

**TD Summer Reading Club 2019
National Program Statistics
Draft National Report**

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Prepared for:
Toronto Public Library

Prepared by:
Environics Research Group

PA 10496

For more information on this report:
jessicaroy@tpl.ca

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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 main objective of this study is to provide information about the reach and success of the program to the TDSRC Partners, Toronto Public Library, TD Bank Group and Library and Archives Canada as well as to participating libraries. The 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).
- Compare the measures of success, when possible, against previous 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. Librarians responsible for the program at each library/system were invited to complete their evaluation online via an email containing a unique link that brought them directly to the evaluation form where they entered their data.

In 2019, 865 email invitations in both official languages were sent to participating public libraries or systems within twelve participating provinces/territories. A soft launch of the online evaluation form took place on August 20th with invitations sent to 10% of all contacts as a ‘soft launch’ to ensure the form was working correctly. The full launch took place on August 23rd when invitations were sent to the remaining 90% of contacts. In total, 728 evaluations were completed between August 20 and October 23, 2019. The completed evaluations contained data for 1,724 of the 1,982 total service points that participated in the TDSRC in 2019, resulting in a response rate of 87 percent.

It is important to note that the 2019 results do not contain any results from the City of Calgary. Calgary stepped back from TDSRC in 2019 as their two teams explored ways to integrate TDSRC into Calgary Public Library’s banner summer learning program. The TDSRC team is committed to working with all libraries to meet local programming needs and are pleased to welcome Calgary back as participants in the 2020 program.

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 87 percent of all eligible service points and weighting factors are used to extrapolate to population-wide totals within each region.

3. Key findings

Registration, Activities and Attendance

An estimated 329,052 children registered for the TDSRC program in 2019, representing roughly five percent of all Canadian children under 18 in participating regions of the country. Although this is the second highest registration total ever recorded, it represents a drop from the 2018 total of 346,604. The primary reason for this shift is the lack of results from Calgary in 2019 (registration in 2018 for Calgary libraries was over 18,000).

Increases in registration were recorded among Independent libraries and in the Territories, Atlantic Canada, ABPQ and Saskatchewan. In addition to Alberta, other regions saw moderate decreases, notably Ontario, Manitoba and Reseau BIBLIO.

Table: Summary of total registration (2016-2019)

Total TDSRC Registration				
Region	2019	2018	2017	2016
Atlantic	17,030	15,141	16,636	13,664
Quebec	49,103	50,927	42,989	50,814
Ontario	165,537	170,243	162,402	165,695
West	92,349	109,333	104,173	95,481
Territories	434	197	428	430
Independent LAC	4,598	762	499	1,080
National Total	329,052	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).

Registrations in 2019 were comprised of roughly equal numbers of past participants (49%) and new participants (51%). This is a shift from 2017 and 2018 results where registered children were more likely have participated in a previous year than be new participants and is more in line with results from 2016 and earlier.

Libraries ran a total of 44,765 activities organized around the theme in 2019 (excluding promotional visits), which is a small decrease from 2018 (down 2%). Attendance also saw a dip (down 6%) to 783,240 from 2018 due to a slight decrease in average attendance (from 18.3 to 17.5 per activity). As with the registration totals, the absence of libraries from Calgary is a primary cause for the decrease in both the activities and attendance totals compared to 2018 (attendance at activities among Calgary libraries in 2018 was more than 53,000).

Table: Summary of total activities and attendance

2019 TDSRC Activities and Attendance		
Region	Theme-Related Activities	Total Attendance
Atlantic	3,637	54,128
Quebec	4,980	77,757
Ontario	23,899	441,211
West	11,781	200,992
Territories	124	2,365
Independent LAC	344	6,787
2019 Overall	44,765	783,240
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, visits to schools were the most common (made by 58% of libraries), but also included childcare centres (25% of libraries) and day camps (21% of libraries). In total, 12,689 visits were made to promote the program at various locations (an increase of 15 percent compared to 2018), reaching 662,134 children in the process – roughly 52 children per visit.

Table: Summary of promotional visits

	2019 TDSRC Promotional Visits Made			
	Schools	Day Camps	Childcare Centres	Other
% of Service Points That Made Visits	58%	21%	25%	22%
# Of Visits Made	6,512	1,426	3,246	1,505
Number of Children Reached	521,747	38,325	50,598	51,464

Indicators of Success & Satisfaction

Overall satisfaction with TDSRC in 2019 is strong (75% rated it between 8 and 10 out of 10). This represents an increase over 2018, returning to levels recorded in 2017. The increase in overall satisfaction is evident in every region (it is not driven by a single region). Satisfaction with the website and web content for library staff (70%) and satisfaction the ease of navigating the website (71%) were also similarly high.

Libraries using English materials provided by the TDSRC are most likely to be using the images/illustrations. Use of each type of English resource is lower than in 2018 and, in most cases, also lower than in 2017. Nonetheless, satisfaction with the English materials which libraries did use continues to be high, with at least two thirds of libraries being satisfied with each type of resource (rating of 8-10) and with satisfaction levels that are consistent with, or higher, than those recorded in 2018.

Similarly, libraries using French materials are most widely using the *illustrations* (85%) and *Suggestions de livres* (76%). *Outside of* these two resources, use of the other French materials has been declining over the years. ABPQ

showed a higher usage of most French materials than Réseau BIBLIO and regions outside of Quebec. Satisfaction is similarly high for all materials and is consistent or higher than in 2018.

When asked about possible improvements to the web resources available to librarians, the most common suggestions revolve around improving the web content available, especially a desire for more program or activity suggestions and improved clip art. Others suggested making the resources more easily accessible, including providing forms and documents in editable formats and providing them sooner.

Satisfaction with the evaluation process

Satisfaction with the evaluation process was high (67% rate it 8-10 out of 10). The level of satisfaction improved notably compared to 2018 in Atlantic Canada and Quebec. Libraries also gave positive ratings for the ease of navigating the system (73%) and the relevance of the evaluation questions (64%).

Suggestions for future improvements to the statistical evaluation process include: clarifying data requirements by better defining what should and should not be included; better explaining how to record children who weren't officially registered; and guidance on how to respond to specific questions. Other suggestions revolve around improving usability: providing statistical forms in digital format which can be updated throughout the program; simplifying the process; and, making it easier to print or download results which have been entered.



Robert Hughes
Senior Research Associate, Corporate and Public Affairs
robert.hughes@environics.ca
613-699-8905

For more information, contact jessicaroy@tpl.ca

Introduction

1. Background & research objectives

The TD Summer Reading Club (TDSRC) focuses on promoting the fun of reading to young Canadians 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.

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. In collaboration with the Toronto Public Library and Library and Archives Canada, teams of librarians from Winnipeg, Toronto, Ottawa, Montreal and Quebec City create the bilingual material for this program.

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 2019. This year, the TDSRC was offered in twelve provinces and territories across the country through the support of TD Bank Group.

The objective of this study is to provide information about the reach and success of the program to the TDSRC Partners, Toronto Public Library, TD Bank Group and Library and Archives Canada as well as to participating libraries. In addition, feedback gathered will inform improvements to the TDSRC program. The 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).
- Compare the measures of success, when possible, against previous 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.

Toronto Public Library 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.

TPL 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 2019, 865 email invitations in both official languages were sent to participating public libraries or systems within twelve participating provinces/territories. A soft launch of the online evaluation form took place on August 20th with invitations sent to 10% of all contacts as a 'soft launch' to ensure the form was working correctly. The full launch took place on August 23rd when invitations were sent to the remaining 90% of contacts. In total, 728 evaluations were completed between August 20 and October 23, 2019.

During the data collection period, Environics provided TPL with updates on which systems had not yet accessed their online file. TPL 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 1,724 service points from a total of 1,982 libraries that participated in the program, for a response rate of 87 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 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 Saskatchewan, a total of 255 service points participated in the Summer Reading Club in 2019, but statistics were available for only 220 of them (86%). The responses from those 220 libraries were multiplied by a factor of 1.16 to account for the 35 missing service points and ensure that the totals for Saskatchewan libraries accurately reflect the whole province and represent 13% of all libraries who participated

in the program nationwide (255 service points of the 1,982). This weighting process is consistent with the approach used in previous waves of research and 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

Regions	(A) Total Service Points Participating in TDSRC 2019	(B) Total Service Points Responding to 2019 Evaluation	(C) Evaluation Response Rate	(D) Weighting Used
Atlantic	192	177	92%	
Newfoundland & Labrador	90	75	83%	1.20
Nova Scotia	77	77	100%	1.00
PEI	25	25	100%	1.00
Quebec	415	320	77%	
ABPQ	189	167	88%	1.13
Réseau BIBLIO	226	153	68%	1.48
Ontario	776	714	92%	
SOLS	588	543	92%	1.08
OLS-North	91	74	81%	1.23
Toronto	97	97	100%	1.00
West	566	486	86%	
Manitoba	81	79	98%	1.03
Saskatchewan	255	220	86%	1.16
Alberta	229	186	81%	1.23
British Columbia	1	1	100%	1.00
Territories	7	6	86%	
Yukon	3	2	67%	1.50
Northwest Territories	4	3	75%	1.33
Nunavut	1	1	100%	1.00
Independent LAC	26	21	81%	1.24
Totals	1,982	1,724	87%	

Detailed Statistical Findings

Section 1: Program registration

Registration tracking

A total of 329,052 children registered for the TDSRC in 2019. The drop in total registrants compared to 2018 can primarily be attributed to Calgary not participating in the program in 2019.

Overall, the number of children registered for the TD Summer Reading Club in 2019 was 329,052. This is a decrease in total registration of 5% (or 17,522 children) compared to 2018 which is due mainly to the City of Calgary not participating in 2019 (more than 18,000 children were registered in Calgary in 2018).

Increases occurred in the Atlantic provinces (up 12%), and to a lesser extent, ABPQ (up 2%) and Saskatchewan (up 4%). Other regions saw decreases, notably Ontario (down 3%), Manitoba (down 19%) and Réseau BIBLIO (down 19%).

Registration in the Territories more than doubled in 2018 (up 120%) and the most notable shift came from the growth of independent libraries, which saw a gain of 3,836 registrants in 2019 over 2018. This is due to an increase both the number of independent libraries participating and better estimates of their results due to better participation in the statistical evaluation process compared to 2018.

Registration figures going back to 2015 are shown below for comparison purposes.

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

	2019		2018	2017	2016	2015
Region	Totals	2018-2019 % Difference	Totals	Totals	Totals	Totals
Atlantic	17,030	12%	15,141	16,636	13,664	16,979
Nfld. & Lab.	2,874	37%	2,104	2,093	2,591	2,453
Nova Scotia	12,152	8%	11,271	12,739	9,357	12,739
PEI	2,004	14%	1,765	1,804	1,716	1,787
Quebec	49,103	-4%	50,927	42,989	50,814	47,229
ABPQ	38,486	2%	37,779	34,266	41,141	36,344
Réseau BIBLIO	10,618	-19%	13,148	8,723	9,673	10,885
Ontario	165,537	-3%	170,243	162,402	165,695	159,437
SOLS	131,845	-2%	134,018	124,038	123,587	116,924
OLS-North	4,717	-26%	6,333	3,982	5,358	4,411
Toronto	28,975	-3%	29,893	34,382	36,750	38,102
West	92,349	-16%	109,333	104,173	95,481	84,746
Manitoba	15,561	-19%	19,196	15,449	17,677	13,985
Saskatchewan	30,420	4%	29,339	24,744	21,943	21,968
Alberta	46,153	-24%	60,463	63,814	55,717	48,661
British Columbia	214	-36%	336	166	145	132
Territories	434	120%	197	428	430	296
Independent LAC	4,598	503%	762	499	1,080	-
Registration Totals:	329,052	-5%	346,604	327,127	327,164	308,686

Source: Q1 - Total number of children who registered for the TDSRC 2019.

Children registered by age

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

Children registered in the TDSRC in 2019 were most likely be aged 6-8 (39%), followed by children aged 9-12 (30%), and those in the 0-5 (29%) age group. 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 of libraries in Newfoundland and Labrador, that skew toward the youngest age group. 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 2019 program by province/network.

Table: Number of registered children by age & region

Region	Total Registration								2019
	0-5		6-8		9-12		13+		Totals
Atlantic	4,552	27%	6,645	39%	5,344	31%	489	3%	17,030
Nfld. & Lab.	1099	38%	1036	36%	682	24%	56	2%	2,874
Nova Scotia	2805	23%	4738	39%	4212	35%	397	3%	12,152
PEI	648	32%	871	43%	450	22%	35	2%	2,004
Quebec	10,960	22%	19,235	39%	17,382	35%	1,526	3%	49,103
ABPQ	8,381	22%	14,618	38%	14,168	37%	1,320	3%	38,486
Reseau BIBLIO	2,579	24%	4,617	43%	3,214	30%	207	2%	10,618
Ontario	54,305	33%	62,890	38%	44,643	27%	3,698	2%	165,537
SOLS	42,437	32%	50,310	38%	35,827	27%	3,271	2%	131,845
OLS-North	1,607	34%	1,891	40%	1,143	24%	76	2%	4,717
Toronto	10,261	35%	10,689	37%	7,673	26%	352	1%	28,975
West	23,374	25%	37,435	41%	28,024	30%	3,517	4%	92,349
Manitoba	4,504	29%	6,283	40%	4,566	29%	208	1%	15,561
Saskatchewan	7,691	25%	12,947	43%	8,893	29%	889	3%	30,421
Alberta	11,106	24%	18,130	39%	14,502	31%	2,415	5%	46,153
British Columbia	72	34%	75	35%	62	29%	5	2%	214
Territories	145	33%	133	31%	154	35%	2	0%	434
Independent LAC	1392	30%	1603	35%	1534	33%	69	2%	4598
Age Totals:	94,727	29%	127,942	39%	97,082	30%	9,301	3%	329,052

Source: Q1 - Total number of children who registered for the TDSRC 2019.

Proportion of the population registered

Roughly five 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, five percent of all children in parts of Canada with the TD Summer Reading Club is available register for the program. This is consistent with previous years (six percent in 2018 and five percent in 2017).

The areas with the highest proportion of children registering in the program continue to be Saskatchewan (11.9%), Nova Scotia (7.4%) and PEI (7.2%). The Territories (1.4%) continues to have the lowest.

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

	2016 CENSUS	2019 TDSRC REGISTRANTS	2019	2018	2017
	(A)	(B)	(C)	(D)	(E)
Province / Territory	Total Children	Total Children	% PARTICIP. CHILDREN	% PARTICIP. CHILDREN	% PARTICIP. CHILDREN
Newfoundland	90,705	2,874	3.2%	2.3%	2.3%
Nova Scotia	163,840	12,152	7.4%	6.9%	7.8%
PEI	27,810	2,004	7.2%	6.4%	6.5%
Quebec	1,583,490	49,103	3.1%	3.2%	2.7%
Ontario	2,681,790	165,537	6.2%	6.4%	6.1%
Manitoba	293,245	15,561	5.3%	6.6%	5.3%
Saskatchewan	256,540	30,421	11.9%	11.4%	9.7%
Alberta	923,170	46,153	5.0%	6.6%	6.9%
Territories	31,500	434	1.4%	1.1%	2.4%
All participating regions (excl. BC + Independents)	6,052,090	324,240	5.4%	5.7%	5.4%

Source: Q1 - Total number of children who registered for the TDSRC 2019, 2018, 2017. 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, the Territories 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 (21%) ran a bilingual program; there was also substantial representation of bilingual programs from independent libraries (24%), libraries in OLS-North (26%) and the Territories (17%).

Table: Language in which the program was run

Region	English Only	French Only	Bilingual
Atlantic	96%	3%	2%
Nfld. & Lab.	97%	3%	0%
Nova Scotia	96%	0%	4%
PEI	88%	12%	0%
Quebec	1%	78%	21%
ABPQ	1%	89%	11%
Reseau Biblio	1%	69%	30%
Ontario	90%	3%	7%
SOLS	92%	3%	5%
OLS-North	72%	3%	26%
Toronto	100%	0%	0%
West	98%	0%	1%
Manitoba	91%	0%	9%
Saskatchewan	100%	0%	0%
Alberta	99%	1%	1%
British Columbia	100%	0%	0%
Territories	83%	0%	17%
Independent LAC	24%	52%	24%
Total	73%	19%	8%

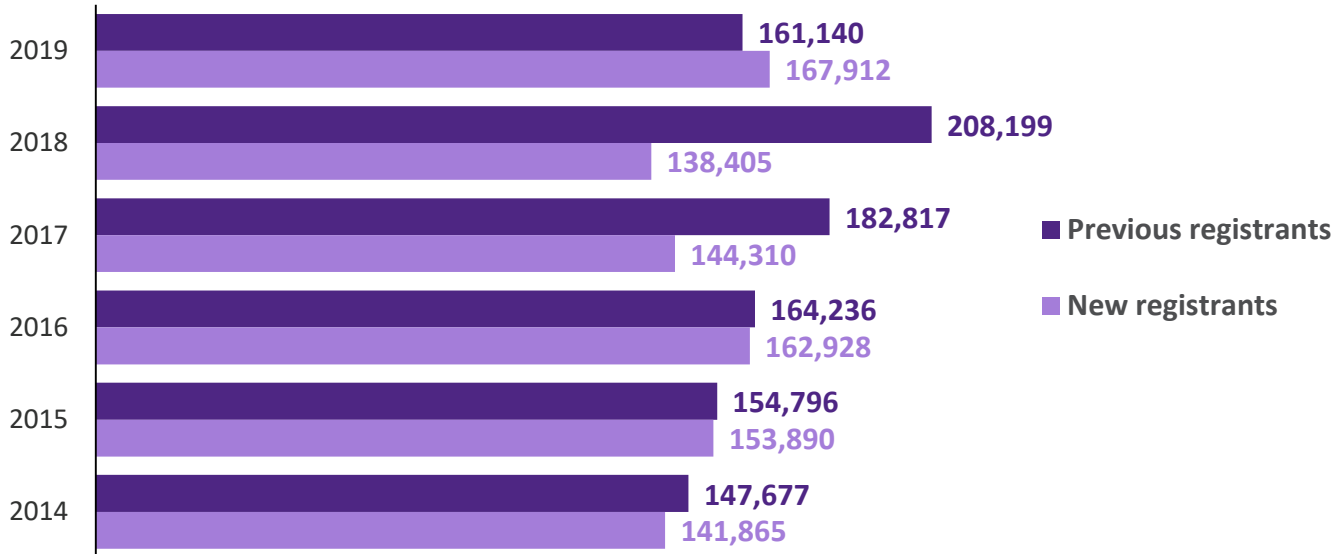
Source: Q5 - In which language did you primarily conduct the TD SRC programs?

Previous program participation

Almost half of the registrants in the 2019 program had participated in previous years which represents a shift toward a more even balance between new and repeat registrants.

Nationally, children were slightly more likely to have registered for the TDSRC for the first time in 2019 (51%) than to be returning registrants who participated in a previous year (49%). This represents a return to the more even balance between repeat and new registrants seen prior to 2017. The increase in the proportion of new registrants is the highest since this question was first asked in 2014. This may indicate efforts to promote the program to new audiences have been successful.

Figure: Previous participation by year



Source: Q2 - Number of children who had registered in previous years or were new to the TDSRC in 2019.

The proportion of children registered in previous years in 2019 returned to levels which were common in 2016 and earlier. This shift is evident in most provinces but most notably in Manitoba (from 85% to 46%).

Table: Previous participation (tracking) by region

Region	Joined in previous years			
	2019	2018	2017	2016
Atlantic	50%	54%	56%	53%
Nfld. & Lab.	43%	56%	45%	51%
Nova Scotia	52%	56%	60%	56%
PEI	50%	38%	41%	45%
Quebec	58%	54%	61%	58%
ABPQ	55%	55%	61%	57%
Reseau BIBLIO	68%	53%	64%	58%
Ontario	41%	53%	55%	51%
SOLS	42%	55%	59%	56%
OLS-North	53%	61%	54%	45%
Toronto	38%	44%	42%	38%
West	57%	74%	55%	44%
Manitoba	46%	85%	52%	37%
Saskatchewan	40%	44%	45%	34%
Alberta	72%	85%	59%	50%
British Columbia	48%	64%	63%	30%
Territories	52%	35%	26%	36%
Independent LAC	70%	36%	17%	50%
Overall	49%	60%	56%	50%

Source: Q2 - Number of children who had registered in previous years or were new to the TDSRC in 2019.

Section 2: Program participation statistics

Programs & activities organized around the club theme

Almost 45,000 TDSRC-related activities were held in 2019, with more than 780,000 in attendance. Eight in ten activities were held inside libraries with the rest happening elsewhere in the community.

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 44,765 such activities were held across the country, attended by 783,240 children.

Libraries were four times more likely to hold these events in their library than elsewhere in their community and an average of 17.5 children attended each activity nation-wide. The region with the most activities and attendance was Ontario (53% of total attendance). Western Canada accounted for a quarter of each, even without the participation of the Calgary in 2019.

Table: Number of theme-related activities and attendance

Region	2019				
	Theme-Related Activities	Total Attendance	Avg. Attendance per Activity	% of Activities in Library	% of Activities in Community
Atlantic	3,637	54,128	14.9	90%	10%
Nfld. & Lab.	757	5,708	7.5	93%	7%
Nova Scotia	2,085	41,808	20.1	91%	9%
PEI	795	6,612	8.3	79%	21%
Quebec	4,980	77,757	15.6	74%	26%
ABPQ	3,962	63,772	16.1	75%	25%
Reseau BIBLIO	1,018	13,985	13.7	68%	32%
Ontario	23,899	441,211	18.5	86%	14%
SOLS	18,525	345,428	18.6	85%	15%
OLS-North	1,593	19,987	12.5	89%	11%
Toronto	3,781	75,796	20.0	89%	11%
West	11,781	200,992	17.1	74%	26%
Manitoba	1,253	21,243	16.9	98%	2%
Saskatchewan	3,137	59,952	19.1	91%	9%
Alberta	7,389	119,569	16.2	61%	39%
British Columbia	2	229	114.5	100%	0%
Territories	124	2,365	19.1	45%	55%
Independent LAC	344	6,787	19.7	71%	29%
Overall	44,765	783,240	17.5	82%	18%

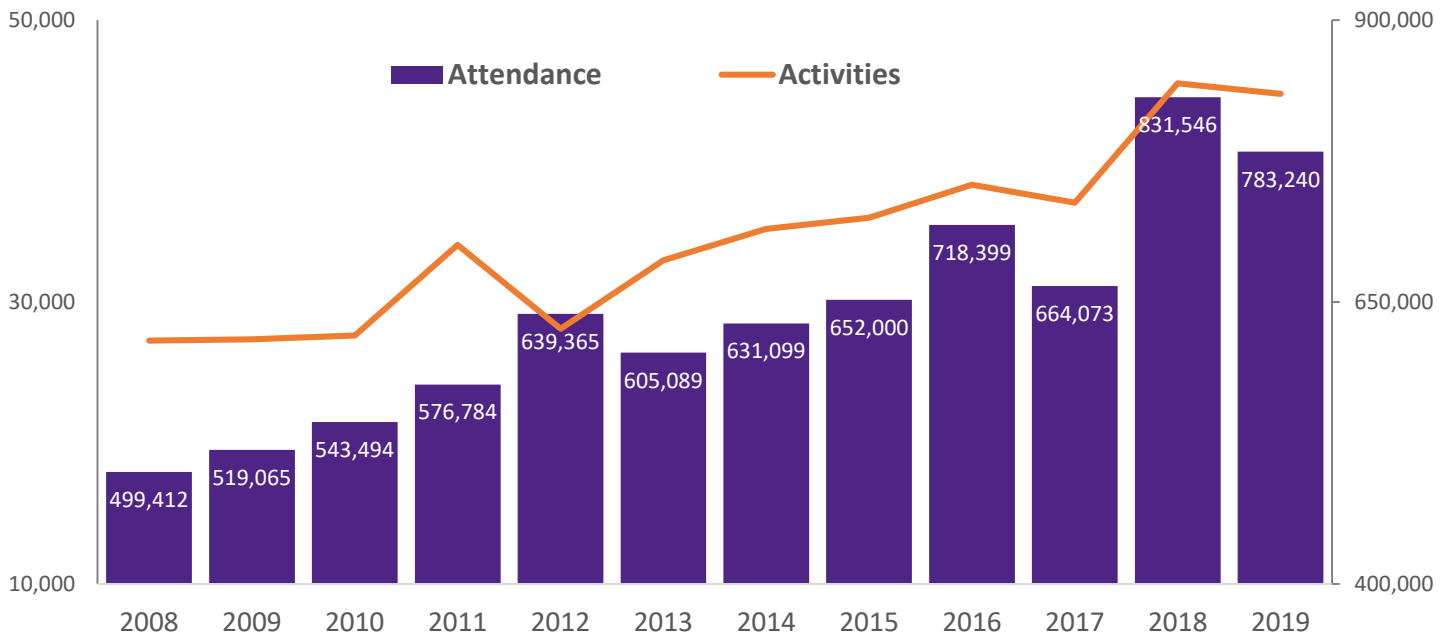
Source: Q3 - Total number programs run in library or in the community and total attendance at those programs in TDSRC 2019.

The number of activities and attendance decreased in 2019 which is largely explained by the lack of participation by Calgary libraries.

There was a decrease in the number of theme-related activities (from 45,522 to 44,765) and in the number of children who attended them (from 831,546 to 783,240) between 2018 and 2019. The lack of participation in the TDSRC among Calgary libraries resulted in both fewer activities and attendance (attendance at TDSRC activities in Calgary in 2018 was more than 53,000) but average attendance at activities also fell from 18.3 to 17.5, leading to a proportionally larger drop in attendance.

Attendance at TPL, SOLS, Saskatchewan, Independent LAC libraries and the Territories increased over 2018 with noteworthy decreases (outside of Alberta) happening in OLS-North, BPO, Reseau Biblio and Nova Scotia.

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 2019.

Promotion of programs & activities organized around the club theme

A majority of libraries made at least one promotional visit in 2019, most commonly to schools. The proportion making visits to schools, day cares and childcare centres is similar to 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. Most libraries made visits to schools (58%) while a smaller proportion visited childcare centres (25%), day camps (21%) or other locations (22%).

More promotional visits were made to schools than to all other locations combined and these visits accounted for the vast majority of children contacted. In total, librarians estimated that almost 662,134 children were reached as a result of these promotional efforts over the course of 12,689 separate promotional visits. An average of 52 children were reached per promotional visit.

Regionally, libraries in the West were the most likely to have made promotional visits to schools (68%) while libraries in Quebec were the least likely to (43%). While the number of total promotional visits increased by 15% from 2018, fewer promotional visits were made to schools and more were made to each of the other locations¹.

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%	283	45,208	14%	63	1,339	24%	89	1,744	20%	69	1,400
Quebec	43%	1,209	66,160	30%	457	13,937	19%	143	3,860	21%	170	9,445
Ontario	58%	2,990	227,118	22%	632	15,801	26%	755	13,663	18%	385	21,371
West	68%	1,979	179,988	13%	198	5,691	29%	2,217	30,893	26%	829	18,134
Territories	50%	4	391	50%	4	253	50%	4	90	50%	4	40
Independent LAC	62%	48	2,881	52%	73	1,303	38%	39	349	52%	48	1,075
Overall	58%	6,512	521,747	21%	1,426	38,325	25%	3,246	50,598	22%	1,505	51,464

The proportion who report visiting schools, day camps and childcare centres is in line with the broader five-year trend.

Table: Promotional visits by staff by year

Year	Program Promotion		
	Schools	Day Camps	Childcare Centres
	(% Visited)	(% Visited)	(% Visited)
2019	58%	21%	25%
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 2019.

¹ Libraries in Edmonton reported a large number of visits to childcare centres in 2019 after having not visited any in 2018, largely accounting for the increase in visits to these locations.

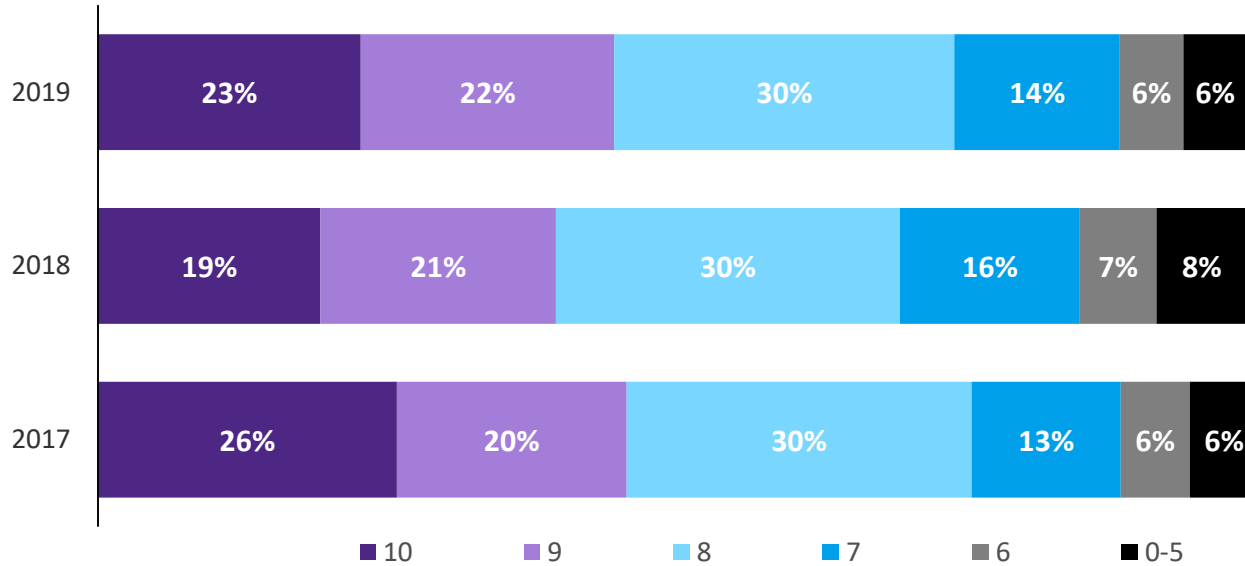
Section 3: Program satisfaction

Overall program satisfaction²

Overall satisfaction with the 2019 TD Summer Reading Club has increased since last year in every region.

Satisfaction with the TD Summer Reading Program was high overall, with three out of four librarians (75%) satisfied (a rating between 8 and 10), one-in-five (20%) gave moderate ratings (6-7) and six percent were less satisfied (0-5). Satisfaction is higher than in 2018, returning to the levels observed in 2017.

Figure: Overall satisfaction with the TDSRC program



Source: Q6 – Overall, how satisfied were you with the TDSRC in 2019 (on a scale from 0 to 10 where 0 is not at all satisfied and 10 is completely satisfied)?

² 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.

Satisfaction has increased across all regions compared to 2018. Overall program satisfaction continues to be highest in Quebec, consistent with prior years. Satisfaction in Atlantic increased the most dramatically (13 points), returning to 2017 levels.

Table: Overall satisfaction with the TDSRC program (Tracking)

Region	Overall Satisfaction With the Program			
	2019	2018	Difference (2018 – 2019)	2017
	<i>Top 3 Box</i>	<i>Top 3 Box</i>	<i>Change</i>	<i>Top 3 Box</i>
Atlantic	70%	57%	+13	68%
Quebec	85%	81%	+4	78%
Ontario	72%	68%	+4	77%
West	71%	68%	+3	74%
Independent LAC	95%	*	*	*
Total	75%	70%	+5	76%

Source: Q6 – Overall, how satisfied were you with the TDSRC in 2019 (on a scale from 0 to 10 where 0 is not at all satisfied and 10 is completely satisfied)? **Note:** All responses are included in the total, but 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 website satisfaction

Satisfaction with the website/web content for librarians and the ease of navigating the website returned to previous levels after decreasing in 2018.

Seven in ten librarians were satisfied with the website and its content (70% rating 8-10) and with the ease with which they navigate the website (71%). For both questions, most of the remainder gave a moderate rating (6-7), with fewer than one in ten who were less satisfied (0-5 rating).

