% rating 8-10). Four in ten librarians were satisfied with the ease with which they can navigate the website (44%). Satisfaction with both aspects of the website has returned to 2016 levels, after slightly higher scores in 2017.

Figure: Satisfaction with website and web content

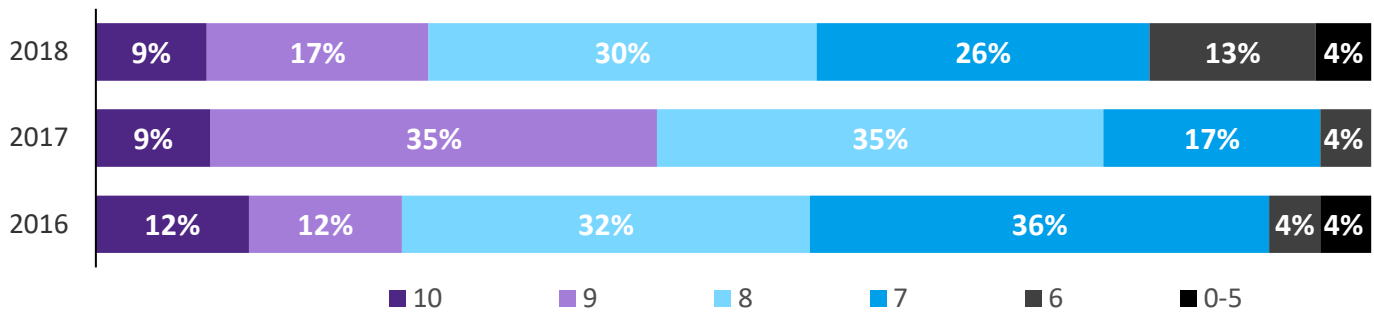


Figure: Satisfaction with ease of navigating the website

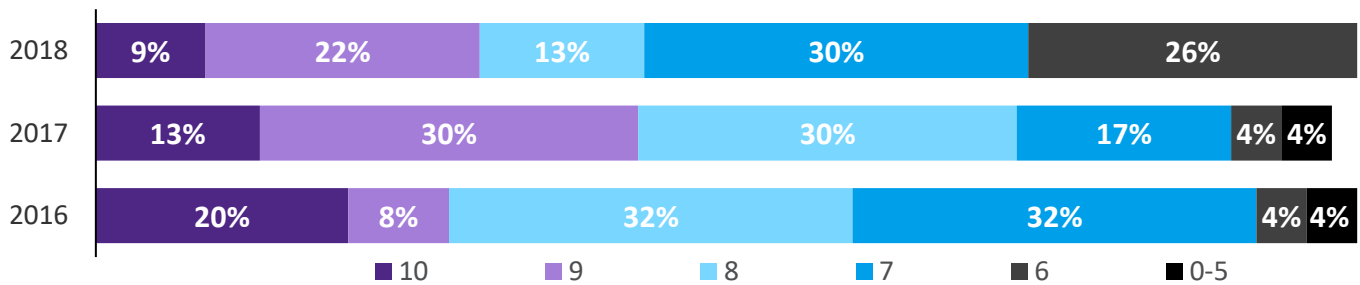


Table: Satisfaction with web content and ease of navigating the website (Tracking)

Region	Overall Satisfaction With Librarian Website & Content (% 8-10 rating)				Overall Satisfaction With Website Navigation (% 8-10 rating)			
	2018	2017	2016	Difference (2018 to 2017)	2018	2017	2016	Difference (2018 to 2017)
	Top 3 Box	Top 3 Box	Top 3 Box	% Change	Top 3 Box	Top 3 Box	Top 3 Box	% Change
PEI	56%	78%	56%	-22	44%	73%	60%	-29

Source: Q7A – How satisfied were you with the website and web content for librarians in 2018 (on a scale from 0 to 10 where 0 is not at all satisfied and 10 is completely satisfied)? Q7B – How satisfied were you with the ease of navigating the staff website in 2018 (on a scale from 0 to 10 where 0 is not at all satisfied and 10 is completely satisfied)?

Use of and satisfaction with English website resources

Uptake of English resources has been high in PEI over recent years and was again in 2018.

Librarians were asked about their use of and satisfaction with the various resources provided, for the language in which they ran their program. In PEI, too few libraries ran their program in French to report the findings separately.

Use. Among PEI libraries that used English materials, the most widely used resources were the images/illustrations and the promotional templates (91% each). Usage of specific resources in PEI is a mix of some which are trending upward (such as the brand guidelines, the ‘How to run a successful program’ resource and the staff newsfeed) while others are stable (the images/illustrations) or trending downward (the activities and recommended reads).

Table: Use of English staff website resources

Resource	Staff Website English Resource Usage Tracking (% Used)		
	2018	2017	2016
Used Images/illustrations	91%	91%	91%
Used Promotional Templates	91%	64%	73%
Used Activities	86%	91%	95%
Used Brand Guidelines	86%	73%	73%
Used Programs	77%	77%	86%
Used Recommended Reads	68%	86%	77%
Used ‘How to run a successful program’	68%	59%	50%
Used Staff Newsfeed	36%	27%	14%

Source: Q8A – Identify the resources on the library staff website you used (English resources).

Satisfaction. Those who reported using the web resources were then asked to rate their satisfaction with those resources. Among users of the resources, satisfaction was highest for the ‘How to run a successful program’ resource (73%) and the promotional templates (70%).

Table: Satisfaction with English staff website resources

Resource	Librarian English staff website resource satisfaction (% 8-10 rating)
	Prince Edward Island
‘How to run a successful program’	73%
Promotional Templates	70%
Brand Guidelines	68%
Recommended Reads	53%
Images/illustrations	45%
Programs	41%
Staff Newsfeed	38%
Activities	32%

Source: Q8B – Satisfaction with the resources on the library staff website you used (English resources).

Staff web resource suggestions

The most common suggestion type was better targeting of materials with interest in more/better content also being common.

Librarians were asked for suggestions on how to improve the librarians’ website for future years. Due to a small number of responses, specific suggestions are collected into larger groupings. The most common type of suggestions (67% of librarians) involved providing resources that are better targeted in terms age and/or library size. Half also suggested more/better content such as additional ideas for activities.

Table: Web resource improvement suggestions

Suggestions on how to improve any of the web resources for library staff?	2018
Satisfied/no suggestions	17%
Better targeting (any mention)	67%
More/better/specific content (any mention)	50%
Better communications (any mention)	17%
Simpler/more user friendly/better navigation/search/print functions/better organization of categories	17%

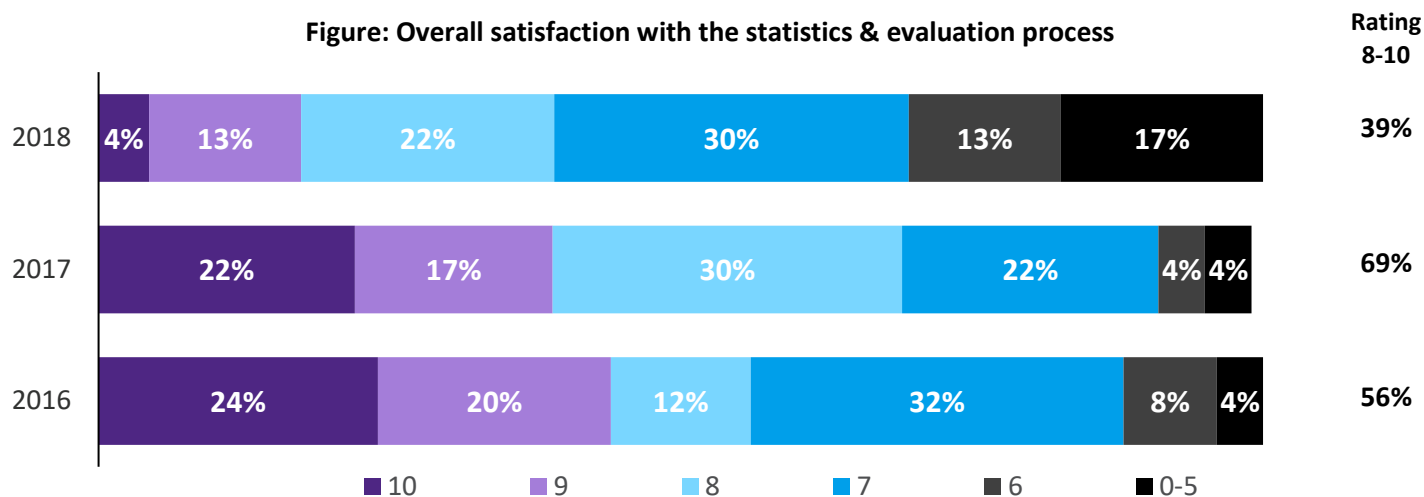
Source: Q9 – Do you have any suggestions on how to improve any of the web resources for library staff? **NOTE:** Although all codes are included in the groupings, only those with 3% or higher are displayed in the table.

Overall satisfaction with the program statistics & evaluation process

Satisfaction with the program evaluation process was much lower in 2018 than in previous years in PEI.

Fewer than four in ten librarians were satisfied with the evaluation process in 2018 (39% giving a rating of 8-10), much lower than in recent years. Conversely, the proportion who say they were dissatisfied increased from 4% in 2016 and 2107 to 17% in 2018.

Figure: Overall satisfaction with the statistics & evaluation process



Source: Q10A – Overall, how satisfied were you with the program evaluation process in 2018 (on a scale from 0 to 10 where 0 is not at all satisfied and 10 is completely satisfied)? Note: Regions are reported separately only if at least 10 service points provided responses.

Ease and Relevancy of the Program Statistics & Evaluation System

Satisfaction with the ease of using the system and the perceived relevancy of the questions were both lower than in recent years.

Matching the trend of lower overall satisfaction with the program evaluation process in 2018, ratings for the ease of using the program statistics and evaluation system declined sharply in 2018, falling from around four in five over the previous two years (82% giving a score of 8 or higher in 2017 and 80% in 2016) to only around half (52%) doing so in 2018.

Similarly, a little less than half (48%) gave a satisfactory score when asked whether the evaluation asks about relevant questions. This represents a sizeable decline as roughly two thirds were satisfied in 2017 and 2016 (65% and 60% respectively).

