NYDCLC

New York Data Carpentries Library Consortium

Focus Group Report

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Introduction

The [New York Data Carpentries Library Consortium](#) (NYDCLC) is, according to their website, "an association of academic, public, and school librarians who have come together to form a community of practice focused on building data skills, including accessing, analyzing, using, and visualizing data." The Consortium was established with assistance from the Institute of Museum and Library Services (IMLS) via an award: [Laura Bush 21st Century Librarian Planning Grant RE-11-19-0047-19](#).

NYDCLC has also affiliated with [The Carpentries,](#) which offers workshops on data skills in the areas of Data Carpentry, Library Carpentry, and Software Carpentry.

Those who become NYDCLC Fellows develop and offer the training; librarians working in settings of all types can benefit from the workshops they can provide. Indeed, Fellows of The Carpentries and the NYDCLC held workshops in New York State in the year prior to the COVID shutdown.

Workshop participants were primarily from academic libraries, so NYDCLC wanted to learn more about how public and school librarians use data and related tools in their work, and what type of training and support would improve their data skill sets.

In order to help the NYDCLC accomplish this objective, in June 2021, South Central Regional Library Council (SCRLC) was enlisted to conduct a series of six focus groups.

Focus group participants were recruited through emails sent to regional listservs. A total of 20 public and school librarians participated - 12 public librarians and 8 school librarians. Each received a $50 gift card for their participation.

The participants work in settings ranging from rural, agricultural communities in the western and northern parts of the state to urban centers in eastern, central, and western locations.

Some public librarian participants work in libraries with multiple branches while others are solo operations in facilities that are open 15 hours per week. Their communities range from 600 to over 200,000. Their positions include directors, youth services, adult services, catalogers, IT, and all aspects (the solo librarians). Many school librarian participants are also solo librarians, though some have assistance (one participant supervises 2.5 FTE staff). Their buildings range in size from high schools with 1300 students to K-4 schools with 350 learners.

This report includes recommendations that were culled from the focus group conversations. While type of library/librarian may be included, to protect the anonymity of the participants, other identifying information was eliminated.

Following the recommendations are individual questions, observations, and relevant individual comments.

Findings

- There is a continuing need for the training that NYDCLC Fellows can offer. The term "data carpentries" is confusing to librarians who would otherwise benefit from the workshops and who might then go on to become NYDCLC Fellows themselves.

- Public and school librarians would benefit from training for specific data skill sets to enable them to work smarter and faster using data as a solution. They want to learn how to accomplish data tasks more quickly. Time is a challenge, so training that will lead to faster ways to assess collections, weed, manage and visualize budgets, and tell their stories to their communities would be embraced. A potential series could be: Working Smarter Through Data.

- To reach perspective participants, marketing and publicity must use familiar and engaging terminology. It must be widespread and strategic to reach the two distinct audiences of public librarians and school librarians. Due to the nature of their work, public and school librarians may require different marketing approaches. NYDCLC could work with the Empire State Library Network councils to advertise and send announcements to their individual library system members. In order for systems to forward it to their members, the program/training must seem relevant (getting back to terminology). The New York Alliance of Library Systems (NYALS) is another avenue to advertise; their listserv includes all systems within New York State, in case a system director missed the announcement first time around.

- Learning styles vary, but we heard repeatedly: a) not more than a half-day (even in-person), b) they must be able to use what they learn immediately, c) hands-on is important, as is having someone available for questions, and d) documentation for reference after the training is essential.

- As several participants expressed, "we don't know what we don't know," so consider regional Data Fairs where attendees can learn and demo solutions.

- Many of the school librarians are involved in diversity audits rooted in and dependent on data skills, but there does not seem to be a standardized approach to share out what individual librarians are doing or learning. Perhaps the statewide School Library System Association could help, e.g., develop a statewide Special Interest Group/listserv to share data approaches, tools, etc.

- Beyond a SIG for diversity audits, a Special Interest Group for data carpentries could be very useful for the library community.

- Group purchases could be an option for some of the data software that the participants were not able to afford, e.g. Savannah, LibraryTrac, Gimlet.

Individual Questions and Responses

What are your job duties and day-to-day responsibilities?

Perhaps it is a characteristic of librarianship in general, but both the public and school librarians find each day very different from the one before.

Public Librarians:

Many find their duties changing on a daily basis; only one director has been able to delegate more responsibilities. Several participants are solo librarians who do it all, from collection development, collection processing, and weeding to outreach programming, Zoom programming, and budgeting. One participant is paid for 15 hours per week and works unpaid hours to complete tasks. Those in larger libraries may have several roles or just one primary responsibility. While pre-pandemic some might have run only one aspect, e.g., patron services, during the pandemic this past year they continue to have their pre-pandemic responsibilities plus new tasks related to COVID. One mentioned providing contact tracing, staffing a food insecurity call center, and providing vaccination coordination in addition to curbside and reference services.