Figure: Satisfaction with website and web content

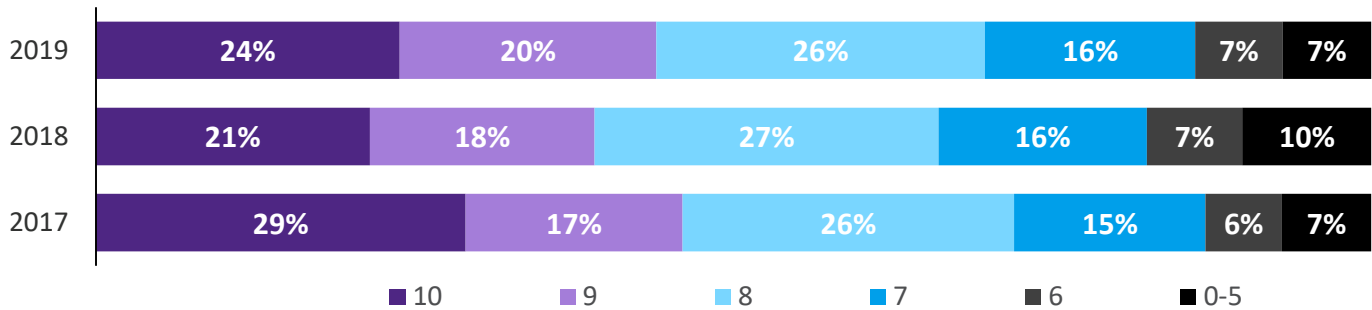
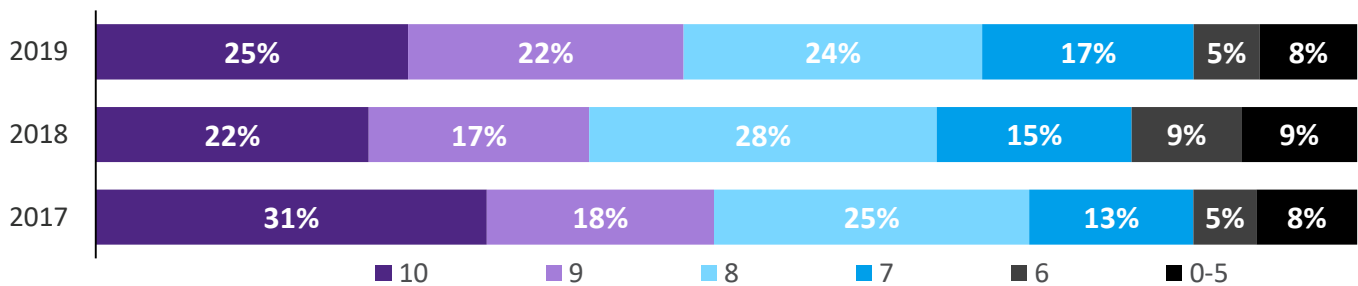


Figure: Satisfaction with ease of navigating the website



Satisfaction with these two aspects of the website is highest among Independent libraries and Quebec. Satisfaction increased in almost all regions for both questions compared to 2018.

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)			
	2019	2018	Difference (2019 to 2018)	2017	2019	2018	Difference (2019 to 2018)	2017
	Top 3 Box	Top 3 Box	Change	Top 3 Box	Top 3 Box	Top 3 Box	Change	Top 3 Box
Atlantic	68%	59%	+8	69%	71%	57%	+14	60%
Quebec	86%	83%	+3	82%	81%	81%	+1	79%
Ontario	62%	61%	+1	74%	63%	65%	-2	73%
West	67%	64%	+3	67%	71%	63%	+8	72%
Independent LAC	89%	*	*	*	84%	*	*	*
Total	70%	66%	+4	72%	71%	67%	+4	74%

Source: Q7A – How satisfied were you with the website and web content for librarians in 2019 (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 2019 (on a scale from 0 to 10 where 0 is not at all satisfied and 10 is completely satisfied)? **Note:** All responses are included in the total, but regions are reported separately only if at least 10 service points provided responses. An asterisk appears where sample sizes are too small to display.

Use of and satisfaction with English website resources

Use of English materials has dipped across all material types; at least two thirds report being satisfied with each of the resources.

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 location³. 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 (79%), followed by the recommended reads (67%), the activities (66%) and the promotional templates (65%). About half use the brand guidelines, the programs and the ‘how to run a successful program’ section. The least used English resource continues to be the staff newsfeed (28%, even lower than in prior years).

Resource usage is lower for each type of resource than in 2018 and, in most cases, is also lower than in 2017. The usage of website resources also varies across regions. While the images were the most commonly used resource in Ontario (83%) and the West (75%), in Atlantic Canada it was the promotional templates (80%). Among independent libraries, the activities were the most used resource (89%).

Table: Use of English staff website resources

Resource	Staff Website English Resource Usage Tracking (% Used)		
	2019	2018	2017
The Images	79%	83%	81%
Recommended Reads	67%	74%	71%
The Activities	66%	70%	71%
The Promotional Templates	65%	70%	64%
The Brand Guidelines	49%	62%	56%
The Programs	49%	56%	59%
The ‘How to run a successful program’ section	48%	55%	53%
The Staff Newsfeed	28%	39%	34%

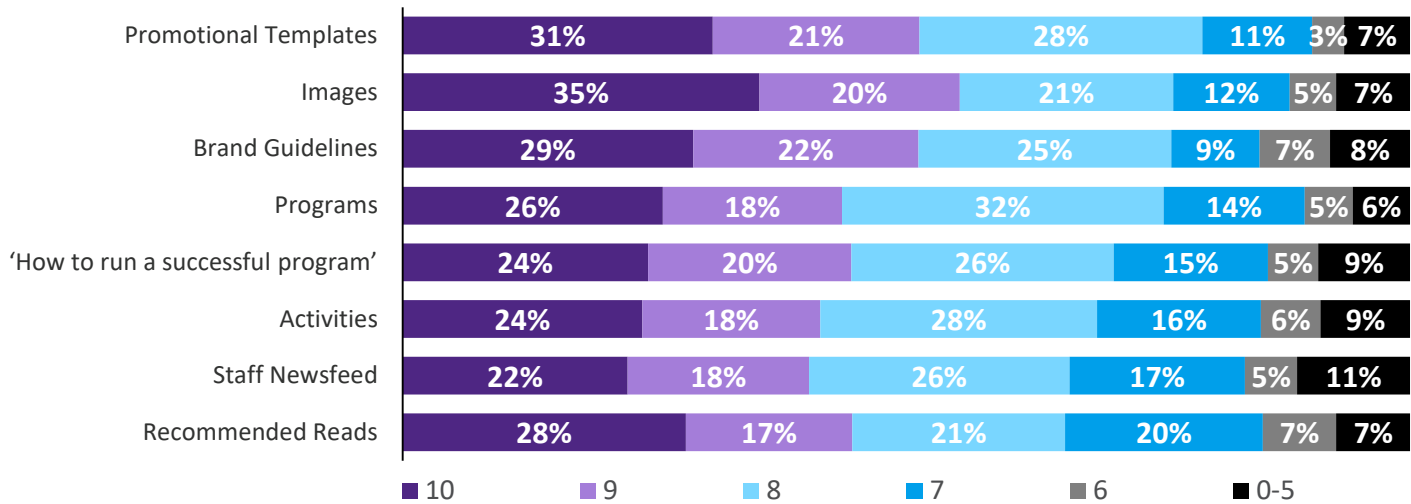
Resource	Staff Website English Resource Usage by Region (% Used)			
	West	Ontario	Atlantic	Independent LAC
The Images	75%	83%	74%	67%
Recommended Reads	61%	73%	57%	67%
The Activities	61%	67%	78%	89%
The Promotional Templates	59%	67%	80%	67%
The Brand Guidelines	41%	53%	56%	56%
The Programs	45%	51%	53%	33%
The ‘How to run a successful program’ section	50%	45%	52%	67%
The Staff Newsfeed	29%	29%	20%	22%

Source: Q8A – Identify the resources on the library staff website you used (English resources). **Note:** All responses are included in the total, but regions are reported separately only if at least 10 service points provided responses.

³ 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, with the promotional templates having the highest satisfaction (79% with a score from 8 to 10). At least two thirds were satisfied with each of the other resources, including the staff newsfeed, despite its lower usage.

Figure: Satisfaction with English staff website resources



Regionally, most libraries were similar in their satisfaction with the materials, except for brand guidelines, which was much lower in the West (68%) and the activities, which was higher in the Atlantic (77%). Satisfaction with the English resources are consistent or higher than those recorded in 2018.

Table: Satisfaction with English staff website resources (Regional)

Resource	Librarian English staff website resource satisfaction (% 8-10 rating)			
	Overall	Atlantic	Ontario	West
Promotional Templates	79%	81%	79%	78%
Images	76%	77%	74%	80%
Brand Guidelines	76%	76%	80%	68%
Programs	76%	77%	76%	73%
'How to run a successful program'	71%	73%	69%	71%
Activities	69%	77%	68%	66%
Staff Newsfeed	66%	65%	65%	67%
Recommended Reads	66%	64%	63%	70%

Source: Q8B – Satisfaction with the resources on the library staff website you used (English resources). **Note:** All responses are included in the total, but 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 slightly 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 along with the *suggestions de livres* (76%). Outside of these two resources however, most of the others are continuing a steady decline in reported use, with *Nouvelles du Club* seeing the largest drop (40%, down 7 points) from 2018. The *activités longues* (30%) remain the least widely used.

Unlike in 2018, where libraries outside of Quebec were more likely than those in Quebec to use most of the materials, in 2019, ABPQ had the highest French material usage across all materials, except *Conseils pour la mise sur pied d'un club de lecture d'été réussi* (38%). *Nouvelles du Club* (28%) and *Activités longues* (20%) are especially underutilized among libraries in Réseau BIBLIO.

Table: Use of French staff website resources

Resource	Staff Website French Resource Usage Tracking (% Used)		
	2019	2018	2017
<i>Illustrations</i>	85%	83%	85%
<i>Suggestions de livres</i>	76%	78%	73%
<i>Activités express</i>	53%	52%	56%
<i>Modèles et directives</i>	51%	53%	66%
<i>Bricolages</i>	50%	51%	54%
<i>Guide sur l'image de marque</i>	47%	50%	65%
<i>Conseils pour la mise sur pied d'un club de lecture d'été réussi</i>	43%	46%	51%
<i>Nouvelles du Club</i>	40%	47%	44%
<i>Activités longues</i>	30%	35%	35%
Resource	Staff Website French Resource Usage by Region (% Used)		
	ABPQ	Réseau BIBLIO	Outside QC (Combined)
<i>Illustrations</i>	92%	76%	89%
<i>Suggestions de livres</i>	76%	76%	74%
<i>Modèles et directives</i>	59%	44%	51%
<i>Bricolages</i>	57%	43%	46%
<i>Activités express</i>	55%	53%	48%
<i>Nouvelles du Club</i>	52%	28%	47%
<i>Guide sur l'image de marque</i>	49%	49%	32%
<i>Activités longues</i>	40%	20%	32%
<i>Conseils pour la mise sur pied d'un club de lecture d'été réussi</i>	38%	51%	36%

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 the resources they used. Satisfaction is highest for the *modèles et directives* (85% rating of 8-10), although all materials received high satisfaction scores. Despite having the lowest usage score, two-thirds of librarians were still satisfied with *Activités longues*, indicating that a lack of usage was not due to dissatisfaction with the material. Satisfaction with the French resources are consistent or higher than those recorded in 2018.

Figure: Satisfaction with the staff website resources – French

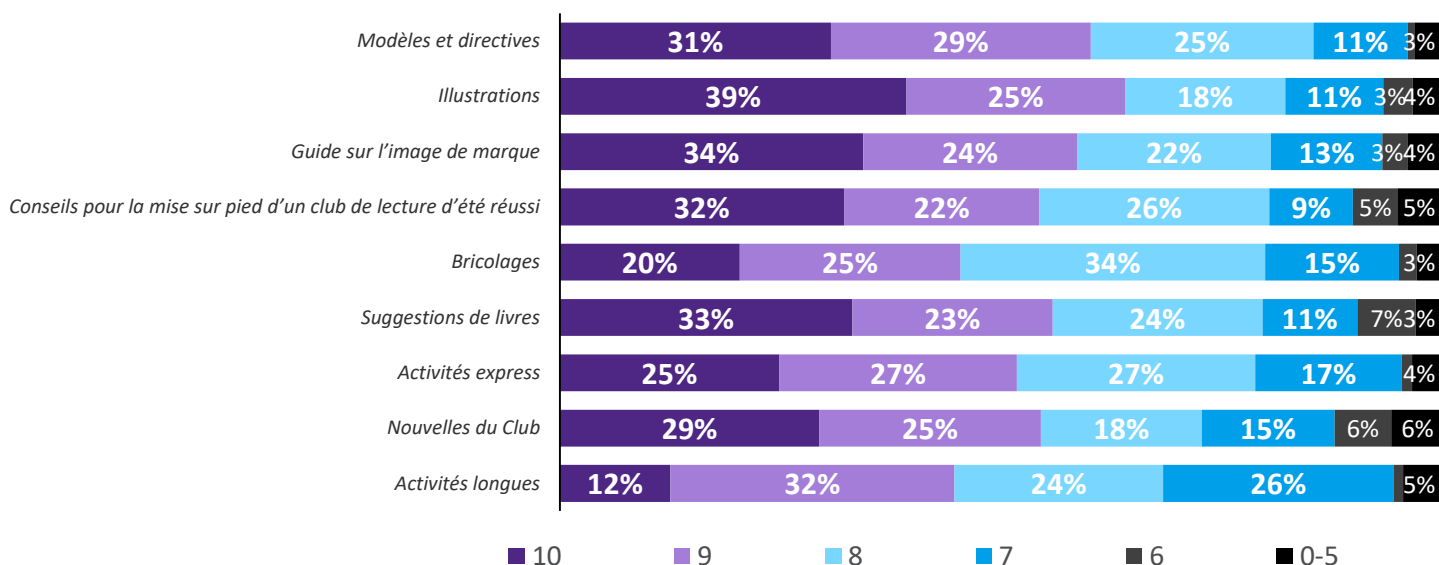


Table: Satisfaction with the staff website resources – French (Regional)

Resource	Librarian French staff website resource satisfaction (% 8-10 rating)			
	Overall	ABPQ	Reseau BIBLIO	Outside QC (Combined)
Modèles et directives	85%	77%	94%	95%
Illustrations	82%	78%	84%	93%
Guide sur l'image de marque	80%	72%	89%	100%
Conseils pour la mise sur pied d'un club de lecture d'été réussi	80%	79%	77%	100%
Bricolages	80%	83%	79%	69%
Suggestions de livres	80%	74%	86%	80%
Activités express	79%	81%	77%	75%
Nouvelles du Club	73%	72%	67%	93%
Activités longues	68%	70%	71%	52%

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.

Staff web resource suggestions

The most common suggestions involved providing better program content, especially more ideas for programs and activities; another common suggestion was better access to materials and resources.

Librarians were asked for suggestions on how to improve the web resources for future years. A quarter of provided suggestions mention the content available (28%), especially a desire for more program or activity suggestions and improved clip art. One in five (22%) made suggestions around providing better access to the resources, including making resources available in more/editable formats and providing the material sooner. A number also suggested changes to make the website clearer and easier to navigate (10%) or made other specific requests or suggestions (4%). Four in ten expressed satisfaction with the current web resources.

Table: Web resource improvement suggestions

Suggestions on how to improve any of the web resources for library staff?	2019
Satisfied with current web resources	40%
More/better/specific content (any mention)	28%
<i>More suggestions/ideas for programs/activities</i>	13%
<i>Improve clip art/more visually appealing/more variety/ability to resize</i>	7%
<i>More interesting/more interactive activities/games for older ages to attract more children</i>	4%
<i>Better/more recent/broader booklists/wider variety of titles</i>	4%
Better access to materials and community (any mention)	22%
<i>Need to improve accessibility/downloading of Excel/Word templates</i>	6%
<i>Make material available sooner</i>	4%
<i>Ability to share ideas/information between libraries/through social media/online forum</i>	3%
<i>More accessible links/resources/have them grouped in one spot</i>	3%
<i>Make accessing the website easier for librarians</i>	3%
<i>Simpler/more user friendly/better navigation/search/print functions/better organization of categories</i>	10%
Better targeting (any mention)	4%
<i>Age specific content/separate by age/school level</i>	3%
Other specific requests or improvements	4%
Other types of responses	10%

Source: Q9 – Do you have any suggestions on how to improve any of the web resources for library staff? **NOTE:** Results include proportions based on valid responses only – those who stated they did not have any suggestions or did not provide valid feedback are excluded. Although all codes are included in the groupings listed, only those with 3% or higher are displayed in the table.

Section 4: Program evaluation satisfaction

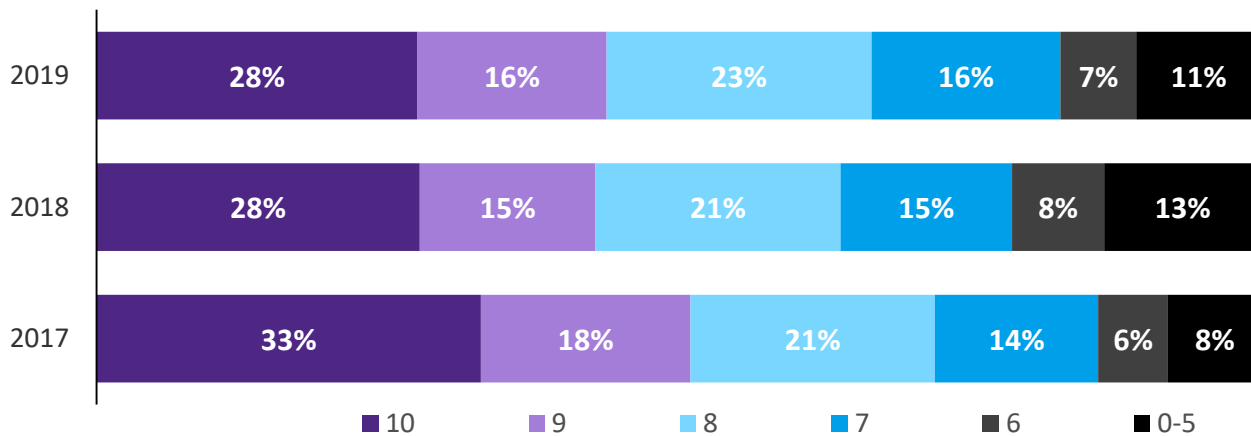
Overall satisfaction with the program statistics & evaluation process

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 in each region are satisfied with the program evaluation process.

Satisfaction with the overall evaluation process was high with two in three (67%) librarians providing a top three box satisfaction score (rating of 8-10). The level of satisfaction is similar to that seen in 2018 (64%)

Figure: Overall satisfaction with the statistics & evaluation process



Quebec libraries continue to be very satisfied with the program evaluation process along with a large majority of the independent libraries (78% of each). Atlantic Canada saw a large gain in satisfaction (68%, up 15 points) from 2018.

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

Region	Satisfaction with the Program Statistics & Evaluation Process (Top 3 Box)			
	2019	2018	Difference (2019 to 2018)	2017
	Top 3 Box	Top 3 Box	% Change	Top 3 Box
Atlantic	68%	53%	+15	67%
Quebec	78%	69%	+9	74%
Ontario	61%	63%	-2	75%
West	64%	64%	0	67%
Independent LAC	78%	*	*	*
Total	67%	64%	+3	72%

Source: Q10A – Overall, how satisfied were you with the program evaluation process in 2019 (on a scale from 0 to 10 where 0 is not at all satisfied and 10 is completely satisfied)? **Note:** All responses are included in the total, but regions are reported separately only if at least 10 service points provided responses. An asterisk appears where sample sizes are too small to display.

Ease and relevancy of the program statistics & evaluation system

Satisfaction with the relevancy of the questions and the ease of using the evaluation system remain high.

Librarian ratings of two specific elements of the statistical evaluation process are also positive. Almost three quarters (73%) gave a top three box score for the ease of using the evaluation system and almost two thirds (64%) are satisfied with the relevancy of the questions asked. The results of both questions are similar to those in 2018 but are higher than in 2017.

Figure: Ease of using the evaluation system

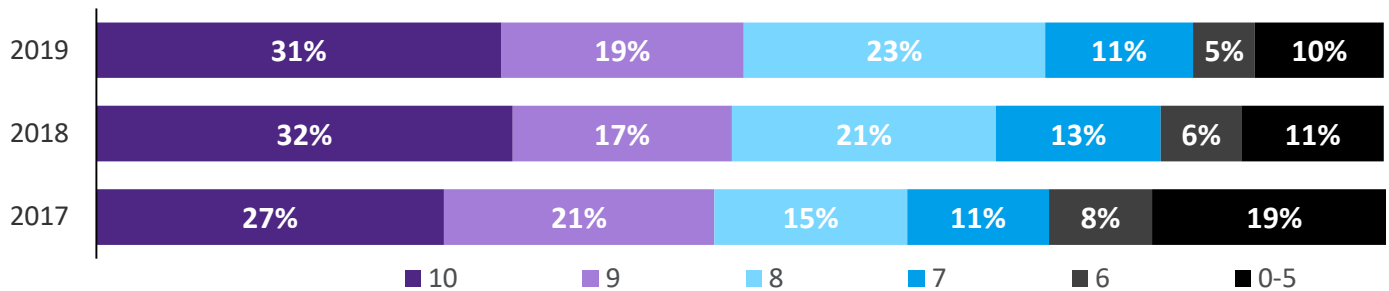
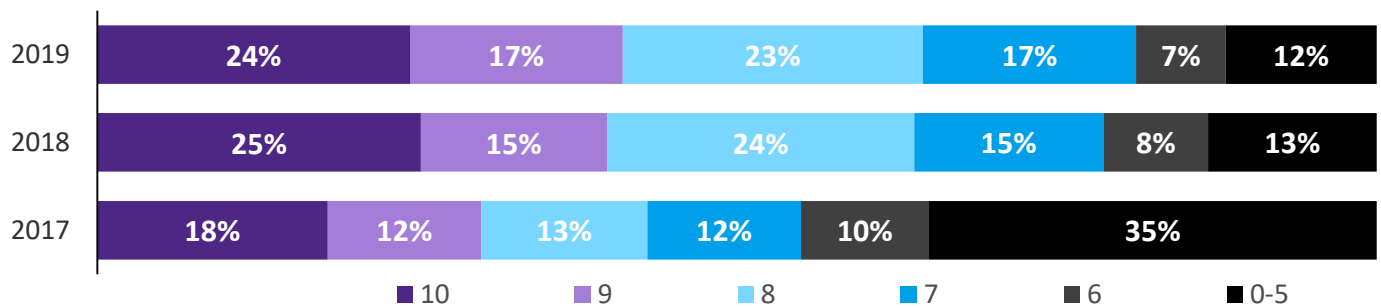


Figure: Relevancy of the questions asked



Regionally, Atlantic Canada and Quebec both saw an increase in satisfaction on both measures in 2019. The only region which saw a decline was Ontario, where satisfaction with the relevance of questions was lower by seven percentage points.

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)			
	2019	2018	Difference (2019 to 2018)	2017	2019	2018	Difference (2019 to 2018)	2017
	Top 3 Box	Top 3 Box	Change	Top 3 Box	Top 3 Box	Top 3 Box	Change	Top 3 Box
Atlantic	79%	62%	+17	64%	67%	54%	+13	62%
Quebec	88%	75%	+13	74%	71%	63%	+8	41%
Ontario	66%	68%	-2	60%	58%	65%	-7	39%
West	71%	70%	+1	61%	66%	65%	+1	43%
Independent LAC	83%	*	*	*	83%	*	*	*
Total	73%	70%	+3	63%	64%	64%	0	43%

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: All responses are included in the total, but 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 involved clarifying data requirements to ensure accurate data collection but also improving usability by providing digital forms.

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 so data can be accurately recorded (by, for example, clarifying terms used in questions, providing guidance on how to record children who weren't officially registered and not being forced to enter a number for which they did not collect data).

Improved usability of the evaluation form is also a major suggestion, including providing statistical forms in a digital format that can be updated throughout the program, simplifying the process and making it easier to print or download results which have been entered. Others suggested expanding the depth of information captured by allowing them to enter additional related information or comments throughout. Finally, some mentioned timeliness, with librarians requesting the questions to be asked sooner. Three in ten librarians described being satisfied with the current process.

Table: Evaluation system improvement suggestions

Suggestions for ways to improve the collection of statistics and program evaluation?	2019
Satisfied with the current process	30%
Clarify data request/ensure data can be accurately recorded (any mention)	26%
<i>Clarify/better define information requested</i>	12%
<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>	7%
Improve usability (any mention)	21%
<i>Availability of statistic forms in digital format to update information regularly</i>	8%
<i>Make it more user friendly/simplified process</i>	8%
<i>Make it easier to have printable/downloadable spreadsheets</i>	3%
Improve depth of info (any mention)	11%
<i>Allow us space to enter additional related information</i>	4%
<i>Include a comments section for each question for explanation of data collected/more feedback</i>	4%
<i>Include stats on number of books read</i>	3%
Timeliness (any mention)	10%
<i>Make questions/forms available sooner/let us know what to track</i>	8%
Had difficulty reporting for individual branches as delivery of SRC program is centralized	4%
Do not have registrant previous participation data available	3%
Other comments or suggestions (any mention)	10%

Source: Q11 – Do you have any suggestions to improve the collection of statistics and the program evaluation? **NOTE:** Results include proportions based on valid responses only – those who stated they did not have any suggestions or did not provide valid feedback are excluded. Although all codes are included in the groupings listed, only those with 3% or higher are displayed in the table.

Testimonials indicating an increased love of reading

Librarians mention more qualitative descriptions of children’s enjoyment than tangible measures when reflecting on the feedback they received about the program’s success in generating a love of reading.

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 majority of librarians who recounted testimonials described qualitative outcomes (89%) that included children saying they enjoyed the program and were motivated to read more and parents saying they are thrilled with the program. In addition, many libraries reported concrete and quantifiable outcomes such as increased library visits, improved skill and confidence with reading and improved reading levels.

Table: Love of reading testimonials

Testimonials indicating an increased love of reading	2019
Qualitative outcomes (any mention)	89%
<i>Children enjoyed the program/enjoyed reading/were motivated to read more</i>	35%
<i>Parents are thrilled with the program</i>	19%
<i>Children love adding stickers to their passports</i>	15%
<i>We receive numerous positive comments/everyone loves the program</i>	15%
<i>Makes them excited/keeps them reading over the summer</i>	13%
<i>Children/parents enjoyed the activities/crafts/website</i>	13%
<i>Children like the in-person book reporting</i>	6%
<i>Children enjoy coming back each year</i>	6%
<i>Teachers love to bring their class to visit and exchange books</i>	4%
<i>Staff did a great job at keeping kids interested</i>	4%
<i>Children enjoyed this year's theme</i>	4%
<i>Higher program registration numbers</i>	3%
Tangible outcomes (any mention)	40%
<i>Brings more children to the library/they enjoy coming</i>	10%
<i>Improved children reading skills/confident in reading out loud</i>	8%
<i>Noticeable improvement in reading level</i>	7%
<i>Children more willing to read at home/share with family</i>	7%
<i>Children exploring more/new genres/topics/learning new things</i>	6%
<i>Children checking out more books from library</i>	4%
<i>Children exceeding goals of club/reading extra</i>	3%
<i>Improved confidence/communication skills</i>	3%
<i>Increased interest/abilities in school/reading</i>	3%
<i>Challenges/incentives were a motivating factor</i>	7%
<i>Other</i>	3%

Source: Q12 – Do you have any testimonials from parents, caregivers or teachers that may indicate an increased love of reading? **NOTE:** Results include proportions based on valid responses only – those who stated they did not have any testimonials or did not provide valid feedback are excluded. Although all codes are included in the groupings, only those with 3% or higher are displayed in the table.

Section 5: Conclusions and recommendations

The TD Summer Reading Club continues to be a highly successful program; just over five percent of all Canadian children who live where the program is offered enrolled in the summer of 2019. While total registration declined relative to 2018, this is mainly due to the lack of participation from the Calgary library system (the decline in total registration between 2018 and 2019 roughly equates to the 2018 Calgary registration numbers). Nonetheless, even without Calgary, the total number of theme-related activities and attendance at those activities is higher in 2019 than every year except 2018.

The program continues to be well-received by librarians across the country. Satisfaction with the program overall and with each of its various aspects is high (and stable or higher compared to 2018 on most measures in every region). There is widespread use of, and satisfaction with, the resource materials provided in both languages. Satisfaction with the program evaluation process is also stable. Open-ended feedback from librarians testifies to the benefits for children and their families by promoting a love of books and reading.

Based on the suggestions for improvement provided by librarians, we have provided a series of recommendations for the TDSRC evaluation for future years:

Changes to the evaluation process: Consider adding a specific milestone in the program planning that allows time to review and make changes to the evaluation form, based on feedback from the previous year. This needs to take place well **before** program materials are sent to librarians, so they know what information they will be asked to provide and can collect it while the program is running. This will require contracting the research earlier in the process to allow a research firm to suggest changes to questionnaire.

Additionally, some librarians request making available a downloadable, editable and saveable Excel file which includes clear descriptions (including how they should be counted) of the measures they will need to track for the evaluation. Administrators who gather feedback from various service points could distribute this form to their libraries to ensure consistency in the data and make reporting for the system easier. The development of an electronic form should be thoroughly user-tested before being launched.

Finally, there is an opportunity to separate out questions which can be answered by library system administrators versus those that require information from librarians at individual service points. An example is the question about satisfaction with the ease of using the evaluation system: since only the administrator uses the system, the people responding for individual service points have nothing to base an opinion on. It therefore reduces burden for those involved if the question is asked only of system administrators (instead of counts by service point).

Specific changes to the evaluation content: While the statistical evaluation form has been largely unchanged for several years, there are some areas where improvements could be made. We believe these changes would help provide a better understanding of what libraries like/don't like about the program and how it could be further improved.

- **Additional satisfaction questions:** The questions measuring program satisfaction ask only about one or two aspects of each area (e.g. satisfaction with the evaluation asks only about ease of use and relevancy). This can make it hard to explain changes in overall satisfaction (e.g. with the evaluation process) when they occur. Additional questions could provide a more complete sense of what is driving satisfaction.
- **Review question about previous registration:** Open-ended feedback suggests some librarians find it challenging to track the proportion of registered children who have participated in previous years. The only ways they can accurately measure this is to gather this information from each child when registering or to reconcile the registration lists from one year to the next (a very onerous task).

- **Double-barrelled question wording:** Question Q7A asks about satisfaction with “the staff website and web content for librarians,” making the resulting data difficult to interpret. While these are similar concepts, it would be more effective to ask about each separately.
- **Alternative approaches to promotion:** Some librarians say they sent or handed out printed promotional material instead of making visits to schools and other locations to promote the program. The current evaluation form does not contain any way to collect this information, causing some confusion for the libraries who have taken this approach to promotion. In future waves of this research, it may be beneficial to ask about alternative methods of promoting the program beyond physically visiting locations.
- **Forced responses:** Based on the open-ended feedback, in future waves of research, it should be made possible for a librarian to clearly indicate for which questions on the evaluation form they do not have data. This should include even the questions which are currently the main metrics of program success (registration, activities/attendance, program promotion). Communication with libraries should stress the importance of gathering data for these key measures, but in cases where they cannot, it would be preferable for them to be able to select ‘no data available’ and bypass the question than potentially providing inaccurate information.
- **Allow additional open-ended clarification:** Librarians suggested that the evaluation form include an open-ended feedback box for each question asked. This could be used as a place to flag issues with the librarian’s ability to answer the question and to provide additional details about their experience. The results would not be coded or necessarily presented in the report but could provide feedback on ways to improve the evaluation form.