Figure: Ease of using the evaluation system

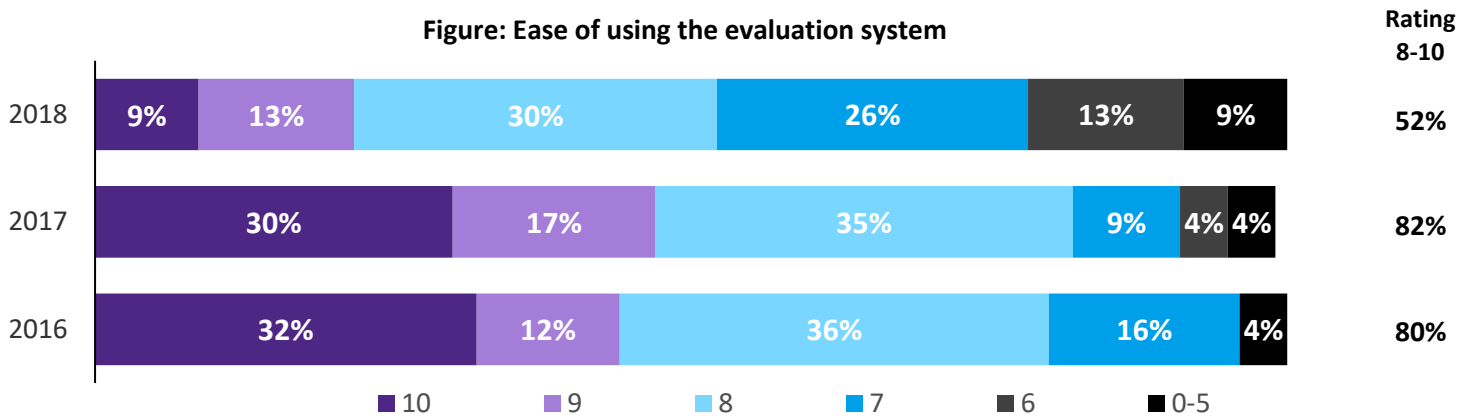
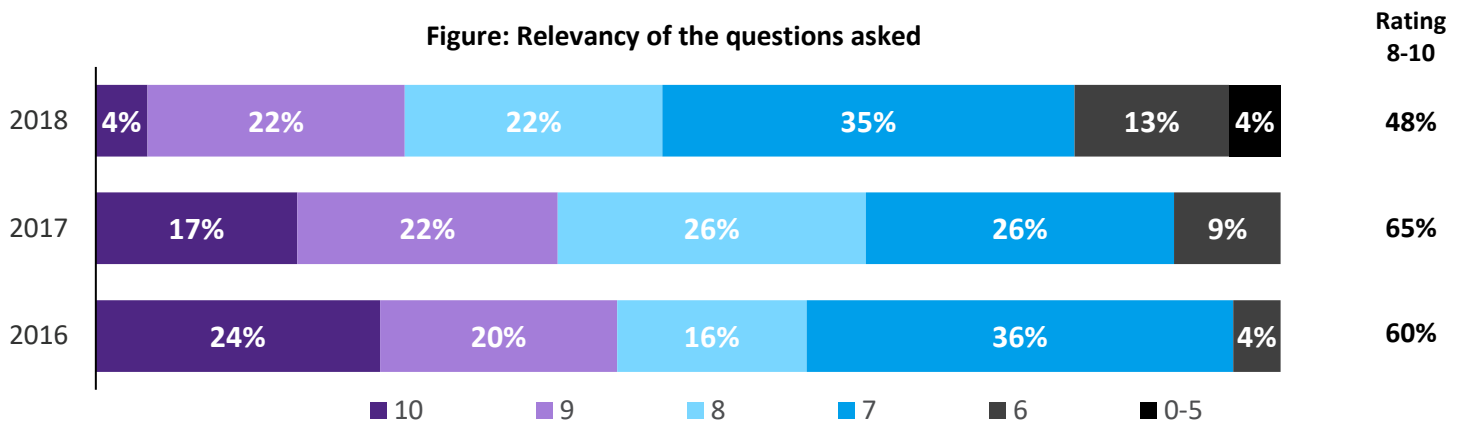


Figure: Relevancy of the questions asked



Source: Q10B – How satisfied were you with the ease of using the evaluation system? Q10C – How satisfied were you that the evaluation asks about relevant concerns (on a scale from 0 to 10 where 0 is not at all satisfied and 10 is completely satisfied)?

Program statistics & evaluation process suggestions

Suggestions for improving the evaluation process commonly revolved around improving timeliness and, to a lesser extent, improving usability.

Librarians were asked for their suggestions on how the program evaluation and statistical collection process could be improved. Due to a small number of responses, specific suggestions are collected into larger groupings. The issue of timeliness is the most commonly mentioned suggestion (83%), mainly referring to making the forms available to them sooner. Issues around usability made up a third of the suggestions made and mentioned providing Excel forms and/or a guide on how to use them. Another 17% of the suggestions had to do with each of clarifying the data being requested and improving the depth of information that librarians are able to enter.

Table: Evaluation system improvement suggestions

<u>Suggestions for ways to improve the collection of statistics and program evaluation?</u>	<u>2018</u>
Timeliness (any mention)	83%
Improve usability (any mention)	33%
Clarify data request/ensure data can be accurately recorded (any mention)	17%
Improve depth of info (any mention)	17%

Source: Q11 – Do you have any suggestions to improve the collection of statistics and the program evaluation? **NOTE:** Although all codes are included in the groupings, only those with 3% or higher are displayed in the table.

Testimonials Indicating an Increased Love of Reading

Testimonials about the success of the program included both tangible observations about increased interest in reading and qualitative ones about children's excitement to read.

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. Due to a small number of responses, specific suggestions are collected into larger groupings. A third of librarians described qualitative outcomes revolving around parents and children enjoying the program and another third mentioned more tangible outcomes such as increases in library visits and books being borrowed. Half of librarians did not provide and testimonials.

Table: Love of reading testimonials

<u>Testimonials indicating increased love of reading</u>	<u>2018</u>
Qualitative outcomes (any mention)	33%
Tangible outcomes (any mention)	33%
None provided/Don't know	50%

Source: Q12 – Do you have any testimonials from parents, caregivers or teachers that may indicate an increased love of reading? **NOTE:** Although all codes are included in the groupings, only those with 3% or higher are displayed in the table.

Appendix 8: Nova Scotia

Response rate and registration

Response was higher in Nova Scotia than the overall national average.

The participating libraries in Nova Scotia were asked to tally the results of participants in the summer reading club for all of their subsidiary branches. Within all systems, 83 of the 87 participating individual libraries submitted their results, representing an overall response rate of 95% (compared to the overall national response rate of 85%).

Table: Response rate

	(A)	(B)	(C)	(D)
Regions	Total Service Points Participating in TDSRC 2018	Total Service Points Responding to 2018 Evaluation	Evaluation Response Rate	Weighting Used
Nova Scotia	87	83	95%	1.05

Source: Column (A) provided by Library and Archives Canada. Columns (B) and (C) represent data collected by Environics.

Registration was lower in Nova Scotia compared to 2017 but is in line with historical trends and is still higher than in 2016.

Overall, the number of children registered for the TD Summer Reading Club in 2018 was 11,271. This is a 12% decrease compared to 2017 but still higher than the totals recorded in 2016 and 2014 as registration has not followed a clear trend in recent years.

The proportion of all eligible children in Nova Scotia who registered for the TDSRC in 2018 was 6.88%.

Registration figures going back to 2014 are shown below for comparison purposes.

Table: Registration totals by region (tracking – past five years)

	2018		2017	2016	2015	2014
Region	Totals	2017-2018 % Difference	Totals	Totals	Totals	Totals
Nova Scotia	11,271	-12%	12,739	9,357	12,739	9,518

Source: Q1 - Total number of children who registered for the TDSRC 2018.

More than half of 2018 registrants had participated in previous years, in line with the proportions recorded in recent years.

In Nova Scotia, more than half (56%) of children had participated in a TDSRC in a previous year while the remaining 44% registered for the TDSRC for the first time in 2018. The proportion of previous registrants has been static in recent years.

Table: Previous participation (tracking)

Region	Joined in previous years		
	2018	2017	2016
Nova Scotia	56%	60%	56%

Source: Q2 - Number of children who had registered in previous years or were new to the TDSRC in 2018.

Programs & activities organized around the club theme

More than 2,000 activities were held in 2018 in Nova Scotia, attended by more than 42,000 children, the highest totals recorded in a year to date.

Libraries held program-related activities at their libraries or in their communities which did not necessarily require registration in the TD Summer Reading Club (and were not events for promotional purposes). A total of 42,359 children attended the 2,037 theme-related activities which were organized in libraries or communities across Nova Scotia in 2018. These libraries were six times more likely to hold their events within their library than elsewhere in their community and an average of 20.8 children attended each activity province-wide.

Despite lower registration in 2018, both the number of activities and attendance at the activities increased over 2017 and represent the highest totals ever recorded in Nova Scotia for both counts.

Table: Number of theme-related activities and attendance

Region	2018				
	Theme-Related Activities	Total Attendance	Avg. Attendance per Activity	% of Activities In Library	% of Activities In Community
Nova Scotia	2,037	42,359	20.8	86%	14%

Table: Theme-related activities and attendance trend

Nova Scotia	Theme-Related Activities	Total Attendance
2018	2,037	42,359
2017	1,485	35,750
2016	796	22,151
2015	1,245	40,110
2014	824	23,694
2013	1,340	28,372

Source: Q3 - Total number programs run in library or in the community and total attendance at those programs in TDSRC 2018.

Promotion of Program

Almost four in five Nova Scotia libraries made promotional visits in 2018 with visits to schools being the most common.

Librarians were asked if they promoted the program at specific locations (schools, day camps, childcare centres and other locations) and, if so, how many visits they made and how many children they estimate reaching. Just shy of four in five (78%) libraries made promotional visits of some kind with visits to schools (54%) being the most common type.

In total, Nova Scotia librarians estimated that 32,859 children were reached as a result of these promotional efforts over the course of 227 separate promotional visits. An average of 145 children were reached per promotional visit.

Table: Program promotion by location type

Location	Nova Scotia		
	% Visited	Total Visits	Children attended
Schools	54%	189	31,698
Day camps	11%	13	370
Childcare centres	10%	10	297
Other	8%	16	494
<i>Made no promotional visits</i>	22%	-	-

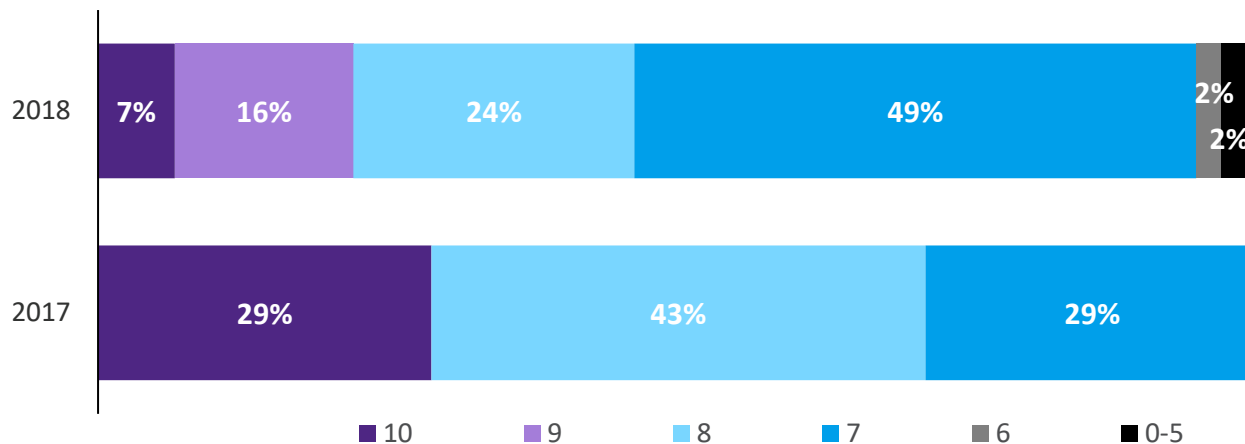
Source: Q4/Q4A – Promotion of the program at schools, day camps, childcare centres or other locations, the number of individual visits and attendance at those visits in TDSRC 2018.

