University of South Florida
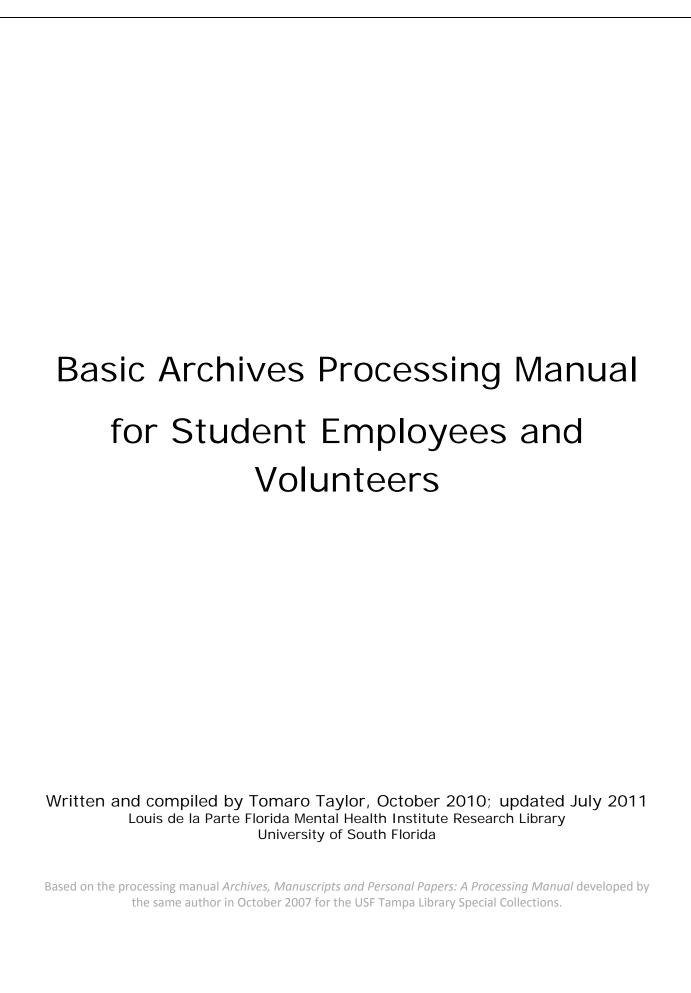
From the SelectedWorks of Tomaro I. Taylor

2010

Basic Archives Processing Manual for Student Employees and Volunteers

Tomaro I. Taylor, *University of South Florida*

Basic Archives Processing Manual

for Student Employees and Volunteers

Written and compiled by Tomaro Taylor, October 2010; updated July 2011
Louis de la Parte Florida Mental Health Institute Research Library
University of South Florida

Working with Archival Collections

Introduction

I. **What is an archival collection?**

An archival collection can be many things – groups of papers or documents, electronic files, photographs, business records, letters or personal materials. At the Louis de la Parte Florida Mental Health Institute (FMHI) Research Library, archival holdings primarily consist of institutional documents (that is, files and publications created by FMHI and currently maintained by the Library as a record of the Institute's activity) and the working papers of groups and individuals involved in mental and community health initiatives, both locally and statewide. All of these papers – singly and as a whole - document specific projects and initiatives developed to support and improve differing aspects of social health and health services, especially as related to mental and behavioral health in the state of Florida.

II. **Why are archival collections important?**

Do you remember the first paper you wrote for a class? Do you know where it is now? More than less likely, the answer to both of these questions is, "Maybe." But, if you had access to a computer, a thumb drive or an online workspace when that first paper was written, then there is a strong likelihood that your answer might be "Yes."

Your first paper may not be memorable. In fact, you might not want to remember it at all! You may even question its importance or, worse yet, its quality. However, there may be other individuals who are interested in seeing your first scholarly attempts, such as members of your immediate or extended family. But, what about other individuals? People who aren't related to you or who may not even know you? A researcher in early elementary education may want to compare your paper to the papers of other students to determine the validity of different teaching and learning styles at different schools. A developmental psychologist may want to review your first paper, as well as subsequent ones, to see how your writing or language skills developed over time. The list could go on and on. It is the same with archives. Although some items may not appear significant at the time of their creation, and some individuals may not use the items in the same way, there is a chance – in many cases – that the items' importance will only be determined if the materials are accessible and made available for research use. The proper arrangement, description and promotion of a collection can do just that.

III. What's your role?

As an archives assistant, your primary roles include:

- Respecting the collection and its contents;
- Preserving the integrity of the materials;
- Ensuring the collections' availability for research use.

To accomplish these goals effectively, it is important for you to understand the importance of the materials with which you are working and to know some basic archival processing standards. Before you are assigned to work with a collection and begin implementing the steps you will soon learn, here are a few things to remember:

1. Ask questions. Big or small, ask them all! If you have questions about your project or the collection you're working on, ask your supervisor.

2. Unless specifically instructed to do so, do not throw anything away.

3. Always use a No. 2 pencil and the boxes, folders, erasers and tools supplied.

Because many of the collections at FMHI focus on different aspects of mental or social health and health behaviors, there may be some materials of a sensitive nature. Please:

DO NOT DISCUSS YOUR PROJECT WITH ANYONE OTHER THAN YOUR SUPERVISOR.

In working with certain collections, you may come across reports, case files, case studies, or clinical information that includes personally identifying data. Many of these items have been or will be designated CONFIDENTIAL or RESTRICTED and must be maintained that way to honor donor requests, HIPAA standards, or local, state or Federal regulations or statutes. Additionally, some individuals may not be comfortable discussing some of the materials that you come across.

Therefore, it is important to keep information related to the collection private. If you are uncomfortable with the materials or subject matter at hand, please inform your supervisor. The two of you will discuss your concerns and make arrangements for you to work on other projects, as appropriate.

IV. So… what exactly do you do?

The first time you encounter an archival collection, you may think, "Wow… this is a lot of stuff!" Collections may be large or small, voluminous in nature or well contained. Regardless of a collection's size or existing state of arrangement or description (if either exists), the most important questions to ask are:

- Can this collection be used?
- Does anyone know what's in it?

Ideally, the answer to both questions should be "Yes," but it could take a significant amount of work to get there. To expedite the process, your responsibilities will include:

1. Determining whether the collection has retained its original order;

2. Suggesting methods of arrangement if no order exists;

3. Identifying the types of materials contained within the collection;

4. Labeling or re-labeling folders and boxes to match collection contents;

5. Providing a description of the collection;

6. Creating finding aids and other user tools.

All of your work will be conducted with the guidance of your supervisor, so there is no reason to be worried if something sounds difficult or confusing. As long as you remember the phrase "Big or small, ask them all!" everything will be fine.

Key Terms in Archival Processing

Archival processing: The arrangement, description and housing of archival materials for storage and use by patrons.

Provenance:
(1). The origin or source of something.
(2). Information regarding the origins, custody, and ownership of an item or collection.

Arrangement:
(1). The process of organizing materials with respect to their provenance and original order, to protect their context and to achieve physical or intellectual control over the materials.
(2). The organization and sequence of items within a collection.

Description: The process of analyzing, organizing, and recording details about the formal elements of a record or collection of records, such as creator, title, dates, extent, and contents, to facilitate the work's identification, management, and understanding.