Appendix 1: Evaluation Form

TD Summer Reading Club Statistics & Evaluation Form 2019

Introduction / Splash Screen

Thank you for participating in the 2019 TD Summer Reading Club. Below is a form for you to report statistics at the conclusion of your <library system's / library's> 2019 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 **September 30th** 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.

<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 2019 in your system?

INTRO2 - How many of the service points/branches that participated in the TD SRC 2019 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 2019 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) Number of Individual Visits	(If Q4 > 0 or Q4=yes) Estimated Number of Children in Attendance
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

SYSTEM: 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 2019?												

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

SYSTEM: 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

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?

--



Program Statistics and Evaluation Process

SYSTEM: 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?	

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

The response rate in Ontario is higher than the national average; every library in Toronto responded.

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, 714 of the 776 participating individual libraries submitted their results, representing an overall response rate of 92% (the overall national response rate was 87%).

Table: Response rate

	(A)	(B)	(C)	(D)
Regions	Total Service Points Participating in TDSRC 2019	Total Service Points Responding to 2019 Evaluation	Evaluation Response Rate	Weighting Used
Ontario	776	714	92%	-
SOLS	588	543	92%	1.08
OLS-North	91	74	81%	1.23
Toronto	97	97	100%	1.00

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

Registration decreased in Ontario compared to 2018 especially in OLS-North, with smaller declines in SOLS and Toronto.

Overall, the number of children registered for the TD Summer Reading Club in 2019 was 165,537. This represents a decrease over last year but is in line with other recent years.

The largest relative decrease was among the OLS-North libraries (down 26% from 2018), however, the registration totals in 2019 are similar to those in the years before 2018. Registration in Toronto is similar to 2018 but has declined since 2015. Despite a small decline, registration in SOLS is still higher than in other recent years. The proportion of all eligible children in Ontario who registered for the TDSRC in 2019 was 6.2%.

Registration figures going back to 2015 are shown below for comparison purposes.

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

	2019		2018	2017	2016	2015
Region	Totals	2019-2018 % Difference	Totals	Totals	Totals	Totals
Ontario	165,537	-3%	170,243	162,402	165,695	159,437
SOLS	131,845	-2%	134,018	124,038	123,587	116,924
OLS-North	4,717	-26%	6,333	3,982	5,358	4,411
Toronto	28,975	-3%	29,893	34,382	36,750	38,102

Source: Q1 - Total number of children who registered for the TDSRC 2019.

The proportion of returning registrants was lower in 2019 than in prior years.

Compared to previous years, the proportion of repeat registrants declined across all Ontario regions, from a majority in 2018 (53%) to four out of ten (41%) in 2019. The decrease was largest in SOLS (down 13 points to 42%).

Table: Previous participation (tracking) by region

Region	Joined in previous years			
	2019	2018	2017	2016
Ontario	41%	53%	55%	51%
SOLS	42%	55%	59%	56%
OLS-North	53%	61%	54%	45%
Toronto	38%	44%	42%	38%

Source: Q2 - Number of children who had registered in previous years or were new to the TDSRC in 2019.

Program language

A quarter of OLS-North libraries ran bilingual programs, with a few in SOLS and none in Toronto.

The TDSRC was run as a unilingual English program in virtually all SOLS and Toronto libraries, with a quarter of OLS-North libraries running a bilingual program.

Table: Language in which the program was run

Region	English Only	French Only	Bilingual
Ontario	90%	3%	7%
SOLS	92%	3%	5%
OLS-North	72%	3%	26%
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 24,000 activities were held in 2019, attended by more than 441,000 children, the largest totals recorded for the TDSRC since 2013. The vast majority of the 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 441,211 children attended the 23,899 theme-related activities which were organized in libraries or communities across Ontario in 2019. These libraries were six times more likely to hold their events within their library than elsewhere in their community and an average of 18.5 children attended each activity province-wide.

Although OLS-North held fewer theme related activities (1,593), average attendance was also quite low (12.5 children) compared to SOLS and Toronto.

Both the number of activities and attendance surpassed all prior years in Ontario.

Table: Number of theme-related activities and attendance

Region	2019				
	Theme-Related Activities	Total Attendance	Avg. Attendance per Activity	% of Activities in Library	% of Activities in Community
Ontario	23,899	441,211	18.5	86%	14%
SOLS	18,525	345,428	18.6	85%	15%
OLS-North	1,593	19,987	12.5	89%	11%
Toronto	3,781	75,796	20.0	89%	11%

Table: Theme-related activities and attendance trend

Ontario	Theme-Related Activities	Total Attendance
2019	23,899	441,211
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 2019.

Promotion of program

Almost six in ten Ontario libraries made promotional visits to schools in 2019, reaching more than 227,000 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. Most Ontario libraries made visits to schools (58%) while a smaller proportion visited childcare centres (26%), day camps (22%) or other locations (18%).

In total, Ontario librarians estimated that 277,953 children were reached as a result of these promotional efforts over the course of 4,762 separate promotional visits. An average of 58 children were reached per promotional visit across all locations.

Table: Program promotion by location type

Location	Ontario		
	% Visited	Total Visits	Children attended
Schools	58%	2,990	227,118
Day camps	22%	632	15,801
Childcare centres	26%	755	13,663
Other	18%	385	21,371

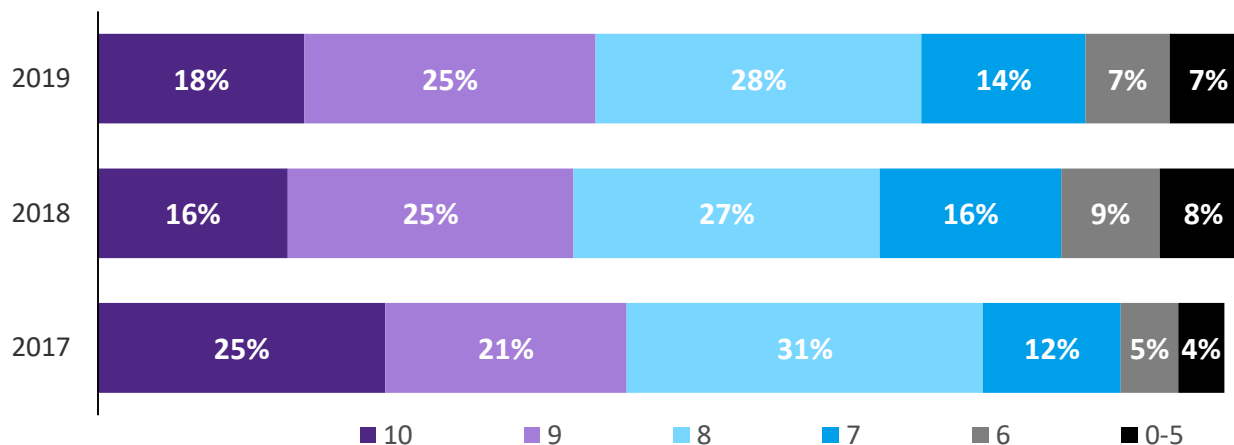
Source: Q4/Q4A – Promotion of the program at schools, day camps, childcare centres or other locations, the number of individual visits and attendance at those visits in TDSRC 2019.

Overall program satisfaction⁴

Overall satisfaction with the TD Summer Reading Club continues to be high.

Satisfaction with the TD Summer Reading Program is high overall, with seven in ten (71%) who are satisfied (a rating between 8 and 10), less than one-quarter (21%) who give moderate ratings (6-7) and seven percent who are less satisfied (0-5). The overall satisfaction rating is consistent with 2018.

Figure: Overall satisfaction with the TDSRC program



Source: Q6 – Overall, how satisfied were you with the TDSRC in 2019 (on a scale from 0 to 10 where 0 is not at all satisfied and 10 is completely satisfied)?

Although satisfaction for Ontario as a whole is consistent with 2018, there are differences by region. Satisfaction was consistent in SOLS but increased in OLS-North (from 52% to 70%), and in Toronto (from 58% to 68%) compared to last year.

Table: Overall satisfaction with the TDSRC program (tracking)

Region	Overall Satisfaction with the TDSRC Program			
	2019	2018	Difference (2019 – 2018)	2017
	% 8-10 rating	% 8-10 rating	% 8-10 rating	% 8-10 rating
Ontario Total	71%	68%	+3%	77%
SOLS	73%	73%	0%	80%
OLS-North	70%	52%	+18%	77%
Toronto	68%	58%	+10%	72%

Source: Q6 – Overall, how satisfied were you with the TDSRC in 2019 (on a scale from 0 to 10 where 0 is not at all satisfied and 10 is completely satisfied)?

⁴ 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 remain high.

Six in ten librarians are satisfied with the website and its content (62% rating 8-10) with those in OLS-North (78%) being even more positive (around six in ten SOLS and Toronto libraries were equally satisfied). Almost two thirds of all librarians were satisfied with the ease with which they can navigate the website (63%) with little regional variation. Feedback on both aspects of the website remains stable compared to 2018.

Figure: Satisfaction with website and web content

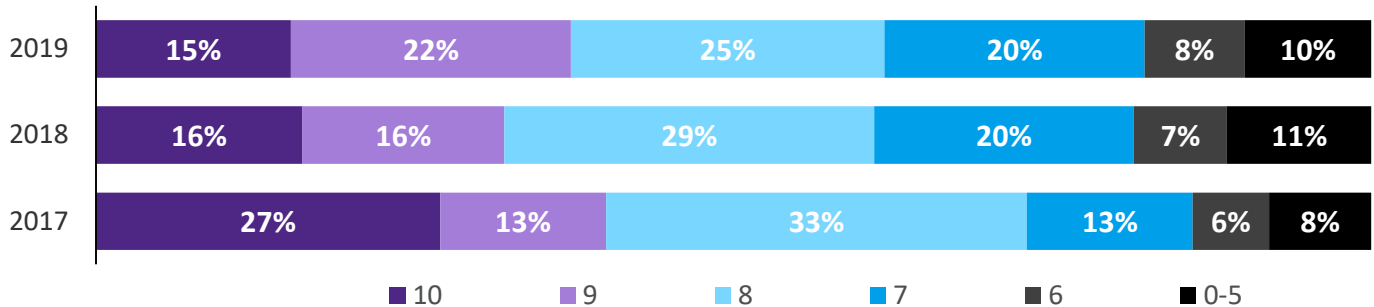


Figure: Satisfaction with ease of navigating the website

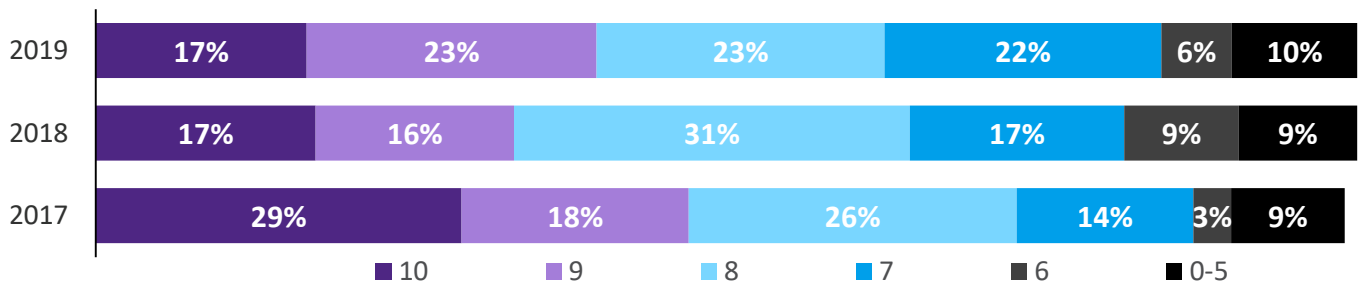


Table: Satisfaction with web content and ease of navigating the website (Tracking)

Region	Overall Satisfaction With Librarian Website & Content (% 8-10 rating)				Overall Satisfaction With Website Navigation (% 8-10 rating)			
	2019	2018	Difference (2019 to 2018)	2017	2019	2018	Difference (2019 to 2018)	2017
	Top 3 Box	Top 3 Box	Change	Top 3 Box	Top 3 Box	Top 3 Box	Change	Top 3 Box
Ontario	62%	61%	+1	73%	63%	65%	-2	73%
SOLS	59%	63%	-4	72%	62%	65%	-3	74%
OLS-North	78%	51%	+27	83%	67%	67%	0	83%
Toronto	63%	64%	-1	70%	64%	60%	+4	68%

Source: Q7A – How satisfied were you with the website and web content for librarians in 2019 (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 2019 (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

Satisfaction with the English resources remains high; usage of the Brand Guidelines and Newsfeed is lower.

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/illustrations (83%), followed by the Recommended Reads (73%), Activities and the Promotional Templates (67% each). Use of the Brand Guidelines (53%, down from 65% in 2018) and Staff Newsfeed (29%, down from 39% in 2018) were the only sizeable changes in usage since 2018.

Table: Use of English staff website resources

Resource	Staff Website English Resource Usage Tracking (% Used)		
	2019	2018	2017
Used Images/illustrations	83%	88%	89%
Used Recommended Reads	73%	76%	75%
Used Activities	67%	68%	75%
Used Promotional Templates	67%	70%	70%
Used Brand Guidelines	53%	65%	65%
Used Programs	51%	54%	66%
Used 'How to run a successful program'	45%	48%	51%
Used Staff Newsfeed	29%	39%	37%

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

Satisfaction. Those who reported using each of the web resources were then asked to rate their satisfaction with those resources. Satisfaction was high for each resource. Despite a drop in usage in 2019, satisfaction was highest for the Brand Guidelines (80% giving a score between 8 and 10), followed by Promotional Templates (79%), Programs (76%) then Images/illustrations (74%).

Table: Satisfaction with English staff website resources

Resource	Librarian English staff website resource satisfaction (% 8-10 rating)
	Ontario
Brand Guidelines	80%
Promotional Templates	79%
Programs	76%
Images/illustrations	74%
'How to run a successful program'	69%
Activities	68%
Staff Newsfeed	65%
Recommended Reads	63%

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

Staff web resource suggestions

Librarians expressed interest in more suggestions for programs or activities, better access to materials and a simpler, user-friendly website.

Librarians were asked for suggestions on how to improve the librarians’ website for future years. The most common suggestion was improving the content (29% of mentions), specifically more ideas for programs and activities (16%) and improved clipart (8%). A quarter of Ontario librarians mentioned better access to materials and online sharing with other librarian communities. Almost one in ten also suggested a simpler, more user-friendly website (9%). More than a third (36%) 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?	2019
Satisfied with current web resources	36%
More/better/specific content (any mention)	29%
<i>More suggestions/ideas for programs/activities</i>	16%
<i>Improve clip art/more visually appealing/more variety/ability to resize</i>	8%
Better access to materials and community (any mention)	25%
<i>Make material available sooner</i>	5%
<i>Ability to share ideas/information between libraries/through social media/online forum</i>	5%
<i>Need to improve accessibility/downloading of Excel/Word templates</i>	4%
<i>More accessible links/resources/have them grouped in one spot</i>	4%
<i>Provide visual/photo/video guidance/instruction</i>	3%
<i>Simpler/more user friendly/better navigation/search/print functions/better organization of categories</i>	9%
<i>Age specific content/separate by age/school level</i>	5%
Other specific requests or improvements (any mention)	5%
<i>A bilingual template instead of only French or English</i>	3%
Other types of responses	11%

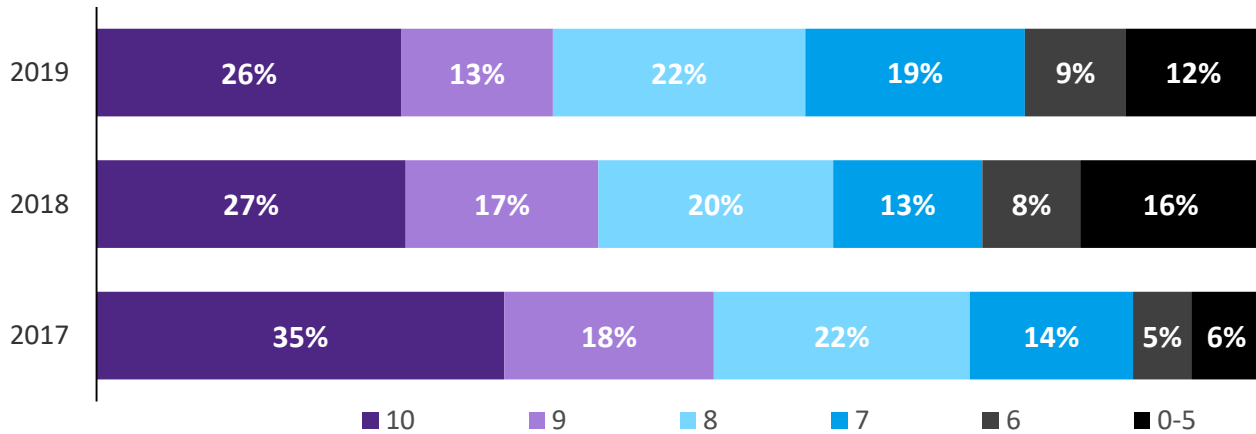
Source: Q9 – Do you have any suggestions on how to improve any of the web resources for library staff? **NOTE:** Results include proportions based on valid responses only – those who stated they did not have any suggestions or did not provide valid feedback are excluded. Although all codes are included in the groupings listed, only those with 3% or higher are displayed in the table.

Overall satisfaction with the program statistics & evaluation process

A majority of librarians continue to be satisfied with the program evaluation process.

Satisfaction with the overall evaluation process was high with six out of ten librarians (61%) providing a top three box satisfaction score (rating of 8-10), consistent with 2018 results. Satisfaction is highest in OLS-North (70%) followed by SOLS and Toronto (59% each).

Figure: Overall satisfaction with the statistics & evaluation process



Source: Q10A – Overall, how satisfied were you with the program evaluation process in 2019 (on a scale from 0 to 10 where 0 is not at all satisfied and 10 is completely satisfied)?

Ease and relevancy of the program statistics & evaluation system

Satisfaction with the ease of using the system was consistent with previous years while satisfaction with the perceived relevancy of the questions decreased from 2018.

Satisfaction ratings among librarians with the ease of using the program statistics and evaluation system remain consistent in Ontario (66% of librarians giving a score of 8 or higher) compared to 2018 (68%). OLS-North librarians (76%) are more satisfied than those in Toronto (69%) and SOLS (63%).

Fewer than six in ten librarians (58%) were satisfied when asked whether the evaluation asks about relevant questions, a decrease from 2018 (65%). Results were similar among the regions: OLS-North (59%) SOLS and Toronto (58% in each).

Figure: Ease of using the evaluation system

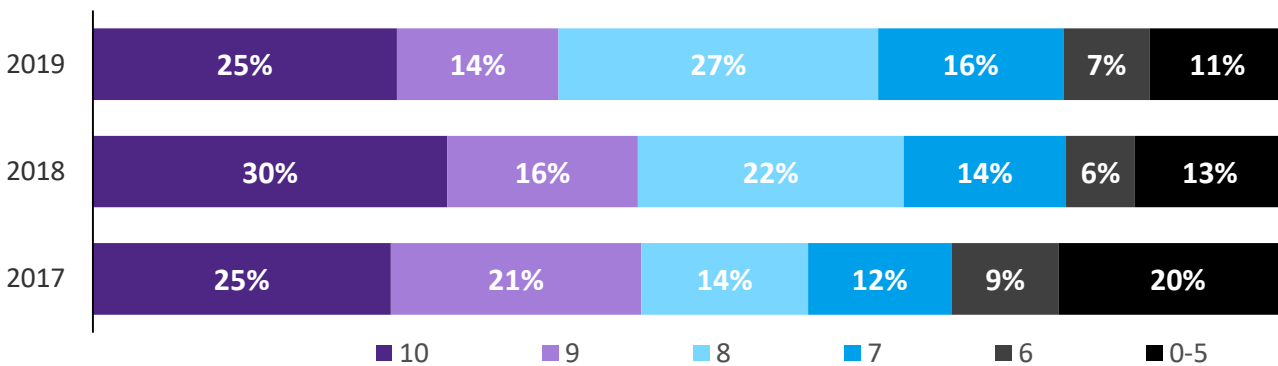
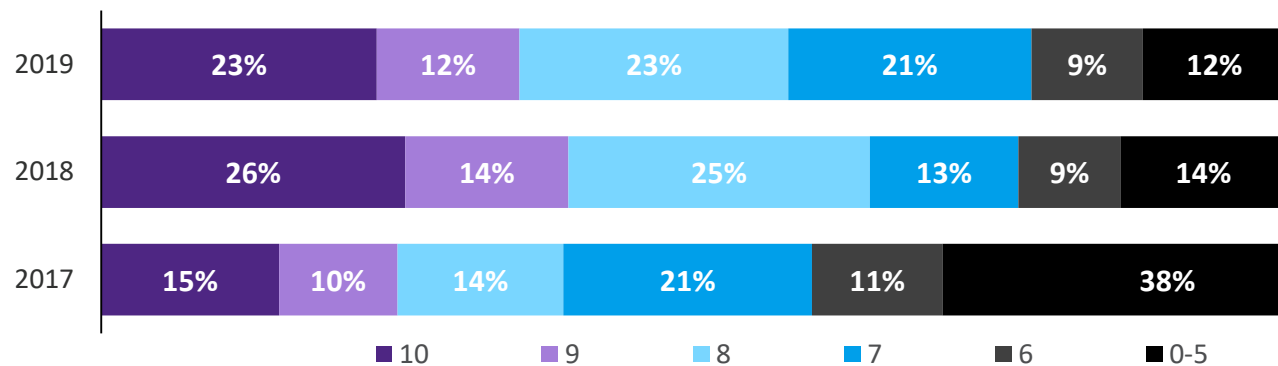


Figure: Relevancy of the questions asked



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 revolved around clarifying data requirements, improving usability, improving the depth of information requested and providing the forms earlier.

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 ensuring data clarity and accuracy of recording (29% of mentions), which included better definitions needed on information being requested (17%) and issues encountered with recording children who were not officially registered (7%). Improving usability through things like simplifying the process or making statistics forms available digitally were also noted (26% mentioned something like this). Finally, a little over one in ten Ontario librarians mentioned improving the depth of the information collected (13%) and improving the timeliness of forms (12%). Around a quarter of librarians (23%) 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?	2019
Satisfied with the current process	23%
Clarify data request/ensure data can be accurately recorded (any mention)	29%
<i>Clarify/better define information requested</i>	17%
<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>	4%
<i>Couldn't record promotional visits because sent materials as handouts</i>	3%
Improve usability (any mention)	26%
<i>Availability of statistic forms in digital format to update information regularly</i>	11%
<i>Make it more user friendly/simplified process</i>	11%
<i>Make it easier to have printable/downloadable spreadsheets</i>	4%
<i>Need standardized forms/Excel format to accommodate formulas</i>	3%
Improve depth of info (any mention)	13%
<i>Include stats on number of books read</i>	6%
<i>Allow us space to enter additional related information</i>	3%
<i>Include a comments section for each question for explanation of data collected/more feedback</i>	3%
Timeliness (any mention)	12%
<i>Make questions/forms available sooner/let us know what to track</i>	10%
<i>Collect stats directly after program is over/earlier in the season</i>	2%
Had difficulty reporting for individual branches as delivery of SRC program is centralized	5%
Do not have registrant previous participation data available	4%
Other comments or suggestions (any mention)	10%

Source: Q11 – Do you have any suggestions to improve the collection of statistics and the program evaluation? **NOTE:** Results include proportions based on valid responses only – those who stated they did not have any suggestions or did not provide valid feedback are excluded. Although all codes are included in the groupings listed, 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 and library visitation, but most feedback was qualitative and involved children’s enjoyment and motivation 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 children enjoyed the program and were motivated to read more, particularly through the summer. Parents and their kids are thrilled with the program, and the passport sticker activity was a big hit. Some feedback was more concrete and quantifiable, including noticeably improved reading levels, more children coming to the library and improved confidence in reading out loud.

Table: Love of reading testimonials

Testimonials indicating an increased love of reading	2019
Qualitative outcomes (any mention)	89%
<i>Children enjoyed the program/enjoyed reading/were motivated to read more</i>	35%
<i>Parents are thrilled with the program</i>	19%
<i>Children love adding stickers to their passports</i>	15%
<i>We receive numerous positive comments/everyone loves the program</i>	15%
<i>Makes them excited/keeps them reading over the summer</i>	13%
<i>Children/parents enjoyed the activities/crafts/website</i>	13%
<i>Children like the in-person book reporting</i>	6%
<i>Children enjoy coming back each year</i>	6%
<i>Teachers love to bring their class to visit and exchange books</i>	4%
<i>Staff did a great job at keeping kids interested</i>	4%
<i>Children enjoyed this year's theme</i>	4%
Tangible outcomes (any mention)	40%
<i>Brings more children to the library/they enjoy coming</i>	10%
<i>Improved children reading skills/confident in reading out loud</i>	8%
<i>Noticeable improvement in reading level</i>	7%
<i>Children more willing to read at home/share with family</i>	7%
<i>Children exploring more/new genres/topics/learning new things</i>	6%
<i>Children checking out more books from library</i>	4%
<i>Children exceeding goals of club/reading extra</i>	3%
<i>Improved confidence/communication skills</i>	3%
<i>Higher program registration numbers</i>	3%
<i>Increased interest/abilities in school/reading</i>	3%
<i>Challenges/incentives were a motivating factor</i>	7%
<i>Other</i>	3%

Source: Q12 – Do you have any testimonials from parents, caregivers or teachers that may indicate an increased love of reading? **NOTE:** Results include proportions based on valid responses only – those who stated they did not have any testimonials or did not provide valid feedback are excluded. 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

The response rate was higher in ABPQ than in Réseau BIBLIO; response in Quebec was 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, 320 of the 415 participating individual libraries submitted their results, representing an overall response rate of 77% (the overall national response rate was 87%).

Table: Response rate

	(A)	(B)	(C)	(D)
Regions	Total Service Points Participating in TDSRC 2019	Total Service Points Responding to 2019 Evaluation	Evaluation Response Rate	Weighting Used
Quebec	415	320	77%	-
ABPQ	189	167	88%	1.13
Réseau BIBLIO	226	153	68%	1.48

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

Registration decreased in Quebec compared to 2018, largely due to drop in Réseau BIBLIO.

The number of children registered for the TD Summer Reading Club in 2019 was 49,103, a decrease from 2018 (down 4%). The largest relative decrease was among the Réseau BIBLIO libraries (down 19% from 2018). ABPQ saw an increase over last year as registration increased by approximately 2%.

The proportion of all eligible children in Quebec who registered for the TDSRC in 2019 was 3.1%.

Registration figures going back to 2015 are shown below for comparison purposes.

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

	2019		2018	2017	2016	2015
Region	Totals	2019-2018 % Difference	Totals	Totals	Totals	Totals
Quebec	49,103	-4%	50,927	42,989	50,814	47,229
ABPQ	38,486	2%	37,779	34,266	41,141	36,344
Réseau BIBLIO	10,618	-19%	13,148	8,723	9,673	10,885

Source: Q1 - Total number of children who registered for the TDSRC 2019.

Almost six in ten registrants in the 2019 program had participated in previous years, slightly higher than in 2018.

In Quebec, almost six in ten registrants (58%) of children had participated in a TDSRC in a previous year while the remaining 42% registered for the TDSRC for the first time in 2019. The proportion of previous registrants is slightly higher than in 2018, with the increase largely due to Réseau BIBLIO (up from 53% in 2018 to 68% in 2019).

Table: Previous participation (tracking) by region

Region	Joined in previous years		
	2019	2018	2017
Quebec	58%	54%	61%
ABPQ	55%	55%	61%
Réseau BIBLIO	68%	53%	64%

Source: Q2 - Number of children who had registered in previous years or were new to the TDSRC in 2019.

Program language

Réseau 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 three in ten (30%) Réseau BIBLIO libraries ran a bilingual program in their libraries.

Table: Language in which the program was run

Region	English Only	French Only	Bilingual
Quebec	1%	78%	21%
ABPQ	1%	89%	11%
Réseau BIBLIO	1%	69%	30%

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

Programs & activities organized around the club theme

Almost 5,000 activities were held in 2019 and attended by close to 78,000 children. Though historically consistent with previous years, attendance is lower compared to 2018.

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 77,757 children attended the 4,980 theme-related activities which were organized in libraries or communities across Quebec in 2019. These libraries were three times more likely to hold their events within their library than elsewhere in their community and an average of 15.6 children attended each activity province-wide.

Within Quebec, Réseau BIBLIO libraries were more likely to hold their events in the community (32%) rather than inside their library. BPQ ran the most activities (3,962) and on average, more children attended each one (16.1).

While the number of activities offered were similar to 2018, attendance saw a decline of 7,752 registrants, and a return to 2016 levels (78,002).

Table: Number of theme-related activities and attendance

Region	2019				
	Theme-Related Activities	Total Attendance	Avg. Attendance per Activity	% of Activities in Library	% of Activities in Community
Quebec	4,980	77,757	15.6	74%	26%
BPQ	3,962	63,772	16.1	75%	25%
Réseau BIBLIO	1,018	13,985	13.7	68%	32%

Table: Theme-related activities and attendance trend

Quebec	Theme-Related Activities	Total Attendance
2019	4,980	77,757
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 2019.

Promotion of program

More than four in ten Quebec libraries made promotional visits to schools in 2019 and almost a third promoted the program at day camps.

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. More than four in ten Quebec libraries made visits to schools (43%) while a smaller proportion visited day camps (30%), childcare centres (19%), or other locations (21%).

In total, Quebec librarians estimated that 93,402 children were reached as a result of these promotional efforts over the course of 1,979 separate promotional visits. An average of 47 children were reached per promotional visit.

Table: Program promotion by location type

Location	Quebec		
	% Visited	Total Visits	Children attended
Schools	43%	1,209	66,160
Day camps	30%	457	13,937
Childcare centres	19%	143	3,860
Other	21%	170	9,445

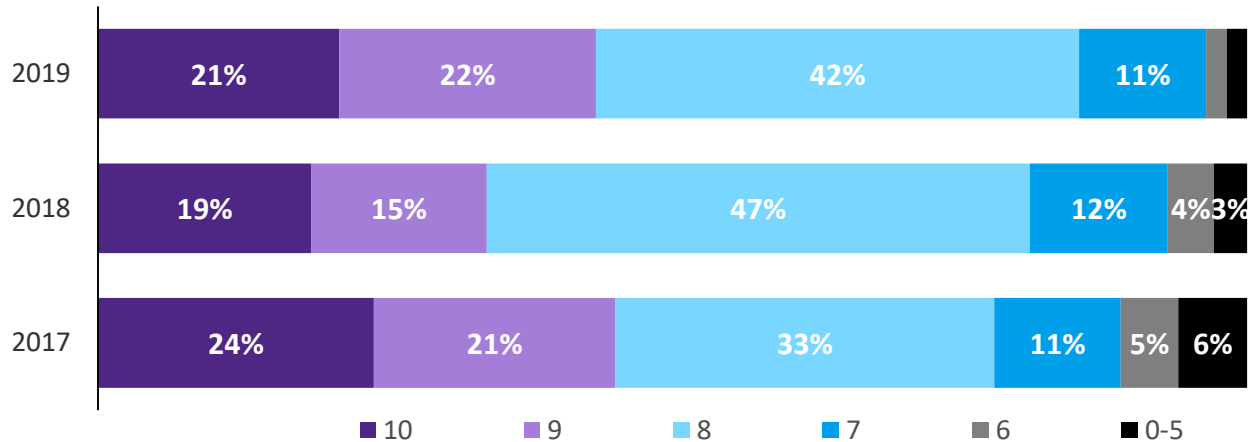
Source: Q4/Q4A – Promotion of the program at schools, day camps, childcare centres or other locations, the number of individual visits and attendance at those visits in TDSRC 2019.

Overall program satisfaction⁵

Overall satisfaction with the 2019 TD Summer Reading Club is high in Quebec, and shows an upward trend.