Overall program satisfaction¹¹

Overall satisfaction with the 2018 TD Summer Reading Club is lower than in 2017 in Nova Scotia.

Around half (47%) of all librarians in Nova Scotia provided a satisfactory rating (a rating between 8 and 10) for their satisfaction with the TD Summer Reading Program overall. Although this is substantially lower than the same metric in 2017 (72%) the shift has mostly been away from satisfaction to moderate ratings (6-7) as the level of dissatisfaction is still low (only 2% provided a score of five or below).

Figure: Overall satisfaction with the TDSRC program



Source: Q6 – Overall, how satisfied were you with the TDSRC in 2018 (on a scale from 0 to 10 where 0 is not at all satisfied and 10 is completely satisfied)?

Table: Overall satisfaction with the TDSRC program (tracking)

Region	Overall Satisfaction With the TD SRC Program		
	2018	2017	Difference (2017 – 2018)
	% 8-10 rating	% 8-10 rating	% 8-10 rating
Nova Scotia	47%	72%	-25

Source: Q6 – Overall, how satisfied were you with the TDSRC in 2018 (on a scale from 0 to 10 where 0 is not at all satisfied and 10 is completely satisfied)?

¹¹ Libraries were asked about their overall satisfaction with the program and specific aspects of it. Trend data is available only back to 2016, since the Statistics and Evaluation Form changed substantially following the 2015 study. This section provides satisfaction scores for every ten-point scale question by giving the proportion of libraries who responded with each score from 10 down to 6, along with those who gave a score between zero and 5. Libraries that did not provide information for a given question are not considered in the percentages reported. Due to rounding, not every case will add to exactly 100%.

Staff website satisfaction

Satisfaction with the website and content for librarians and satisfaction with the ease of navigating it were both lower than in 2017 but similar to, or higher than, in 2016.

More than half of Nova Scotia librarians are satisfied with the website and its content (52% rating 8-10), a decrease from a high in 2017 (67%) but much higher than in 2016 (when it was only 16%). Despite this shift, levels of dissatisfaction (0-5 rating) have not changed substantially over those years.

Roughly the same proportion of librarians were satisfied with the ease with which they can navigate the website in 2018 (54%). Again, this is a decrease when compared to 2017 but is similar to satisfaction levels in 2016.

Figure: Satisfaction with website and web content

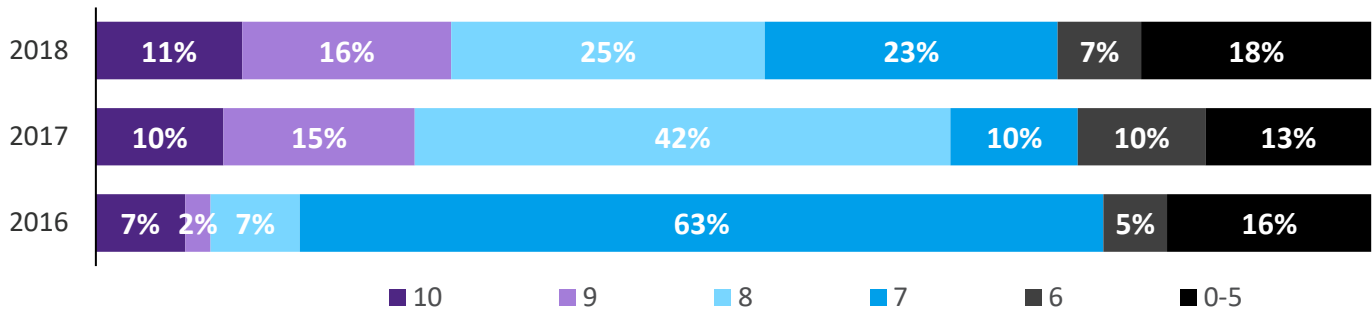


Figure: Satisfaction with ease of navigating the website

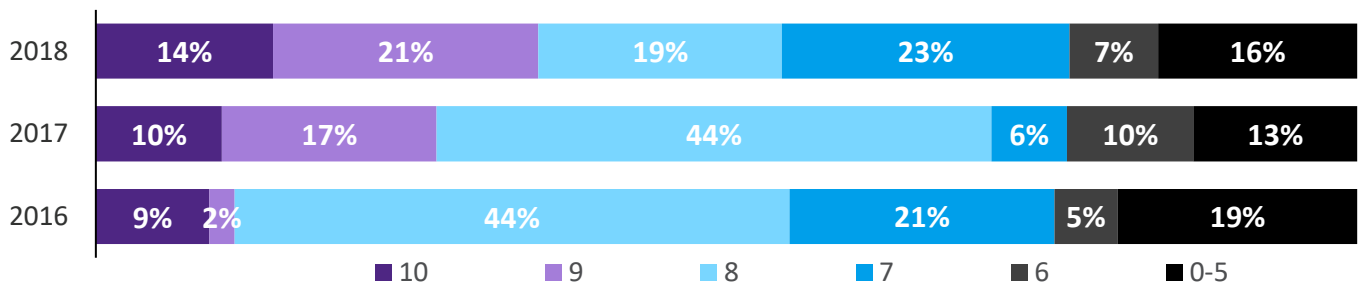


Table: Satisfaction with web content and ease of navigating the website (Tracking)

Region	Overall Satisfaction With Librarian Website & Content (% 8-10 rating)				Overall Satisfaction With Website Navigation (% 8-10 rating)			
	2018	2017	2016	Difference (2018 to 2017)	2018	2017	2016	Difference (2018 to 2017)
	Top 3 Box	Top 3 Box	Top 3 Box	% Change	Top 3 Box	Top 3 Box	Top 3 Box	% Change
Nova Scotia	52%	67%	16%	-15	54%	71%	55%	-17

Source: Q7A – How satisfied were you with the website and web content for librarians in 2018 (on a scale from 0 to 10 where 0 is not at all satisfied and 10 is completely satisfied)? Q7B – How satisfied were you with the ease of navigating the staff website in 2018 (on a scale from 0 to 10 where 0 is not at all satisfied and 10 is completely satisfied)?

Use of and satisfaction with English website resources

Use of every resource remains very high in Nova Scotia.

Librarians were asked about their use of, and satisfaction with, the various resources provided, for the language in which they ran their program. In Nova Scotia, all of the libraries ran their program in English.

Use. Among Nova Scotia libraries, the most widely used resource in 2018 was the images/illustrations (93%) and the recommended reads (89%). Usage for most resources is lower than in previous years when every library in Nova Scotia reported using most resources.

Table: Use of English staff website resources

Resource	Staff Website English Resource Usage Tracking (% Used)		
	2018	2017	2016
Used Images/illustrations	93%	100%	100%
Used Recommended Reads	89%	100%	100%
Used Brand Guidelines	86%	100%	100%
Used Promotional Templates	83%	100%	89%
Used Activities	82%	100%	100%
Used Staff Newsfeed	81%	96%	26%
Used Programs	79%	100%	100%
Used 'How to run a successful program'	78%	100%	100%

Source: Q8A – Identify the resources on the library staff website you used (English resources).

Satisfaction. While usage is high in Nova Scotia, satisfaction with the resources is more moderate with the highest satisfaction scores (8 or higher) going to the recommended reads (62%) and the activities (61%).

Table: Satisfaction with English staff website resources

Resource	Librarian English staff website resource satisfaction (% 8-10 rating)
	Nova Scotia
Recommended Reads	62%
Activities	61%
Images/illustrations	58%
Brand Guidelines	43%
Promotional Templates	40%
Programs	38%
Staff Newsfeed	36%
'How to run a successful program'	29%

Source: Q8B – Satisfaction with the resources on the library staff website you used (English resources).

Staff web resource suggestions

Among Nova Scotia librarians, the main suggestion was a simpler, more user-friendly website

Librarians were asked for suggestions on how to improve the librarians’ website for future years. Due to the small number of individual comments, all of the responses provided are listed in the table below. Suggestions included a simpler or more user-friendly website, more age specific content, making materials available sooner and providing a simple list of activities that is ordered by type (instead of by program).

Table: Web resource improvement suggestions

Suggestions on how to improve any of the web resources for library staff?
Satisfied/no suggestions
Simpler/more user friendly/better navigation/search/print functions/better organization of categories
Age specific content/separate by age/school level
Make material available sooner
A simple list by type of activity instead of dividing the activities into programs

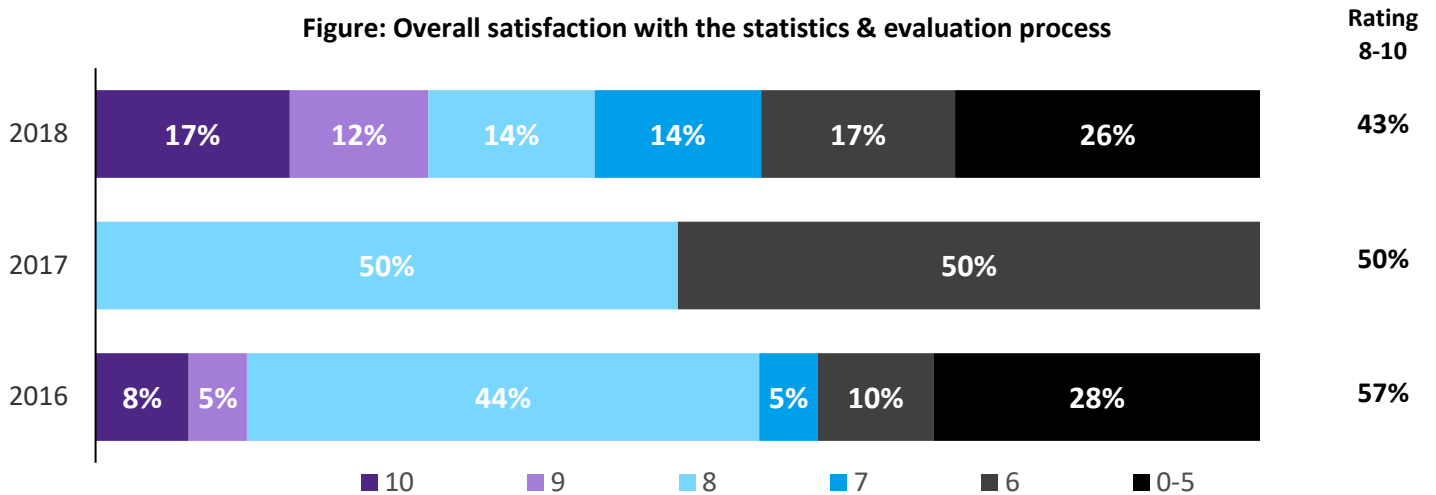
Source: Q9 – Do you have any suggestions on how to improve any of the web resources for library staff? **NOTE:** Although all codes are included in the groupings, only those with 3% or higher are displayed in the table.

