



What Is a Toolkit?

A toolkit is a collection of authoritative and adaptable resources for front-line staff that enables them to learn about an issue and identify approaches for addressing them. Toolkits can help translate theory into practice, and typically target one issue or one audience.

Why Create a Toolkit?

Toolkits are meant to offer practical advice and guidance regarding an issue of concern or



- I. Table of contents
- II. Introduction: introduce the issue and provide any relevant background
 - a. Describe the issue or challenge that is to be addressed
 - b. Explain why the issue is important and to whom it is important
 - c. Briefly reference relevant research or reports on the issue
 - d. Provide a case for why this issue is important to libraries
 - e. Articulate the benefits of adopting the activities in the toolkit, always keeping in mind that the materials need to be adapted for the needs of the teens in the local community
- III. Core: provide practical resources, information, suggestions, and tips for front line library staff. The core should provide multiple approaches to addressing an issue which are also adaptable to different situations. The core should include
 - f. Case studies / real world examples: illustrate how libraries are achieving this at the local level. Both success stories and challenges are instructive and useful to the reader
 - g. Known best practices
 - h. Emerging practices, if applicable
 - i. Resources and tools for all phases of a project, including planning, implementation, and assessment/evaluation
 - j. Relevant YALSA and ALA resources: be sure to conduct a search and identify any useful YALSA and ALA materials and integrate them or reference them in the toolkit. Staff can help with this, if needed
- IV. Annotated bibliography of resources: select current, authoritative and highly relevant resources, including but not limited to articles, books, webinars, podcasts, videos, web sites, reports, research, replicable materials, etc.
 - k. Be sure to include relevant YALSA and ALA resources. These could be guidelines, position papers, issue papers, blog posts, journal articles, books, wiki pages, on-demand webinars, web pages, events, and more.
 - l. Use the latest version of the *Chicago Manual of Style* for formatting citations

Optional sections

- Glossary: if enough of the toolkit's content may be unfamiliar to many library staff
- Appendices: relevant supplemental materials, such as reproducible forms or templates

6. Review the draft, refine as needed and submit to staff

- The YALSA Office just needs the content in an MS Word file. Staff will format the document by adding a cover sheet, page numbers, the logo, etc. Please also send along a list of names of individuals who worked on the toolkit, so they can be acknowledged.
- Please consider what you initially submit to be a draft. Staff will likely come back to you with questions, suggestions for improvement, etc.



7. Make further refinements, if requested by staff

Use Track Changes so it's easy for everyone to see what has changed from the first draft to the second. Common requested edits include

- Revisiting the document and changing language so that it meets the criteria set out in the Accepted Language/Terms section of this document
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- Avoid acronyms or jargon. When using an acronym, spell out the term fully the first time and then use the abbreviation. For example, “YALSA’s Board of Directors met with a representative from ALA’s Budget Analysis and Review Committee (BARC). The BARC representative provided an update on new policies impacting division endowments.”
- Avoid subjective language and withhold opinions.
- Strive to be inclusive of different library types and use broad terms like “local libraries.” When speaking specifically about a library in a school, refer to it as a “school library,” not a media center, or a school library media center.
- Always represent someone’s name exactly as they have shared it with you. For example, if someone doesn’t capitalize a letter, or if they have an accent or a hyphen in their name, always include it when you retype it
- When talking about individuals aged 12 – 18, use the term teen or adolescent. When talking about individuals ages birth to 18, use the term youth. When talking about individuals ages birth – 11, use the term children.
- Always strive to be inclusive of all types of positions in libraries and use “librarians and library workers” or “library staff” versus just “librarians”
- In the few instances when speaking specifically about a librarian whose focus is teen services, use “teen services librarian” and not young adult librarian, YA librarian or teen librarian (the exception is a person’s job title. It should be accurately represented based on the information they supply)
- Per AASL, use “school librarian” and not school library media specialist, library