Satisfaction with the TD Summer Reading Program is high overall, with over eight in ten (85%) librarians satisfied (a rating between 8 and 10), one in ten (13%) who gave moderate ratings (6-7) and two percent who were less satisfied (0-5). The overall satisfaction rating continues an upward trend from 2017.

Figure: Overall satisfaction with the TDSRC program



Source: Q6 – Overall, how satisfied were you with the TDSRC in 2019 (on a scale from 0 to 10 where 0 is not at all satisfied and 10 is completely satisfied)?

Province wide, the proportion indicating satisfaction increased overall by 4 percentage points. Satisfaction increased in Réseau BIBLIO (from 77% to 85%).

Table: Overall satisfaction with the TDSRC program (tracking)

Region	Overall Satisfaction with the TDSRC Program			
	2019	2018	Difference (2019 – 2018)	2017
	% 8-10 rating	% 8-10 rating	% 8-10 rating	% 8-10 rating
Quebec	85%	81%	+4	78%
ABPQ	86%	85%	+1	79%
Réseau BIBLIO	85%	77%	+8	76%

Source: Q6 – Overall, how satisfied were you with the TDSRC in 2019 (on a scale from 0 to 10 where 0 is not at all satisfied and 10 is completely satisfied)?

⁵ 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 has increased steadily since 2017 in Quebec.

More than eight in ten librarians are satisfied with the website and its content (86% rating 8-10). Four in five librarians (81%) are satisfied with how easily they could navigate the website, with minimal regional variation. Satisfaction with the website and web content has increased each year since 2017.

Figure: Satisfaction with website and web content

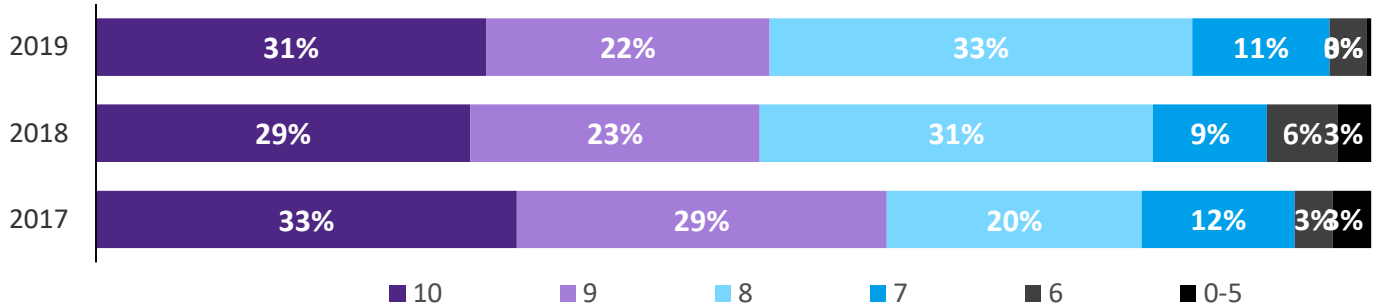


Figure: Satisfaction with ease of navigating the website

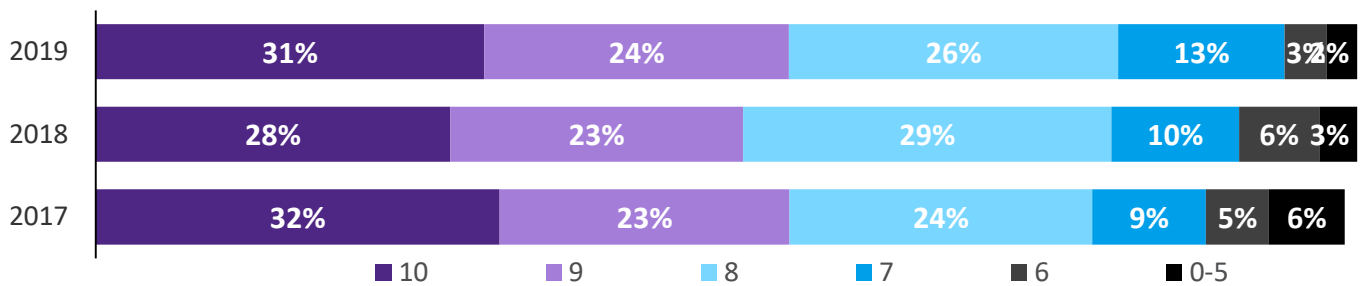


Table: Satisfaction with web content and ease of navigating the website (Tracking)

Region	Overall Satisfaction With Librarian Website & Content (% 8-10 rating)				Overall Satisfaction With Website Navigation (% 8-10 rating)			
	2019	2018	Difference (2019 to 2018)	2017	2019	2018	Difference (2019 to 2018)	2017
	Top 3 Box	Top 3 Box	Change	Top 3 Box	Top 3 Box	Top 3 Box	Change	Top 3 Box
Quebec	86%	83%	+3	82%	81%	81%	0	79%
ABPQ	86%	84%	+2	80%	81%	81%	0	76%
Réseau BIBLIO	86%	81%	+5	85%	81%	80%	+1	82%

Source: Q7A – How satisfied were you with the website and web content for librarians in 2019 (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 2019 (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* continue to be the most commonly used French resources while *Nouvelles du Club* has declined in usage.

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* (84%), followed by the *Suggestions de Livres* (76%). Use of the other resources is the same, or slightly lower than in 2018.

Table: Use of French staff website resources

Resource	Staff Website French Resource Usage Tracking (% Used)		
	2019	2018	2017
Illustrations	84%	83%	86%
Suggestions de livres	76%	78%	74%
Modèles et directives	51%	53%	67%
Activités express	54%	52%	58%
Bricolages	50%	50%	54%
Guide sur l’image de marque	49%	50%	66%
Nouvelles du Club	39%	49%	45%
Conseils pour la mise sur pied d’un club de lecture d’été réussi	44%	47%	51%
Activités longues	30%	35%	36%

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

Satisfaction. Those who reported using each of 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 *Modèles et directives* (84% scoring an 8 or higher). Around eight in ten librarians were satisfied with each of the materials except the *Activités Longues* and *Nouvelles du Club* (70% of librarians for both).

Table: Satisfaction with French staff website resources

Resource	Librarian French staff website resource satisfaction (% 8-10 rating)
	Quebec
Modèles et directives	84%
Bricolages	81%
Illustrations	81%
Suggestions de livres	80%
Activités express	79%
Guide sur l’image de marque	79%
Conseils pour la mise sur pied d’un club de lecture d’été réussi	78%
Activités longues	70%
Nouvelles du Club	70%

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

Staff web resource suggestions

The most common suggestions involved better access to web materials by improving accessibility and allowing the downloading of Excel formats.

Librarians were asked for suggestions on how to improve the librarians’ website for future years. The most common suggestions centred on better access to materials and the sharing of information with other libraries (27%), specifically the ability to download Excel and Word templates (13%). One in five (22%) Quebec librarians mentioned better or more specific content, including more ideas for programs (9%) and interactive activities for older aged children (8%). Almost two in ten (19%) requested an improvement to the website. More than a third (37%) 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?	2019
Satisfied with current web resources	37%
Better access to materials and community (any mention)	27%
<i>Need to improve accessibility/downloading of Excel/Word templates</i>	13%
<i>Make material available sooner</i>	5%
<i>Ability to share ideas/information between libraries/through social media/online forum</i>	3%
<i>Provide more detailed/clearer information</i>	3%
<i>More promotion/awareness for website/website content</i>	3%
More/better/specific content (any mention)	22%
<i>More suggestions/ideas for programs/activities</i>	9%
<i>More interesting/more interactive activities/games for older ages to attract more children</i>	8%
<i>Improve clip art/more visually appealing/more variety/ability to resize</i>	6%
<i>Better/more recent/broader booklists/wider variety of titles</i>	3%
<i>Programs/activities need to be longer/long enough to do full hour programs</i>	3%
<i>Simpler/more user friendly/better navigation/search/print functions/better organization of categories</i>	19%
Other specific requests or improvements	7%
<i>Provide ideas/suggestions on how to encourage children to read/sign up for reading club</i>	4%
Other types of responses	6%

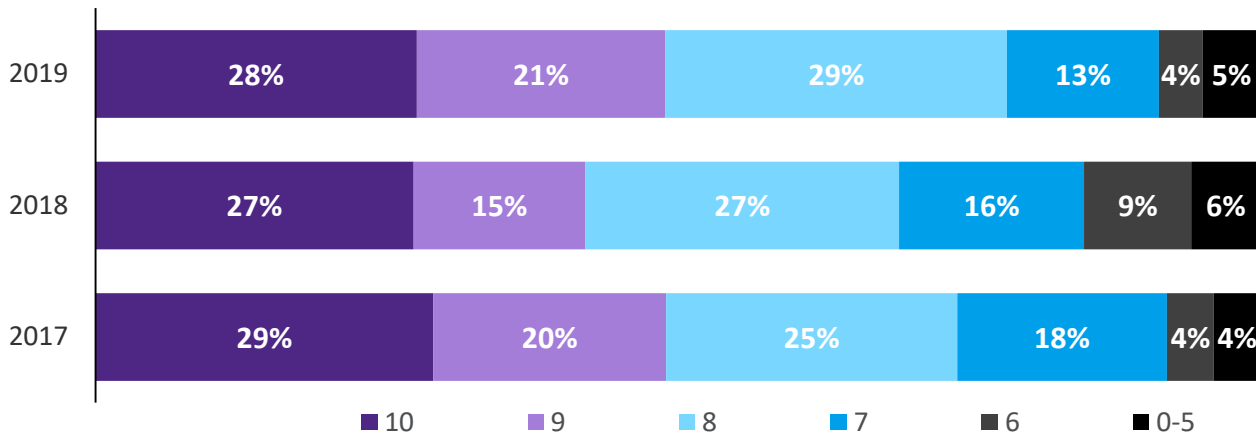
Source: Q9 – Do you have any suggestions on how to improve any of the web resources for library staff? **NOTE:** Results include proportions based on valid responses only – those who stated they did not have any suggestions or did not provide valid feedback are excluded. Although all codes are included in the groupings listed, 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; satisfaction is the highest since 2017.

Satisfaction with the overall evaluation process was high with almost eight in ten librarians (78%) providing a top three box satisfaction score (rating of 8-10), the highest rating given in the last three years. Satisfaction was higher in Reseau BIBLIO (83%) than it was for ABPQ libraries (75%).

Figure: Overall satisfaction with the statistics & evaluation process



Source: Q10A – Overall, how satisfied were you with the program evaluation process in 2019 (on a scale from 0 to 10 where 0 is not at all satisfied and 10 is completely satisfied)?

Ease and relevancy of the program statistics & evaluation system

Satisfaction with the ease of using the system and the perceived relevancy of the questions are both higher than in previous years.

Librarian satisfaction ratings for the ease of using the program statistics and evaluation system are the highest recorded in the last three years, with most librarians providing a rating of 8 or higher (87%). Satisfaction is high in both Reseau BIBLIO (90%) and ABPQ (85%).

Seven in ten provided a score indicating satisfaction (70%) when asked whether the evaluation asks about relevant questions, an increase from 2018 (63%). Results for this question are similar among ABPQ (71%) and Reseau BIBLIO (70%) librarians.

Figure: Ease of using the evaluation system

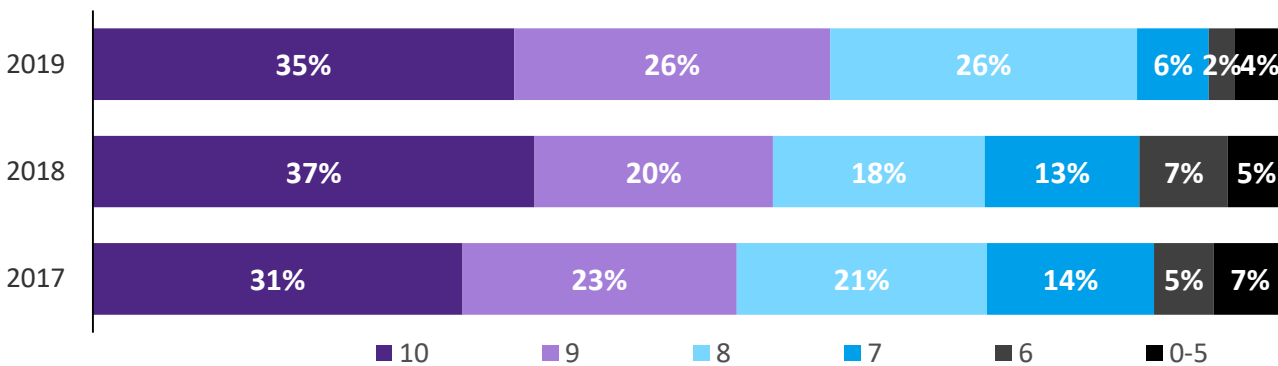
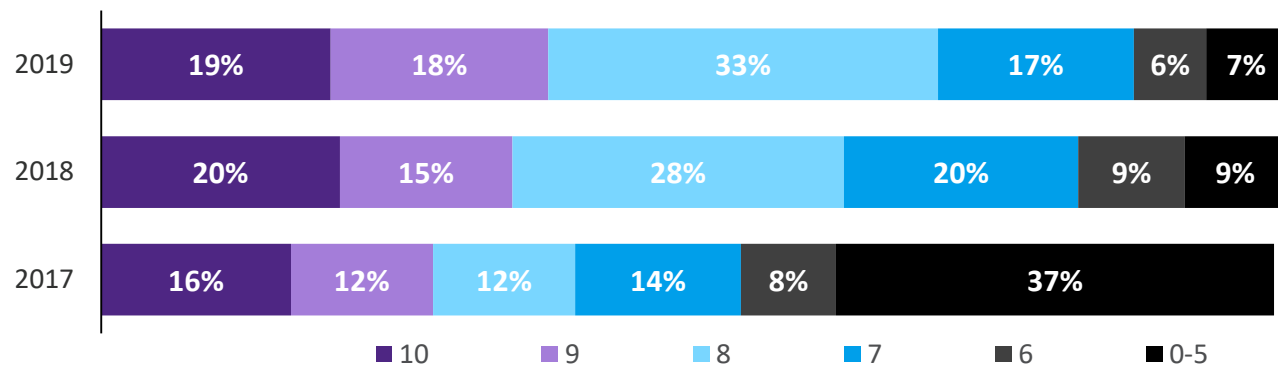


Figure: Relevancy of the questions asked



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, improving the depth of information gathered and improving usability and timeliness.

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 (21% mentioned something about this), including problems recording children who weren't officially registered (9%) and issues with answering the evaluation questions (6%). Other commonly mentioned suggestions revolved around improving the depth of information provided by providing more chances to flesh out details (14%) and improving usability (11%) through things like simplifying the process and making forms available in digital format (both 5%). Finally, almost one in ten librarians (8%) mentioned timeliness (primarily making questions and forms available sooner). Almost four in ten librarians (38%) 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?	2019
Satisfied with the current process	38%
Clarify data request/ensure data can be accurately recorded (any mention)	21%
<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>	6%
<i>Clarify/better define information requested</i>	5%
Improve depth of info (any mention)	14%
<i>Include a comments section for each question for explanation of data collected/more feedback</i>	7%
<i>Allow us space to enter additional related information</i>	5%
Improve usability (any mention)	11%
<i>Availability of statistic forms in digital format to update information regularly</i>	5%
<i>Make it more user friendly/simplified process</i>	5%
<i>Availability in both languages (French/English) on the same page/side by side</i>	3%
Timeliness (any mention)	8%
<i>Make questions/forms available sooner/let us know what to track</i>	5%
<i>Collect stats directly after program is over/earlier in the season</i>	3%
Had difficulty reporting for individual branches as delivery of SRC program is centralized	5%
Do not have registrant previous participation data available	3%
Other comments or suggestions (any mention)	12%

Source: Q11 – Do you have any suggestions to improve the collection of statistics and the program evaluation? **NOTE:** Results include proportions based on valid responses only – those who stated they did not have any suggestions or did not provide valid feedback are excluded. Although all codes are included in the groupings listed, 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 feedback was mainly qualitative involving both parent and child’s satisfaction with the program.

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. Most responses received were qualitative in nature with librarians reporting that parents and their kids are thrilled with the program, both enjoyed the activities and website, and that children were motivated to read more, particularly over the summer. Some feedback was quantifiable and included an increase in children visiting the library, children checking out more books and improved reading skills. One in ten librarians mentioned that the challenges and incentives were a motivating factor for children (9%).

Table: Love of reading testimonials

Testimonials indicating an increased love of reading	2019
Qualitative outcomes (any mention)	85%
<i>Parents are thrilled with the program</i>	37%
<i>Children enjoyed the program/enjoyed reading/were motivated to read more</i>	21%
<i>Children/parents enjoyed the activities/crafts/website</i>	20%
<i>We receive numerous positive comments/everyone loves the program</i>	15%
<i>Makes them excited/keeps them reading over the summer</i>	11%
<i>Children enjoyed this year's theme</i>	11%
<i>Children love adding stickers to their passports</i>	10%
<i>Teachers love to bring their class to visit and exchange books</i>	7%
<i>Children enjoyed story time/hearing stories recited</i>	4%
<i>Children enjoy coming back each year</i>	3%
Tangible outcomes (any mention)	31%
<i>Brings more children to the library/they enjoy coming</i>	11%
<i>Children checking out more books from library</i>	7%
<i>Improved children reading skills/confident in reading out loud</i>	6%
<i>Children more willing to read at home/share with family</i>	4%
<i>Higher program registration numbers</i>	4%
<i>Increased interest/abilities in school/reading</i>	4%
Challenges/incentives were a motivating factor	9%
Other	7%

Source: Q12 – Do you have any testimonials from parents, caregivers or teachers that may indicate an increased love of reading? **NOTE:** Results include proportions based on valid responses only – those who stated they did not have any testimonials or did not provide valid feedback are excluded. 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

The response much in Manitoba is higher than the national average.

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, 79 of the 81 participating individual libraries submitted their results, representing an overall response rate of 98% (above the national response rate of 87%).

Table: Response rate

	(A)	(B)	(C)	(D)
Regions	Total Service Points Participating in TDSRC 2019	Total Service Points Responding to 2019 Evaluation	Evaluation Response Rate	Weighting Used
Manitoba	81	79	98%	1.03

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

Registration was lower than in 2018, returning to 2017 levels.

Overall, the number of children registered for the TD Summer Reading Club in 2019 was 15,561. This is a decrease of 19% from 2018 and a return to 2017 numbers.

The proportion of all eligible children in Manitoba who registered for the TDSRC in 2019 was 5.3%.

Registration figures going back to 2015 are shown below for comparison purposes.

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

	2019		2018	2017	2016	2015
Region	Totals	2019-2018 % Difference	Totals	Totals	Totals	Totals
Manitoba	15,561	-19%	19,196	15,449	17,677	13,985

Source: Q1 - Total number of children who registered for the TDSRC 2019.

Almost half of registrants in the 2019 program participated in previous years, a drop from 2018 but similar to 2017 levels.

In Manitoba, 46 percent of children participated in a TDSRC in a previous year and the remaining 54 percent registered for the TDSRC for the first time in 2019. This proportion represents a sizeable shift from 2018 where 85% had participated in previous years but is similar to the 2017 results (52%).

Table: Previous participation (tracking)

Region	Joined in previous years		
	2019	2018	2017
Manitoba	46%	85%	52%

Source: Q2 - Number of children who had registered in previous years or were new to the TDSRC in 2019.

Program language

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

The TDSRC was run as a unilingual English program in almost all Manitoba libraries but one in then (9%) ran their program in both official languages.

Table: Language in which the program was run

Region	English Only	French Only	Bilingual
Manitoba	91%	0%	9%

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

Programs & activities organized around the club theme

More than 1,250 activities were held in 2019, attended by more than 21,000 children, consistent with 2018; 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 21,243 children attended the 1,253 theme-related activities which were organized in libraries or communities across Manitoba in 2019. These libraries almost exclusively held their events within their library (98%) instead of in their community and an average of 16.9 children attended each activity province-wide.

Both the number of activities and attendance were similar to 2018 numbers but are higher than in 2017.

Table: Number of theme-related activities and attendance

Region	2019				
	Theme-Related Activities	Total Attendance	Avg. Attendance per Activity	% of Activities in Library	% of Activities in Community
Manitoba	1,253	21,243	16.9	98%	2%

Table: Theme-related activities and attendance trend

Manitoba	Theme-Related Activities	Total Attendance
2019	1,253	21,243
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 2019.

Promotion of program

More than three quarters of Manitoba libraries made promotional visits to schools in 2019 and more than half visited childcare centres.

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 (77%) while half visited childcare centres (51%), and a smaller number visited day camps (10%) or other locations (15%).

In total, Manitoba librarians estimated that 27,779 children were reached as a result of these promotional efforts over the course of 492 separate promotional visits. An average of 56 children were reached per promotional visit.

Table: Program promotion by location type

Location	Manitoba		
	% Visited	Total Visits	Children attended
Schools	77%	333	23,327
Day camps	10%	21	287
Childcare centres	51%	100	1,974
Other	15%	38	2,191

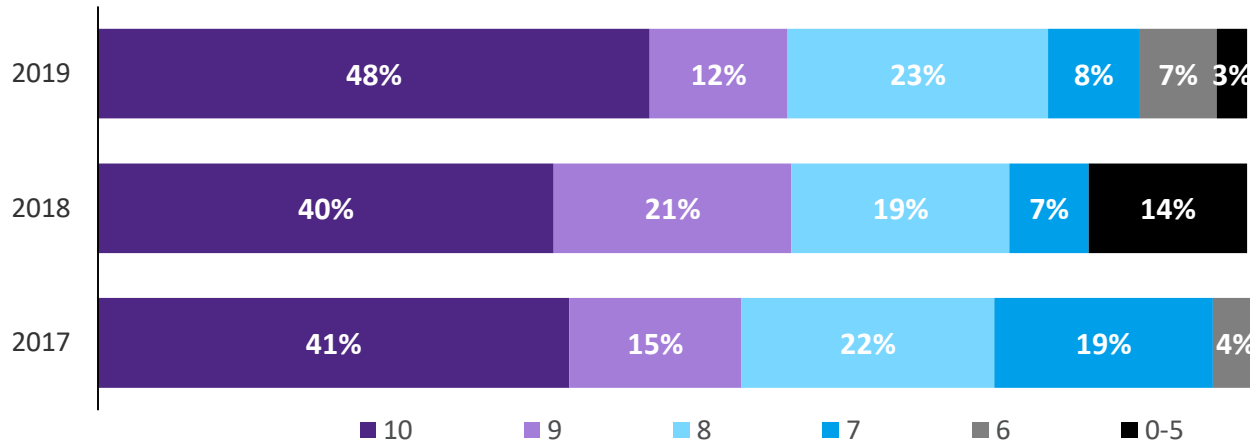
Source: Q4/Q4A – Promotion of the program at schools, day camps, childcare centres or other locations, the number of individual visits and attendance at those visits in TDSRC 2019.

Overall program satisfaction⁶

Overall satisfaction with the 2019 TD Summer Reading Club is high, increasing in each of the past two years.

Satisfaction with the TD Summer Reading Program is high, with about eight in ten (83%) who were satisfied (a rating between 8 and 10), over one in ten (15%) who gave moderate ratings (6-7) and three percent who were less satisfied (0-5).

Figure: Overall satisfaction with the TDSRC program



Source: Q6 – Overall, how satisfied were you with the TDSRC in 2019 (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 2018 (80%), continuing an upward trend since 2017.

Table: Overall satisfaction with the TDSRC program (tracking)

Region	Overall Satisfaction with the TDSRC Program			
	2019	2018	Difference (2019 – 2018)	2017
	% 8-10 rating	% 8-10 rating	% 8-10 rating	% 8-10 rating
Manitoba	83%	80%	+3	78%

Source: Q6 – Overall, how satisfied were you with the TDSRC in 2019 (on a scale from 0 to 10 where 0 is not at all satisfied and 10 is completely satisfied)?

⁶ 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 the website are both consistent with recent previous years.

Three-quarters of librarians are satisfied with the website and its content (75% rating 8-10). A similar proportion (74%) of librarians were satisfied with the ease with which they can navigate the website. Satisfaction with both aspects of the website has been stable since 2017, but the proportion giving the highest satisfaction score has declined notably for the ease of navigating the website.

Figure: Satisfaction with website and web content

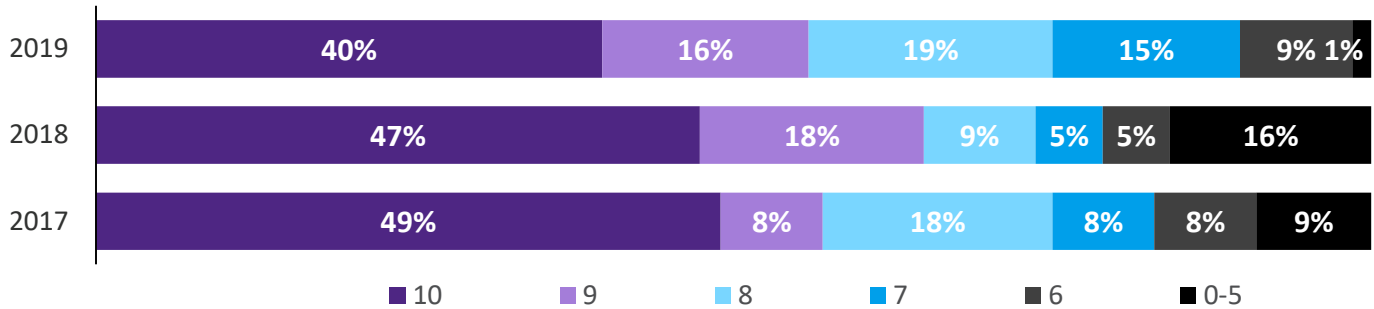


Figure: Satisfaction with ease of navigating the website

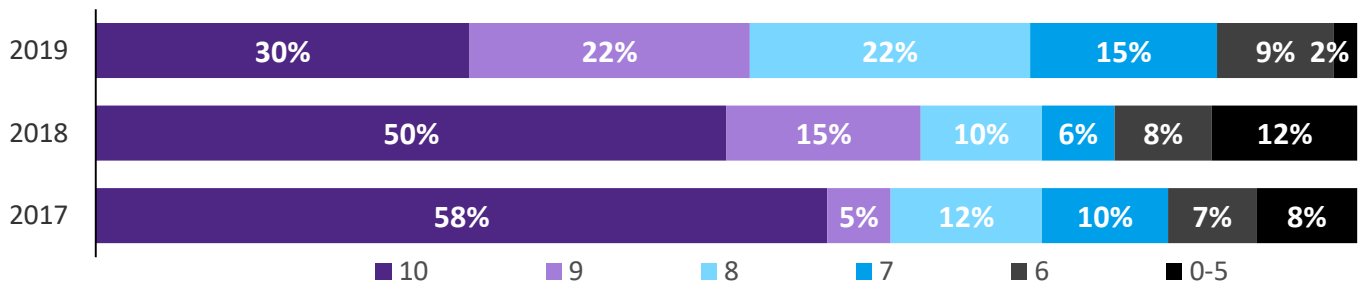


Table: Satisfaction with web content and ease of navigating the website (Tracking)

Region	Overall Satisfaction With Librarian Website & Content (% 8-10 rating)				Overall Satisfaction With Website Navigation (% 8-10 rating)			
	2019	2018	Difference (2019 to 2018)	2017	2019	2018	Difference (2019 to 2018)	2017
	Top 3 Box	Top 3 Box	Change	Top 3 Box	Top 3 Box	Top 3 Box	Change	Top 3 Box
Manitoba	75%	74%	+1	75%	74%	75%	-1	75%

Source: Q7A – How satisfied were you with the website and web content for librarians in 2019 (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 2019 (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

The Images/illustrations were used by almost all librarians in 2019 but virtually all of the other resources were used less frequently than 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 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 (95%). All other website resources saw a decline in 2019, with the exception of the Brand Guidelines. The largest declines were in the Programs (down from 79% in 2018 to 65%) and Activities (down from 80% in 2018 to 65%).

Table: Use of English staff website resources

Resource	Staff Website English Resource Usage Tracking (% Used)		
	2019	2018	2017
Used Images/illustrations	95%	88%	84%
Used Programs	65%	79%	53%
Used Activities	65%	80%	65%
Used Recommended Reads	57%	68%	61%
Used Promotional Templates	56%	68%	51%
Used Brand Guidelines	55%	50%	26%
Used 'How to run a successful program'	48%	57%	52%
Used Staff Newsfeed	40%	56%	27%

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

Satisfaction. Those who reported using each of the web resources were then asked to rate their satisfaction with those resources. Although satisfaction was high for the resources in general, it was highest for the Promotional Templates (96% giving a score of 8 or higher), and the Brand Guidelines (94%) despite both resources being less frequently than most others.

Table: Satisfaction with English staff website resources

Resource	Librarian English staff website resource satisfaction (% 8-10 rating)
	Manitoba
Promotional Templates	96%
Brand Guidelines	94%
Images/illustrations	85%
Programs	85%
'How to run a successful program'	80%
Activities	66%
Staff Newsfeed	64%
Recommended Reads	61%

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

Staff web resource suggestions

The most common suggestion was more content, but librarians also suggested better promotion and awareness of the website and age-related targeting.

Librarians were asked for suggestions on how to improve the librarians’ website for future years. The most common suggestions centred on better content, specifically, more suggestions for programs and activities and better booklists. Increased promotion of the website (7%) and more age-specific content were also suggested. More than half (53%) 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?	2019
Satisfied with current web resources	53%
More/better/specific content (any mention)	33%
<i>More suggestions/ideas for programs/activities</i>	27%
<i>Better/more recent/broader booklists/wider variety of titles</i>	7%
More promotion/awareness for website/website content	7%
Age specific content/separate by age/school level	7%
Other types of responses	7%

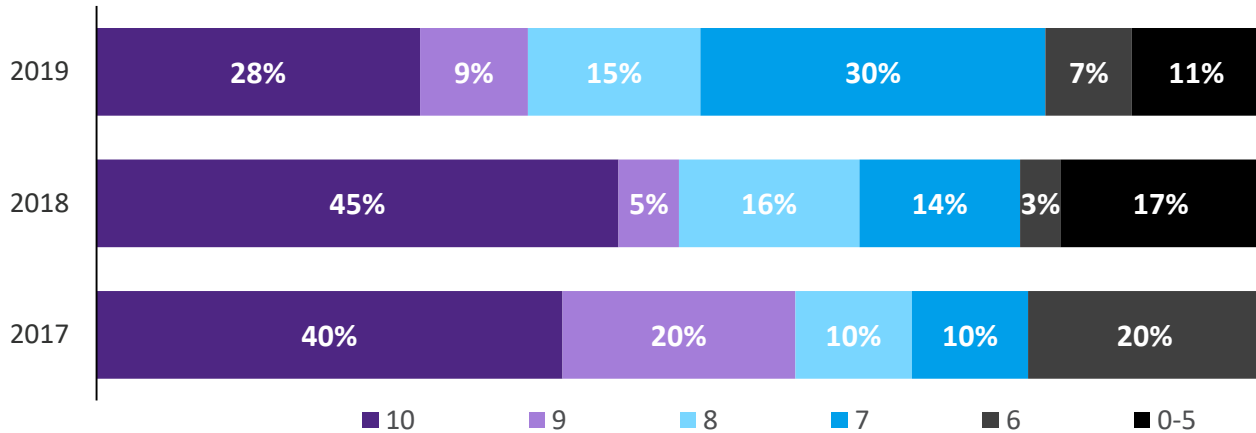
Source: Q9 – Do you have any suggestions on how to improve any of the web resources for library staff? **NOTE:** Results include proportions based on valid responses only – those who stated they did not have any suggestions or did not provide valid feedback are excluded. Although all codes are included in the groupings listed, only those with 3% or higher are displayed in the table.

Overall satisfaction with the program statistics & evaluation process

Only half of librarians were satisfied with the program evaluation process, a notable decline from previous years.