Overall satisfaction with the program statistics & evaluation process

Less than half of librarians were satisfied with the program evaluation process, lower than in previous years.

Satisfaction with the overall evaluation process was moderate with almost two in five (43%) of librarians providing a high satisfaction score (rating of 8-10). This is lower than in the two previous years with the proportion giving scores that indicate dissatisfaction being similar to 2016 levels (26% compared to 28%).

Figure: Overall satisfaction with the statistics & evaluation process



Source: Q10A – Overall, how satisfied were you with the program evaluation process in 2018 (on a scale from 0 to 10 where 0 is not at all satisfied and 10 is completely satisfied)? Note: Regions are reported separately only if at least 10 service points provided responses.

Ease and Relevancy of the Program Statistics & Evaluation System

Satisfaction with the relevancy of the questions asked was lower than in previous years.

Librarians were asked about the ease of using the evaluation system and the relevancy of the questions being asked. In 2018 none of the Nova Scotia librarians provided a response to the question about the ease of using the system (no data was provided for this question in 2016 either).

Around four in ten (41%) gave a satisfactory score (rating from 8 to 10) when asked whether the evaluation asks about relevant questions, lower than in both of the previous years.

Figure: Ease of using the evaluation system

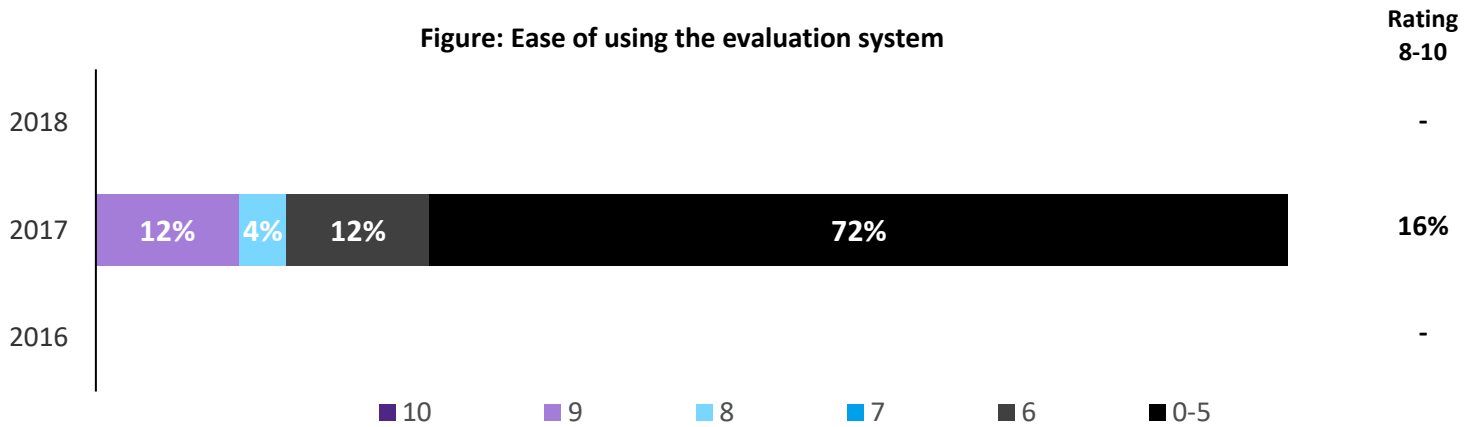
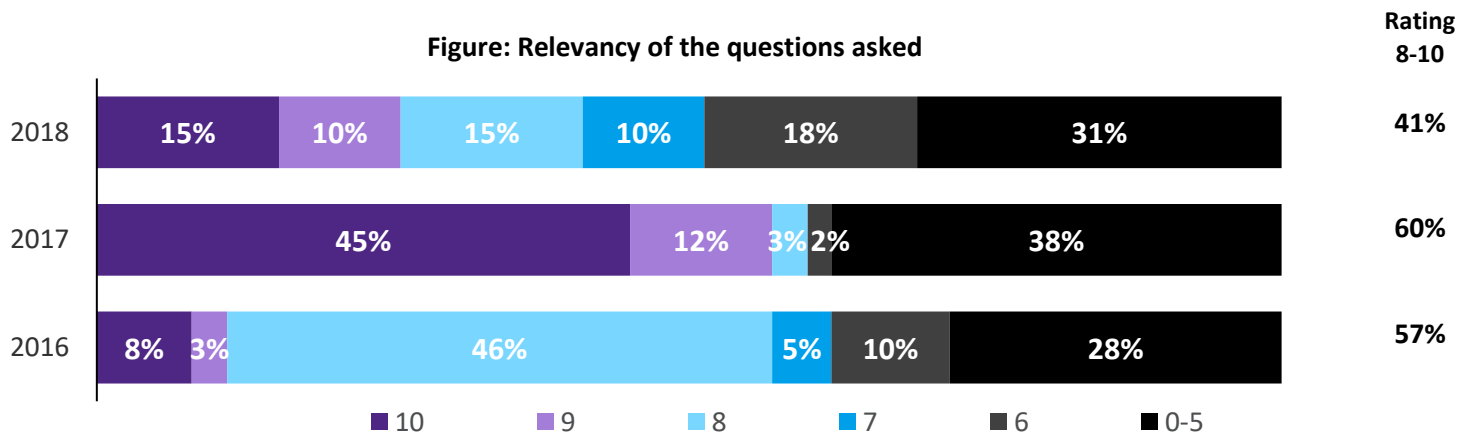


Figure: Relevancy of the questions asked



Source: Q10B – How satisfied were you with the ease of using the evaluation system? Q10C – How satisfied were you that the evaluation asks about relevant concerns (on a scale from 0 to 10 where 0 is not at all satisfied and 10 is completely satisfied)?

Program statistics & evaluation process suggestions

Librarians in Nova Scotia had few suggestions for improving the evaluation process.

Librarians were asked for their suggestions on how the program evaluation and statistical collection process could be improved. Only three responses were provided, with two saying they were satisfied and the other suggesting making the evaluation forms available earlier.

Table: Evaluation system improvement suggestions

Suggestions for ways to improve the collection of statistics and program evaluation?
Satisfied/no suggestions
Make questions/forms available sooner/let us know what to track

Source: Q11 – Do you have any suggestions to improve the collection of statistics and the program evaluation? **NOTE:** Although all codes are included in the groupings, only those with 3% or higher are displayed in the table.

Testimonials Indicating an Increased Love of Reading

Testimonials about the success of the program included some tangible observations about children exceeding the goals of the club and some qualitative comments around incentives and excitement to read.

Librarians were asked to indicate whether they had any indicators of children’s increased enjoyment of reading, reading successes or changes in attitudes toward reading. Only a limited number of responses were provided in Nova Scotia and they are all listed in the table below.

Table: Love of reading testimonials

Testimonials indicating increased love of reading
Challenges/incentives were a motivating factor
Children exceeding goals of club/reading extra
Parents/grandparents are thrilled with the program
Children/parents enjoyed the activities/crafts/website
Noticeable improvement in reading level
Brings more children to the library/they enjoy coming
Improved confidence/communication skills
Children more willing to read at home/share with family
Children learned new words/information

Source: Q12 – Do you have any testimonials from parents, caregivers or teachers that may indicate an increased love of reading? **NOTE:** Although all codes are included in the groupings, only those with 3% or higher are displayed in the table.

Appendix 9: Newfoundland & Labrador

Response rate and registration

Response was slightly lower in Newfoundland and Labrador than the national average.

The participating libraries in Newfoundland & Labrador were asked to tally the results of participants in the summer reading club for all of their subsidiary branches. Within all systems, 72 of the 91 participating individual libraries submitted their results, representing an overall response rate of 79% (the overall national response rate was 85%).

Table: Response rate

	(A)	(B)	(C)	(D)
Regions	Total Service Points Participating in TDSRC 2018	Total Service Points Responding to 2018 Evaluation	Evaluation Response Rate	Weighting Used
Newfoundland & Labrador	91	72	79%	1.26

Source: Column (A) provided by Library and Archives Canada. Columns (B) and (C) represent data collected by Environics.

Registration was stable in Newfoundland & Labrador compared to 2017, with only a very slight increase.

Overall, the number of children registered for the TD Summer Reading Club in 2018 was 2,104. This is a very small increase over 2017 but still lower than the years before 2017.

The proportion of all eligible children in Newfoundland & Labrador who registered for the TDSRC in 2018 was 2.32%.

Registration figures going back to 2014 are shown below for comparison purposes.

Table: Registration totals by region (tracking – past five years)

	2018		2017	2016	2015	2014
Region	Totals	2017-2018 % Difference	Totals	Totals	Totals	Totals
Newfoundland & Labrador	2,104	1%	2,093	2,591	2,453	2,497

Source: Q1 - Total number of children who registered for the TDSRC 2018.

A little more than half of registrants in the 2018 program had participated in a previous year, slightly higher than in recent years.

In Newfoundland & Labrador, a little more than half (56%) of children had participated in a TDSRC in a previous year while the remaining 44% registered for the TDSRC for the first time in 2018. The proportion of previous registrants represents a sizeable increase compared to 2017 but only a modest increase compared to 2016.

Table: Previous participation (tracking)

Region	Joined in previous years		
	2018	2017	2016
Newfoundland & Labrador	56%	45%	51%

Source: Q2 - Number of children who had registered in previous years or were new to the TDSRC in 2018.

Programs & activities organized around the club theme

More than 800 activities were held in 2018 in Newfoundland & Labrador, attended by more than 5,000 children.

Libraries held program-related activities at their libraries or in their communities which did not necessarily require registration in the TD Summer Reading Club (and were not events for promotional purposes). A total of 5,262 children attended the 830 theme-related activities which were organized in libraries or communities in 2018. These libraries were six times more likely to hold their events within their library than elsewhere in their community and an average of 6.3 children attended each activity province-wide.

While the number of activities increased over 2017 in Newfoundland & Labrador, attendance was similar in both years. More activities were held in 2018 than in any previous year, but attendance was lower than each of the years since 2012 as fewer children attended each activity.