Finding aid: (1). A tool that facilitates discovery of information within a collection of records. (2). A description of records that gives the repository physical and intellectual control over the materials and that assists users to gain access to and understand the materials.

Description:
The process of analyzing, organizing, and recording details about the formal elements of a record or collection of records, such as creator, title, dates, extent, and contents, to facilitate the work's identification, management, and understanding.

Series: A group of similar records that are arranged according to a filing system and that are related as the result of being created, received or used in the same activity.

Original order: The organization and sequence of records established by the creator of the records.

All of the definitions appearing on this and subsequent pages are taken from Richard Pearce-Moses' *A Glossary of Archival and Records Terminology* (Society of American Archivists, 2005).

It's all about the Process(ing)

I. **Archival Processing**

"Processing" is the physical act of assessing, arranging and describing archival collections. There are a number of steps conducted by the archivist to ensure collections are processed effectively and efficiently. Most importantly, though, the archivist reviews the contents of the collection, determines whether collection items are accessible and usable in their current state, decides which items should be kept, and provides a description of the collection's contents to guarantee usability by potential researchers. With all of these things in mind, the archivist makes as his/her goal the fair and equal access of all items comprising a collection. To do this, the archivist properly identifies and provides a sense of order to collection contents, subsequently communicating his or her work to the potential user audience through the use of finding aids and other discovery tools.

A. **"A" is for Arrangement**

As you've been reading through this guide, you've probably been wondering about the term "arrangement" that keeps popping up. In archival processing, arrangement refers to the organization of items or folders contained within a collection. Often, documents and files may be "arranged" by series, type of material, chronologically or other means of access imposed on the collection by the creator or the archivist.

In a perfect world, collections arrive at an institution with arrangement schemes that are discernible and usable. When that occurs, the arrangement stays "as is," regardless of how complex or complicated the pattern may seem. Maintaining a collection "as is" follows the archival principal of *original order* (the order established by the creator), which may provide researchers insight into such things as …

- an individual's thought processes on a certain project (say, writing a book);
- a company's filing system; or
- an organization's activities throughout the years.

Unfortunately, many collections do not receive the level of detail necessary to maintain both physical and intellectual control, so it becomes necessary for the archivist or the archivist's assistant [you!], to arrange the collection in a way that will allow individuals the access they need to use the collection for research purposes.

STEP ONE: Review collection contents

- Once you are assigned to a collection, take a few hours familiarizing yourself with the contents by reviewing each box or folder of materials. With a notepad and pencil, begin jotting down basic information, such as the types of materials you come across, dates or date ranges, names of individuals who appear to play a role in the collection's development and any items of interest that may intrigue potential researchers. In addition, you will want to note whether items are brittle, fragile, faded or in need of repair.

- Some questions to ask yourself during the assessment include:

  - How is the collection arranged? Are documents organized by date, title, subject, or not at all?
  - Are the items in the collection in folders? Do the folders have labels? Are the labels legible? Do the labels accurately describe the folders' contents?
  - If a researcher asked to use the collection tomorrow or next week, what steps would you take to make the collection accessible? How would you recommend providing access? Would you create a collection-level description (i.e., a summary of the collection as a whole), indicating that the collection currently is being processed? Would you attempt to process the collection? Would you be able to provide the collection "as is"?

STEP TWO: Review your notes with your supervisor

- After assessing the collection, meet with your supervisor to review your notes. The two of you will discuss your findings and, based on your work, determine the best course of action for arranging and describing the collection.

STEP THREE: Follow the leader

- At this stage, a number of different things could occur:

  - Your supervisor could determine that the collection is accessible as is. If so, he or she will ask you to write a collection-level description.
  - Your supervisor might ask you to pull specific items from the collection to further inform their decisions regarding changes to the collection's existing arrangement (or lack thereof).
  - Most likely, you will be asked to begin arranging the collection for research use.

- Whichever course of action your supervisor chooses, be sure to work closely with him/her to accomplish your tasks effectively. As the next few phases of your processing activities could be somewhat laborious, it's important that the two of you work together to create a basic processing plan that not only informs your activities but also keeps you from engaging in extraneous work.

STEP FOUR: Process and arrange the collection

- Archives can be processed to any of the following four levels:
    - collection
    - box
    - folder
    - item

    For our purposes, most collections will be arranged at either the folder or item level. This means that when collection contents are divvied into folders, items will be identified and maintained either as groups or individually. Although different collections within the FMHI Research Library's holdings may be processed at different levels, each individual collection should only be processed at one, specific level. So, if you begin processing your collection at the box level, then all remaining collection items should be processed at the box level, too.

- Often, when a collection no longer retains its original order, the archivist arranging the materials may decide to group specific collection items together. Depending on the type of collection being processed, and the level of detail being imposed on the collection, the archivist may choose to establish series and sub-series (and, sometimes, sub-sub-series!) or subject files.

    Let's look at the following examples, using the H. Hammermill Company records as our model –

    - *Example 1: Series*
        - **Hammermill records – Correspondence**
        - In this example, the series is "Correspondence." This series reflects the overarching category for all letters exchanged between the Hammermill Company and its clients.

    - *Example 2: Series and sub-series*
        - **Hammermill records – Correspondence – Hammermill, Herbert**
        - As in the previous example, "Correspondence" refers to the series of information being presented. "Hammermill, Herbert"

represents a sub-series within the Hammermill Company's correspondence. By using this sub-series, we can assume that all letters in this file were sent by/to Herbert Hammermill or contain reference to Herbert Hammermill.

- o *Example 3: Subject files*
  - ▪ Instead of grouping Hammermill collection items by a series indicating the items' usefulness within the same activity (i.e., correspondence), archivists might choose to group items by a common theme. Say, for example, that we took all of the Hammermill correspondence and sub-divided it into topics. Our resulting folders might, instead, read:

    - Tree farms
    - Recycled paper products
    - Company policies

    By using subjects, all Hammermill documents – whether letters, press releases, publications or bills – would be grouped together under general headers.

The notes you compiled during your assessment of the collection will help you devise a viable arrangement scheme. Series typically used to describe FMHI's collections include:

- Committee names
- Committee documents or reports
- Institutional departments or affiliations
- The names of professors and researchers
- Titles of grants or research projects

STEP FIVE: Label folders and boxes

Appropriately labeled boxes and folders provide a wealth of information both researchers and Library staff. Box and folder labels not only identify collection contents but also help staff provide effective research assistance and identify missing or misfiled items. Folder and box labels should be concise, informative and meaningful; they do not have to be long or overly descriptive.

- Folder labels should include the name of the collection as well as the series title or subject identifier. Abbreviations may be used to shorten collection names or series titles. If abbreviated names and titles are used, be sure to use those abbreviations consistently throughout the collection. [Please

note that it is not appropriate to use abbreviations on finding aids and EADs; all text must be written out in its entirety.]

Additional information, such as dates, may be added to folder and box listings if they help distinguish between containers with similar titles.

Example of a folder label:

> Hammermill – Meeting Materials, 1980 – 1981

- Box labels follow a similar format, though the information may be more inclusive.