A little over half of librarians were satisfied with the overall evaluation process (52% providing satisfaction score rating of 8-10). This represents a large decrease in satisfaction scores from 2018 (66%) and 2017 (70%).

Figure: Overall satisfaction with the statistics & evaluation process



Source: Q10A – Overall, how satisfied were you with the program evaluation process in 2019 (on a scale from 0 to 10 where 0 is not at all satisfied and 10 is completely satisfied)?

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 declined substantially compared to 2018.

Librarian ratings for the ease of using the program statistics and evaluation system also decreased in Manitoba (69% giving a score between 8 and 10 in 2019 compared to 78% in 2018).

One third (65%) of librarians were satisfied when asked whether the evaluation asks about relevant concerns, a decrease from 2018 (77%).

For both aspects, there was a sizeable drop in the proportion giving the highest possible satisfaction score.

Figure: Ease of using the evaluation system

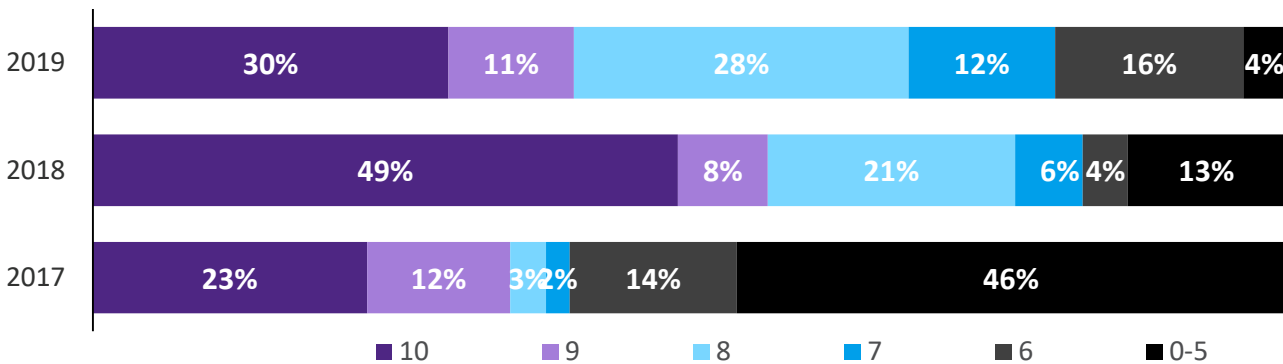
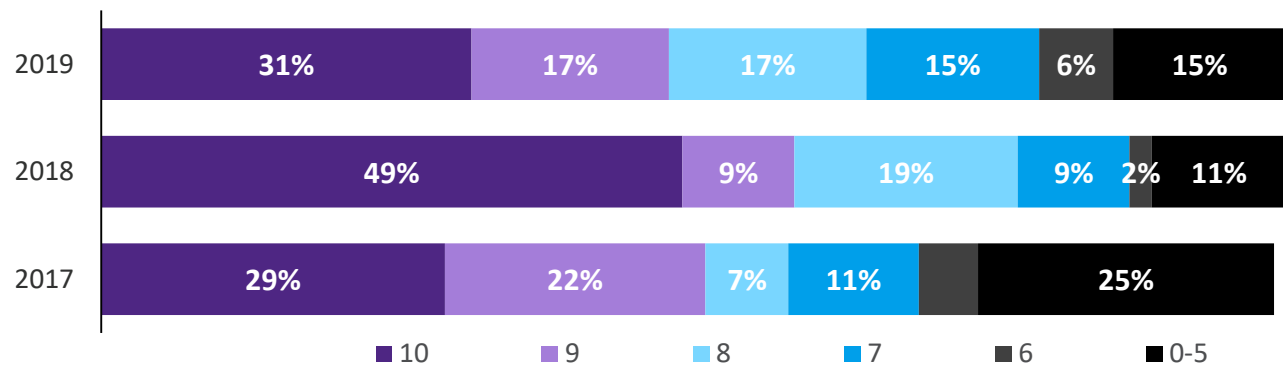


Figure: Relevancy of the questions asked



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 include clarifying the information being requested, making the forms available sooner and difficulties reporting for individual branches.

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 better defining the information being requested (38%). Others include making the evaluation forms available sooner (25%) and lessening difficulties reporting for individual branches when the program is run centrally (13%). A 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?	2019
Satisfied with the current process	25%
Clarify/better define information requested	38%
Make questions/forms available sooner/let us know what to track	25%
Had difficulty reporting for individual branches as delivery of SRC program is centralized	13%
Other comments or suggestions (any mention)	13%

Source: Q11 – Do you have any suggestions to improve the collection of statistics and the program evaluation? NOTE: Results include proportions based on valid responses only – those who stated they did not have any suggestions or did not provide valid feedback are excluded. Although all codes are included in the groupings listed, 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 tangible observations about increased reading skills but most feedback was qualitative and involved 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 with librarians reporting general positive sentiment towards the program: that children enjoyed the program and were motivated to read more, that parents and their kids were thrilled with the program and repeat participation in the program. Half of librarians provided feedback that was more concrete and quantifiable, including increased library visitation, noticeable improvements in reading level/confidence and the exploration of new genres.

Table: Love of reading testimonials

Testimonials indicating an increased love of reading	2019
Qualitative outcomes (any mention)	93%
<i>Children enjoyed the program/enjoyed reading/were motivated to read more</i>	20%
<i>We receive numerous positive comments/everyone loves the program</i>	20%
<i>Parents are thrilled with the program</i>	13%
<i>Children enjoy coming back each year</i>	13%
<i>Children love adding stickers to their passports</i>	7%
<i>Makes them excited/keeps them reading over the summer</i>	7%
<i>Children/parents enjoyed the activities/crafts/website</i>	7%
<i>Teachers love to bring their class to visit and exchange books</i>	7%
<i>Children love being part of a reading group</i>	7%
Tangible outcomes (any mention)	53%
<i>Brings more children to the library/they enjoy coming</i>	27%
<i>Improved children reading skills/confident in reading out loud</i>	13%
<i>Noticeable improvement in reading level</i>	13%
<i>Children exploring more/new genres/topics/learning new things</i>	13%

Source: Q12 – Do you have any testimonials from parents, caregivers or teachers that may indicate an increased love of reading? **NOTE:** Results include proportions based on valid responses only – those who stated they did not have any testimonials or did not provide valid feedback are excluded. 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

The rate of response among Saskatchewan libraries was similar to the national average.

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, 220 of the 255 participating individual libraries submitted their results, representing an overall response rate of 86% (similar to the overall national response rate of 87%).

Table: Response rate

	(A)	(B)	(C)	(D)
Regions	Total Service Points Participating in TDSRC 2019	Total Service Points Responding to 2019 Evaluation	Evaluation Response Rate	Weighting Used
Saskatchewan	255	220	86%	1.16

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

Registration continues to increase in Saskatchewan

Overall, the number of children registered for the TD Summer Reading Club in 2019 was 30,421. This represents an increase of 4% over 2018, is the highest total ever in Saskatchewan and continues a trend of steady increases in registration.

The proportion of all eligible children in Saskatchewan who registered for the TDSRC in 2019 was 11.9%.

Registration figures going back to 2015 are shown below for comparison purposes.

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

	2019		2018	2017	2016	2015
Region	Totals	2019-2018 % Difference	Totals	Totals	Totals	Totals
Saskatchewan	30,421	4%	29,339	24,744	21,943	21,968

Source: Q1 - Total number of children who registered for the TDSRC 2019.

Four out of ten registrants in the 2019 program had participated in previous years, just slightly lower than the 2018 proportion.

In Saskatchewan, four in ten (40%) of children had participated in a TDSRC in a previous year while the remaining 60% registered for the TDSRC for the first time in 2019. The proportion of previous registrants is slightly lower than in recent years.

Table: Previous participation (tracking)

Region	Joined in previous years		
	2019	2018	2017
Saskatchewan	40%	44%	45%

Source: Q2 - Number of children who had registered in previous years or were new to the TDSRC in 2019.

Programs & activities organized around the club theme

More than 3,000 activities were held in 2019 in Saskatchewan, attended by almost 60,000 children, the highest totals recorded for Saskatchewan.

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 59,952 children attended the 3,137 theme-related activities which were organized in libraries or communities across Saskatchewan in 2019. These libraries almost exclusively held their events within their library (91%) as opposed to in their community and an average of 19.1 children attended each activity.

While overall attendance increased over previous years in Saskatchewan, the number of activities offered also increased, resulting in a lower average attendance in 2019 compared to 2018 (20.2 children on average, in 2018).

Table: Number of theme-related activities and attendance

Region	2019				
	Theme-Related Activities	Total Attendance	Avg. Attendance per Activity	% of Activities in Library	% of Activities in Community
Saskatchewan	3,137	59,952	19.1	91%	9%

Table: Theme-related activities and attendance trend

Saskatchewan	Theme-Related Activities	Total Attendance
2019	3,137	59,952
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 2019.

Promotion of program

Almost two thirds of Saskatchewan libraries made promotional visits to schools in 2019.

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 (63%) while a smaller proportion visited childcare centres (21%), day camps (6%) and other locations (20%).

In total, Saskatchewan librarians estimated that 39,071 children were reached as a result of these promotional efforts over the course of 715 separate promotional visits. An average of 56 children were reached per promotional visit.

Table: Program promotion by location type

Location	Saskatchewan		
	% Visited	Total Visits	Children attended
Schools	63%	493	35,605
Day camps	6%	44	831
Childcare centres	21%	78	1,161
Other	20%	100	1,474

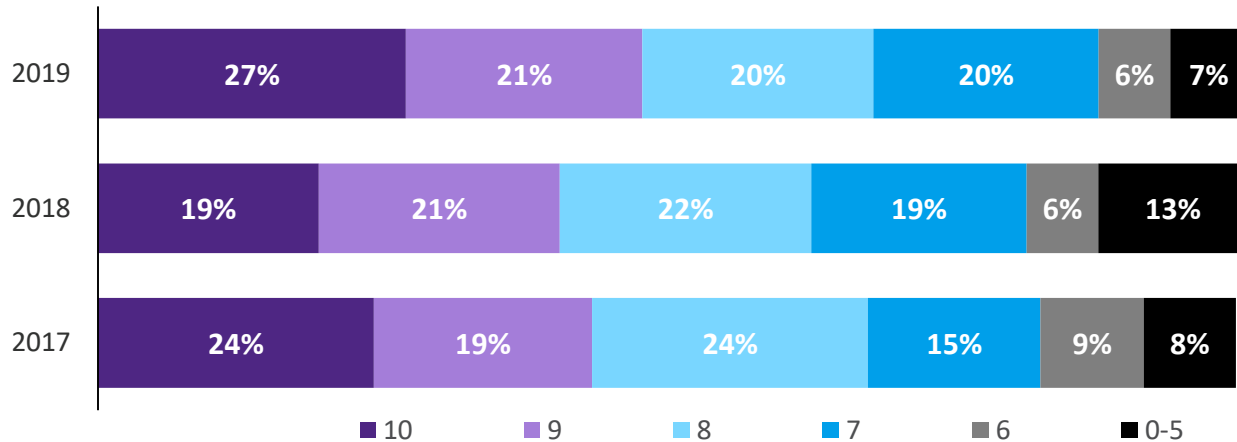
Source: Q4/Q4A – Promotion of the program at schools, day camps, childcare centres or other locations, the number of individual visits and attendance at those visits in TDSRC 2019.

Overall program satisfaction⁷

Overall satisfaction with the 2019 TD Summer Reading Club is high and increased compared to 2018.

Satisfaction with the TD Summer Reading Program is high overall, with just under seven in ten (68%) who were satisfied (a rating between 8 and 10), one-quarter (26%) who gave moderate ratings (6-7) and seven percent who were less satisfied (0-5). The overall satisfaction rating is higher than in 2018 (62%).

Figure: Overall satisfaction with the TDSRC program



Source: Q6 – Overall, how satisfied were you with the TDSRC in 2019 (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 TDSRC Program			
	2019	2018	Difference (2019 – 2018)	2017
	% 8-10 rating	% 8-10 rating	% 8-10 rating	% 8-10 rating
	68%	62%	+6	67%

Source: Q6 – Overall, how satisfied were you with the TDSRC in 2019 (on a scale from 0 to 10 where 0 is not at all satisfied and 10 is completely satisfied)?

⁷ 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 is similar to 2018 levels and increased with regard to the ease of navigating the website.

Seven in ten librarians were satisfied with the website and its content (69% rating 8-10), similar to 2018. Almost three in four librarians (73%) were satisfied with the ease with which they can navigate the website, an increase from 2018 levels (65%).

Figure: Satisfaction with website and web content

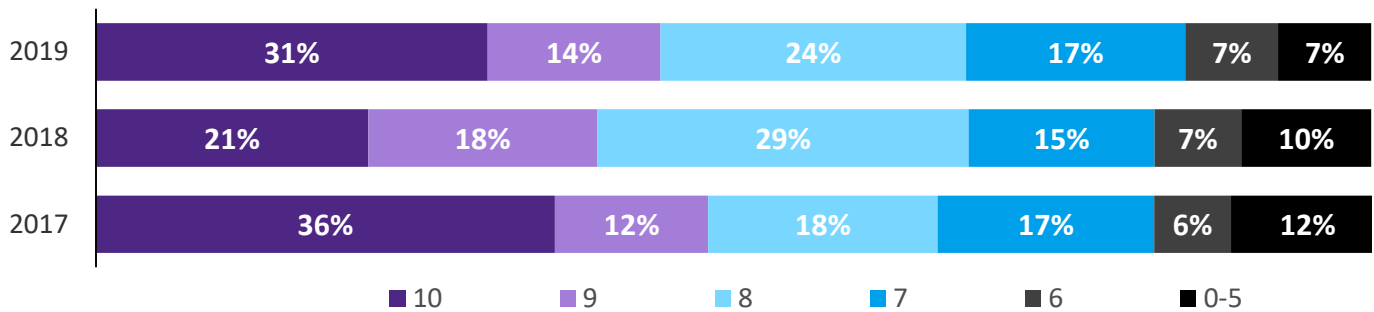


Figure: Satisfaction with ease of navigating the website

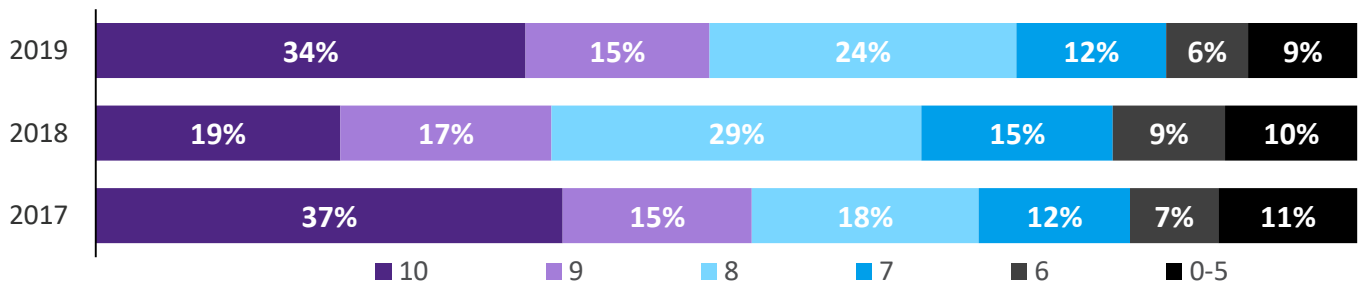


Table: Satisfaction with web content and ease of navigating the website (Tracking)

Region	Overall Satisfaction With Librarian Website & Content (% 8-10 rating)				Overall Satisfaction With Website Navigation (% 8-10 rating)			
	2019	2018	Difference (2019 to 2018)	2017	2019	2018	Difference (2019 to 2018)	2017
	Top 3 Box	Top 3 Box	Change	Top 3 Box	Top 3 Box	Top 3 Box	Change	Top 3 Box
Saskatchewan	69%	68%	+1	66%	73%	65%	+8	70%

Source: Q7A – How satisfied were you with the website and web content for librarians in 2019 (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 2019 (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

Usage decreased in 2019 across all English resources.

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 (67%), followed by Promotional Templates (59%), Recommended Reads (57%) and Activities (56%). Usage was lower in 2019 than in 2018 for every single resource.

Table: Use of English staff website resources

Resource	Staff Website English Resource Usage Tracking (% Used)		
	2019	2018	2017
Used Images/illustrations	67%	74%	61%
Used Promotional Templates	59%	68%	49%
Used Recommended Reads	57%	72%	62%
Used Activities	56%	68%	60%
Used 'How to run a successful program'	45%	62%	52%
Used Programs	45%	55%	47%
Used Brand Guidelines	33%	53%	42%
Used Staff Newsfeed	31%	45%	40%

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

Satisfaction. Those who reported using each of 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 Images/illustrations (81% providing a score of 8 or higher) followed by staff newsfeed (80%).

Table: Satisfaction with English staff website resources

Resource	Librarian English staff website resource satisfaction (% 8-10 rating)
	Saskatchewan
Images/illustrations	81%
Staff Newsfeed	80%
Programs	78%
'How to run a successful program'	76%
Promotional Templates	75%
Recommended Reads	72%
Activities	70%
Brand Guidelines	67%

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

Staff web resource suggestions

Common suggestions revolved around more or better program content and suggestions for programs and activities and better, faster access to the program materials.

Librarians were asked for suggestions on how to improve the librarians’ website for future years. The most common suggestions centred on improving content (around a third mentioned this, 31%), such as more ideas for programs and improving the visual appeal/clip art. More than two out of ten (22%) mentioned better and faster access to materials. More than four in ten (44%) 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?	2019
Satisfied with current web resources	44%
More/better/specific content (any mention)	31%
<i>More suggestions/ideas for programs/activities</i>	13%
<i>Improve clip art/more visually appealing/more variety/ability to resize</i>	9%
<i>Better/more recent/broader booklists/wider variety of titles</i>	6%
<i>Programs/activities need to be longer/long enough to do full hour programs</i>	6%
<i>More interesting/more interactive activities/games for older ages to attract more children</i>	3%
<i>A better/more user-friendly app for all libraries</i>	3%
Better access to materials and community (any mention)	22%
<i>Make material available sooner</i>	6%
<i>Make accessing the website easier for librarians</i>	6%
<i>Provide more detailed/clearer information</i>	6%
<i>Need to improve accessibility/downloading of Excel/Word templates</i>	3%
<i>Ability to share ideas/information between libraries/through social media/online forum</i>	3%
<i>More accessible links/resources/have them grouped in one spot</i>	3%
<i>Provide visual/photo/video guidance/instruction</i>	3%
<i>Simpler/more user friendly/better navigation/search/print functions/better organization of categories</i>	3%
<i>Bring back the manual of games/activities/songs/crafts</i>	3%
Other types of responses	13%

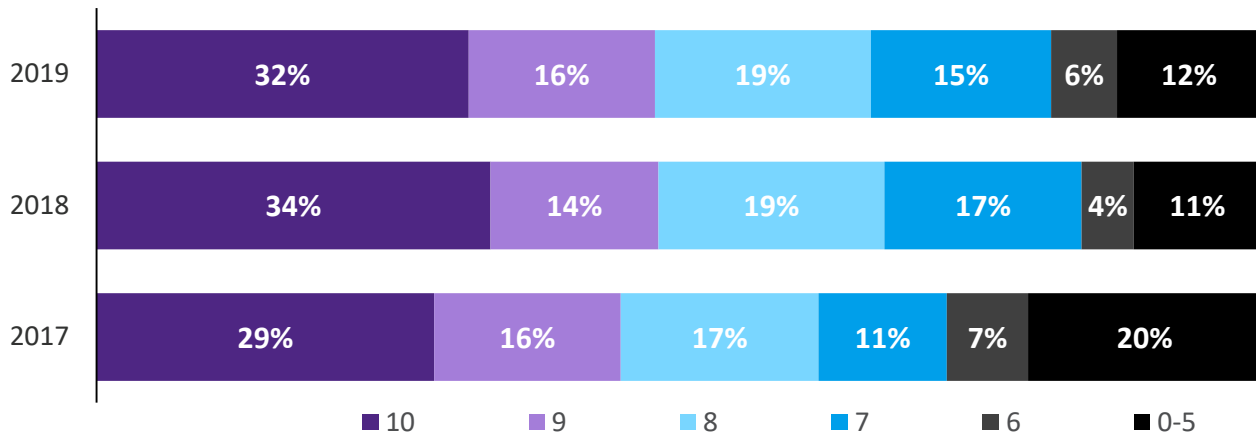
Source: Q9 – Do you have any suggestions on how to improve any of the web resources for library staff? **NOTE:** Results include proportions based on valid responses only – those who stated they did not have any suggestions or did not provide valid feedback are excluded. Although all codes are included in the groupings listed, 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, consistent with 2018 results.

Satisfaction with the overall evaluation process was high with more than two thirds of librarians (67%) providing a top three box satisfaction score (rating of 8-10). These results are similar to those in 2018 (68%) but higher than 2017 levels (62%).

Figure: Overall satisfaction with the statistics & evaluation process



Source: Q10A – Overall, how satisfied were you with the program evaluation process in 2019 (on a scale from 0 to 10 where 0 is not at all satisfied and 10 is completely satisfied)?

Ease and relevancy of the program statistics & evaluation system

Satisfaction with the ease of using the system and with the relevancy of the questions was consistent with 2018 results.

Satisfaction with the ease of using the program evaluation system is consistent with 2018 results (73% provided a score of 8 or higher) and higher than the 2017 results (65%). Two thirds of Saskatchewan librarians (65%) were satisfied with whether the evaluation system asks about relevant concerns, also in line with 2018 and higher than in 2017 (38%).

Figure: Ease of using the evaluation system

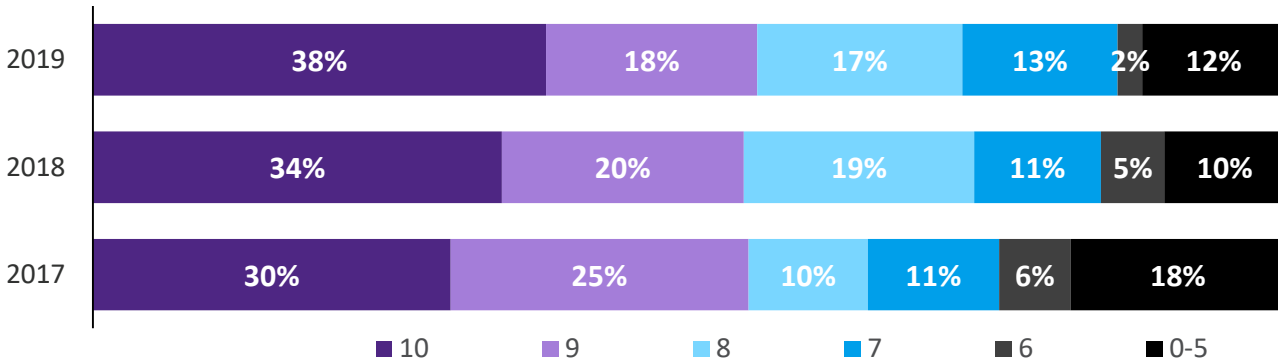
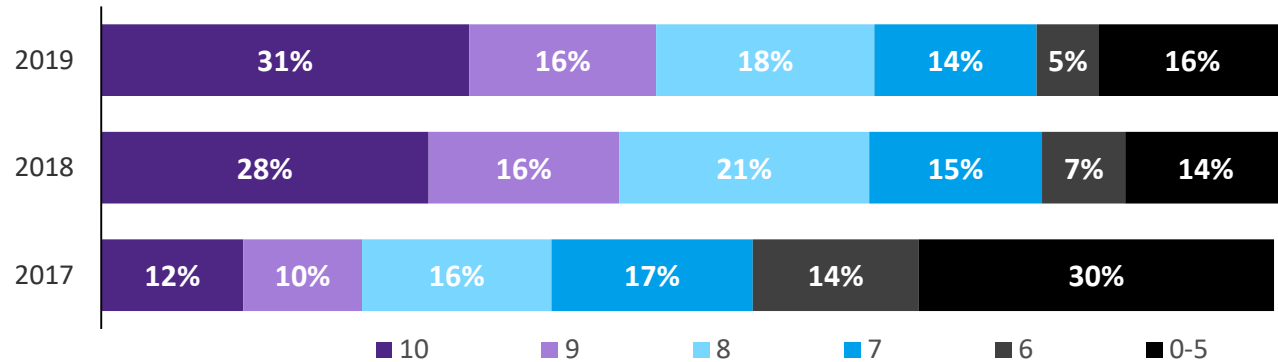


Figure: Relevancy of the questions asked



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 include clarifying data requests, improving usability and improving the depth of information gathered.

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 ensuring data requirements are clear so that data can be accurately recorded (approximately 24% of mentions). This included issues around difficulties recording promotional visits due to handouts being used instead (12%) and being forced to answer questions that did not apply to them into the evaluation to continue (8%). Other suggestions revolved around improving the usability of the form (16%) and the ability to provide more detailed information (8%). More than four in ten (44%) 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?	2019
Satisfied with the current process	44%
Clarify data request/ensure data can be accurately recorded (any mention)	24%
<i>Couldn't record promotional visits because sent materials as handouts</i>	12%
<i>Questions don't apply/can't collect certain statistics/forced to enter a number to proceed</i>	8%
<i>There should be 'n/a' as an answer option</i>	8%
<i>Clarify/better define information requested</i>	4%
Improve usability (any mention)	16%
<i>Make it more user friendly/simplified process</i>	4%
<i>Make it easier to have printable/downloadable spreadsheets</i>	4%
<i>Need standardized forms/Excel format to accommodate formulas</i>	4%
<i>Availability in both languages (French/English) on the same page/side by side</i>	4%
Improve depth of info (any mention)	8%
<i>Allow us space to enter additional related information</i>	4%
<i>Include a comments section for each question for explanation of data collected/more feedback</i>	4%
Collect stats directly after program is over/earlier in the season	4%
Had difficulty reporting for individual branches as delivery of SRC program is centralized	4%
Other comments or suggestions (any mention)	4%

Source: Q11 – Do you have any suggestions to improve the collection of statistics and the program evaluation? **NOTE:** Results include proportions based on valid responses only – those who stated they did not have any suggestions or did not provide valid feedback are excluded. Although all codes are included in the groupings listed, only those with 3% or higher are displayed in the table.

Testimonials indicating an increased love of reading

Most testimonials about the success of the program were qualitative and involved children’s enjoyment and excitement about reading but others were more concrete, including observations about increased reading skills.

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 children enjoyed and were motivated to read more by the program, parents and their kids being thrilled with the program, and that they enjoyed the aspect of adding stickers to their passport. Some feedback was more quantifiable, including confidence in reading out loud, improved reading levels and children exploring new genres.

Table: Love of reading testimonials

Testimonials indicating an increased love of reading	2019
Qualitative outcomes (any mention)	85%
<i>Children enjoyed the program/enjoyed reading/were motivated to read more</i>	33%
<i>Parents are thrilled with the program</i>	19%
<i>Children love adding stickers to their passports</i>	13%
<i>Makes them excited/keeps them reading over the summer</i>	13%
<i>Children/parents enjoyed the activities/crafts/website</i>	10%
<i>We receive numerous positive comments/everyone loves the program</i>	8%
<i>Teachers love to bring their class to visit and exchange books</i>	8%
<i>Children like the in-person book reporting</i>	6%
<i>Children enjoy coming back each year</i>	4%
<i>Staff did a great job at keeping kids interested</i>	2%
<i>Children/parents wish program was longer/all year</i>	2%
<i>Children love choosing books on their own</i>	2%
Tangible outcomes (any mention)	40%
<i>Improved children reading skills/confident in reading out loud</i>	13%
<i>Noticeable improvement in reading level</i>	10%
<i>Children exploring more/new genres/topics/learning new things</i>	8%
<i>Brings more children to the library/they enjoy coming</i>	6%
<i>Higher program registration numbers</i>	6%
<i>Children more willing to read at home/share with family</i>	4%
<i>Children exceeding goals of club/reading extra</i>	2%
<i>Increased interest/abilities in school/reading</i>	2%
Challenges/incentives were a motivating factor	10%
Other	2%

Source: Q12 – Do you have any testimonials from parents, caregivers or teachers that may indicate an increased love of reading? **NOTE:** Results include proportions based on valid responses only – those who stated they did not have any testimonials or did not provide valid feedback are excluded. 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

The response rate to the evaluation was lower in Alberta than 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. Across the province, 186 of the 229 participating individual libraries submitted their results, representing an overall response rate of 81% (below the national average of 87%).

Table: Response rate

	(A)	(B)	(C)	(D)
Regions	Total Service Points Participating in TDSRC 2019	Total Service Points Responding to 2019 Evaluation	Evaluation Response Rate	Weighting Used
Alberta	229	186	81%	1.23

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

Registration lower than in recent years due to Calgary not participating in 2019.

Overall, the number of children registered for the TD Summer Reading Club in 2019 was 46,153. This is a 24% decrease compared to 2018. The primary reason for this decline is that libraries in Calgary stepped back from TDSRC in 2019 as they explore ways to integrate TDSRC into Calgary Public Library’s banner summer learning program. Registration in 2018 for Calgary libraries was over 18,000 children.

The proportion of all eligible children in Alberta who registered for the TDSRC in 2019 was 5%.

Registration figures going back to 2015 are shown below for comparison purposes.

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

Region	2019		2018	2017	2016	2015
	Totals	2019-2018 % Difference	Totals	Totals	Totals	Totals
Alberta	46,153	-24%	60,463	63,814	55,717	48,661

Source: Q1 - Total number of children who registered for the TDSRC 2019.

More than seven in ten registrants in the 2019 program had participated in previous years, lower than in 2018.

In Alberta, more than seven in ten children (72%) had participated in a TDSRC in a previous year while the remaining 28% registered for the TDSRC for the first time in 2019. The proportion of previous registrants is lower than the proportions observed in 2018, but higher than in 2017.

Table: Previous participation (tracking)

Region	Joined in previous years		
	2019	2018	2017
Alberta	72%	85%	59%

Source: Q2 - Number of children who had registered in previous years or were new to the TDSRC in 2019.

Program language

Almost all Alberta librarians ran unilingual English programs.

The TDSRC was run as a unilingual English program in almost all of Alberta’s libraries with a small number running it either entirely in French or as a bilingual program.

Table: Language in which the program was run

Region	English Only	French Only	Bilingual
Alberta	99%	1%	1%

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

Programs & activities organized around the club theme

Almost 7,400 activities were held in 2019 in Alberta, attended by more than 119,500 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 119,569 children attended the 7,389 theme-related activities which were organized in libraries or communities across Alberta in 2019. These libraries were more likely to host their events within their library than elsewhere in their community (61% vs. 39%) and an average of 16.2 children attended each activity province-wide.

Both activities and attendance decreased in Alberta compared to 2018, as a result of Calgary libraries not running the TDSRC in 2019. Despite this, however, 2019 attendance is higher than any other year outside of 2018.

Table: Number of theme-related activities and attendance

	2018				
Region	Theme-Related Activities	Total Attendance	Avg. Attendance per Activity	% of Activities in Library	% of Activities in Community
Alberta	7,389	119,569	16.2	61%	39%

Table: Theme-related activities and attendance trend

Alberta	Theme-Related Activities	Total Attendance
2019	7,389	119,569
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 2019.

Promotion of program

Seven in ten Alberta libraries made promotional visits to schools in 2019.

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 (69%) while a smaller proportion visited childcare centres (31%), day camps (22%) or other locations (38%).

In total, Alberta librarians estimated that 167,595 children were reached as a result of these promotional efforts over the course of 4,005 separate promotional visits. An average of 42 children were reached per promotional visit.