Table: Number of theme-related activities and attendance

Region	2018				
	Theme-Related Activities	Total Attendance	Avg. Attendance per Activity	% of Activities In Library	% of Activities In Community
Newfoundland & Labrador	830	5,262	6.3	86%	14%

Table: Theme-related activities and attendance trend

Newfoundland & Labrador	Theme-Related Activities	Total Attendance
2018	830	5,262
2017	568	5,368
2016	687	8,188
2015	747	6,732
2014	759	8,325
2013	799	9,567

Source: Q3 - Total number programs run in library or in the community and total attendance at those programs in TDSRC 2018.

Promotion of Program

More than half of libraries in Newfoundland & Labrador made promotional visits in 2018 reaching more than 3,600 children.

Librarians were asked if they promoted the program at specific locations (schools, day camps, childcare centres and other locations) and, if so, how many visits they made and how many children they estimate reaching. Half of Newfoundland & Labrador libraries made visits to schools while smaller proportions visited childcare centres (22%), day camps (13%) or other locations (38%). Overall, a majority of libraries (56%) reported making at least one promotional visit to any location.

In total, librarians estimated that 3,622 children were reached as a result of these promotional efforts over the course of 270 separate promotional visits. An average of 13 children were reached per promotional visit.

Table: Program promotion by location type

Location	Newfoundland & Labrador		
	% Visited	Total Visits	Children attended
Schools	50%	115	2,164
Day camps	13%	48	291
Childcare centres	22%	40	262
Other	38%	67	905
<i>Made no promotional visits</i>	<i>44%</i>	<i>-</i>	<i>-</i>

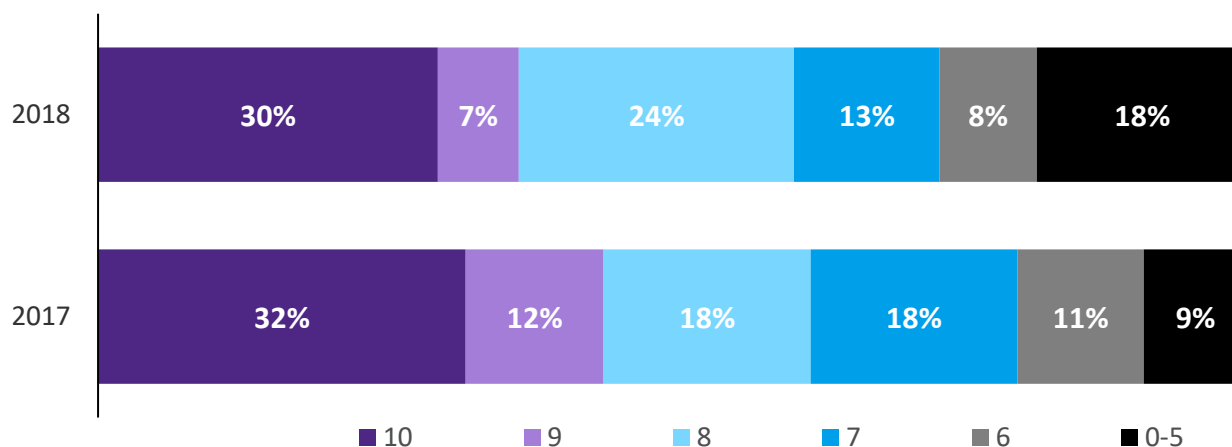
Source: Q4/Q4A – Promotion of the program at schools, day camps, childcare centres or other locations, the number of individual visits and attendance at those visits in TDSRC 2018.

Overall program satisfaction¹²

Overall satisfaction with the 2018 TD Summer Reading Club remained high.

Satisfaction with the TD Summer Reading Program is high overall, with just over six in ten (61%) who are satisfied (a rating between 8 and 10), one-quarter (21%) who give moderate ratings (6-7) and one in five (18%) who were dissatisfied (0-5). The overall satisfaction rating is virtually unchanged compared to 2017 but dissatisfaction doubled from 9% to 18%.

Figure: Overall satisfaction with the TDSRC program



Source: Q6 – Overall, how satisfied were you with the TDSRC in 2018 (on a scale from 0 to 10 where 0 is not at all satisfied and 10 is completely satisfied)?

Table: Overall satisfaction with the TDSRC program (tracking)

Region	Overall Satisfaction With the TD SRC Program		
	2018	2017	Difference (2017 – 2018)
	% 8-10 rating	% 8-10 rating	% 8-10 rating
Newfoundland & Labrador	61%	62%	-1

Source: Q6 – Overall, how satisfied were you with the TDSRC in 2018 (on a scale from 0 to 10 where 0 is not at all satisfied and 10 is completely satisfied)?

¹² Libraries were asked about their overall satisfaction with the program and specific aspects of it. Trend data is available only back to 2016, since the Statistics and Evaluation Form changed substantially following the 2015 study. This section provides satisfaction scores for every ten-point scale question by giving the proportion of libraries who responded with each score from 10 down to 6, along with those who gave a score between zero and 5. Libraries that did not provide information for a given question are not considered in the percentages reported. Due to rounding, not every case will add to exactly 100%.

Staff website satisfaction

Satisfaction with the website and web content for librarians and with the ease of navigating it remained high but were lower than in 2017.

Two thirds of librarians were satisfied with the website and its content (65% rating 8-10), very similar to in 2017 despite a small increase in the proportion who reported being dissatisfied (from 8% to 14%).

More than six in ten librarians were satisfied with the ease with which they can navigate the website (62%) representing a decrease compared to 2017 (when it was 68%).

Figure: Satisfaction with website and web content

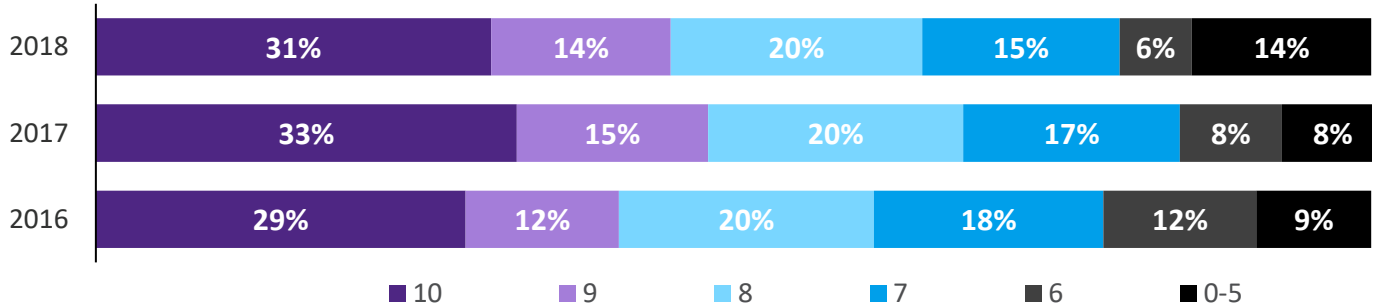


Figure: Satisfaction with ease of navigating the website

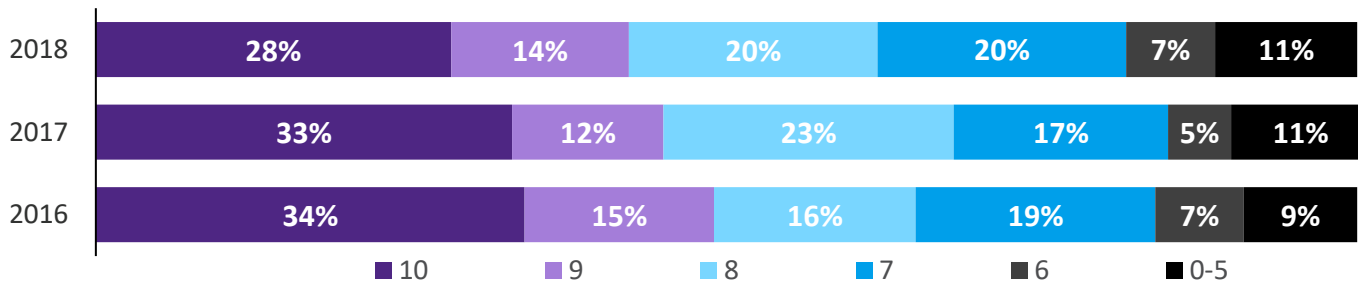


Table: Satisfaction with web content and ease of navigating the website (Tracking)

Region	Overall Satisfaction With Librarian Website & Content (% 8-10 rating)				Overall Satisfaction With Website Navigation (% 8-10 rating)			
	2018	2017	2016	Difference (2018 to 2017)	2018	2017	2016	Difference (2018 to 2017)
	Top 3 Box	Top 3 Box	Top 3 Box	% Change	Top 3 Box	Top 3 Box	Top 3 Box	% Change
Nfld. & Lab.	65%	68%	61%	-3	62%	68%	65%	-6

Source: Q7A – How satisfied were you with the website and web content for librarians in 2018 (on a scale from 0 to 10 where 0 is not at all satisfied and 10 is completely satisfied)? Q7B – How satisfied were you with the ease of navigating the staff website in 2018 (on a scale from 0 to 10 where 0 is not at all satisfied and 10 is completely satisfied)?

Use of and satisfaction with English website resources

Use of English materials was mostly stable, and satisfaction remains high.

Librarians were asked about their use of and satisfaction with the various resources provided, for the language in which they ran their program. In Newfoundland & Labrador, all of the libraries ran their program in English.

Use. Among Newfoundland & Labrador libraries, the most widely used resource in 2018 was the ‘How to run a successful program’ (80%), followed by the activities (77%) and the promotional templates (70%). Usage of the individual resources shows no clear pattern over time.

Table: Use of English staff website resources

Resource	Staff Website English Resource Usage Tracking (% Used)		
	2018	2017	2016
Used ‘How to run a successful program’	80%	65%	68%
Used Activities	77%	82%	78%
Used Promotional Templates	70%	65%	60%
Used Images/illustrations	68%	65%	68%
Used Recommended Reads	65%	72%	64%
Used Programs	58%	68%	65%
Used Brand Guidelines	45%	37%	44%
Used Staff Newsfeed	37%	38%	34%

Source: Q8A – Identify the resources on the library staff website you used (English resources).

Satisfaction. Those who reported using the web resources were then asked to rate their satisfaction with those resources. Although satisfaction was high for the librarian resources in general, it was highest for the images/illustrations (73% giving a score of 8 or higher), the brand guidelines (72%) and the activities (71%).

Table: Satisfaction with English staff website resources

Resource	Librarian English staff website resource satisfaction (% 8-10 rating)
	Newfoundland & Labrador
Images/illustrations	73%
Brand Guidelines	72%
Activities	71%
Promotional Templates	68%
Programs	68%
‘How to run a successful program’	67%
Recommended Reads	63%
Staff Newsfeed	58%

Source: Q8B – Satisfaction with the resources on the library staff website you used (English resources).

Staff web resource suggestions

Most librarians had nothing to suggest but others made suggestions around more/better content and better targeting of that content.

Librarians were asked for suggestions on how to improve the librarians' website for future years. Due to a small number of responses, specific suggestions are collected into larger groupings. The most common response was that librarians did not have anything to suggest (73%), but the suggestions of those who did involve providing more/better content (e.g. more activity suggestions and sorting the Recommended Reads more effectively) and better targeting that content by age and size of library.

