# Central Florida Memory
Case Overview
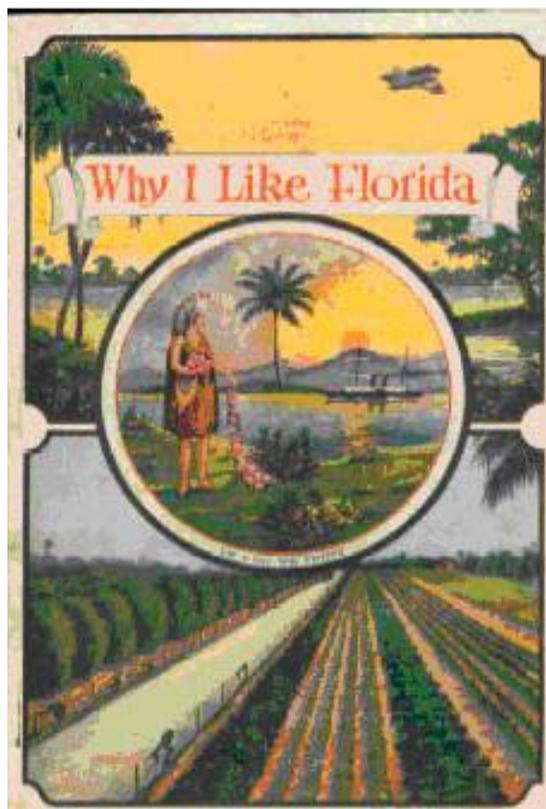
The Central Florida Memory project represents a collaboration among Central Florida libraries and museums: University of Central Florida Libraries, Museum of Seminole County History, Rollins College Olin Library, Orange County Library System, and Orange County Regional History Center: Documenting a "Home"

The history of Florida is both very old, dating back to Seminoles and other natives nearly 12,000 years ago, to Spanish explorers in the 16th century, and very new, with population booming in the twentieth and now twenty-first centuries, including internal migrants from elsewhere in the United States and many immigrants from other countries. During 1980-2000 over 2.5 million Floridian babies were born and over 5.3 million people moved to the state. Diversity and change mark Florida's human landscape. Amidst change, both long-standing and newer Floridians seek a sense of "place" for their home. Knowing what has gone before and what they are now part of develops this sense of place. Libraries and museums are key custodians of the memory of the past upon which a present sense of belonging can be founded. Known to many tourists merely as the site of Orlando, Daytona Beach, Walt Disney World, and the Kennedy Space Center, Central Florida is called "home" by over 3.5 million people.

The Central Florida Memory project serves the need to develop a sense of place and history for new and old Floridians. It brings together the technical expertise and capacity of the University of Central Florida Libraries, the Museum of Seminole County History, the Rollins College Olin Library, the Orange County Library System, and the Orange County Regional History Center. The Central Florida Memory project provides in one web site easily-searchable digitized records, documents, photographs, art and artifacts representing Central Florida's past, along with tools for teachers, genealogists and independent learners. Drawing together libraries and museums, the program has created learning tools for use by schools, historical societies, and local developers to create deeper and richer understandings of Central Florida's
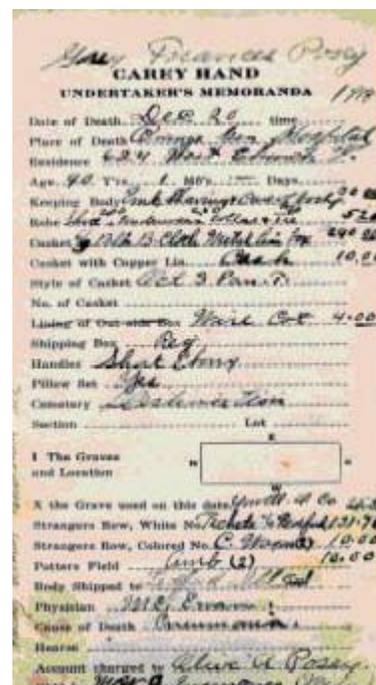
place in history and the lives of its inhabitants. "What does Central Florida mean?" finds an answer on this site. For further information on the project, see http://www.cfmemory.org/index.php

Profiles of Stakeholders

These are fictional statements typifying attitudes and illustrating needs, not actual direct quotations.