Table: Program promotion by location type

Location	Alberta		
	% Visited	Total Visits	Children attended
Schools	69%	1,145	120,876
Day camps	22%	132	4,500
Childcare centres	31%	2,037	27,750
Other	38%	691	14,469

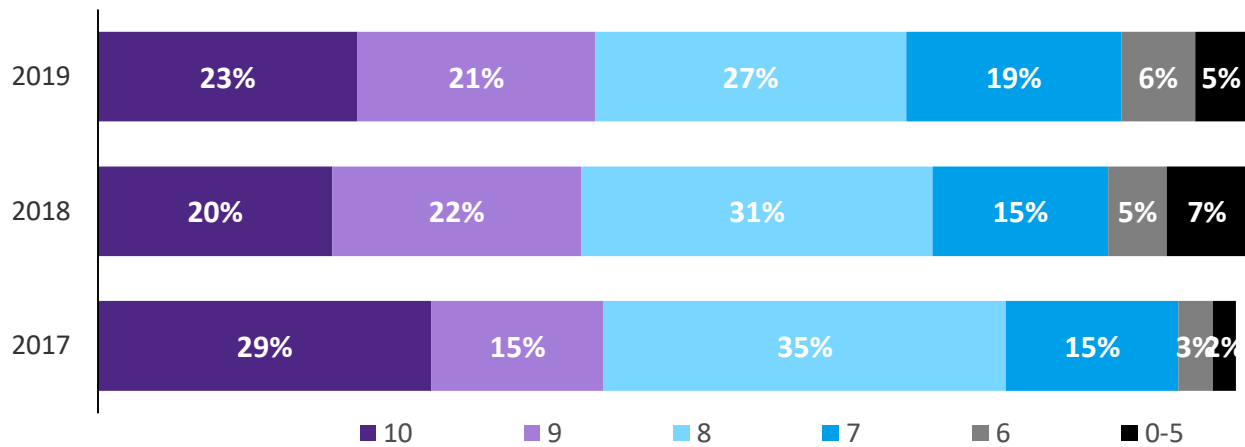
Source: Q4/Q4A – Promotion of the program at schools, day camps, childcare centres or other locations, the number of individual visits and attendance at those visits in TDSRC 2019.

Overall program satisfaction⁸

Overall satisfaction with the 2019 TD Summer Reading Club is high but trending downward since 2017.

Satisfaction with the TD Summer Reading Program is high overall, with over seven in ten (71%) who are satisfied (a rating between 8 and 10), one-quarter (25%) who gave moderate ratings (6-7) and five percent who are less satisfied (0-5). The overall satisfaction rating is similar to that in 2018 (73%) but has been trending downward since 2017 (79%).

Figure: Overall satisfaction with the TDSRC program



Source: Q6 – Overall, how satisfied were you with the TDSRC in 2019 (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 TDSRC Program			
	2019	2018	Difference (2019 – 2018)	2017
	% 8-10 rating	% 8-10 rating	% 8-10 rating	% 8-10 rating
Alberta	71%	73%	-2	79%

Source: Q6 – Overall, how satisfied were you with the TDSRC in 2019 (on a scale from 0 to 10 where 0 is not at all satisfied and 10 is completely satisfied)?

⁸ 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 the website increased in 2019 after a decrease in 2018.

Just over six in ten librarians were satisfied with the website and its content (62% rating 8-10). Slightly more (67%) were satisfied with the ease with which they can navigate the website. Satisfaction with both aspects of the website has increased since last year and are more in line with the 2017 results.

Figure: Satisfaction with website and web content

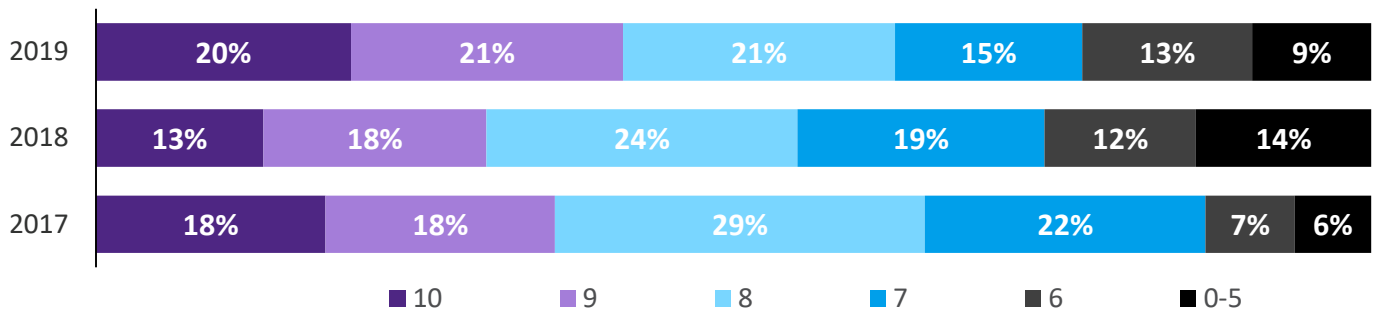


Figure: Satisfaction with ease of navigating the website

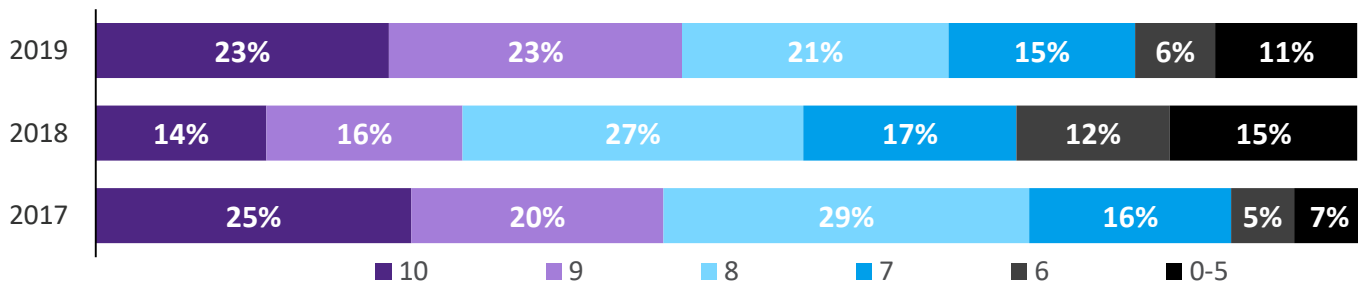


Table: Satisfaction with web content and ease of navigating the website (Tracking)

Region	Overall Satisfaction With Librarian Website & Content (% 8-10 rating)				Overall Satisfaction With Website Navigation (% 8-10 rating)			
	2019	2018	Difference (2019 to 2018)	2017	2019	2018	Difference (2019 to 2018)	2017
	Top 3 Box	Top 3 Box	Change	Top 3 Box	Top 3 Box	Top 3 Box	Change	Top 3 Box
Alberta	62%	55%	+7	66%	67%	56%	+11	74%

Source: Q7A – How satisfied were you with the website and web content for librarians in 2019 (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 2019 (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 staff website resources in Alberta was stable for most resources, with a few seeing a decrease.

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 (68%), Activities (65%) and Promotional Templates (62%). Use of some resources declined in 2019: The Brand Guidelines (63% to 45%), the Programs (52% to 36%) and the Recommended Reads (75% to 68%).

Table: Use of English staff website resources

Resource	Staff Website English Resource Usage Tracking (% Used)		
	2019	2018	2017
Used Images/illustrations	79%	79%	80%
Used Recommended Reads	68%	75%	68%
Used Activities	65%	66%	62%
Used Promotional Templates	62%	65%	58%
Used 'How to run a successful program'	55%	52%	51%
Used Brand Guidelines	45%	63%	51%
Used Programs	36%	52%	40%
Used Staff Newsfeed	23%	22%	14%

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

Satisfaction. Those who reported using each of the web resources were then asked to rate their satisfaction with those resources. Satisfaction was high for some resources such as the Images/illustrations and Promotional Templates (77% giving a score of 8 or higher to each) and Recommended Reads (71%). Satisfaction was lower with the Programs (59%) and the Staff Newsfeed (52%).

Table: Satisfaction with English staff website resources

Resource	Librarian English staff website resource satisfaction (% 8-10 rating)
	Alberta
Images/illustrations	77%
Promotional Templates	77%
Recommended Reads	71%
'How to run a successful program'	64%
Brand Guidelines	63%
Activities	62%
Programs	59%
Staff Newsfeed	52%

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 interactive activities and games to attract older children 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 (34%), specifically more interactive activities for an older age group, and a wider variety of book titles. Three in ten (28%) mentioned better access to materials, particularly the accessibility of the templates and grouping resources and links in one area. More than one in ten (14%) suggested a simpler and friendly site navigation. One in three (34%) 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>2019</u>
Satisfied with current web resources	34%
More/better/specific content (any mention)	34%
<i>More interesting/more interactive activities/games for older ages to attract more children</i>	14%
<i>Better/more recent/broader booklists/wider variety of titles</i>	14%
<i>More suggestions/ideas for programs/activities</i>	7%
<i>Improve clip art/more visually appealing/more variety/ability to resize</i>	7%
<i>Programs/activities need to be longer/long enough to do full hour programs</i>	3%
<i>Recommended Reads could be sorted further by type of book</i>	3%
Better access to materials and community (any mention)	28%
<i>Need to improve accessibility/downloading of Excel/Word templates</i>	10%
<i>More accessible links/resources/have them grouped in one spot</i>	10%
<i>Make accessing the website easier for librarians</i>	7%
<i>Ability to share ideas/information between libraries/through social media/online forum</i>	3%
<i>Simpler/more user friendly/better navigation/search/print functions/better organization of categories</i>	14%
<i>Age specific content/separate by age/school level</i>	3%
Other types of responses	10%

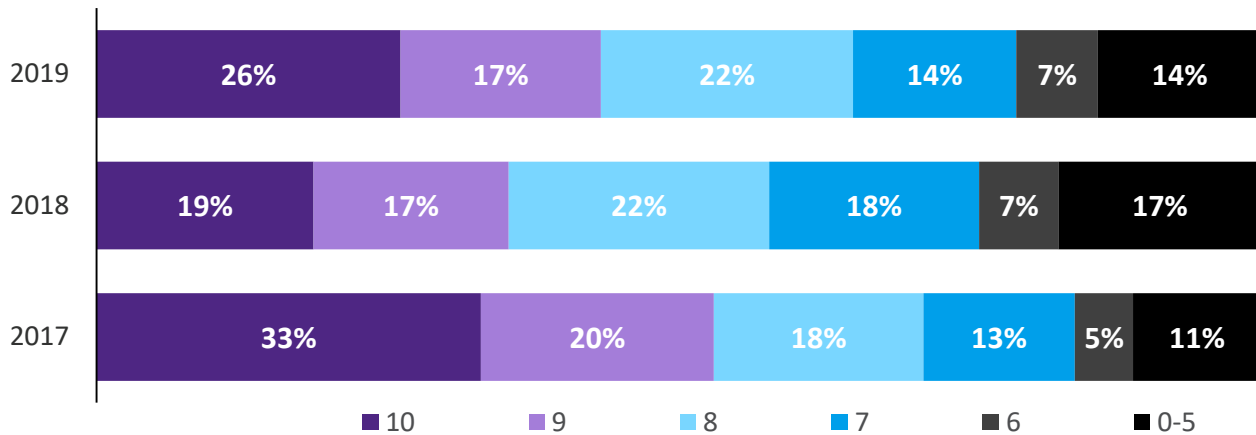
Source: Q9 – Do you have any suggestions on how to improve any of the web resources for library staff? **NOTE:** Results include proportions based on valid responses only – those who stated they did not have any suggestions or did not provide valid feedback are excluded. Although all codes are included in the groupings listed, only those with 3% or higher are displayed in the table.

Overall satisfaction with the program statistics & evaluation process

Two thirds of libraries were satisfied with the program evaluation process, an increase over 2018.

Overall satisfaction with the statistics and evaluation process was high with more than six in ten librarians (65%) providing a top three box satisfaction score (rating of 8-10). This is higher than in 2018 (58%) but lower than in 2017 (71%).

Figure: Overall satisfaction with the statistics & evaluation process



Source: Q10A – Overall, how satisfied were you with the program evaluation process in 2019 (on a scale from 0 to 10 where 0 is not at all satisfied and 10 is completely satisfied)?

Ease and relevancy of the program statistics & evaluation system

Satisfaction with the ease of using the system and the perceived relevancy of the questions are both high in 2019.

Librarian satisfaction with the ease of using the program statistics and evaluation system increased in Alberta with almost seven in ten (69%) giving a score of 8 or higher compared to 2018 (62%).

The same proportion of librarians (68%) gave a score indicating satisfaction when asked whether the evaluation asks about relevant questions, continuing an upward trend since 2018 (61%) and 2017 (44%).

Figure: Ease of using the evaluation system

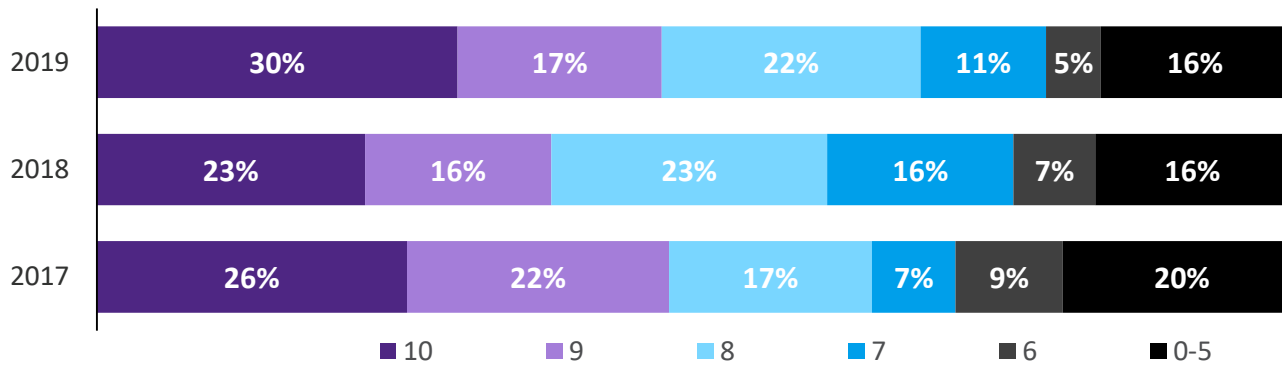
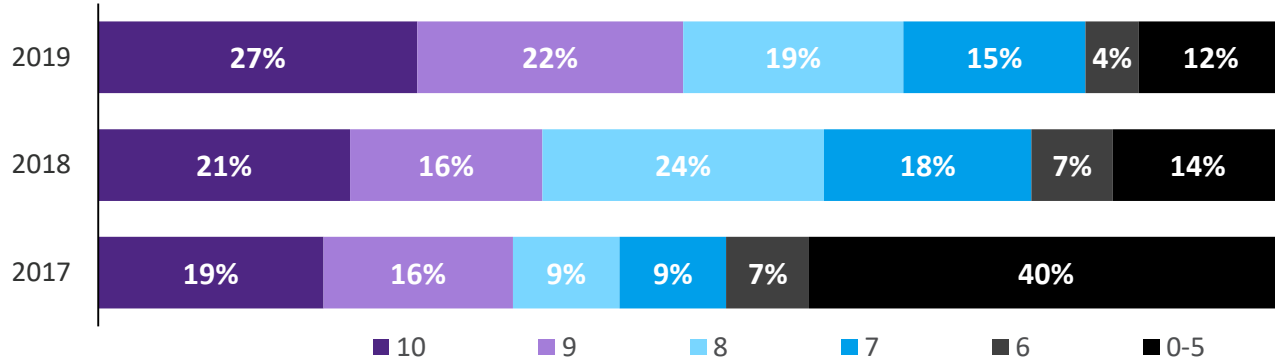


Figure: Relevancy of the questions asked



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

More than half of librarians suggested clarifying data requests and ensuring that data can be entered accurately; others cited improved usability and timeliness.

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 ensuring clarity in data requests (55% of mentions), with librarians saying that some questions don't apply to them (36%), that the information being requested needs to be better defined (27%) and issues recording information about children who weren't officially registered (18%). Other mentions touched on usability (14%) and timeliness (14%), specifically for forms to be available sooner. Some librarians (14%) 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?	2019
Satisfied with the current process	14%
Clarify data request/ensure data can be accurately recorded (any mention)	55%
<i>Questions don't apply/can't collect certain statistics/forced to enter a number to proceed</i>	36%
<i>Clarify/better define information requested</i>	27%
<i>Problems recording children who weren't officially registered</i>	18%
Improve usability (any mention)	14%
<i>Availability of statistic forms in digital format to update information regularly</i>	5%
<i>Make it more user friendly/simplified process</i>	5%
<i>Make it easier to have printable/downloadable spreadsheets</i>	5%
Timeliness (any mention)	14%
<i>Make questions/forms available sooner/let us know what to track</i>	9%
<i>Collect stats directly after program is over/earlier in the season</i>	5%
Improve depth of info (any mention)	5%
<i>Allow us space to enter additional related information</i>	5%
<i>Include a comments section for each question for explanation of data collected/more feedback</i>	5%
Do not have registrant previous participation data available	5%
Other comments or suggestions (any mention)	9%

Source: Q11 – Do you have any suggestions to improve the collection of statistics and the program evaluation? **NOTE:** Results include proportions based on valid responses only – those who stated they did not have any suggestions or did not provide valid feedback are excluded. Although all codes are included in the groupings listed, 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 were largely qualitative in nature, though tangible observations about increased reading levels and library visits were also noted.

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 enjoyed the program, enjoyed the activities and were motivated to read more. Tangible outcomes included noticeably improved reading levels and increased visits to the library.

Table: Love of reading testimonials

Testimonials indicating an increased love of reading	2019
Qualitative outcomes (any mention)	85%
<i>Children enjoyed the program/enjoyed reading/were motivated to read more</i>	30%
<i>We receive numerous positive comments/everyone loves the program</i>	22%
<i>Children/parents enjoyed the activities/crafts/website</i>	22%
<i>Parents are thrilled with the program</i>	19%
<i>Children enjoy coming back each year</i>	15%
<i>Makes them excited/keeps them reading over the summer</i>	11%
<i>Children love adding stickers to their passports</i>	7%
<i>Staff did a great job at keeping kids interested</i>	7%
<i>Children enjoyed story time/hearing stories recited</i>	7%
<i>Children/parents wish program was longer/all year</i>	7%
<i>Teachers love to bring their class to visit and exchange books</i>	4%
<i>Children love choosing books on their own</i>	4%
Tangible outcomes (any mention)	48%
<i>Noticeable improvement in reading level</i>	22%
<i>Brings more children to the library/they enjoy coming</i>	11%
<i>Improved children reading skills/confident in reading out loud</i>	7%
<i>Children more willing to read at home/share with family</i>	7%
<i>Children learned new words/information</i>	7%
<i>Children are visiting the library even after the summer program has ended</i>	7%
<i>Children exploring more/new genres/topics/learning new things</i>	4%
<i>Children checking out more books from library</i>	4%
<i>Children exceeding goals of club/reading extra</i>	4%
<i>Improved confidence/communication skills</i>	4%
<i>Higher program registration numbers</i>	4%
<i>Challenges/incentives were a motivating factor</i>	7%

Source: Q12 – Do you have any testimonials from parents, caregivers or teachers that may indicate an increased love of reading? **NOTE:** Results include proportions based on valid responses only – those who stated they did not have any testimonials or did not provide valid feedback are excluded. 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

All PEI libraries participated in the evaluation in 2019.

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, 25 of the 25 participating individual libraries submitted their results, representing an overall response rate of 100% (the overall national response rate was 87%).

Table: Response rate

	(A)	(B)	(C)	(D)
Regions	Total Service Points Participating in TDSRC 2019	Total Service Points Responding to 2019 Evaluation	Evaluation Response Rate	Weighting Used
PEI	25	25	100%	1.00

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

Registration increased in 2019 and is the highest ever recorded in PEI.

Overall, the number of children registered for the TD Summer Reading Club in 2019 was 2,004. This is a large increase (14%) from 2018 years and the first in which PEI exceeded 2,000 registrants.

The proportion of all eligible children in PEI who registered for the TDSRC in 2019 was 7.2%.

Registration figures going back to 2015 are shown below for comparison purposes.

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

	2019		2018	2017	2016	2015
Region	Totals	2019-2018 % Difference	Totals	Totals	Totals	Totals
PEI	2,004	14%	1,765	1,804	1,716	1,787

Source: Q1 - Total number of children who registered for the TDSRC 2019.

Half of the registrants in the 2019 program had participated in previous years, an increase from prior years.

Registrants were evenly split between those who had registered in a previous year (50% compared to 38% in 2018) and those who took part in the TDSRC for the first time in 2019.

Table: Previous participation (tracking)

Region	Joined in previous years		
	2019	2018	2017
PEI	50%	38%	41%

Source: Q2 - Number of children who had registered in previous years or were new to the TDSRC in 2019.

Program language

Most libraries ran their program in English, with a little over one in ten running it in French.

About one in ten programs were offered in French by PEI libraries, with the remainder (88%) running it in English only.

Table: Language in which the program was run

Region	English Only	French Only	Bilingual
PEI	88%	12%	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 2019, attended by more than 6,600 children, consistent with 2018.

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 6,612 children attended the 795 theme-related activities which were organized in libraries or communities across PEI in 2019. Although the number of activities increased, attendance decreased slightly. These libraries held most of their events within their library (79%) rather than elsewhere in their community and an average of 8.3 children attended each activity.

Table: Number of theme-related activities and attendance

	2018				
Region	Theme-Related Activities	Total Attendance	Avg. Attendance per Activity	% of Activities in Library	% of Activities in Community
PEI	795	6,612	8.3	79%	21%

Table: Theme-related activities and attendance trend

PEI	Theme-Related Activities	Total Attendance
2019	795	6,612
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 2019.

Promotion of program

Almost all PEI libraries made promotional visits to schools in 2019 and more than two thirds also visited childcare centres.

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. Almost all PEI libraries made visits to schools (92%) while a majority visited childcare centres (68%), and some visited day camps (24%) or other locations (20%).

In total, PEI librarians estimated that 12,565 children were reached as a result of these promotional efforts over the course of 121 separate promotional visits. An average of 104 children were reached per promotional visit.

Table: Program promotion by location type

Location	Prince Edward Island		
	% Visited	Total Visits	Children attended
Schools	92%	54	10,914
Day camps	24%	26	480
Childcare centres	68%	34	1,012
Other	20%	7	159

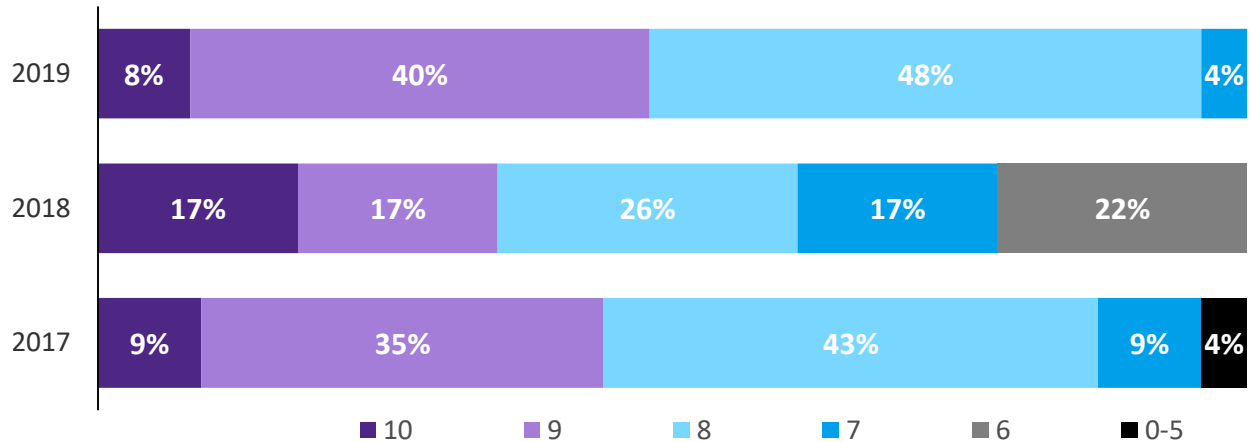
Source: Q4/Q4A – Promotion of the program at schools, day camps, childcare centres or other locations, the number of individual visits and attendance at those visits in TDSRC 2019.

Overall program satisfaction⁹

Almost all librarians were satisfied with the 2019 TD Summer Reading Club in 2019.

Overall satisfaction with the TD Summer Reading Program is extremely high, with almost all librarians (96%) saying they are satisfied (a rating between 8 and 10). This is a dramatic increase from 2018 (60%) and surpasses the high levels of satisfaction recorded in 2017 (87%).

Figure: Overall satisfaction with the TDSRC program



Source: Q6 – Overall, how satisfied were you with the TDSRC in 2019 (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 TDSRC Program			
	2019	2018	Difference (2019 – 2018)	2017
	% 8-10 rating	% 8-10 rating	% 8-10 rating	% 8-10 rating
PEI	96%	60%	+36	87%

Source: Q6 – Overall, how satisfied were you with the TDSRC in 2019 (on a scale from 0 to 10 where 0 is not at all satisfied and 10 is completely satisfied)?

⁹ 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 the ease of navigating the website was higher than 2018 results and similar to 2017.

More than three quarters of librarians are satisfied with both the website and its content, as well as ease of navigation (76% rating 8-10), with no librarians feeling dissatisfied (rating of 0-5). The same proportion were satisfied with the ease with which they can navigate the website (76%). Satisfaction with both aspects of the website has returned to 2017 levels, after a sizeable decrease in 2018.

Figure: Satisfaction with website and web content

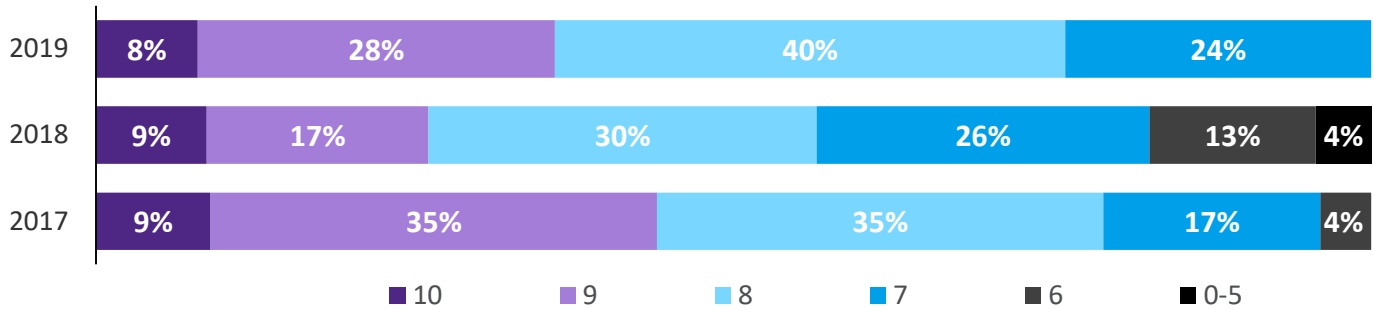


Figure: Satisfaction with ease of navigating the website

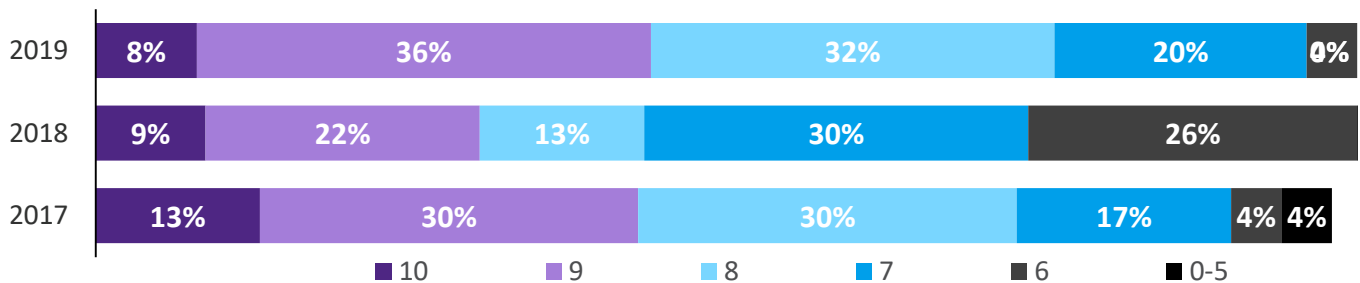


Table: Satisfaction with web content and ease of navigating the website (Tracking)

Region	Overall Satisfaction With Librarian Website & Content (% 8-10 rating)				Overall Satisfaction With Website Navigation (% 8-10 rating)			
	2019	2018	Difference (2019 to 2018)	2017	2019	2018	Difference (2019 to 2018)	2017
	Top 3 Box	Top 3 Box	Change	Top 3 Box	Top 3 Box	Top 3 Box	Change	Top 3 Box
PEI	76%	57%	+19	78%	76%	43%	+33	73%

Source: Q7A – How satisfied were you with the website and web content for librarians in 2019 (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 2019 (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

Almost all libraries in PEI used the Activities and Images/illustrations; usage of most of the other resources has fallen since 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 Activities (95% each). Most of the other available resources decreased in usage compared to 2018 with the Staff Newsfeed being used by the smallest proportion of PEI libraries.

Table: Use of English staff website resources

Resource	Staff Website English Resource Usage Tracking (% Used)		
	2019	2018	2017
Used Activities	95%	86%	91%
Used Images/illustrations	95%	91%	91%
Used Promotional Templates	86%	91%	64%
Used Programs	82%	77%	77%
Used Brand Guidelines	77%	86%	73%
Used Recommended Reads	64%	68%	86%
Used 'How to run a successful program'	55%	68%	59%
Used Staff Newsfeed	18%	36%	27%

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

Satisfaction. Those who reported using each of the web resources were then asked to rate their satisfaction with those resources. Generally, satisfaction with each of the resources is high, but the Images/illustrations have the lowest level of satisfaction (62%) despite being used by almost all librarians in PEI.

Table: Satisfaction with English staff website resources

Resource	Librarian English staff website resource satisfaction (% 8-10 rating)
	Prince Edward Island
Brand Guidelines	82%
Activities	81%
Promotional Templates	79%
Recommended Reads	79%
Programs	72%
'How to run a successful program'	67%
Images/illustrations	62%

Source: Q8B – Satisfaction with the resources on the library staff website you used (English resources). Note: Satisfaction is only reported for resources where at least 10 service points provided responses.

Staff web resource suggestions

The most common suggestion type was interest in more or better content, improved access to materials and more age specific 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. One third of librarians suggested more or better content (33%), two in ten would like improved access to materials (20%) and others suggest more age specific content (13%). More than a quarter (27%) felt satisfied with the web resources.

Table: Web resource improvement suggestions

Suggestions on how to improve any of the web resources for library staff?	2019
Satisfied with current web resources	27%
More/better/specific content (any mention)	33%
Better access to materials and community (any mention)	20%
Age specific content/separate by age/school level	13%
Other types of responses	20%

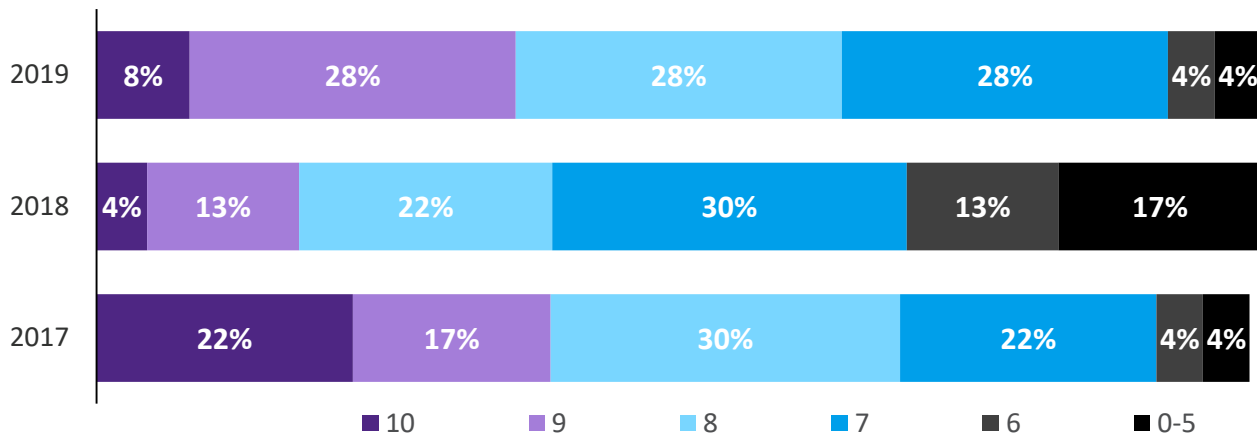
Source: Q9 – Do you have any suggestions on how to improve any of the web resources for library staff? **NOTE:** Results include proportions based on valid responses only – those who stated they did not have any suggestions or did not provide valid feedback are excluded. Although all codes are included in the groupings listed, 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 improved in 2019 after a large decrease in 2018.