Table: Web resource improvement suggestions

<u>Suggestions on how to improve any of the web resources for library staff?</u>	<u>2018</u>
Satisfied/no suggestions	73%
More/better/specific content (any mention)	13%
Better targeting (any mention)	13%
Better communications (any mention)	7%

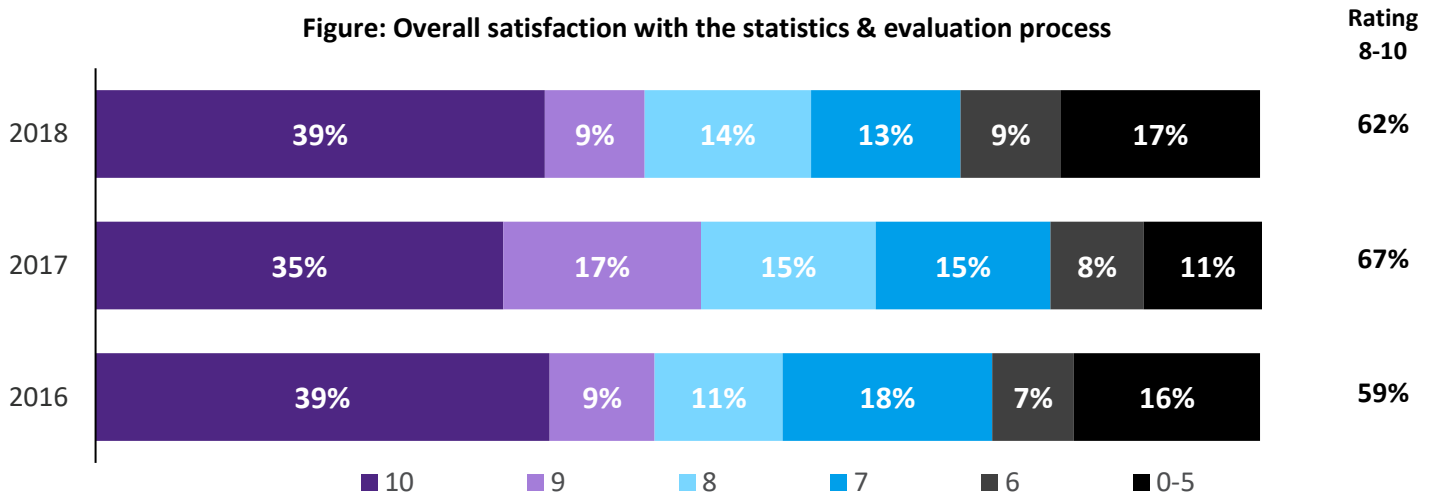
Source: Q9 – Do you have any suggestions on how to improve any of the web resources for library staff? **NOTE:** Although all codes are included in the groupings, only those with 3% or higher are displayed in the table.

Overall satisfaction with the program statistics & evaluation process

A majority of libraries are satisfied with the program evaluation process, but satisfaction is lower than in 2017.

Satisfaction with the overall evaluation process was high overall six in ten librarians (62%) providing a top three box satisfaction score (rating of 8-10). This represents a return to 2016 levels (59%) after higher satisfaction in 2017 (67%).

Figure: Overall satisfaction with the statistics & evaluation process



Source: Q10A – Overall, how satisfied were you with the program evaluation process in 2018 (on a scale from 0 to 10 where 0 is not at all satisfied and 10 is completely satisfied)? Note: Regions are reported separately only if at least 10 service points provided responses.

Ease and Relevancy of the Program Statistics & Evaluation System

Satisfaction with both the ease of using the system and the perceived relevancy of the questions declined relative to previous years.

Satisfaction scores remain high for the ease of using the program statistics and evaluation system (64% provided a score between 8 and 10) but were lower than those recorded in 2017 (74%) and closer to satisfaction levels in 2016.

Six in ten (61%) gave a satisfactory score when asked whether the evaluation asks about relevant questions, a small decrease compared to both 2017 (66%) and 2016 (67%). The proportion who were dissatisfied also increased by eight points compared to 2017 (to 20% from 12%).

Figure: Ease of using the evaluation system

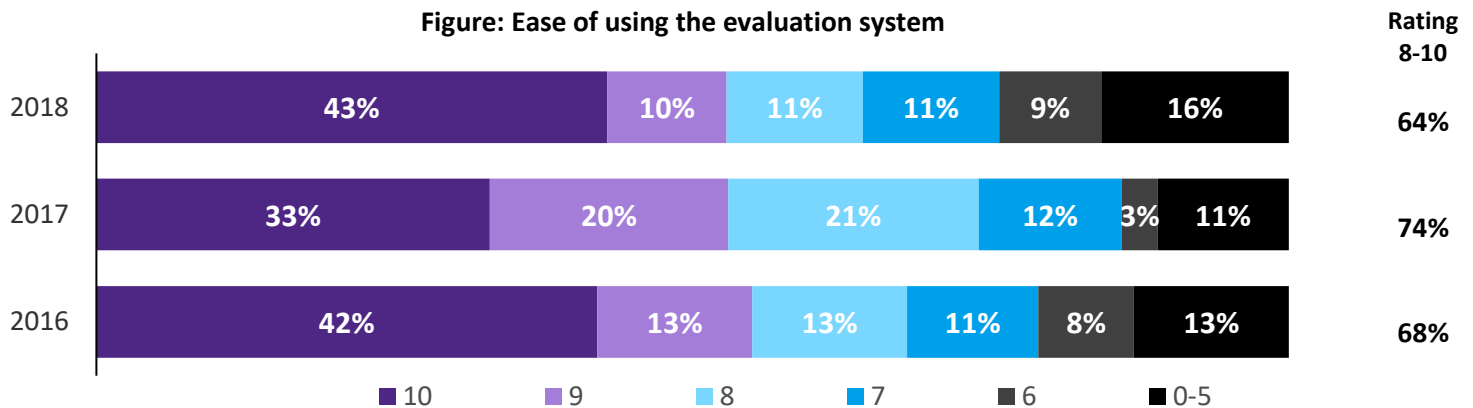
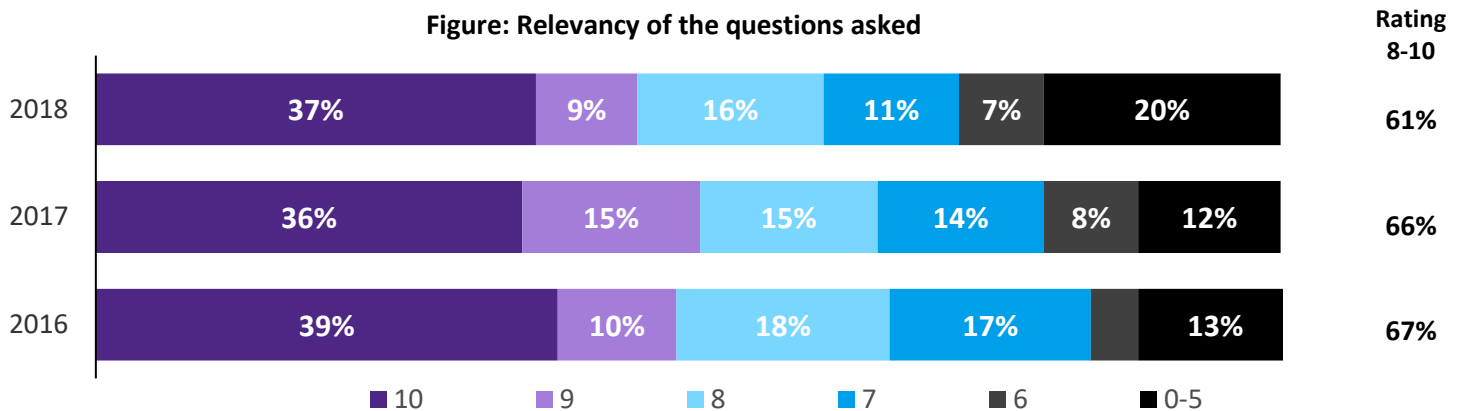


Figure: Relevancy of the questions asked



Source: Q10B – How satisfied were you with the ease of using the evaluation system? Q10C – How satisfied were you that the evaluation asks about relevant concerns (on a scale from 0 to 10 where 0 is not at all satisfied and 10 is completely satisfied)?

Program statistics & evaluation process suggestions

Librarians in Newfoundland & Labrador had very few suggestions for improving the evaluation process.

Librarians were asked for their suggestions on how the program evaluation and statistical collection process could be improved. In Newfoundland & Labrador, most librarians said they had nothing specific to suggest - the one who did suggested additional prizes for libraries/regions to draw in more people.

Table: Evaluation system improvement suggestions

<u>Suggestions for ways to improve the collection of statistics and program evaluation?</u>	<u>2018</u>
Satisfied/no suggestions	85%
Other	8%

Source: Q11 – Do you have any suggestions to improve the collection of statistics and the program evaluation? **NOTE:** Although all codes are included in the groupings, only those with 3% or higher are displayed in the table.

Testimonials Indicating an Increased Love of Reading

Testimonials about the success of the program included some tangible observations about improved reading skills but more often the feedback was qualitative, involving children’s enjoyment of the program.

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. Most responses received were qualitative in nature and involved children and their parents or grandparents enjoying the program or some aspect of it like the activities or website.

Some feedback was more concrete and quantifiable including an improvement in reading levels, more children coming to the library and reading at home more often.

Table: Love of reading testimonials

Testimonials indicating increased love of reading	2018
Qualitative outcomes (any mention)	25%
<i>Children/parents enjoyed the activities/crafts/website</i>	17%
<i>Children enjoyed this year's theme</i>	17%
<i>Children enjoyed the program/enjoyed reading/were motivated to read more</i>	8%
<i>Parents/grandparents are thrilled with the program</i>	8%
Tangible outcomes (any mention)	17%
<i>Noticeable improvement in reading level</i>	8%
<i>Children more willing to read at home/share with family</i>	8%
<i>Children checking out more books from library</i>	8%
None provided/Don't know	67%

Source: Q12 – Do you have any testimonials from parents, caregivers or teachers that may indicate an increased love of reading? **NOTE:** Although all codes are included in the groupings, only those with 3% or higher are displayed in the table.

Appendix 10: Territories

Response rate and registration

Very few responses were received from librarians in the Territories and they all came from NWT.

The participating libraries in the Territories were asked to tally the results of participants in the summer reading club for all of their branches. Within all three Territories, 4 of the 6 participating libraries submitted their results, representing an overall response rate of 67% (the overall national response rate was 85%). Although two libraries in the Yukon participated in 2018, neither provided responses to the evaluation. Given this and the small number of libraries being reported for the Territories, all comparisons to previous data should be viewed with caution.