Example of a box label:

> **Hammermill Company Records**
>
> Series 1: Meeting Materials (1979 – 1985)
>
> Series 2: Reports (1981, 1982)

- When creating box and folder labels be sure to use a No. 2 pencil and write as legibly as possible. Write labels using all capital letters to avoid confusion between the letters "o" and "a"; "i" and "l"; "f" and "t".

PROCESSING AND ARRANGEMENT NOTES:

Consistency is the most important thing to remember when processing a collection and labeling collection folders and boxes. When a collection's arrangement begins and ends the same way, researchers are able to navigate items easily and staff members are more likely to identify items that are misfiled or missing.

Always remember to check your work for common mistakes, such as misspellings and incorrect dates.

Ask questions when unsure about proper labeling, especially as related to item identification.

B.   "B" Concise

Once you have completed the processing and arrangement stage, you will need to write a description that provides an overview of the collection and its contents. The best descriptions provide just enough information for potential researchers to determine whether the collection in question fits their research needs. Descriptions do not have to provide the complete history of a collection, a listing of everyone or everything represented within its contents or a detailed explanation of all of the items available. It should, however, include an historic context for collection items, an overview of the subject matter presented, and basic information regarding access or use restrictions. More detailed information about the collection description is provided in the next two sections – Finding Aids and EADs.

Finding Aids

Finding aids and EADs are just two of the tools used by archivists to provide researchers access to collection content without having to remove folders from boxes or boxes from shelves.

A finding aid consists of three basic parts:

- a collection description, including name, dates, collection history and scope;
- administrative information - where the collection's housed, how the collection was acquired, and the names or initials of the archivist(s) responsible for the collection's arrangement and finding aid; and
- a box, folder and/or item listing outlining collection contents

Finding aids are an important part of the arrangement and description process. They provide users and staff with detailed information about the collection's contents and are useful for maintaining physical and intellectual control of collection items. A completed finding aid can be used as a ready reference tool for those inquiring about the collection. It also can be used to determine the proper arrangement of collection folders when they are misfiled and the proper placement of items separated from the collection as a whole.

Finding aids usually are presented as print or electronic documents. They may be referred to as finder's guides or collection guides and can be published or unpublished, publicly accessible or restricted. Electronic finding aids developed using XML encoding are called Encoded Archival Descriptions (EADs). We will discuss EADs more fully in the section entitled "Archon." For now, let's take a look at two samples - a finding aid template and a completed guide.

Finding Aid Template

Title: [name assigned to collection; often established during the donation process]

Dates: [the range of dates, including the oldest and newest item comprising collection content]

Extent: [collection size, given in both linear feet and number of boxes]

Repository: Research Library, Louis de la Parte Florida Mental Health Institute, Tampa, FL

Biographical/Historical Note: [background information providing an historic context for collection items or the parties involved in the collection's creation]

Descriptive Summary

> **Provenance (including acquisitions information)**: [information (primarily, dates and names) regarding collection acquisition]
> **Scope and Content:** [basic overview of subject matter and the types of materials included in the collection]
> **Language**: [a listing of all languages represented throughout the collection]
> **Identification (optional)**: [accession number, if available]

Subject Headings [Library of Congress subject headings most representative of collection content and the collection's creators]

Administrative Information

> **Processing Level**: [unprocessed; partially processed; or processed/complete]
> **Organization of Collection**: [basic description of collection arrangement; e.g., Alphabetical by series]
> **Access Restrictions**: [restrictions may be based on collection content (i.e., sealed records) or fragility of items (i.e., handling), as determined by the donor, the Archivist/Librarian, the Director, or the Dean]
> **Alternate Formats (optional)**: [digitized content available through the USF Libraries' website]
> **Related Collections:** [similar or complementary collections in other repositories by the same creator or covering the same subject matter]
> **Preferred Citation**: COLLECTION NAME, Florida Mental Health Institute Research Library, Tampa, Florida.
> **Finding Aid Created by**: [initials and year; subsequent revisions to include original creation information followed by semicolon with a note indicating that revisions have been made. Ex: CP, 2009; revisions by TT, 2010]
> **EAD Created by**: [initials and date]

Bibliographic References: [significant instances where collection or creators are cited, NOT works produced by or from the collection and its creators]

Container Listing [box, folder or item list of collection contents]

Sample Finding Aid

Title: Colleen Lunsford Bevis Collection

Dates: ca. 1966 – 2000 (bulk dates: 1971 – 1995)

Extent: 6.25 linear ft. (13 boxes)

Repository: Research Library, Louis de la Parte Florida Mental Health Institute, Tampa, FL

Biographical/Historical Note: "Colleen Bevis has established a legacy which will long endure because she is a teacher of teachers. Using her uncanny ability to recognize and develop the latent talents of others, she has amassed a following of disciples who advocate for children as ardently as she does." (Former City of Tampa [FL] Mayor Sandy Freedman)

Colleen Lunsford Bevis' long history as a child advocate began in the 1950s with a stint on the PTA (Parent-Teacher Association) of her children's school. As a proponent for the mental and emotional health and well-being of children, teenagers and young adults, Bevis' child welfare leadership and volunteerism has garnered praise at local, state, and national levels for nearly 50 years. An influential member of numerous child advocacy boards, Bevis has received both formal and informal citations for her work. Two schools have been named in her honor – the Colleen Lunsford Bevis School (Florida Mental Health Institute) and Bevis Elementary (Hillsborough County Public Schools) – as well as a resource center.   In 1999, former City of Tampa Mayor Dick Greco proclaimed January 8 "Colleen Lunsford Bevis Day." Bevis continues to volunteer locally, having served most recently on the Children's Board of Hillsborough County (1992 – 2009) and the District 6 Department of Children and Families Health and Human Services Board (1992 – 2009).

Descriptive Summary

> **Provenance (including acquisitions information)**: The materials in this collection were given to the FMHI Research Library by Ms. Bevis in 2000.
> **Scope and Content:** The Bevis Collection consists of documents and other materials detailing Bevis' work as an advocate for the mental and social health and well-being of children in Hillsborough County, Florida. The bulk of the archive reflects Bevis' professional service and commitment to child welfare, with particular emphasis on the development of such local and state-wide organizations as the Hillsborough County Children's Board, SEDNET and the Colleen Bevis School at the Florida Mental Health Institute. A small amount of materials (one box) are personal in nature. Researchers may be interested in the collection's usefulness for chronicling the evolution of child welfare services in Hillsborough County as related to mental and emotional health.
> **Language**: English
> **Identification (optional)**: n/a

Subject Headings

> Behavior disorders in children -- Treatment
> Children – Institutional Care – United States.
> Children – Mental health services

Child mental health services – United States – Florida – History – 20th century
Children with mental disabilities – Mental health
Emotional problems of children -- Treatment
Florida. Service Network for the Severely Emotionally Disturbed.
Hillsborough County (Fla.) – Children's Board
Louis de la Parte Florida Mental Health Institute. Department of Child and Family Studies.

Administrative Information

Processing Level: Complete

Organization of Collection: Series

Access Restrictions: The materials contained within Box 2.4 are confidential and have been restricted from public use. Researchers with a documented need to access these materials must request approval prior to visiting the Library. Formal requests may be made to Ardis Hanson at hanson@usf.edu and must be approved by the Dean of the FMHI.

The contents of this collection may be subject to copyright. Visit the United States Copyright Office's website at http://www.copyright.gov/ for more information.