Almost two thirds of librarians were satisfied with the evaluation process in 2019 (64% giving a rating of 8-10), a large improvement over 2018 (39%) and more in line with 2017 levels (69%).

Figure: Overall satisfaction with the statistics & evaluation process



Source: Q10A – Overall, how satisfied were you with the program evaluation process in 2019 (on a scale from 0 to 10 where 0 is not at all satisfied and 10 is completely satisfied)?

Ease and relevancy of the program statistics & evaluation system

Satisfaction with the ease of using the system and the perceived relevancy of the questions returned to 2017 levels after dropping in 2018.

As with overall satisfaction with the evaluation process, satisfaction with the ease of using the evaluation system (72% giving a rating of 8-10) increased notably over 2018 (52%) but is below the levels observed in 2017 (82%).

Similarly, almost two thirds (64%) gave a score indicating satisfaction when asked whether the evaluation asks about relevant questions. This is also a large increase compared to 2018 (48%) and is more similar to the results in 2017 (65%).

Figure: Ease of using the evaluation system

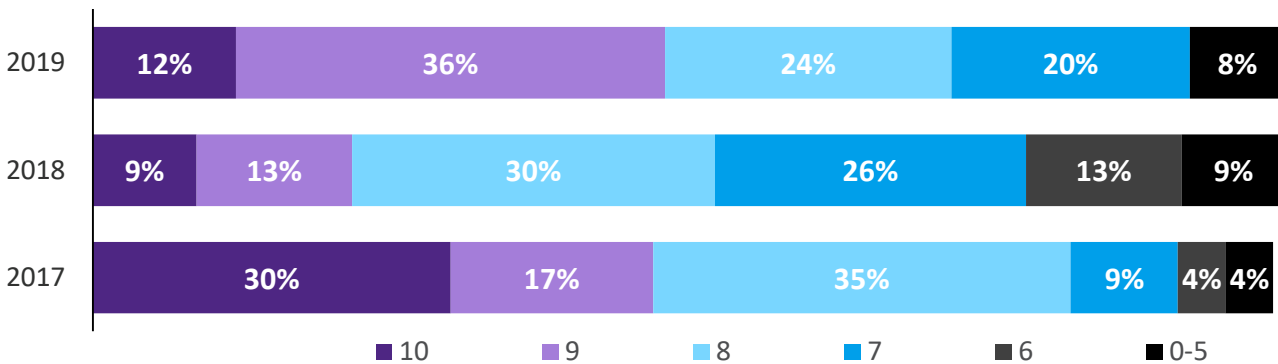
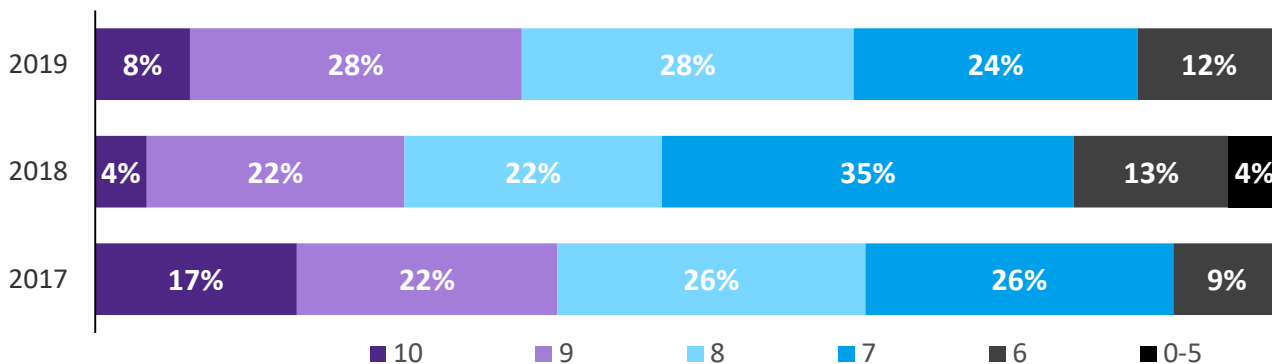


Figure: Relevancy of the questions asked



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

More than four in ten felt satisfied with the evaluation process and had no comments; other suggested improving usability and timeliness.

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. Some suggested improving the usability of the evaluation form (44%) and a quarter indicated timeliness would be beneficial. More than four in ten were satisfied with the current process (44%).

Table: Evaluation system improvement suggestions

<u>Suggestions for ways to improve the collection of statistics and program evaluation?</u>	<u>2019</u>
Satisfied with the current process	44%
Improve usability (any mention)	44%
Timeliness (any mention)	25%

Source: Q11 – Do you have any suggestions to improve the collection of statistics and the program evaluation? **NOTE:** Results include proportions based on valid responses only – those who stated they did not have any suggestions or did not provide valid feedback are excluded. Although all codes are included in the groupings listed, only those with 3% or higher are displayed in the table.

Testimonials indicating an increased love of reading

All testimonies highlighted the qualitative outcomes and almost one third also observed tangible results.

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. In general, all librarians provided positive comments on qualitative outcomes, with almost one third indicating that they also observed a tangible outcome.

Table: Love of reading testimonials

Testimonials indicating an increased love of reading	2019
Qualitative outcomes (any mention)	100%
Tangible outcomes (any mention)	31%

Source: Q12 – Do you have any testimonials from parents, caregivers or teachers that may indicate an increased love of reading? **NOTE:** Results include proportions based on valid responses only – those who stated they did not have any testimonials or did not provide valid feedback are excluded. 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

All of the participating libraries in Nova Scotia completed their evaluation in 2019.

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, 77 of the 77 participating individual libraries submitted their results, representing an overall response rate of 100% (compared to the overall national response rate of 87%).

Table: Response rate

	(A)	(B)	(C)	(D)
Regions	Total Service Points Participating in TDSRC 2019	Total Service Points Responding to 2019 Evaluation	Evaluation Response Rate	Weighting Used
Nova Scotia	77	77	100%	1.00

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

Registration was higher in Nova Scotia compared to 2018 but fluctuates year-over-year.

Overall, the number of children registered for the TD Summer Reading Club in 2019 was 12,152. This is an 8% increase compared to 2018 and similar to counts seen in 2017 and 2015. Registration in Nova Scotia varies year by year with no clear trend.

The proportion of all eligible children in Nova Scotia who registered for the TDSRC in 2019 was 7.4%.

Registration figures going back to 2015 are shown below for comparison purposes.

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

	2019		2018	2017	2016	2015
Region	Totals	2019-2018 % Difference	Totals	Totals	Totals	Totals
Nova Scotia	12,152	8%	11,271	12,739	9,357	12,739

Source: Q1 - Total number of children who registered for the TDSRC 2019.

Over half of 2019 registrants had participated in previous years.

In Nova Scotia, just over half (52%) of children had participated in a TDSRC in a previous year while the remaining 48% registered for the TDSRC for the first time in 2019. The proportion of previous registrants has been trending downward since 2017.

Table: Previous participation (tracking)

Region	Joined in previous years		
	2019	2018	2017
Nova Scotia	52%	56%	60%

Source: Q2 - Number of children who had registered in previous years or were new to the TDSRC in 2019.

Program language

Almost all programs in PEI were English only, with a limited number running a bilingual program.

No French only programs were offered by PEI libraries, with 96% of programs being English only and the remaining 4% being run in both official languages.

Table: Language in which the program was run

Region	English Only	French Only	Bilingual
Nova Scotia	96%	0%	4%

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

Programs & activities organized around the club theme

More than 2,000 activities were held in 2019 in Nova Scotia, attended by almost 42,000 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 41,808 children attended the 2,085 theme-related activities which were organized in libraries or communities across Nova Scotia in 2019. Almost all libraries held events within their library as opposed to elsewhere in their community (91% vs. 9%) and an average of 20.1 children attended each activity province-wide.

The number of theme-related activities offered in 2019 and attendance at those activities was consistent with the counts in 2018.

Table: Number of theme-related activities and attendance

Region	2019				
	Theme-Related Activities	Total Attendance	Avg. Attendance per Activity	% of Activities in Library	% of Activities in Community
Nova Scotia	2,085	41,808	20.1	91%	9%

Table: Theme-related activities and attendance trend

Nova Scotia	Theme-Related Activities	Total Attendance
2019	2,085	41,808
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 2019.

Promotion of program

A majority of libraries in Nova Scotia made promotional visits to schools in 2019.

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. A majority (57%) of libraries made promotional visits to schools. Some libraries also made visits to childcare centres (13%), day camps (8%) and other locations (12%).

In total, Nova Scotia librarians estimated that 31,047 children were reached as a result of these promotional efforts over the course of 206 separate promotional visits. An average of 150 children were reached per promotional visit.

Table: Program promotion by location type

Location	Nova Scotia		
	% Visited	Total Visits	Children attended
Schools	57%	159	29,714
Day camps	8%	9	245
Childcare centres	13%	20	379
Other	12%	18	709

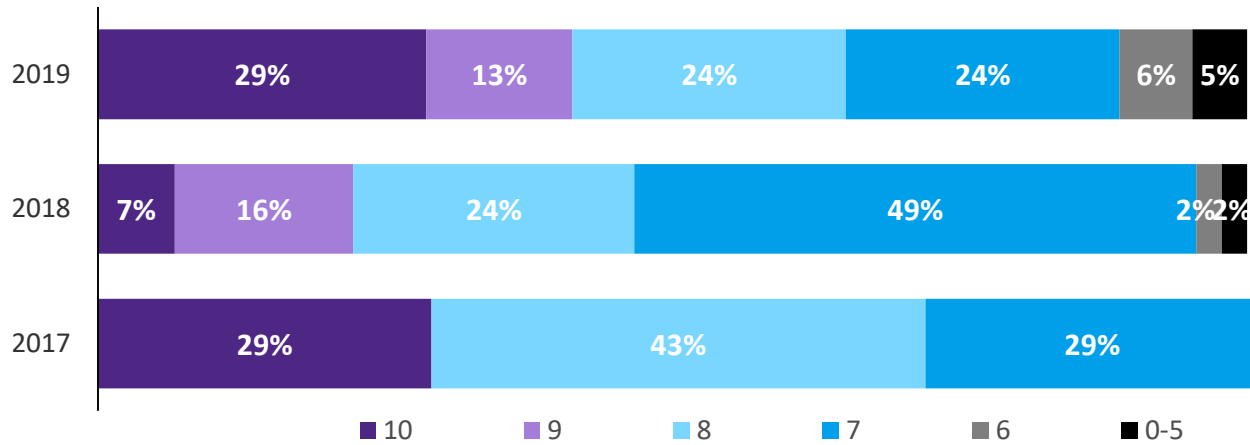
Source: Q4/Q4A – Promotion of the program at schools, day camps, childcare centres or other locations, the number of individual visits and attendance at those visits in TDSRC 2019.

Overall program satisfaction¹⁰

Overall satisfaction with the 2019 TD Summer Reading Club increased compared to 2018.

Two thirds of all librarians (66%) in Nova Scotia were satisfied (a rating between 8 and 10) with the TD Summer Reading Program overall. This is a large increase over 2018 (47%) but similar to 2017 satisfaction levels (72%).

Figure: Overall satisfaction with the TDSRC program



Source: Q6 – Overall, how satisfied were you with the TDSRC in 2019 (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 TDSRC Program			
	2019	2018	Difference (2019 – 2018)	2017
	% 8-10 rating	% 8-10 rating	% 8-10 rating	% 8-10 rating
Nova Scotia	66%	47%	+19	72%

Source: Q6 – Overall, how satisfied were you with the TDSRC in 2019 (on a scale from 0 to 10 where 0 is not at all satisfied and 10 is completely satisfied)?

¹⁰ 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 improved slightly in 2019, while satisfaction with the ease of navigating the website saw a larger improvement.

More than half of Nova Scotia librarians are satisfied with the website and its content (57% rating 8-10), a slight improvement from 2018 (52%) but lower than in 2017 (67%).

Satisfaction with the ease of navigating the system (67%) increased more dramatically compared to 2018 (54%).

Figure: Satisfaction with website and web content

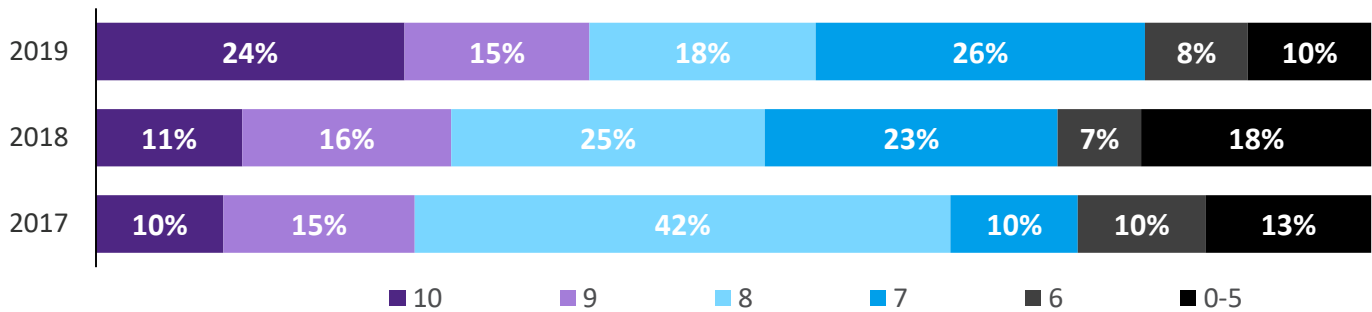


Figure: Satisfaction with ease of navigating the website

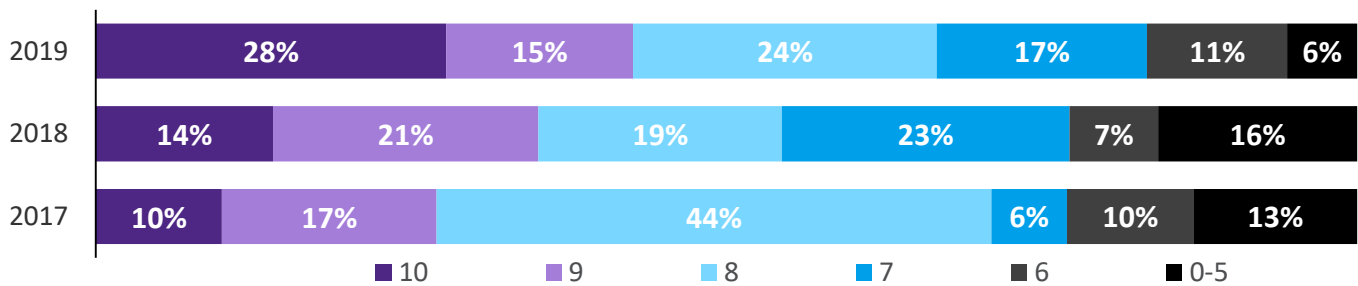


Table: Satisfaction with web content and ease of navigating the website (Tracking)

Region	Overall Satisfaction With Librarian Website & Content (% 8-10 rating)				Overall Satisfaction With Website Navigation (% 8-10 rating)			
	2019	2018	Difference (2019 to 2018)	2017	2019	2018	Difference (2019 to 2018)	2017
	Top 3 Box	Top 3 Box	Change	Top 3 Box	Top 3 Box	Top 3 Box	Change	Top 3 Box
Nova Scotia	57%	52%	+5	67%	67%	54%	+13	71%

Source: Q7A – How satisfied were you with the website and web content for librarians in 2019 (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 2019 (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

Usage of most English resources dropped in 2019 compared to previous years.

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, too few libraries ran their program in French to review separately.

Use. Among Nova Scotia libraries, all librarians used the English Images/illustrations, and Promotional Templates. However, the remaining English resources have all dropped substantially in usage compared to prior years. Most noticeably, no librarians used the Programs and only two in ten used Staff Newsfeed (19%), both of which had high usage in 2018 (four in five libraries).

Table: Use of English staff website resources

Resource	Staff Website English Resource Usage Tracking (% Used)		
	2019	2018	2017
Used Brand Guidelines	100%	86%	100%
Used Promotional Templates	100%	83%	100%
Used Images/illustrations	81%	93%	100%
Used Activities	61%	82%	100%
Used Recommended Reads	50%	89%	100%
Used 'How to run a successful program'	26%	78%	100%
Used Staff Newsfeed	19%	81%	96%
Used Programs	0%	79%	100%

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

Satisfaction. At least half of librarians who used each resource expressed satisfaction (a rating of 8-10) with them. Satisfaction was highest among those who used the Images/illustrations (79%).

Table: Satisfaction with English staff website resources

Resource	Librarian English staff website resource satisfaction (% 8-10 rating)
	Nova Scotia
Images/illustrations	79%
Activities	72%
Brand Guidelines	70%
Promotional Templates	70%
Recommended Reads	59%
Staff Newsfeed	55%
'How to run a successful program'	53%

Source: Q8B – Satisfaction with the resources on the library staff website you used (English resources). Note: Satisfaction is only reported for resources where at least 10 service points provided responses.

Staff web resource suggestions

Suggestions for improving the web resources included improved clip art, simpler navigation and more flexible brand guidelines.

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 improved clipart and editing functions, simpler and friendly site navigation and more flexible promotional templates and brand guidelines.

Table: Web resource improvement suggestions

Suggestions on how to improve any of the web resources for library staff?
Improve clip art/more visually appealing/more variety/ability to resize
Simpler/more user friendly/better navigation/search/print functions/better organization of categories
Less restrictive/more flexible promotional templates/brand guidelines
Other types of responses

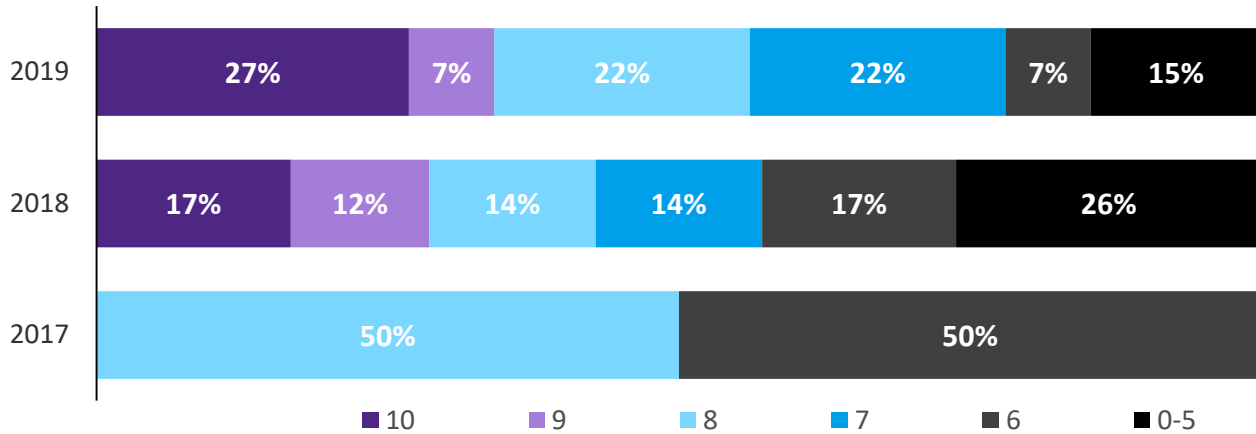
Source: Q9 – Do you have any suggestions on how to improve any of the web resources for library staff? **NOTE:** All responses provided are listed due to the limited number of responses.

Overall satisfaction with the program statistics & evaluation process

More than half of librarians were satisfied with the evaluation process, higher than in previous two years.

Satisfaction with the overall evaluation process was high with more than half of librarians (56%) providing a high satisfaction score (rating of 8-10). This is higher than the previous two years (43% in 2018 and 50% in 2017), with a decrease in dissatisfaction scores (rating of 0-5) and an increase in librarians providing the highest possible score.

Figure: Overall satisfaction with the statistics & evaluation process



Source: Q10A – Overall, how satisfied were you with the program evaluation process in 2019 (on a scale from 0 to 10 where 0 is not at all satisfied and 10 is completely satisfied)?

Ease and relevancy of the program statistics & evaluation system

All librarians were extremely satisfied with the evaluation system in 2019.

Librarians were asked about the ease of using the evaluation system and the relevancy of the questions being asked. All librarians said they were extremely satisfied with the evaluation system in 2019. In 2018 none of the Nova Scotia librarians provided a response to the question about the ease of using the system. In 2017, the majority of librarians expressed dissatisfaction (72% rated 0-5).

Almost half (48%) were satisfied (rating from 8 to 10) when asked whether the evaluation asks relevant questions. This is higher than in 2018 (40%) but still lower than 2017 (60%).

Figure: Ease of using the evaluation system

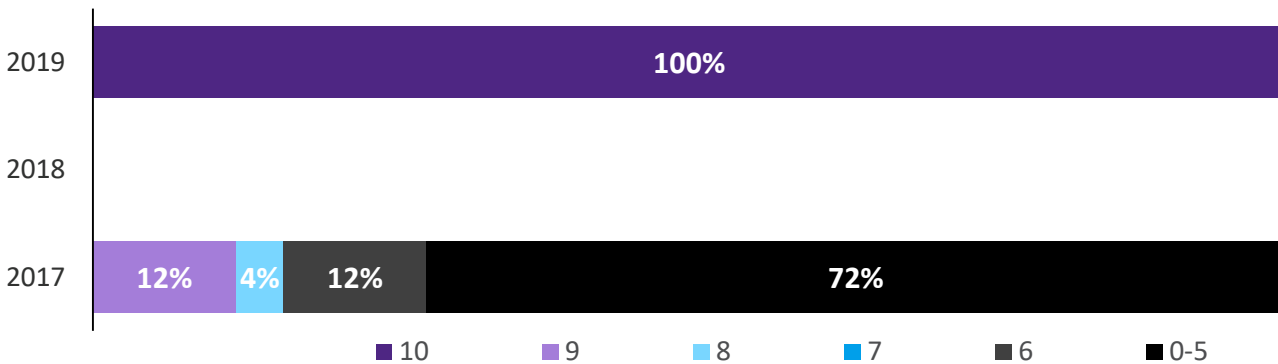
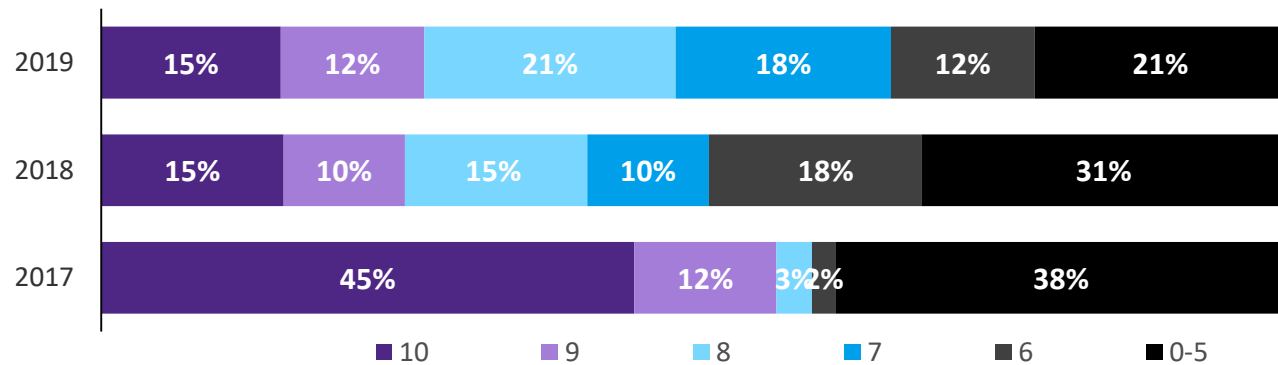


Figure: Relevancy of the questions asked



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

The only suggestions included providing the forms in digital format and making the process simpler.

Librarians were asked for their suggestions on how the program evaluation and statistical collection process could be improved. All comments are noted below.

Table: Evaluation system improvement suggestions

Suggestions for ways to improve the collection of statistics and program evaluation?
Availability of statistic forms in digital format to update information regularly
Make it more user friendly/simplified process

Source: Q11 – Do you have any suggestions to improve the collection of statistics and the program evaluation? NOTE: All responses provided are listed due to the limited number of responses.

Testimonials indicating an increased love of reading

Testimonials about the success of the program included a mix of both tangible and qualitative observations.

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

<u>Testimonials indicating an increased love of reading</u>
Children enjoyed the program/enjoyed reading/were motivated to read more
Children love adding stickers to their passports
Makes them excited/keeps them reading over the summer
Children/parents enjoyed the activities/crafts/website
Children like the in-person book reporting
Improved children reading skills/confident in reading out loud
Noticeable improvement in reading level
Increased interest/abilities in school/reading

Source: Q12 – Do you have any testimonials from parents, caregivers or teachers that may indicate an increased love of reading? **NOTE:** All responses provided are listed due to the limited number of responses.

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, 75 of the 90 participating individual libraries submitted their results, representing an overall response rate of 83% (lower than the overall national response rate of 87%).

Table: Response rate

	(A)	(B)	(C)	(D)
Regions	Total Service Points Participating in TDSRC 2019	Total Service Points Responding to 2019 Evaluation	Evaluation Response Rate	Weighting Used
Newfoundland & Labrador	90	75	83%	1.20

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

Registration was highest in Newfoundland & Labrador compared to recent years.

Overall, the number of children registered for the TD Summer Reading Club in 2019 was 2,874. This is a sizeable increase over 2018 and the highest level of registration observed in Newfoundland & Labrador in the past five years.

The proportion of all eligible children in Newfoundland & Labrador who registered for the TDSRC in 2019 was 3.2%.

Registration figures going back to 2015 are shown below for comparison purposes.

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

	2019		2018	2017	2016	2015
Region	Totals	2019-2018 % Difference	Totals	Totals	Totals	Totals
Newfoundland & Labrador	2,874	37%	2,104	2,093	2,591	2,453

Source: Q1 - Total number of children who registered for the TDSRC 2019.

Four in ten participants in the 2019 program had registered in a previous year.

In Newfoundland & Labrador, four in ten children (43%) had participated in a TDSRC in a previous year while the remaining 57% registered for the TDSRC for the first time in 2019. The proportion of previous registrants represents a sizeable decrease compared to 2018 (56%), but is similar to 2017.

Table: Previous participation (tracking)

Region	Joined in previous years		
	2019	2018	2017
Newfoundland & Labrador	43%	56%	45%

Source: Q2 - Number of children who had registered in previous years or were new to the TDSRC in 2019.

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 97% of programs being English Only and the remainder offered in French only.

Table: Language in which the program was run

Region	English Only	French Only	Bilingual
Newfoundland & Labrador	97%	3%	0%

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

Programs & activities organized around the club theme

More than 750 activities were held in 2019 in Newfoundland & Labrador, attended by more than 5,700 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 5,708 children attended the 757 theme-related activities which were organized in libraries or communities in 2019. These libraries almost always held their events within their library as opposed to elsewhere in their community and an average of 7.5 children attended each activity province-wide.

While the number of activities decreased in 2019 in Newfoundland & Labrador compared to 2018, overall attendance was higher due to higher average attendance per activity.

Table: Number of theme-related activities and attendance

Region	2019				
	Theme-Related Activities	Total Attendance	Avg. Attendance per Activity	% of Activities in Library	% of Activities in Community
Newfoundland & Labrador	757	5,708	7.5	93%	7%

Table: Theme-related activities and attendance trend

Newfoundland & Labrador	Theme-Related Activities	Total Attendance
2019	757	5,708
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 2019.

Promotion of program

Almost half of libraries in Newfoundland & Labrador made promotional visits to schools in 2019.

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. Almost half of Newfoundland & Labrador libraries made visits to schools (47%) while smaller proportions visited childcare centres (21%), day camps (16%) or other locations (27%).

In total, librarians estimated that 6,079 children were reached as a result of these promotional efforts over the course of 177 separate promotional visits. An average of 34 children were reached per promotional visit.

Table: Program promotion by location type

Location	Newfoundland & Labrador		
	% Visited	Total Visits	Children attended
Schools	47%	70	4,580
Day camps	16%	28	614
Childcare centres	21%	35	353
Other	27%	44	532

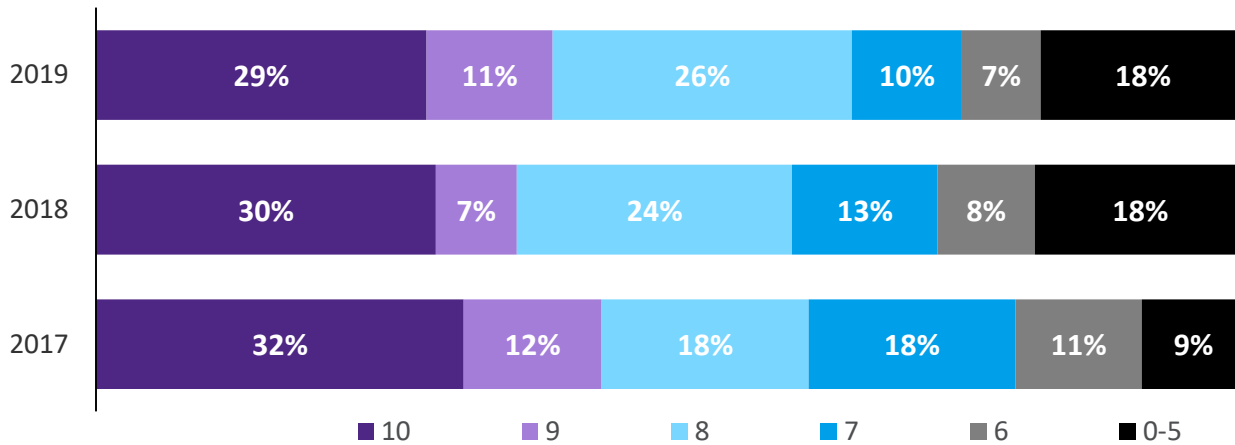
Source: Q4/Q4A – Promotion of the program at schools, day camps, childcare centres or other locations, the number of individual visits and attendance at those visits in TDSRC 2019.

Overall program satisfaction¹¹

Overall satisfaction with the 2019 TD Summer Reading Club remained high and consistent with prior years.

Satisfaction with the TD Summer Reading Program is high overall, with two thirds (66%) who were satisfied (a rating between 8 and 10), almost two in ten (17%) who gave a moderate rating (6-7) and one in five (18%) who were dissatisfied (0-5). The overall satisfaction rating is higher than in 2018.

Figure: Overall satisfaction with the TDSRC program



Source: Q6 – Overall, how satisfied were you with the TDSRC in 2019 (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 TDSRC Program			
	2019	2018	Difference (2019 – 2018)	2017
	% 8-10 rating	% 8-10 rating	% 8-10 rating	% 8-10 rating
Newfoundland & Labrador	66%	61%	+5	62%

Source: Q6 – Overall, how satisfied were you with the TDSRC in 2019 (on a scale from 0 to 10 where 0 is not at all satisfied and 10 is completely satisfied)?

¹¹ 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 the website remained high.

Almost three quarters of librarians were satisfied with the website and its content (73% rating 8-10), an increase over both 2018 (65%) and 2017 (68%).

Similarly, seven in ten (71%) librarians were satisfied with the ease with which they can navigate the website, also an increase over 2018 (62%) and 2017 (68%).