Table: Response rate

Regions	(A) Total Service Points Participating in TDSRC 2018	(B) Total Service Points Responding to 2018 Evaluation	(C) Evaluation Response Rate	(D) Weighting Used
Territories	6	4	67%	1.50
Yukon	2	0	0%	-
Northwest Territories	4	4	100%	-
Nunavut	0	0	-	-

Source: Column (A) provided by Library and Archives Canada. Columns (B) and (C) represent data collected by Environics.

Registration was much lower in the Territories in 2018 than in the previous two years.

Overall, the number of children registered for the TD Summer Reading Club in 2018 was 197. This is a sizeable 54% decrease in registration compared to 2017.

The proportion of all eligible children in the Yukon and NWT (there were no participating Nunavut libraries in 2018) who registered for the TDSRC in 2018 was 1.11%.

Registration figures going back to 2014 are shown below for comparison purposes, but again, caution should be used when reviewing them given differences in the number of participating and reporting libraries from year to year.

Table: Registration totals by region (tracking – past five years)

Region	2018	2017-2018 % Difference	2017	2016	2015	2014
	Totals		Totals	Totals	Totals	Totals
Territories	197	-54%	428	430	296	829

Source: Q1 - Total number of children who registered for the TDSRC 2018.

Around a third of registrants in the 2018 program had participated in previous years, similar to the proportion recorded in recent years.

A little more than a third of children registered in the Territories (35%) had participated in a TDSRC in a previous year while the remaining 65% registered for the TDSRC for the first time in 2018.

Table: Previous participation (tracking)

Region	Joined in previous years		
	2018	2017	2016
Territories	35%	26%	36%

Source: Q2 - Number of children who had registered in previous years or were new to the TDSRC in 2018.

Programs & activities organized around the club theme

Fifty activities were held in 2018 in the Territories, attended by more than 700 children. A solid majority of these activities were held inside libraries.

Libraries held program-related activities at their libraries or in their communities which did not necessarily require registration in the TD Summer Reading Club (and were not events for promotional purposes). A total of 711 children attended the 50 theme-related activities which were organized in libraries or communities across the Territories in 2018. These libraries were three times more likely to hold their events within their library than elsewhere in their community and an average of 14.4 children attended each activity province-wide.

The number of activities and attendance were similar to that of 2017 but remain lower than in some earlier years.

Table: Number of theme-related activities and attendance

Region	2018				
	Theme-Related Activities	Total Attendance	Avg. Attendance per Activity	% of Activities In Library	% of Activities In Community
Territories	50	711	14.4	75%	25%

Table: Theme-related activities and attendance trend

Territories	Theme-Related Activities	Total Attendance
2018	50	711
2017	57	747
2016	96	948
2015	52	707
2014	155	2,508
2013	379	4,025

Source: Q3 - Total number programs run in library or in the community and total attendance at those programs in TDSRC 2018.

Promotion of Program

Half of the libraries in the Territories made promotional visits in 2018.

Librarians were asked if they promoted the program at specific locations (schools, day camps, childcare centres and other locations) and, if so, how many visits they made and how many children they estimate reaching. Half of the participating libraries in the Territories made at least one promotional visit. These libraries were more likely to visit schools and day camps than childcare centres.

In total, librarians in the Territories estimated that almost 373 children were reached as a result of these promotional efforts over the course of 44 separate promotional visits. An average of 9 children were reached per promotional visit.

Table: Program promotion by location type

Location	Territories		
	% Visited	Total Visits	Children attended
Schools	50%	12	128
Day camps	50%	14	192
Childcare centres	25%	9	20
Other	25%	9	33
<i>Made no promotional visits</i>	<i>50%</i>	-	-

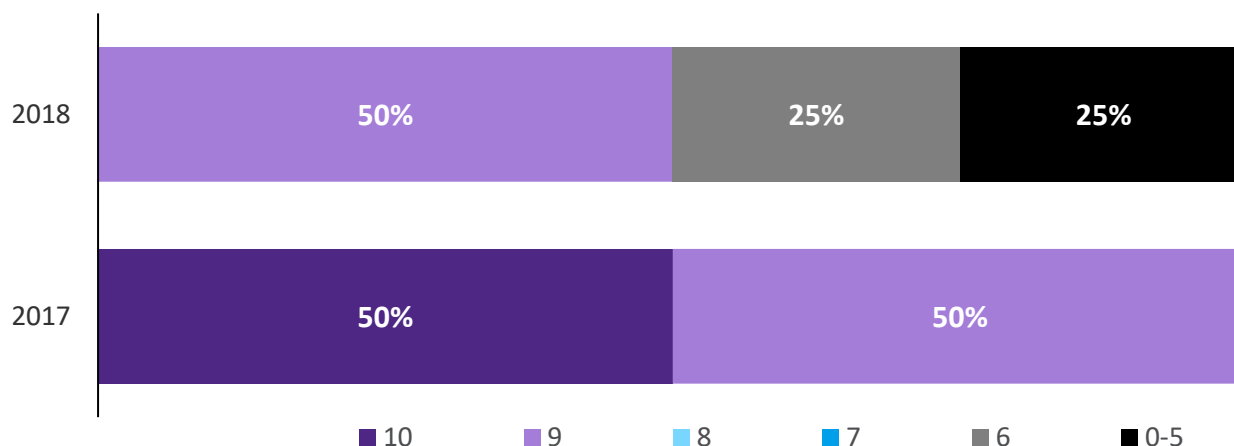
Source: Q4/Q4A – Promotion of the program at schools, day camps, childcare centres or other locations, the number of individual visits and attendance at those visits in TDSRC 2018.

Overall program satisfaction¹³

Half of the libraries in the Territories are satisfied with the 2018 TD Summer Reading Club.

Half of the libraries in the Territories were satisfied (scoring it 8 or higher) with the TD Summer Reading Program in 2018. This is lower than in 2017 when all of the libraries reported being satisfied.

Figure: Overall satisfaction with the TDSRC program



Source: Q6 – Overall, how satisfied were you with the TDSRC in 2018 (on a scale from 0 to 10 where 0 is not at all satisfied and 10 is completely satisfied)?

Table: Overall satisfaction with the TDSRC program (tracking)

Region	Overall Satisfaction With the TD SRC Program		
	2018	2017	Difference (2017 – 2018)
	% 8-10 rating	% 8-10 rating	% 8-10 rating
Territories	50%	100%	-50

Source: Q6 – Overall, how satisfied were you with the TDSRC in 2018 (on a scale from 0 to 10 where 0 is not at all satisfied and 10 is completely satisfied)?

¹³ Libraries were asked about their overall satisfaction with the program and specific aspects of it. Trend data is available only back to 2016, since the Statistics and Evaluation Form changed substantially following the 2015 study. This section provides satisfaction scores for every ten-point scale question by giving the proportion of libraries who responded with each score from 10 down to 6, along with those who gave a score between zero and 5. Libraries that did not provide information for a given question are not considered in the percentages reported. Due to rounding, not every case will add to exactly 100%.

Staff website satisfaction

Satisfaction with the website and web content for librarians and satisfaction with the ease of navigating it was lower than in previous years.

Only a quarter of the librarians in the Territories were satisfied with the website and its content (25% rating it 8-10) and the same proportion being dissatisfied. When considering the ease with which they can navigate the website, again a quarter (25%) were satisfied and three quarters were dissatisfied. Satisfaction with both aspects of the website are lower than in 2017 or 2016.

Figure: Satisfaction with website and web content

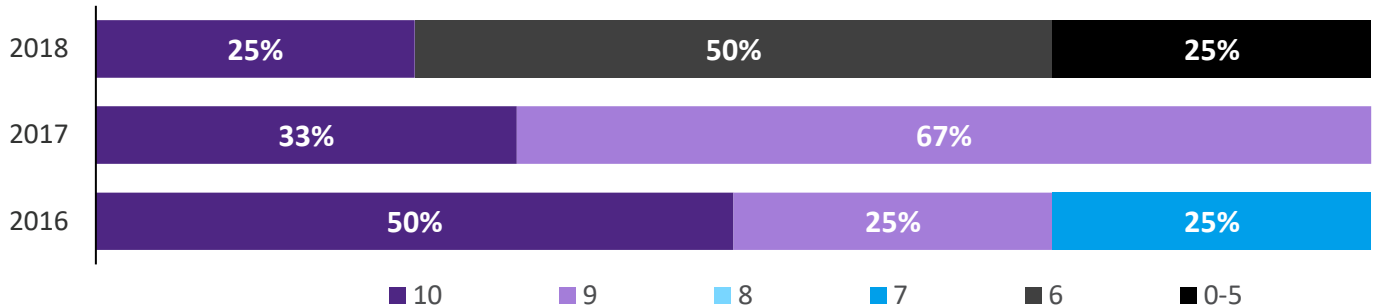


Figure: Satisfaction with ease of navigating the website

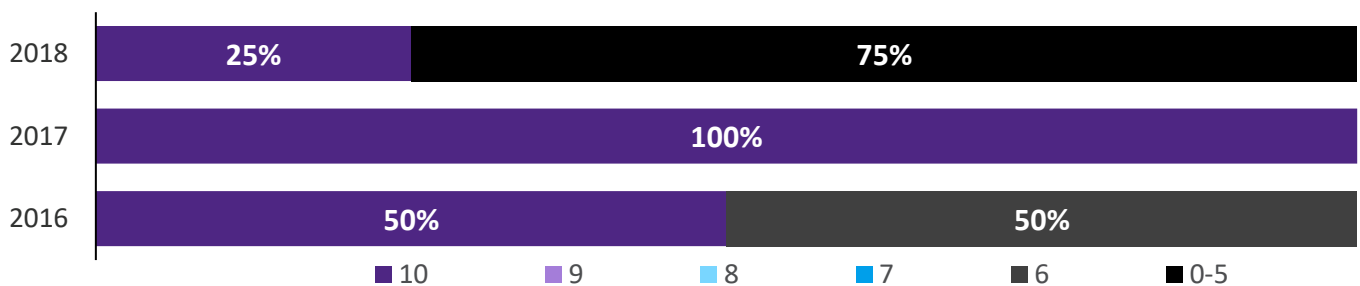


Table: Satisfaction with web content and ease of navigating the website (Tracking)

Region	Overall Satisfaction With Librarian Website & Content (% 8-10 rating)				Overall Satisfaction With Website Navigation (% 8-10 rating)			
	2018	2017	2016	Difference (2018 to 2017)	2018	2017	2016	Difference (2018 to 2017)
	Top 3 Box	Top 3 Box	Top 3 Box	% Change	Top 3 Box	Top 3 Box	Top 3 Box	% Change
Territories	25%	100%	75%	-75	25%	100%	50%	-75

Source: Q7A – How satisfied were you with the website and web content for librarians in 2018 (on a scale from 0 to 10 where 0 is not at all satisfied and 10 is completely satisfied)? Q7B – How satisfied were you with the ease of navigating the staff website in 2018 (on a scale from 0 to 10 where 0 is not at all satisfied and 10 is completely satisfied)?