Alternate Formats (optional): An item-level inventory of the collection is available. Please contact the Library at 813.974.4471 for more information.

Additional Information: Lists of names, addresses and phone numbers of Manatee County foster parents previously contained within Box 2.2.1 have been destroyed.

Related Collections:
- Chiles Commission on Maternal and Infant Health Papers, Louis de la Parte Florida Mental Health Institute Research Library, Tampa, Florida.
- Study Commission on Child Welfare Papers, Louis de la Parte Florida Mental Health Institute Research Library, Tampa, Florida.

Preferred Citation: Colleen Lunsford Bevis collection, Louis de la Parte Florida Mental Health Institute Research Library, Tampa, Florida.

Finding Aid Created by: TT, 2010

EAD Created by: TT, 2010

Bibliographic References

Container Listing

Box 1.1: Florida Children's Advocacy Groups – Children's Board of Hillsborough County

Folder 1: Searches – Inception

Folder 2: Advocacy Groups – Citizen's Committee
Folder 3: Advocacy Groups – Hillsborough Constituency for Children
Folder 4: Releases
Folder 5: Financials
Folder 6: Searches – Executive Director (1994)
Folder 7: Searches – Interim Chief Administrator (1994)
Folder 8: Assorted Materials
Folder 9: Assorted Materials – Healthy Start Coalition
Folder 10: Assorted Materials – Juvenile Welfare Board
Folder 11: Strategic Planning Retreat – Intro Materials
Folder 12: Strategic Planning Retreat – Primary Prevention
Folder 13: Strategic Planning Retreat – Collaborative Initiatives
Folder 14: Strategic Planning Retreat – Community and Neighborhood Support
Folder 15: Strategic Planning Retreat – Match Funds
Folder 16: Strategic Planning Retreat – Analysis Fund
Folder 17: Strategic Planning Retreat – "THINK"
Folder 18: Strategic Planning Retreat – Outcomes & Evaluations
Folder 19: Strategic Planning Retreat – Fiscal Year 2000 Funding
Folder 20: Strategic Planning Retreat – Social Entrepreneurship
Folder 21: "THINK" Grant – Acceptance Information
Folder 22: "THINK" Grant – Correspondence
Folder 23: "THINK" Grant – Reports
Folder 24: "THINK" Grant – Technical Assistance Site Visit
Folder 25: "THINK" Grant – Federation of Families Meeting

Box 1.2: Florida Children's Advocacy Groups – Joint Venture of Children's and School Boards

Folder 1: Proposals and Reports
Folder 2: Prevention/Early Intervention Services
Folder 3: Prevention and Therapeutic Services
Folder 4: Special Instructional Services
Folder 5: Emotionally Handicapped Program
Folder 6: SED/ED (Severely Emotionally Disturbed / Emotionally Disturbed)
Folder 7: Focus Group Input
Folder 8: School Clusters
Folder 9: Funding Plans
Folder 10: RFPs (Requests for Proposals)
Folder 11: Project Services
Folder 12: Committees – Advisory and Oversight
Folder 13: Committees – Program Services
Folder 14: Committees - Planning
Folder 15: Committees – General and Combined Meeting Materials
Folder 16: Assorted Documents

Box 1.3: Florida Children's Advocacy Groups

       Folder 1: Florida Bar Commission for Children –Informational Packet – Introduction
       Folder 2: Florida Bar Commission for Children –Informational Packet – Legislation
       Folder 3: Florida Bar Commission for Children –Informational Packet – Poll Findings
       Folder 4: Florida Bar Commission for Children –Informational Packet – Florida's Children
       Folder 5: Florida Bar Commission for Children –Informational Packet – Lawyer Involvement
       Folder 6: Florida Bar Commission for Children –Informational Packet – Guardians ad litem
       Folder 7: Florida Bar Commission for Children – Informational Packet – Children's
           Service Councils
       Folder 8: Florida Bar Commission for Children – Informational Packet – Introduction
       Folder 9: Hillsborough Constituency for Children – Meeting Materials
       Folder 10: Hillsborough Constituency for Children – Handouts and Notes
       Folder 11: Hillsborough Constituency for Children – Funding and Financial Information
       Folder 12: Hillsborough Constituency for Children – Reports
       Folder 13: Hillsborough Constituency for Children – Assorted Documents
       Folder 14: Hillsborough Constituency for Children – Organizational Binder – Introductory
           Materials
       Folder 15: Hillsborough Constituency for Children – Organizational Binder – Bylaws
       Folder 16: Hillsborough Constituency for Children – Organizational Binder – Officers
       Folder 17: Hillsborough Constituency for Children – Organizational Binder – Member List
       Folder 18: Hillsborough Constituency for Children – Organizational Binder – Meeting
           Minutes
       Folder 19: Hillsborough Constituency for Children – Organizational Binder - Newsletters
       Folder 20: Hillsborough Constituency for Children – Organizational Binder – Advocacy
           Materials
       Folder 21: Hillsborough Constituency for Children – Organizational Binder - Budgets
       Folder 22: Hillsborough County Commission on Children and Youth – Children's
           Services Report
       Folder 23: Hillsborough County Commission on Children and Youth – Final Report
       Folder 24: Hillsborough County Commission on Children and Youth – Binder (Part 1)
       Folder 25: Hillsborough County Commission on Children and Youth – Binder (Part 2)
       Folder 26: Hillsborough County Commission on Children and Youth – Correspondence
       Folder 27: Hillsborough County Commission on Children and Youth – Meeting
           Information
       Folder 28: Hillsborough County Commission on Children and Youth – Assorted
           Documents
       Folder 29: Children's Committee – Organizational Information
       Folder 30: Children's Committee – "Report of the Problems in … HRS District VI"
       Folder 31: Children's Committee – Bevis Proclamation
       Folder 32: Florida Center for Children and Youth – Florida Children's Campaign
       Folder 33: Florida Center for Children and Youth – Kids Count
       Folder 34: Florida Center for Children and Youth - Correspondence
       Folder 35: Florida Center for Children and Youth – Board of County Commissioner
           Budgets

Box 2.1: Governor's Panel on Child Protection Issues – Binder for Lucas Ciambrone Case

       Folder 1: Ciambrone Case Binder
       Folder 2: Ciambrone Case Binder (Section One): Foster Home Chronology
       Folder 3: Ciambrone Case Binder (Section One): L.C. Chronology
       Folder 4: Ciambrone Case Binder (Section Two): "Laws … Related to the L.C. Case"
       Folder 5: Ciambrone Case Binder (Section Two): "Laws … Related to the L.C. Case –
           Addendum"
       Folder 6: Ciambrone Case Binder (Section Three): Reporting Health/Safety Hazards
       Folder 7: Ciambrone Case Binder (Section Four): Abuse and Neglect Calls
       Folder 8: Ciambrone Case Binder (Section Five): Child Protection Staff
       Folder 9: Ciambrone Case Binder (Section Six): Child Protection System
       Folder 10: Ciambrone Case Binder (Section Seven): Communication with Foster Parents
       Folder 11: Ciambrone Case Binder (Section Eight): Adoption Information
       Folder 12: Ciambrone Case Binder (Section Nine): Alternate Care Plan (Copy 1)
       Folder 13: Ciambrone Case Binder (Section Nine): Alternate Care Plan (Copy 2)
       Folder 14: Ciambrone Case Binder (Section Ten): Meeting Agendas and Minutes