Figure: Satisfaction with website and web content

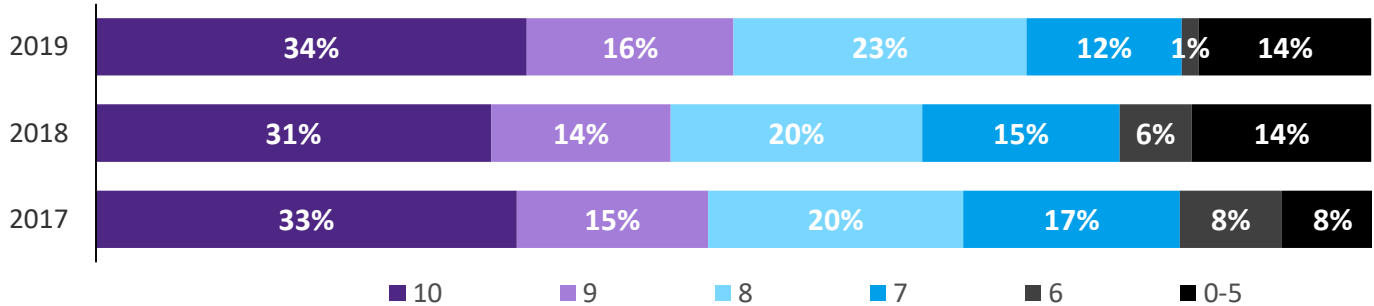


Figure: Satisfaction with ease of navigating the website

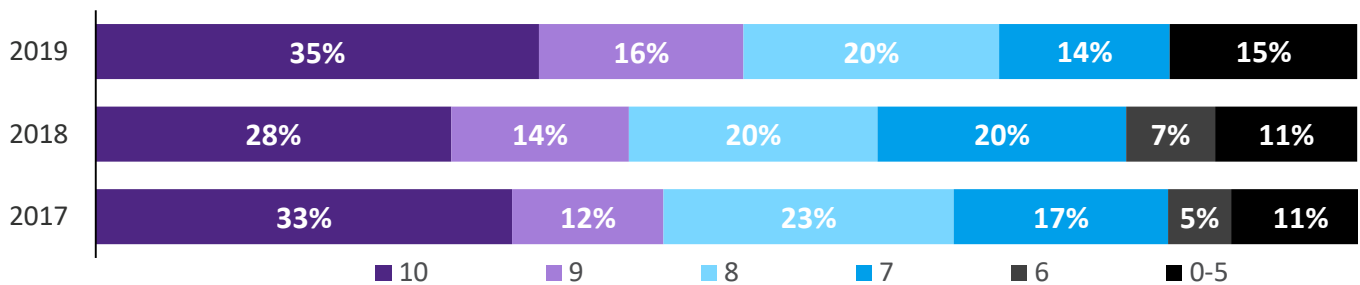


Table: Satisfaction with web content and ease of navigating the website (Tracking)

Region	Overall Satisfaction With Librarian Website & Content (% 8-10 rating)				Overall Satisfaction With Website Navigation (% 8-10 rating)			
	2019	2018	Difference (2019 to 2018)	2017	2019	2018	Difference (2019 to 2018)	2017
	Top 3 Box	Top 3 Box	Change	Top 3 Box	Top 3 Box	Top 3 Box	Change	Top 3 Box
Nfld. & Lab.	73%	65%	+8	68%	71%	62%	+9	68%

Source: Q7A – How satisfied were you with the website and web content for librarians in 2019 (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 2019 (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

Usage of some English resources has increased while others have decreased in recent years; satisfaction with the resources 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, too few libraries ran the program in French to review separately.

Use. Among Newfoundland & Labrador libraries, the most widely used resource in 2019 were the Activities (85%) and Promotional Templates (71%). Usage of the individual resources shows no clear pattern over time with some resources trending downward since 2017 while others have increased or remained consistent.

Table: Use of English staff website resources

Resource	Staff Website English Resource Usage Tracking (% Used)		
	2019	2018	2017
Used Activities	85%	77%	82%
Used Promotional Templates	71%	70%	65%
Used 'How to run a successful program'	68%	80%	65%
Used Images/illustrations	64%	68%	65%
Used Recommended Reads	60%	65%	72%
Used Programs	51%	58%	68%
Used Brand Guidelines	36%	45%	37%
Used Staff Newsfeed	21%	37%	38%

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

Satisfaction. Those who reported using each of 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 (88% giving a score of 8 or higher) and the Staff Newsfeed (87%).

Table: Satisfaction with English staff website resources

Resource	Librarian English staff website resource satisfaction (% 8-10 rating)
	Newfoundland & Labrador
Promotional Templates	88%
Staff Newsfeed	87%
Images/illustrations	80%
'How to run a successful program'	80%
Activities	79%
Programs	78%
Brand Guidelines	77%
Recommended Reads	63%

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

Staff web resource suggestions

Most librarians were satisfied and had nothing to suggest, while a quarter highlighted better 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 (62%), but the suggestions of those who did mainly involve providing more/better content (24%).

Table: Web resource improvement suggestions

<u>Suggestions on how to improve any of the web resources for library staff?</u>	<u>2019</u>
Satisfied with current web resources	62%
More/better/specific content (any mention)	24%
Better access to materials and community (any mention)	3%
Better targeting (any mention)	3%
Other types of responses	7%

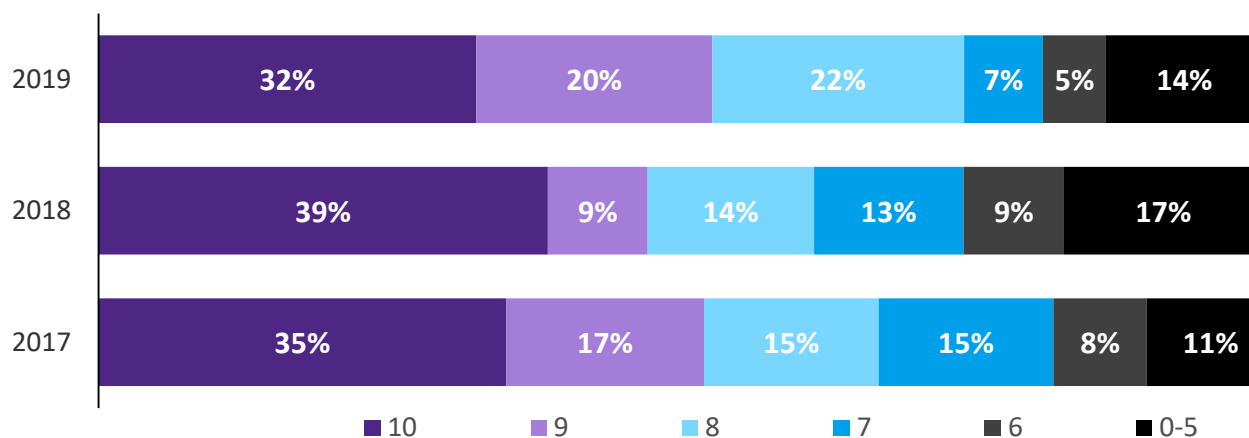
Source: Q9 – Do you have any suggestions on how to improve any of the web resources for library staff? **NOTE:** Results include proportions based on valid responses only – those who stated they did not have any suggestions or did not provide valid feedback are excluded. Although all codes are included in the groupings listed, 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, an increase over previous years.

Satisfaction with the overall evaluation process was high overall: three out of four librarians (74%) provided a top three box satisfaction score (rating of 8-10). This level of satisfaction surpasses both 2018 (62%) and 2017 (67%).

Figure: Overall satisfaction with the statistics & evaluation process



Source: Q10A – Overall, how satisfied were you with the program evaluation process in 2019 (on a scale from 0 to 10 where 0 is not at all satisfied and 10 is completely satisfied)?

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 is the highest in recent years.

Satisfaction remains high for the ease of using the program statistics and evaluation system (78% provided a score between 8 and 10) and is higher than in both 2018 (64%) and 2017 (74%).

Similarly, three in four (74%) were satisfied when asked whether the evaluation asks about relevant questions. Again, this is the highest seen in recent years (61% in 2018, 66% in 2017).

Figure: Ease of using the evaluation system

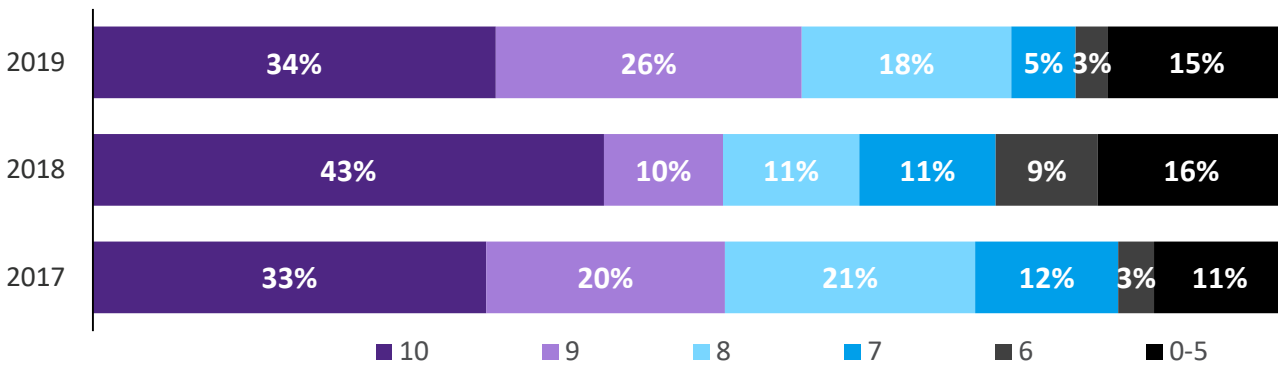
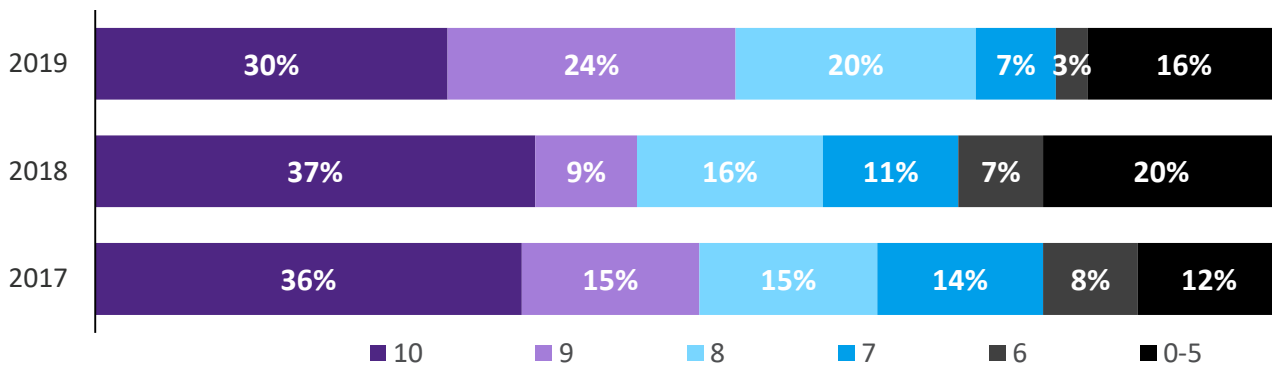


Figure: Relevancy of the questions asked



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 suggested improved usability, providing an opportunity to give more detailed information and clarifying the data being requested.

Librarians were asked for their suggestions on how the program evaluation and statistical collection process could be improved. In Newfoundland & Labrador, almost half of librarians (44% of mentions) were satisfied and had no suggestions, while almost three in ten mentioned improved usability of the evaluation form (28%), the opportunity to provide more detailed information (17%) and issues of clarity when requesting data (or difficulties in entering in accurate data - 11%).

Table: Evaluation system improvement suggestions

Suggestions for ways to improve the collection of statistics and program evaluation?	2019
Satisfied with the current process	44%
Improve usability (any mention)	28%
Improve depth of info (any mention)	17%
Clarify data request/ensure data can be accurately recorded (any mention)	11%
Other comments or suggestions (any mention)	6%

Source: Q11 – Do you have any suggestions to improve the collection of statistics and the program evaluation? **NOTE:** Results include proportions based on valid responses only – those who stated they did not have any suggestions or did not provide valid feedback are excluded. Although all codes are included in the groupings listed, only those with 3% or higher are displayed in the table.

Testimonials indicating an increased love of reading

Half of testimonials about the success of the program included tangible observations such as children exceeding club goals and library visits, but mainly the feedback was more qualitative in nature.

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 indicate enjoyment of the program and motivation to read more, particularly over the summer and that parents are thrilled with the program.

Some feedback was more concrete and quantifiable including children exceeding the goals of the club, an increase in library visitation by children and the exploration of different genres.

Table: Love of reading testimonials

Testimonials indicating an increased love of reading	2019
Qualitative outcomes (any mention)	81%
<i>Children enjoyed the program/enjoyed reading/were motivated to read more</i>	46%
<i>Makes them excited/keeps them reading over the summer</i>	19%
<i>Parents are thrilled with the program</i>	12%
<i>Children love adding stickers to their passports</i>	8%
<i>We receive numerous positive comments/everyone loves the program</i>	8%
<i>Children/parents enjoyed the activities/crafts/website</i>	8%
<i>Children like the in-person book reporting</i>	4%
<i>Staff did a great job at keeping kids interested</i>	4%
<i>Children enjoyed story time/hearing stories recited</i>	4%
Tangible outcomes (any mention)	50%
<i>Children exceeding goals of club/reading extra</i>	15%
<i>Brings more children to the library/they enjoy coming</i>	12%
<i>Children exploring more/new genres/topics/learning new things</i>	8%
<i>Noticeable improvement in reading level</i>	4%
<i>Children more willing to read at home/share with family</i>	4%
<i>Children checking out more books from library</i>	4%
<i>Children are visiting the library even after the summer program has ended</i>	4%

Source: Q12 – Do you have any testimonials from parents, caregivers or teachers that may indicate an increased love of reading? **NOTE:** Results include proportions based on valid responses only – those who stated they did not have any testimonials or did not provide valid feedback are excluded. 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

The response rate among libraries in the Territories is similar to the national average.

The participating libraries in the Territories were asked to tally the results of participants in the club for all of their branches. Within the Territories, 6 of the 7 participating libraries submitted their results, representing an overall response rate of 86% (the overall national response rate was 87%). While comparing results to prior years, it should be cautioned that participation of libraries in the Territories in the TD Summer Reading Club fluctuates from year to year as does the proportion of libraries responding to the evaluation.

Table: Response rate

	(A)	(B)	(C)	(D)
Regions	Total Service Points Participating in TDSRC 2019	Total Service Points Responding to 2019 Evaluation	Evaluation Response Rate	Weighting Used
Territories	7	6	86%	-
Yukon	3	2	67%	1.50
Northwest Territories	4	3	75%	1.33
Nunavut	1	1	100%	1.00

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

Registration was higher than in 2018 but similar to that of 2017 and 2016.

Overall, the number of children registered for the TD Summer Reading Club in 2019 was 434. This is more than double the total registration recorded in 2018 but is similar to the two years before that.

The proportion of all eligible children in the Territories who registered for the TDSRC in 2019 was 1.4%.

Registration figures going back to 2015 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)

	2019		2018	2017	2016	2015
Region	Totals	2019-2018 % Difference	Totals	Totals	Totals	Totals
Territories	434	120%	197	428	430	296

Source: Q1 - Total number of children who registered for the TDSRC 2019.

Half of registrants in the 2019 program had participated in previous years.

A little more than half of children registered in the Territories (52%) had participated in a TDSRC in a previous year while the other half (48%) registered for the TDSRC for the first time in 2019. This is the largest proportion of repeat registrants in recent years.

Table: Previous participation (tracking)

Region	Joined in previous years		
	2019	2018	2017
Territories	52%	35%	26%

Source: Q2 - Number of children who had registered in previous years or were new to the TDSRC in 2019.

Program language

Most programs were run exclusively in English with one in five offered bilingually.

The TDSRC was run as a unilingual English program in most libraries (83%) but almost two in ten (17%) ran bilingually. No libraries ran their program exclusively in French.

Table: Language in which the program was run

Region	English Only	French Only	Bilingual
Territories	83%	0%	17%

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

Programs & activities organized around the club theme

More than 120 activities were held in 2019, attended by more than 2,350 children; both measures are a large increase over recent years.

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 2,365 children attended the 124 theme-related activities which were organized relatively evenly between libraries and communities. An average of 19.1 children attended each activity.

The number of activities and attendance returned to the levels observed in 2014, after a steady decline from 2015 to 2018.

Table: Number of theme-related activities and attendance

	2019				
Region	Theme-Related Activities	Total Attendance	Avg. Attendance per Activity	% of Activities in Library	% of Activities in Community
Territories	124	2,365	19.1	45%	55%

Table: Theme-related activities and attendance trend

Territories	Theme-Related Activities	Total Attendance
2019	124	2,365
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 2019.

Promotion of program

Half of the libraries in the Territories made promotional visits to each type of location in 2019.

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 to each type of location.

In total, librarians in the Territories estimated that almost 774 children were reached as a result of these promotional efforts over the course of 16 separate promotional visits. An average of 48 children were reached per promotional visit.

Table: Program promotion by location type

Location	Territories		
	% Visited	Total Visits	Children attended
Schools	50%	4	391
Day camps	50%	4	253
Childcare centres	50%	4	90
Other	50%	4	40

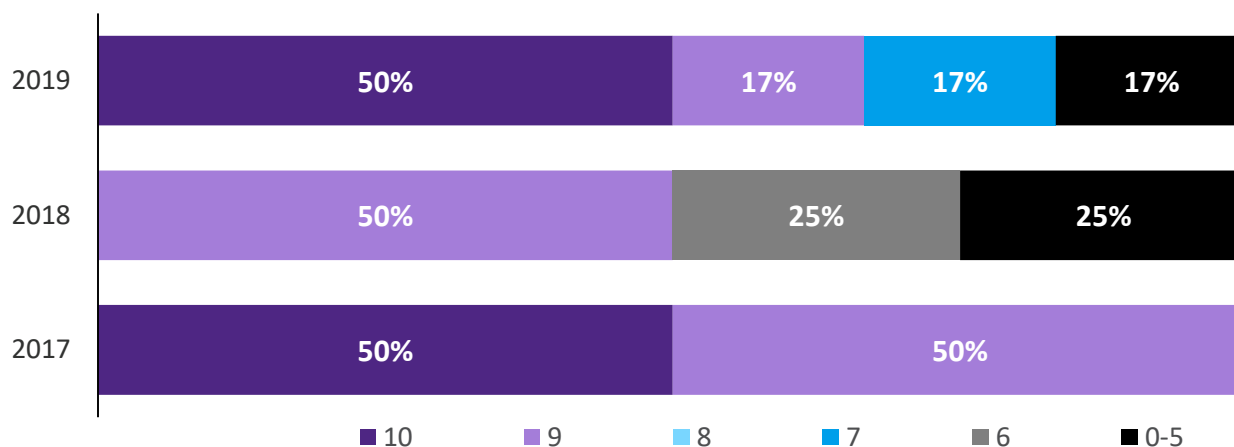
Source: Q4/Q4A – Promotion of the program at schools, day camps, childcare centres or other locations, the number of individual visits and attendance at those visits in TDSRC 2019.

Overall program satisfaction¹²

Two thirds of libraries in the Territories were satisfied with the 2019 TD Summer Reading Club overall.

Two out of three (67%) libraries in the Territories were satisfied (scoring it 8 or higher) with the TD Summer Reading Program in 2019. The satisfaction is much higher than in 2018 (50%) but not as high as in 2017 (100% satisfaction).

Figure: Overall satisfaction with the TDSRC program



Source: Q6 – Overall, how satisfied were you with the TDSRC in 2019 (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 TDSRC Program			
	2019	2018	Difference (2019 – 2018)	2017
	% 8-10 rating	% 8-10 rating	% 8-10 rating	% 8-10 rating
Territories	67%	50%	+17	100%

Source: Q6 – Overall, how satisfied were you with the TDSRC in 2019 (on a scale from 0 to 10 where 0 is not at all satisfied and 10 is completely satisfied)?

¹² 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 both the website and web content for librarians and with the ease of navigating the website are higher than in 2018.

Eight in ten librarians in the Territories were satisfied with the website and its content (84% rating it 8-10) with none being dissatisfied. When considering the ease with which they can navigate the website, two out of three (67%) were satisfied, while one third gave a moderate rating (34%). Both satisfaction levels are a dramatic improvement over 2018 but remain lower than in 2017.

Figure: Satisfaction with website and web content

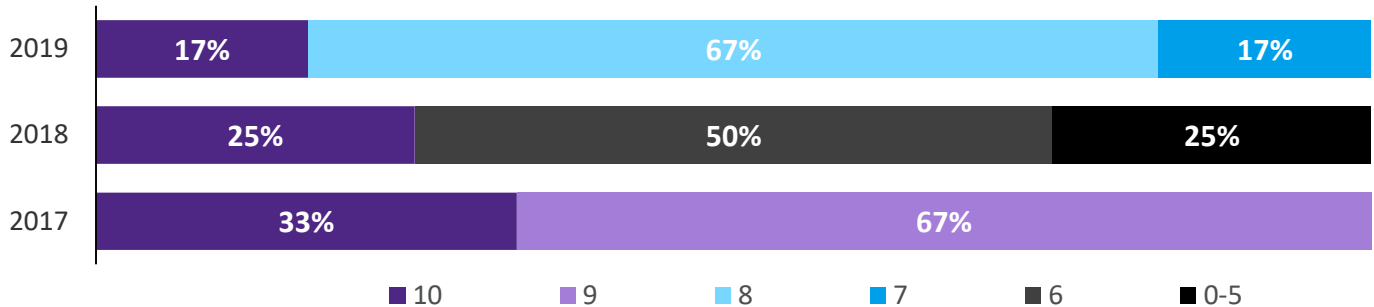


Figure: Satisfaction with ease of navigating the website

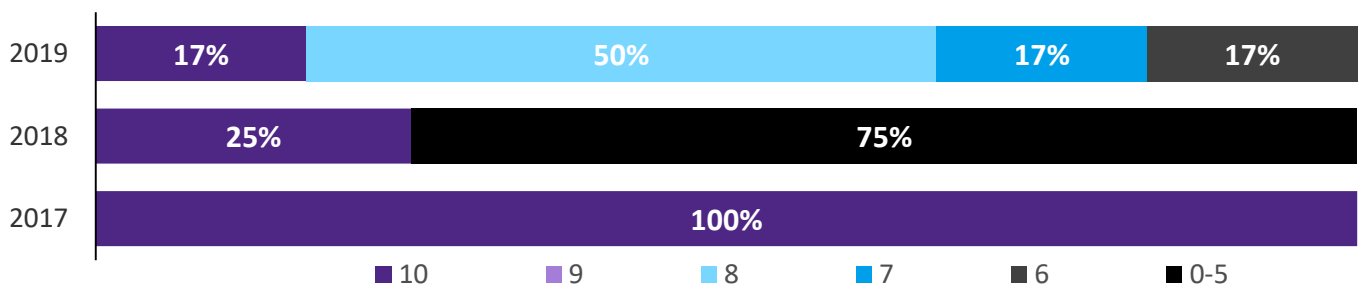


Table: Satisfaction with web content and ease of navigating the website (Tracking)

Region	Overall Satisfaction With Librarian Website & Content (% 8-10 rating)				Overall Satisfaction With Website Navigation (% 8-10 rating)			
	2019	2018	Difference (2019 to 2018)	2017	2019	2018	Difference (2019 to 2018)	2017
	Top 3 Box	Top 3 Box	Change	Top 3 Box	Top 3 Box	Top 3 Box	Change	Top 3 Box
Territories	84%	25%	+59	100%	67%	25%	+42	100%

Source: Q7A – How satisfied were you with the website and web content for librarians in 2019 (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 2019 (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 varies from year to year in the Territories.

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, too few libraries ran their program in French to be reviewed separately.

Use. Among libraries in the Territories, the most widely used resource was the Images/illustrations and Recommended Reads (both 83%). Half of the libraries used the Activities, the Promotional Templates and the ‘How to run a successful program’ resource. In general, usage of the different resources in 2019 was the same or higher than in 2018 but remains lower than in 2017.

Table: Use of English staff website resources

Resource	Staff Website English Resource Usage Tracking (% Used)		
	2019	2018	2017
Used Images/illustrations	83%	75%	100%
Used Recommended Reads	83%	25%	100%
Used ‘How to run a successful program’	50%	50%	100%
Used Activities	50%	50%	100%
Used Promotional Templates	50%	50%	100%
Used Programs	33%	25%	67%
Used Staff Newsfeed	33%	0%	33%
Used Brand Guidelines	33%	0%	67%

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

Staff web resource suggestions

Suggestions for how to improve the staff web resources involved improving the clip art and making the website more accessible for librarians.

Librarians were asked for suggestions on how to improve the librarians’ website for future years. The few responses 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 with current web resources
Improve clip art/more visually appealing/more variety/ability to resize
Make accessing the website easier for librarians
Provide ideas/suggestions on how to encourage children to read/sign up for reading club

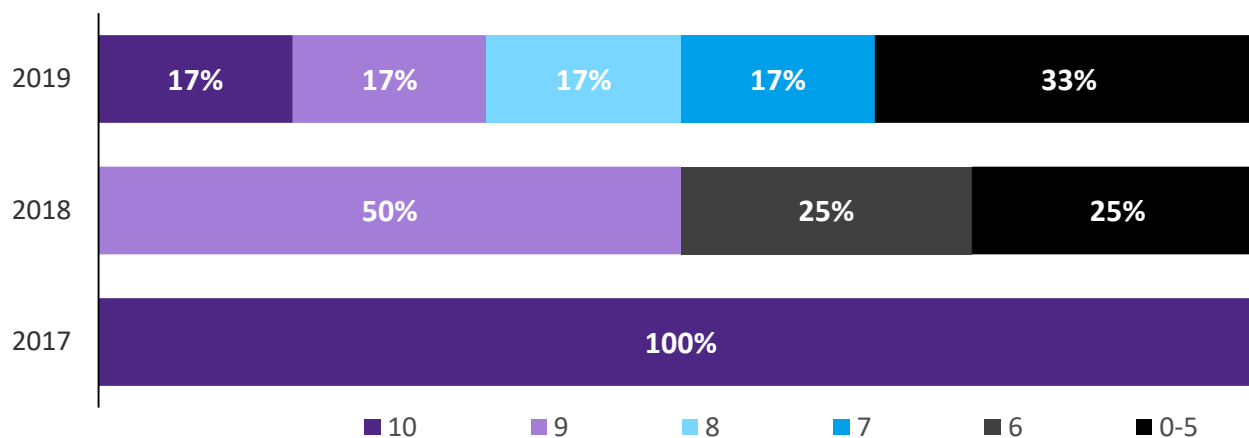
Source: Q9 – Do you have any suggestions on how to improve any of the web resources for library staff? **NOTE:** All responses provided are listed due to the limited number of responses.

Overall satisfaction with the program statistics & evaluation process

Half of the libraries in the Territories are satisfied with the program evaluation process.

A slim majority of librarians said they were satisfied (51% giving a rating of 8-10) with the overall evaluation process. A third are dissatisfied (33% giving a rating of 0-5) and the remainder (17%) fall somewhere in-between.

Figure: Overall satisfaction with the statistics & evaluation process



Source: Q10A – Overall, how satisfied were you with the program evaluation process in 2019 (on a scale from 0 to 10 where 0 is not at all satisfied and 10 is completely satisfied)?

Ease and relevancy of the program statistics & evaluation system

Half of librarians are satisfied with the ease of using the system and the relevancy of the questions asked.

Around half (51%) of librarians who provided data were satisfied (score of 8 or higher) with the ease of using the program statistics and evaluation system. The same proportion were also satisfied when asked whether the evaluation asks about relevant questions.

Figure: Ease of using the evaluation system

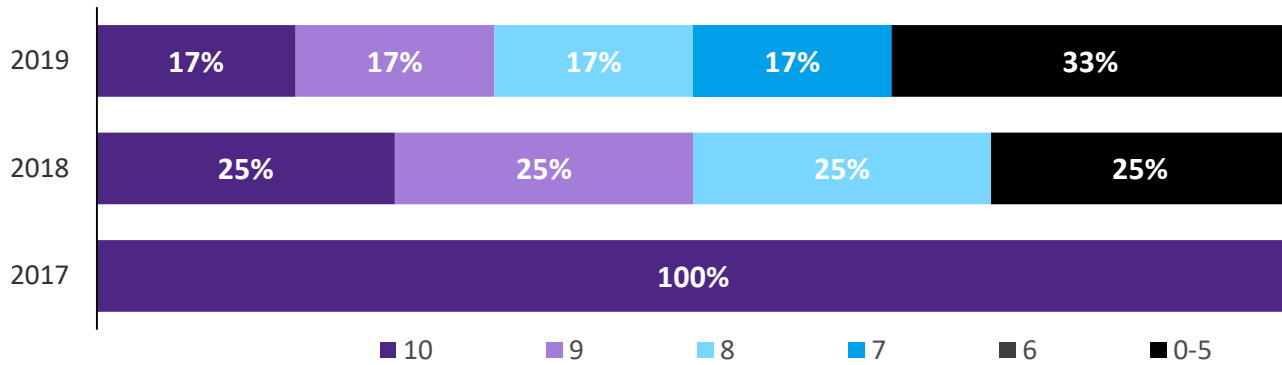
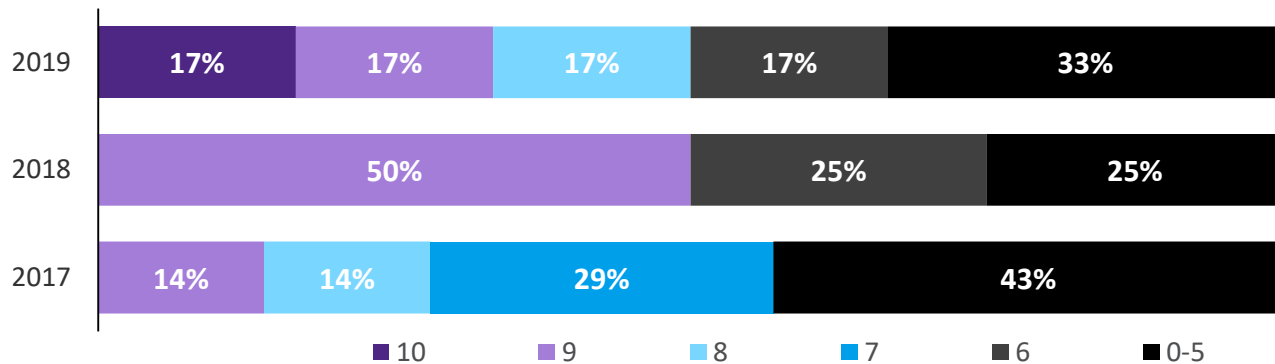


Figure: Relevancy of the questions asked



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 were asked for their suggestions on how the program evaluation and statistical collection process could be improved. The 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?
Satisfied with the current process
Do not have registrant previous participation data available

Source: Q11 – Do you have any suggestions to improve the collection of statistics and the program evaluation? **NOTE:** All responses provided are listed due to the limited number of responses.

Testimonials indicating an increased love of reading

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. Positive comments were provided, with responses highlighting the enjoyment of the program, an increase in library visits and increased motivation to read. All of the responses received from libraries in the Territories are listed below.

Table: Love of reading testimonials

Testimonials indicating an increased love of reading
Children enjoyed the program/enjoyed reading/were motivated to read more
Children enjoyed story time/hearing stories recited
Parents are thrilled with the program
We receive numerous positive comments/everyone loves the program
Children/parents enjoyed the activities/crafts/website
Staff did a great job at keeping kids interested
Children are visiting the library even after the summer program has ended

Source: Q12 – Do you have any testimonials from parents, caregivers or teachers that may indicate an increased love of reading? **NOTE:** All responses provided are listed due to the limited number of responses.