Use of and satisfaction with English website resources

Use of English materials has decreased compared to 2017.

Librarians were asked about their use of and satisfaction with the various resources provided, for the language in which they ran their program. In the Territories, only English language materials were used.

Use. Among libraries in the Territories, the most widely used resource was the Images (75%). Half of the libraries used the activities, the promotional templates and the ‘How to run a successful program’ resource. Usage was lower in 2018 than in 2017 for each resource.

Table: Use of English staff website resources

Resource	Staff Website English Resource Usage Tracking (% Used)		
	2018	2017	2016
Used Images/illustrations	75%	100%	71%
Used Activities	50%	100%	43%
Used Promotional Templates	50%	100%	71%
Used ‘How to run a successful program’	50%	100%	43%
Used Recommended Reads	25%	100%	71%
Used Programs	25%	67%	43%
Used Brand Guidelines	0%	67%	71%
Used Staff Newsfeed	0%	33%	14%

Source: Q8A – Identify the resources on the library staff website you used (English resources).

Satisfaction. Those who reported using the web resources were then asked to rate their satisfaction with those resources. The satisfaction scores for 2018 are given below but should be read with caution as the number of libraries responding for each item is very low.

Table: Satisfaction with English staff website resources

Resource	Librarian English staff website resource satisfaction (% 8-10 rating)
	Territories
Recommended Reads	100%
Promotional Templates	100%
Programs	100%
Activities	50%
‘How to run a successful program’	50%
Images/illustrations	33%
Brand Guidelines	-
Staff Newsfeed	-

Source: Q8B – Satisfaction with the resources on the library staff website you used (English resources).

Staff web resource suggestions

There were very few suggestions for how to improve the staff web resources.

Librarians were asked for suggestions on how to improve the librarians’ website for future years. Only two responses were provided, and they are listed in the table below.

Table: Web resource improvement suggestions

Suggestions on how to improve any of the web resources for library staff?
Satisfied/no suggestions
Bring back posters to put stickers on instead of booklets that get lost if not kept in library

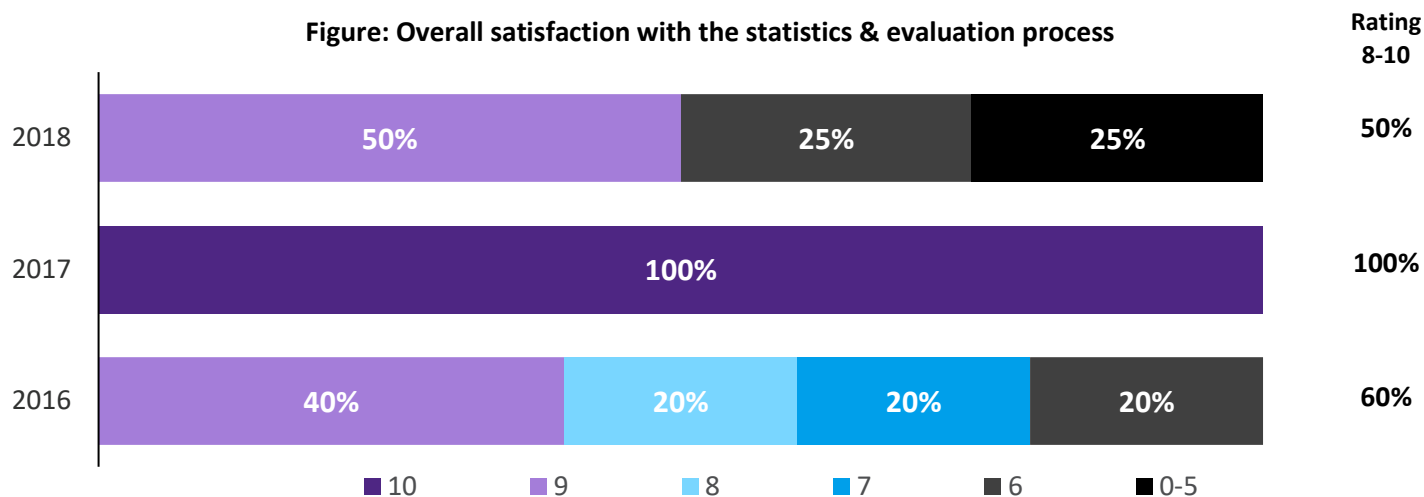
Source: Q9 – Do you have any suggestions on how to improve any of the web resources for library staff? **NOTE:** Although all codes are included in the groupings, only those with 3% or higher are displayed in the table.

Overall satisfaction with the program statistics & evaluation process

Half of the libraries in the Territories are satisfied with the program evaluation process.

Satisfaction with the overall evaluation process was split among the few libraries who provided data with half saying they are satisfied and a quarter saying they are dissatisfied. Satisfaction was lower than in 2017, when every library reported satisfaction.

Figure: Overall satisfaction with the statistics & evaluation process

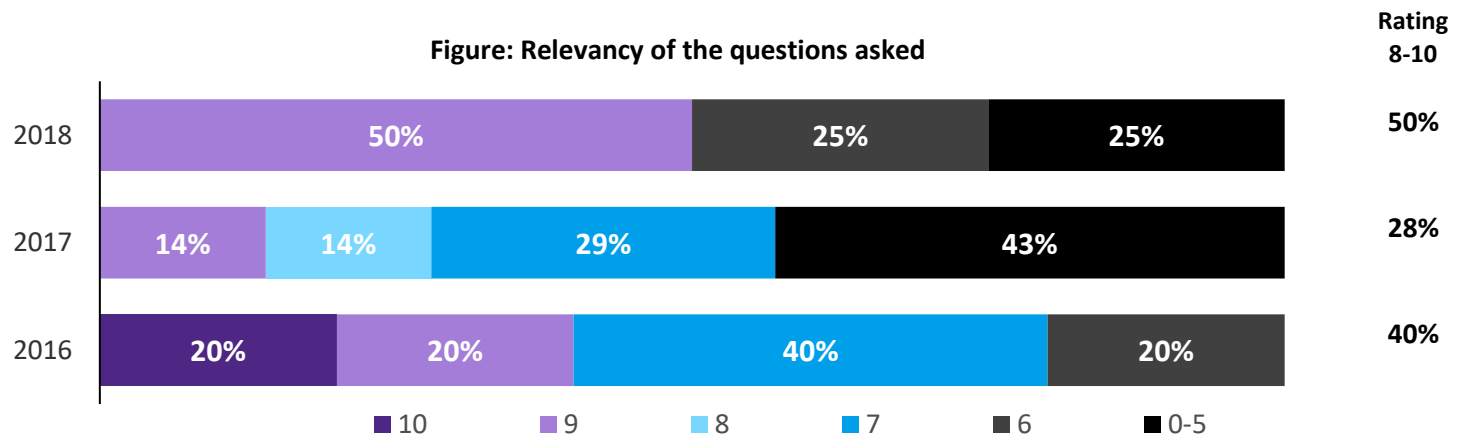
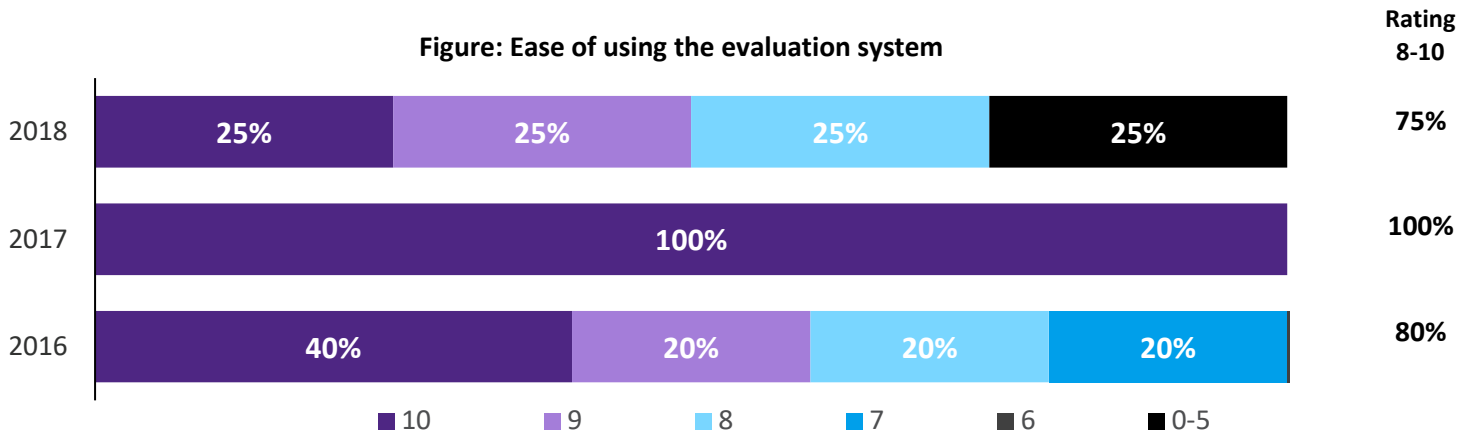


Source: Q10A – Overall, how satisfied were you with the program evaluation process in 2018 (on a scale from 0 to 10 where 0 is not at all satisfied and 10 is completely satisfied)? Note: Regions are reported separately only if at least 10 service points provided responses.

Ease and Relevancy of the Program Statistics & Evaluation System

Libraries in the Territories are more satisfied with the elements of the program evaluation process than they are with it overall.

Three quarters of the libraries who provided data were satisfied (score of 8 or higher) with the ease of using the program statistics and evaluation system. Half also gave a satisfactory score when asked whether the evaluation asks about relevant questions.



Source: Q10B – How satisfied were you with the ease of using the evaluation system? Q10C – How satisfied were you that the evaluation asks about relevant concerns (on a scale from 0 to 10 where 0 is not at all satisfied and 10 is completely satisfied)?

Program statistics & evaluation process suggestions

There were very few suggestions for improving the evaluation process.

Librarians were asked for their suggestions on how the program evaluation and statistical collection process could be improved. The only responses received from libraries in the Territories are listed below.

Table: Evaluation system improvement suggestions

Suggestions for ways to improve the collection of statistics and program evaluation?
Problems recording children who weren't officially registered
Questions don't apply/can't collect certain statistics/forced to enter a number to proceed

Source: Q11 – Do you have any suggestions to improve the collection of statistics and the program evaluation? **NOTE:** Although all codes are included in the groupings, only those with 3% or higher are displayed in the table.

Testimonials Indicating an Increased Love of Reading

Very few testimonials about the success of the program were provided.

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 only responses received from libraries in the Territories are listed below.

Table: Love of reading testimonials

Testimonials indicating increased love of reading
Children/parents enjoyed the activities/crafts/website
Children exceeding goals of club/reading extra

Source: Q12 – Do you have any testimonials from parents, caregivers or teachers that may indicate an increased love of reading? **NOTE:** Although all codes are included in the groupings, only those with 3% or higher are displayed in the table