Historical society board member

"People I meet every day just don't seem to connect "history" to Central Florida. They might remember the Saturn rockets, but other than that, history seems to be something that happened somewhere else. So when you try to interest people in a "historical society," you get a lot of blank looks. Our historical society has so many ways to connect people to the past—diaries, old clothes, household knick-knacks, scrapbooks, and newspapers—yet so few people come to see them. I'd like to find some effective way to introduce people to Central Florida, to history, to the historical society, and to their own past."

Fourth-grade Teacher

"Fourth grade in Florida is about learning—and testing. Fourth graders are supposed to study Florida history, and also do well on our FCAT reading, writing and math tests. I'd love to find some way to make history—their history—come alive for the children. I think that if I could beyond the timelines and lists of governors in the textbooks to show children that real people—mothers, fathers, and children—went about their lives doing the same things we do, but in different ways, it would make learning easier and better. With all the emphasis on FCAP, though, I just don't have a lot of spare time to design learning activities all on my own, and my colleagues are busy too. We'd like some help engaging our students in history—the more local the better."

New resident

"I moved to DeSoto County, one of the smallest in Florida, two years ago to work as a lawyer for the business section of a bank. I hear all the time how difficult it is to interest outsiders in Central Florida—unless you mention 'Walt Disney World.' I know I'm a new-comer and maybe all Floridians feel a little foreign, but I'd like to have some better ways of describing where I'm from now. No, it's not a giant theme park, or miles of condos, or all New Yorkers and New Jerseyans. I want my children to be from somewhere!"

Librarian

"There are a lot of new people in our town, but we have a lot of older residents, too. Just the other day Mr. Martinez who's lived here all of his 85 years, gave our library his collection of postcards from all around this area through seven decades. I see the American Memory project online at the Library of Congress and I think that our residents have some wonderful things to contribute too, but we're not the Library of Congress. I have all I can do to keep my simple web page accurate with our hours—I don't have time to take all the historical items that our librarians have received over the years and really do anything with them."
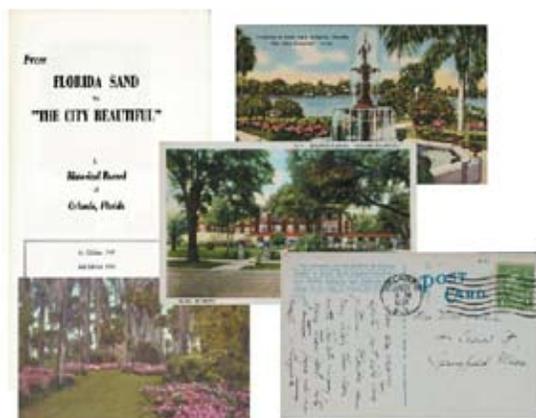
Logic Model Worksheet

I.	Situation: program partners and stakeholders
What is the program's **name**?	**Central Florida Memory Project**
What **partners** are involved?	University of Central Florida (UCF) Libraries Orange County Library System Orange County History Center Rollins College Olin Library (added) Museum of Seminole County History
Who are the program's **stakeholders**? (Be sure to include yourself, your target audience, partners, funders and any other stakeholders.)	What does each **stakeholder** want to know?
Partners	What is expected of me? What cost? When is my commitment finished? Will the workload be equal?
Library Board County Commissioners	What are the costs and benefits? (leverage/ bargaining)
University Administration	Will the program enhance the reputation of UCF in the community? What are the costs? the benefits?
Statewide Library Community	What is the project? How will it help individual libraries?
IMLS	Have the requirements been met? Is the project worth the cost? Did it accomplish what it intended? Did the partners learn anything to be shared with others? Any additional community benefits?
Institutions using DM Software	How suitable is the software? Are there new uses for it?
UCF Staff	What do I need to learn? Why are we doing this?
Future Partners	What are the benefits of participation?
Business community, Government Development planners	How will this affect my business, improve cultural landscape and bring more people to the community, subdivision, etc.?