Box 2.2.1: Governor's Panel on Child Protection Issues – Panel Materials (Box 1)

       Folder 1: Charge
       Folder 2: Updates
       Folder 3: Reports – "Protecting Florida's Children"
       Folder 4: Assorted Documents
       Folder 5: Assorted Documents – Governor's Budget Recommendations
       Folder 6: Community Review Outcomes
       Folder 7: Child Welfare System - Charts
       Folder 8: Child Welfare System – Reports (part 1)
       Folder 9: Child Welfare System – Reports (part 2)
       Folder 10: Child Welfare System – Previous Recommendations
       Folder 11: Child Welfare System – Position Descriptions
       Folder 12: Child Welfare System – Performance Proposal
       Folder 13: Child Welfare System – Performance Assessment and Training
       Folder 14: Child Protective Services
       Folder 15: Child Abuse and Neglect Deaths

Box 2.2.2: Governor's Panel on Child Protection Issues – Panel Materials (Box 2)

       Folder 1: Foster Care
       Folder 2: Foster Care - Licensing
       Folder 3: Foster Care – Hull House
       Folder 4: Adoption
       Folder 5: Guardian Ad Litem Training Materials (part 1)
       Folder 6: Guardian Ad Litem Training Materials (part 2)
       Folder 7: Statistics
       Folder 8: Articles

Folder 9: Recommendations
Folder 10: Recommendations - Actions
Folder 11: Reports – "Review of the Lucas Ciambrone Case"

Box 2.3: Governor's Panel on Child Protection Issues – Meeting Materials: August 1995 – February 1996

Folder 1: Meeting Materials – August 11, 1995
Folder 2: Meeting Materials – August 22, 1995
Folder 3: Meeting Materials – August 31, 1995
Folder 4: Meeting Materials – September 13, 1995
Folder 5: Meeting Materials – September 18, 1995
Folder 6: Meeting Materials – October 5, 1995
Folder 7: Meeting Materials – October 17, 1995
Folder 8: Meeting Materials – November 6, 1995
Folder 9: Meeting Materials – November 15, 1995
Folder 10: Meeting Materials – November 29, 1995
Folder 11: Meeting Materials – December 12, 1995
Folder 12: Meeting Materials – December 20, 1995
Folder 13: Meeting Materials – January 8, 1996
Folder 14: Meeting Materials – February 15, 1996

Box 2.4: Governor's Panel on Child Protection Issues - Information on the Lucas Ciambrone Case
[CONFIDENTIAL/RESTRICTED]

Box 3.1: SED Network

Folder 1: Planning Documents
Folder 2: Legislation
Folder 3: Planning Task Force
Folder 4: State Advisory Board
Folder 5: Multi-Agency Network Plan
Folder 6: Multi-Agency Network Reports
Folder 7: Multi-Agency Network Regions
Folder 8: Multi-Agency Network – Assorted Documents
Folder 9: Multi-Agency Network – Assorted Documents – Framework for Evaluating Services
Folder 10: Evaluation of District VI Case Management

Box 4.1: Mental Health – Florida Mental Health Institute

Folder 1: History
Folder 2: Correspondence

Box 4.2: Mental Health – Mental Health Boards

Folder 1: Folder Congress of Parents and Teachers – Children's Emotional Health Project
Folder 2: Tampa Area Mental Health Board – Meeting Materials, 1971

Folder 3: Tampa Area Mental Health Board – Meeting Materials, 1972
Folder 4: Tampa Area Mental Health Board – Meeting Materials, 1973
Folder 5: Tampa Area Mental Health Board – Meeting Materials, 1974
Folder 6: Tampa Area Mental Health Board – Reports
Folder 7: Hillsborough-Manatee Mental Health Board – Assorted Documents
Folder 8: District Mental Health Board – Assorted Documents
Folder 9: Children's Mental Health Services – Articles
Folder 10: Children's Mental Health Services – Assorted Documents

Box 5.1: Research and Assorted Materials

Folder 1: Research Materials – Delinquency Prevention
Folder 2: Research Materials – Department of Education for Exceptional Students (DEES) Study
Folder 3: Research Materials – Detention Centers
Folder 4: Research Materials – Family-Centered Services
Folder 5: Research Materials – Florida Government
Folder 6: Research Materials –Sexual Abuse and Illicit Drug Use (part 1)
Folder 7: Research Materials –Sexual Abuse and Illicit Drug Use (part 2)
Folder 8: Research Materials – Speech and Language Development
Folder 9: Research Materials – Systematic Carousel Observation of Performance (SCOOP)
Folder 10: Research Materials – Transition Programs and Surveys
Folder 11: Research Materials – Urine Testing of Juvenile Detainees
Folder 12: Assorted Materials – Hillsborough Needs Assessment Report
Folder 13: Assorted Materials – School Performance measures
Folder 14: Assorted Materials – Carnegie Corporation Meeting on Pre-Natal Care
Folder 15: Assorted Materials – Florida Endowment Fund
Folder 16: Assorted Materials

Box 6.1: Personal Files

Folder 1: Awards and Honors – Certificate of Appreciation
Folder 2: Awards and Honors – JC Penney National Golden Rule Award (part 1)
Folder 3: Awards and Honors – JC Penney National Golden Rule Award (part 2)
Folder 4: Awards and Honors – Mental Health Care, Inc.
Folder 5: Awards and Honors – National Child Labor Committee
Folder 6: Awards and Honors – National Child Labor Committee - Lewis Hine Award
Folder 7: Awards and Honors – Proclamation
Folder 8: Awards and Honors – Solomon Child Advocate of Valor
Folder 9: Awards and Honors – USF President's Distinguished Citizen
Folder 10: Awards and Honors – USF Honorary Doctorate – Nomination
Folder 11: Awards and Honors – USF Honorary Doctorate – Letters of Support
Folder 12: Awards and Honors – USF Honorary Doctorate – Supporting Documentation
Folder 13: Awards and Honors – USF Honorary Doctorate – Recipients
Folder 14: Folder 16: Colleen Lunsford Bevis School at FMHI - Dedication
Folder 15: Folder 16: Colleen Lunsford Bevis School at FMHI – Newspaper Clippings
Folder 16: Colleen Lunsford Bevis School at the Florida Mental Health Institute – Correspondence
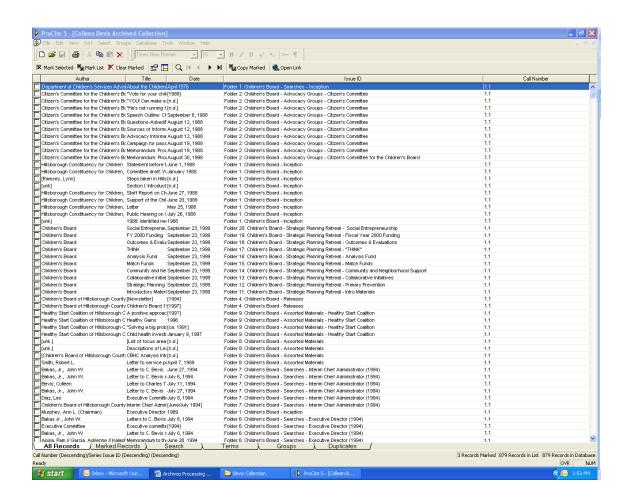
In the Meantime, In Between Time
A Word about Supplemental Tools ...

