
As Michele Gorman notes in the introduction to *Evaluating Teen Services and Programs: A YALSA Guide*, funders' increasing demand for a demonstrated impact of their funding coupled with libraries' desire to gauge the effectiveness of their services have contributed to the need to become skilled in the practice of evaluation (p. ix). For these reasons, Sarah Flower's book is a welcome tool for librarians tasked with carrying out service evaluation.

Chapter 1 (“Background and Theory”) offers a brief overview of adolescent development, concentrating primarily on neurological development. There is some discussion of the increase in abstract thinking that happens during this age, along with a listing of the types of "big" questions that teens may find themselves considering (i.e., careers, relationships, moral choices, etc.) (p. 2). The topic of teens as members of the "Millennial" generation receives brief treatment and is largely based on a 2009 Pew Internet & American Life Project presentation.

Teens' information-seeking behaviour is covered with key arguments focused on the fact that teens are like any other library users (i.e., good customer service is paramount) but also may be different in that the information resources they consult are largely online and informal (i.e., their personal social networks).

The chapter also reviews the work of the Search Institute, which is an organization that has identified 40, key "developmental assets" for today's teens. Flowers notes that libraries have a role to play in providing some of the "external assets" (for example, "empowerment" and "constructive use of time") required to support the "internal assets" (such as "integrity" and "conflict resolution") that healthy adolescents develop (p. 6). A call to increase opportunities for teens to meaningfully participate in library services, and for library systems to integrate teen services into a library’s overall operations, rounds out the chapter.

Information to inform the foundations of successful teen services is useful. However, the link between this information and the topic of the book is not explicitly made. One gets the sense that Flowers included the chapter as a kind of "FYI" for those who have not engaged with any teen services best practices literature. The resulting effect, however, is a first chapter that provides "background and theory" for teen services as a whole, as opposed to the same for the practice of evaluating those services.
Chapter 2 ("Planning") is focused on the types of data that may support evaluation and where to find them. Before providing this overview, Flowers notes the development of goals and objectives as foundational to any service and resulting evaluation. The chapter reviews seven types of data ranging from user (demographic) and usage (collections, facilities) to policies and procedures and "function data" (how well various services are working for users) (p. 19-20). Data related to staffing are also included.

The chapter's review of developing service goals and objectives may have been better placed within Chapter 1. As it stands, this section reads as out of place in a chapter that is less about explicitly planning for evaluation than it is about ensuring readers have an understanding of the full range of data types they could potentially employ in an evaluation scheme.

Chapter 3 ("Implementation") addresses how to put data to use. Information ranges from how to analyze raw numbers to employing data to support arguments for change and for use in planning. This is a "nitty gritty" chapter. For those who do not regularly work with the raw data generated by their library, Flowers' overview of basic, standard data sets (for example, collection turn-over rates), and what they say about various aspects of a library's service, is accessible and useful. Her extension of this information in two, short discussions about using data to ground arguments for service change – particularly the real-life examples of librarians who effectively used data to argue for resources that significantly improved the services they provided – has impact for the reader.

Chapter 4 ("Evaluation") discusses the practice of evaluation as it supports decision-making and communication. Some examples and advice for the evaluation of collections, summer reading programs and other library events are provided. The related priority of evaluating staff is also included.

This chapter, again, swings between offering detailed, practical information and discussion about the purpose of evaluation. The discussion of evaluation, as it contributes to decision-making and as a communication tool, would have been more effective alongside Chapter 2's mention of the need for developing goals and objectives. Chapter 4's practical information about types of evaluation would have been better situated in context with the information on data use offered in Chapter 3.

Chapter 5 ("Best Practices") lists the characteristics of high quality teen services programs (engaging and respectful treatment of teens, content linked to developmental needs, responsive, etc.) and then reviews the American Library Association competency areas for librarians serving young adults (ranging from "Leadership and Professionalism" to the broad "Services") (p. 62-63). This information, while useful to review, has less impact due, once again, to where the reader finds it placed. In this case, a discussion of competencies would have been useful to read within the context of Chapter 1's overview of the foundations of successful teen services.
The second half of the chapter is devoted to ideas for use of the YALSA Teen Services Evaluation tool by different library service stakeholders (i.e., administration, trustees, the public, LIS educators and, finally, teen services librarians). It is noted that the tool is based on the YALSA competencies.

Chapter 6 (“References and Resource Guide”) begins with a short list of resources to support evaluation. These range from a source for evaluating a library gaming program (which the author notes could be mapped to evaluate other types of programs) to the ALA Core Competencies of Librarianship, to information on how to conduct a needs assessment. The list is short enough (ten items), and diverse enough, that the resources it includes would have been more effectively included interspersed throughout relevant sections in the book.

The chapter goes on to provide very practical sample forms for conducting a needs assessment, evaluation of a summer reading program, a general program evaluation, and a staff evaluation, as well as checklists (to serve as starting points) for evaluating collections, policies, budget allocations and facilities. The chapter concludes with a full re-printing of the YALSA Competencies for Librarians Serving Youth and the complementary Public Library Evaluation Tool. The re-prints represent slightly less than 20 percent of the body of the book. The full-text of both these documents is available free online.

Evaluating Teen Services and Programs contains a good amount of practical information that would likely be of use to librarians who may not yet have incorporated evaluation into their professional practice. The examples of documents to conduct various types of evaluations, as well as the clear explanation of certain data sets, are welcome. The book falls short, however, in its attempt to ground an argument for evaluation and the teen services it is meant to improve. Readers would have been better served by a more comprehensive, organized treatment of these larger questions. The inclusion of more real-life examples of evaluation would have also been a welcome addition and might have been offered at the expense of the re-printed content that makes up a disproportionate amount of the text.

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