II. Program planning: connecting needs, solutions, and results

Who are the **audiences**?	Teachers of 4th grade classes in Central Florida; visitors to participating libraries and museums; business and government community developers
What are the **needs** of the audience?	
What are some **audience considerations?**	Many organizations in the Central Florida area possess local historical materials—diaries, photographs, old city plans and crumbling newspapers. Few members of the general public realize they exist—they often barely consider "Central Florida" an area with a history and culture of its own. Central Florida Memory can make the history come alive with actual pictures and descriptions. Children study Florida history in the fourth grade. What better way to introduce youngsters to the whole idea of history--a connection to the real lives of people of the past—than by making that past come alive right in their own back yards? Physical visits to historic sites and museums in the area are difficult, with school budget cuts and limited museum hours. The internet makes resources available but no fourth grade teacher can spend the time needed to create useful gatherings of information and illustrations for their classes out of the internet chaos.
What **solution** fulfills the needs?	The Central Florida Memory project will create, through collaboration among museums, libraries, historical societies, and archives in Central Florida, a comprehensive digital collection, serving the needs of scholars, students, teachers and residents. Here they will access textual and graphical images and objects that document the region's historical and cultural heritage. For busy teachers, the site contains "stories to engage learners" and "sample lesson plans;" for the larger library and Internet community, it will provide researcher oriented indexing.

What will be the **desired results?**	Website users express satisfaction with the resources. Children demonstrate learning about Central Florida history. And community developers know about and use the website in their activities.

II. Logic model summary: program purpose statement

We **do** what?	Gather, digitize, and provide access to an online collection of local historical resources that tell the story of the building and development of the Central Florida Community. Provide curriculum guides and source materials for educators and train users.
For **whom**?	Teachers, students, community developers, genealogists; Florida library, museum and historical society community.
For what **outcome**/benefit(s)?	Students and residents come to know more about Central Florida as a place with a rich history.

III. Program elements

Inputs	Outputs (or counts)
Appropriate software (ContentDM)	
Staff expertise (UCF)	
Hardware for digitizing materials; scanners, cameras, etc. (UCF equipment)	
Staff time for planning	
Historical materials from participating institutions	

Funding (IMLS) for equipment, supplies and advertising	
Activities	**Outputs (or counts)**
Design of website; indexing and organization of materials	
Selection, preparation and digitization of suitable items	# of digitized and indexed objects
Creation of classroom teaching packets	# of lesson plans
Advertising to specific target audiences	# of printed promotional materials distributed # of broadcast promotions aired
Quality evaluation of digitization, organization, and website design (including metadata standards)	
Evaluation of CFM-based school instruction	
Surveys of target audiences	
Services	**Outputs (or counts)**
Workshops for staff in partner iinstitutions	# of attendees at workshops
Workshops for fourth- grade teachers	# of attendees at workshops
Functional user- friendly web interface (design)	
Relevant digital materials (content)	
Advertising that explains the CFM web site	

Presentations for individuals involved in economic development	# of presentations to various groups

V. Outcomes

Outcome 1: *Staff in partner institutions use CFM to provide patrons with desired information.*

Indicator(s)	Applied to	Data Source	Data Interval	Target
The number and percent of staff members who report having directed three individuals to CFM during the previous month.	All workshop attendees	Survey of workshop attendees	One month after the workshops	50%

Outcome 2: *Fourth-grade teachers recognize the value of CFM for Florida history projects.*

Indicator(s)	Applied to	Data Source	Data Interval	Target
The number and percentage of teachers who require students to use CFM in history projects (at least twice in the school year) **AND**	4th grade teachers who attended workshops	Survey	April "local history month" project," each year.	85%

The number and percentage of teachers who rate the website content as "valuable" to "very valuable" on a five-part scale question	4th grade teachers who attended workshops	Survey	April "local history month" project," each year.	85%

Outcome 3: *Economic development entities use CFM materials in promotions.*

Indicator(s)	Applied to	Data Source	Data Interval	Target
The number and percentage of economic development entities who establish link to CFM **AND**	All sites linking to CFM; determine which are economic development entities (vs. government or educational)	Web links tracing	Check every 6 months	20% increase per 6 months until 50 entities link.
The number and percentage of persons working in economic development who can name at least one major purpose of CFM	Random sample of realtors and members of the chambers of commerce within the service area	Survey	One year after launch of CFM	50% of respondents will indicate knowledge; 20% usage