There are a number of standard bibliographic and collections management tools that can be used to supplement and complement the creation of finding aids and EADs. The FMHI Research Library has used ProCite to document and inventory collection items during the processing and description stages. In addition to serving as a database of collection items, the software also allows for search and retrieval, thereby functioning as a rather basic, in-house catalogue for staff use. This feature is especially useful for generating and printing bibliographies of specific subjects, individuals or items represented in a collection - a functionality that cannot be duplicated in either of the programs (MS Word or Archon) currently used by the Library to develop finding aids and EADs.

Using ProCite

Here is a screenshot of ProCite database created for the Colleen Lunsford Bevis collection:

You will notice that the following elements are used when describing collection items:

- Author
- Title
- Date
- Issue ID
- Call Number

In addition to these items, Date of Publication, Volume ID, Page(s), Notes and Abstract also are used.

Creating a ProCite Database

To create and populate a database, click the ProCite icon available on your computer. ProCite automatically opens the last database used. To create a new database, close the existing database by clicking the small X located in the right-hand corner of the screen. Upon closing this database, you will have an empty, gray page.

Click "File"➜ "New" (Ctrl+N) to generate a new database. The following will appear:

"New ProCite Database" is selected automatically. Click "OK." You will be prompted to save your new database. Select "Office Drive: (O:)" ⟶ "DO-Library"⟶ "FMHI COLLECTIONS"⟶ "FMHI ARCHIVES" and the appropriate folder for your collection, if one exists. Name your database using the full collection name (e.g., Colleen Lunsford Bevis archival collection).

This screen will appear:

In the "Comments" box, type in some basic information about the databases' creation, including your initials and the date. Click "OK." A blank screen will appear; this is where you will being inputting collection data.

Adding New Records to Your Database

Select "Database" from the uppermost toolbar. Click "New Record" (F9) to generate a blank form. As you will notice, ProCite provides a number of blank forms, allowing users to input data dependent on

the type of material(s) with which they are working. As a workform is not available for "archives" or "archival materials," the Library uses the "Journal Short Form" for the purpose of inputting archival documents and related items.

Inputting Data

Let's take a look at the elements comprising your new workform:

ProCite Database Elements

Author, Analytic (01): [Name of individual or organization responsible for the document in hand. Individuals are listed last name, first name. When multiple individuals are identified, separate their names with //. For example: Smith, John // Smith, Jane]

Article Title (04): [The title, or a basic word or phrase (e.g., "Correspondence"), describing the item in hand.]

Journal Title (10): [usually blank, unless the document is a journal article]

Reprint Status (12): [usually blank]

Date: [leave blank]

Date of Publication (20): [The month, date and year of the item. If complete date information is not available, provide as much information as possible.]

Volume ID (22): [This field is used to describe series and sub-series of information. For example: "Florida Children's Advocacy Groups // Children's Board of Hillsborough County" refers both to the series // and subseries presented.]

Issue ID (24): [Folder in which the item is found. The Issue ID will be presented as a title, not a number.]

Page(s) (25): [number of pages comprising the item]

Address/Availability (37): [leave blank]

Location/URL (38): [leave blank]

ISSN (40): [leave blank, unless the item is a published work]

Notes (42): [Information regarding preservation/conservation concerns, number of available duplicates, or reference to other collection items.]

Abstract (43): [Brief description of the item.]

Call Number (44): [Box and series number, if applicable.]

Keywords (45): [May include subject headings, terms referenced in the item, etc.]

Encoded Archival Description

Encoded Archival Description (EAD) is a standardized language (like HTML) used to encode (i.e., "mark up") finding aids. A number of elements and tags form the basis of EAD, which is used to ensure consistent mark-up across computers.

Fortunately, EAD production has come a long way since its inception nearly 20 years ago. In the early days, archivists were responsible for learning and using EAD tags to encode finding aids. Their work would look something like this:
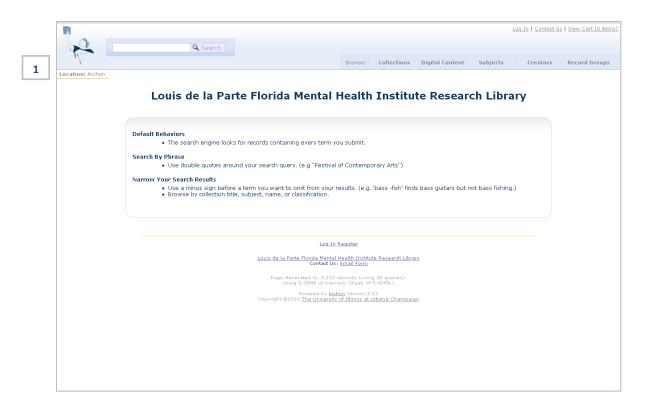
```
<c01 level="series">
      <did>
        <unittitle>Research Materials</unittitle>
        <unitdate type="inclusive" normal="1994/2010">1994-2010</unitdate>
        <physdesc><extent>6 linear feet (12 boxes)</extent>
        </physdesc>
      </did>
      <scopecontent>
          <p>This series primarily consists of scholarly articles compiled by the Hammermill
Company over a 16-year period, as related to ecological innovations in tree farming.  Several
folders detail the company's negotiations and subsequent business dealings with Ace Tree Care in
Schenectady, NY (1994 – 1996) and A. D. Andrews Nursery in Chiefland, FL (1996 – 2000).
        <arrangement>
          <p>Organized into three subseries:
            <list type="simple">
               <item>Scholarly articles—tree farming</item>
               <item>Scholarly articles—"green" tree farming</item>
               <item>Negotiations</item>
            </list>
          </p>
        </arrangement>
      </scopecontent>
    </c01>
```

Now, archivists have the option of using software to do the behind-the-scenes dirty work. The end-product, the resulting, web-accessible finding aid, is the same regardless of the method (or program) used for its creation.

The USF Libraries use Archon to produce and make accessible EAD finding aids. The finding aid template currently used by the Libraries was developed based on many of the elements and tags used for EAD, allowing the archivists to work seamlessly between finding and EAD production.

ARCHON

This is Archon:

Archon is not publicly accessible; the Libraries' Archon administrators will provide you with a login and password. Once you receive this information, you will be able to create EADs!
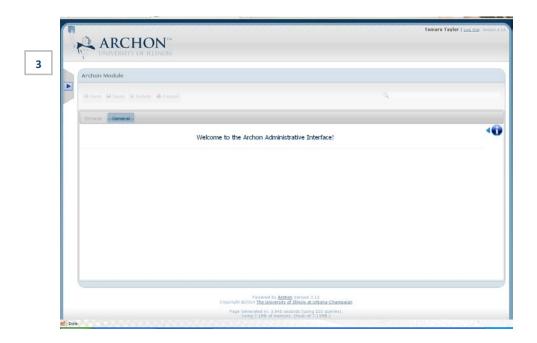
How many steps does it take to complete an EAD?

A one… When you log into Archon, the screen will appear similar to the home screen. If you look closely, you will see the following near the bottom of the page:
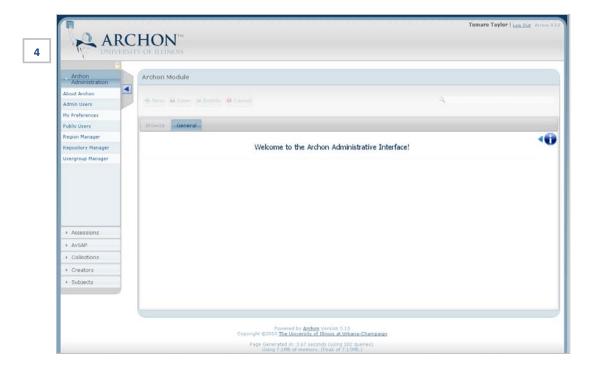
Click "Admin" to access Archon's Administrative Interface:

On the far left-hand side of the screen, you will see a blue arrow. Click the arrow to reveal the drop-down menu used to navigate Archon.

The top half of the menu provides access to administrative functions, such as accounts management and user preferences. The lower half, with which you will be working, consists of the elements necessary to begin creating your EAD. For the purposes of this manual, we only will cover "Collections," "Creators" and "Subjects," as the remaining menu items primarily will be utilized by Archon administrators.

Creating a New Finding Aid

Collections and Collection Manager

Select "Collections" from the menu. The following sub-menu will appear:

Select "Collections Manager." On the screen that appears, you will have the option of creating a brand new EAD or editing existing EADs. Select "New" to begin creating a new EAD.

The following will appear:

As you can see, the EAD template corresponds with the finding aid you created previously. Begin inputting information exactly as it is presented on your finding aid.

Click "Save" when you have completed entering the data on this page. The database will update and other tabs will become available for your use.

You will begin working your way through each individual tab, starting with "Creator(s)" and ending with "Finding Aid Information." You will not use the tabs for "Location(s)" or "Book(s)" unless instructed by your supervisor.

(*Note the availability of additional tabs, which previously were not clickable*.)

TABS

Each of the tabs in Archon corresponds with a particular aspect of your finding aid. You will need to add the appropriate information to each tab as you progress through your EAD. Please note that as we begin creating more and more EADs, some items may be added to the database prior to the creation of your EAD. In some instances, general text or terminology for subjects, languages, and restrictions may be added to your guide quickly and without having to follow all of the steps presented.

Creators

The creators of collections typically are unique. You will need to select the "Quick Add" button to add a new creator to the Archon database.

A pop-up box will appear:

Input the name of the party responsible for the collection's creation, last name first. Do not include honorifics, such as Mr. or Mrs., Doctor, Judge, etc.

- **Dates** . The creator's lifespan; not the dates of the collection.
- **LCNAF Compliant.** Whether the name provided conforms to the Library of Congress Name Authority File. Generally, we will select "Yes."
- **LCNAF-Compliant Dates**. If the name is compliant then, usually, there will be approved dates associated with the name. Add these dates as available.
- **Creator Type**. Have you provided a person's name or the title of a corporation? Select the most appropriate indicator.
- **Repository**. Choose "Louis de la Parte Florida Mental Health Institute "

Save when you are done. The name you have added should now appear in the list of creator names on the previous screen. Select the name(s) relevant to the collection and click the blue arrow pointed towards the empty box. Click "Save" at the top of the screen when you are done.

Collection Description

On this screen, you will copy and paste information from your finding aid into the available fields. Our guide uses slightly different language than what is presented in Archon:

TERM USED IN ARCHON	TERM USED ON FINDING AID
Scope	Scope and Content
Arrangement	Organization of Collection

Additionally, "Alt Extent Stmt" refers to additional information provided regarding the collection's size. If you provided the number of boxes previously, add the linear feet here (and vice versa).

(Note: Most collections will not have an abstract, though you are welcome to draft one if you choose.)

Click "Save."

Subjects

Adding subjects to your EAD follows the same pattern of adding a creator name. Select subject heading from the list provided by highlighting the appropriate heading and clicking the blue arrow pointing towards the empty box. Click "Quick Add" to create new headings. Type in the subject heading listed on your finding aid, select the subject type (usually a name or topical

term) and the subject source (most often, the Library of Congress Authority File or Subject Headings).   If the subject heading does not appear in the "All Unrelated" box, click the small drop down menu appearing at the top of the box ("Subject Type"), select the option for the heading you've input, and choose it from there. Click "Save" when you are done.

Languages

Select all languages used in the collection.

Restrictions

Any restrictions to access placed on the collection will be indicated in "Access/General." Copyright and related information will be listed as "Use/Rights." Considerations regarding handling, photocopying or scanning of materials will be placed under "Physical" and "Technical," respectively.

Acquisition(s)

Acquisition information details the collection's provenance, as indicated on the finding aid. Provide the date the Library acquired the collection, the person contributing the collection ("Source") and the method by which the collection was contributed (e.g., donation, transfer, purchase).

Related Material(s)

The related material(s) tab coincides with the "Related Collections" section of the finding aid. Input known collections – whether available at USF or elsewhere – in the "Related Mat's" field. Additional information, such as a web link to the referenced collection, can be included under "Related Mat. URL."

On occasion, there may be publications relative to the collection's usefulness as a research tool ("Related Pubs") or that have been removed for cataloguing ("Separated Mat's"). Indicate these occurrences in the appropriate fields.

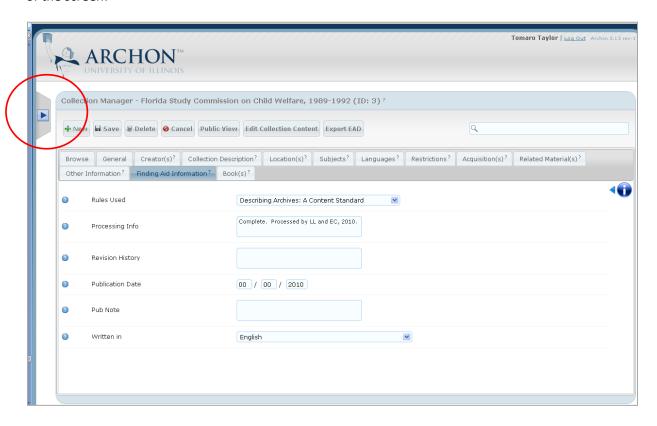Input the preferred citation as it appears on the existing finding aid.

Finding Aid Information

Lastly, include the following basic, administrative information for your finding aid:

- Rules Used [typically, Describing Archives: A Content Standard]
- Processing Info [at this stage, your collection should be "Complete," and you should be able to input your initials along with the year of completion]
- Revision History [leave blank unless you are making significant changes to an existing collection or finding aid]
- Publication Date [year only]
- Pub Note [leave blank]
- Written in [English should be used for all existing finding aids]

COLLECTIONS CONTENT MANAGER

Once you have finished entering all Collection Manager data, click the arrow appearing on the left side of the screen:

The Archon menu shown earlier will appear. This time, you will select "Collection Content Manager" from the list of options under "Collections."
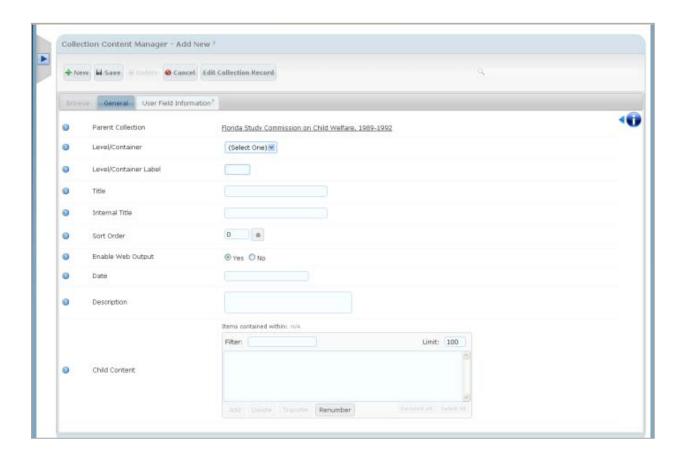
Search for or select the name of the collection to which you will be adding the container listing:

Upon selection, the following screen will appear. Click "New" to being adding items from the finding aid's container listing.
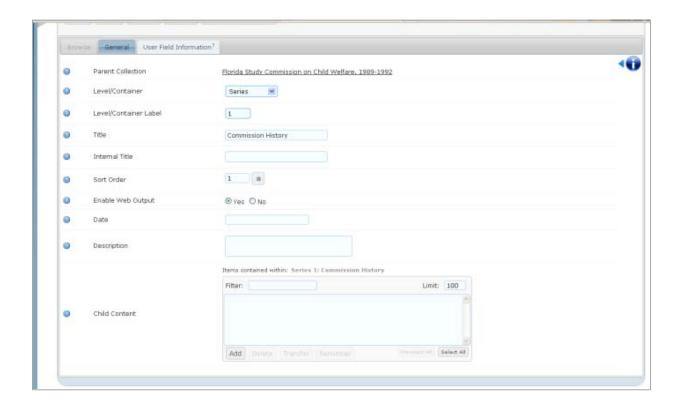
This is the screen that will appear:

From this point forward, you will need to pay particular attention to the following areas:

- "Level/Container"
- "Level/Container Label"
- "Child Content"

(1) "Level/Container" refers to the most basic arrangement and description of a collection. Are collection materials arranged or described individually (item level) or in groups (folder, box or series levels)? This information will be apparent on your finding aid. *Note that you will only use "Sub-series" if you are adding collection information to a previously created "Series."*

(2) "Level/Container Label" will indicate the numerical order of the item being added. Since we do not make a practice of numbering containers or series, you may want to write this information onto a printed copy of the finding aid. This will reduce instances of duplicate or skipped sequences.
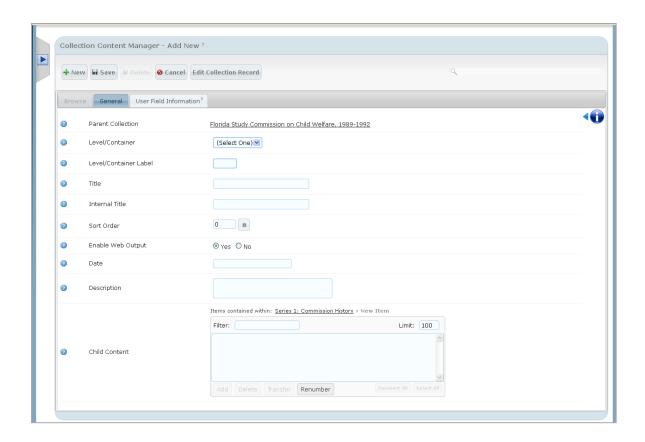
(3) "Child Content" is the level of arrangement immediately under the "Level/Container" identified earlier. If you've indicated that your "Level/Container" is a "Series," the most likely "Child Content" you will have is a "Box." If you have a *box* level, then you'll indicate a *folder* as the child content.

> If you're not confused yet, you might be soon! This is the point where most archival assistants find themselves rather tangled in the mire of an easy-to-produce and even easier-to-read finding aid. Hierarchical structures can be perplexing. The most important thing to remember is **DON'T RUSH** through this portion of EAD creation. Take it slowly, pay close attention to the "Level/Container" at the top of the page, and do the best you can.

Okay, so back to inputting. Notice that we've added the basic information needed to begin constructing our container listing: "Level/Container"; "Level/Container Label;" and "Title" (of level/container).

Once this information has been saved, click "Add" (in the box for "Child Content") to begin inputting lower levels of arrangement. **This is where it gets tricky!** You'll notice that the page looks the same but that it doesn't include all of the information you just typed in:
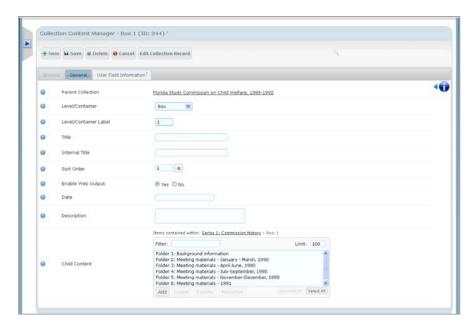

However, above the "Child Content" box, you will see that the text has changed to include the phrase "New Item." Input the information necessary for this level of description.
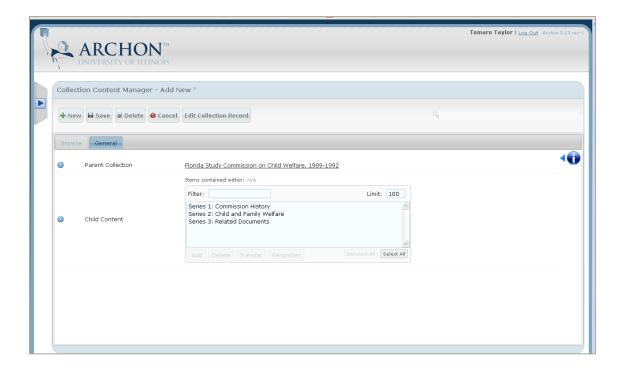
Continue adding descriptive levels to each of the containers identified on your finding aid. FMHI Library finding aids usually are arranged as: Series > Box > Folder.

After inputting the various hierarchical levels, you may end up with something that looks like this:

If you click on the title of the collection, you will be taken to a page showing the uppermost level of arrangement provided for the collection:

Until you're comfortable creating the container listing, visit this page frequently to make sure the correct information is listed.   Mistakes are easy to correct, but they can be time consuming. Paying close attention to the hierarchies will eliminate many potential errors.

EAD

I bet you're wondering what a completed EAD looks like! Well, the way an EAD looks depends on the style template used for its dissemination. Most EADs look like a basic finding aid, with the name and logo of the parent institution located at the top of the page.

In Archon, we can see the elements of an EAD displayed like this:

Since the FMHI Library's instance of Archon is not accessible publicly, we use other means of publishing to disseminate our finding aids. Currently, collection information and finding aids are available through the Library's website at http://guides.lib.usf.edu/FMHI-Library. Click the "Archives" tab for more information.

Congratulations!

You have successfully processed a collection and created a finding aid and EAD.

Now, the whole world (yes, the **WHOLE WORLD**) will be able to use this collection for research because you (yes, **YOU**) have made it possible.

☺