One participant indicated they are working on long-term projects, e.g., collaboration with adult services librarians for county-wide programming. Those with branches may manage shared collections. Another participant oversees and purchases eBooks for their system-wide OverDrive collection. One manages social media for their system and large central library, and mentioned the circulation connection. Other day-to-day responsibilities among participants include assisting with grants and distributing funding, delivering services, and organizing training.

An IT librarian mentioned being very data-driven; they manage the library's website and online presence, maintain computers, run data for in-house reports, collect data, and provide technology support for staff and patrons. Another participant works extensively with digitization to make the collections discoverable and accessible. Some participants use data across the board for programs, staffing, circulation, and social media, and would like to more easily utilize data to share their stories with different audiences, like community members, trustees, and public officials.

School Librarians:

All of the school librarian participants provide instruction and research instruction for their learners. Many provide technology support for staff and students as well, even when there is an existing IT department. Most do just about everything solo public librarians do, plus teach. The teaching load restricts some from offering the type of programming they would otherwise develop and avail.

Some have makerspaces. Many participants are involved with extra programs, e.g., Battle of the Books, book clubs, a STEAM elective, LGBTQ+ club, triathlon club, and an e-sports club. One school librarian serves on their school library system advisory council and another has various BOCES SLS and district roles.

Some of the school librarians have aides. The participant having a staff of 2.5 FTE also co-teaches with their own curriculum and supervises 3 classes and 30 study hall

students. One school librarian teaches six classes per day and has an aide who provides upkeep, including getting the books back on the shelf. Another participant refers to themselves as a "librarian on a cart," teaching and visiting every classroom:

> "I spend one month with each grade, six classes a day. Teaching is my primary library duty: working with Next Gen ELA standards and incorporating the Empire State Information Fluency continuum from Barbara Stripling. I've done a fair amount of weeding this year. I would like to work on author visits for next year."

Share an aspect of your work or life experience that has brought you here today.

Most of the participants, public and school, attended to learn more about data carpentry and to see how to use data solutions to save time. They also attended the focus groups hoping they would learn how to do things differently.

Many participants expressed wanting to better communicate what they do and to amplify the message that libraries are important. Two attended the focus groups based on colleagues' participation in one or more of the NYDCLC workshops. Two are concerned about their skill set atrophying at a time when, as one put it, "data rules these days—people want quantitative rather than qualitative information." Some would like to be able to better justify their budget using data, and also to see trends. Rethinking services was mentioned. Others brought up collection analyses, e.g., eBook management and diversity audits.

Some Public Librarian Comments:

> "Libraries are super important and I find it difficult to get people to come into the library. I want to share my love of libraries and reading with people and would love to spread my enthusiasm about libraries to others."

> "Where I am today is very different to where I was two years ago or even a year ago. One year ago, our building was shut down. Liquor stores are essential?! But not libraries?! How are we not seen as valuable? We know we are doing essential work and are valuable to our communities but more and more things are put on libraries. So many people think libraries are for poor people."

> "Gathering data depends a lot on the art of crafting a good survey. How do we define what data we're looking for and then how do we manipulate and massage the data to create an outcome that is beneficial to staff, the organization and the community?"

> "My direct supervisor has been taking a data carpentries course in the last year, and encouraged me to think about how data is used and manipulated. We want to make sure our physical collections and digital content is the most cost-effective and streamlined. We want to have less staff time assigned to curating collections. My supervisor and I talked about train-the-trainer services for niche communities, so that we can share data that isn't as pedestrian-friendly (like more obscure databases)."

"I want to find a way to reach more of the population to show all that libraries can do and offer and change their way of viewing libraries; I need to find inexpensive ways to reach our population most of which are elderly or farmers (rural). I would like to get high schoolers who need community service hours to volunteer."

Some School Librarian Comments:

"I don't know the term data carpentry and am curious to learn more about what it is."

"When we were transitioning to a virtual format, I wanted to make our active makerspace accessible to kids, so we did a take and make program. We're continuing that because it's popular, so we're looking at data to see what we should purchase and buy. Same with the e-sports club, since it hadn't been included in the budget; we're doing surveys to judge its potential impact and justify its cost. We're looking for kids who hadn't been in extracurriculars before."

"I was intrigued by the data carpentries idea. I want to find interesting ways to make library programs more effective for patrons. Titlewave is the main way we look at quantitative data. Equity diversity audits will be taking place in the fall and I have been looking at various mechanisms to use for those."

"I am not great at strategically collecting information to generate data, but our district hosted a 3-day workshop on the ORID method. It was really useful and helpful and gave me a new way of thinking of data. So, I came here because I wanted some ideas of things I could implement. "

"I'm not a data person but it plays an important role in my job. So, if I could learn more to do a better job, that'd be great."

"I'm a hoarder of information, and I want to see what other people are doing to support their curriculum and their budget. "

What do you think of when you think about data?

Some Public Librarian Comments:

"I think it needs to be more focused on what the organization is trying to do with teaching or giving me tools to work with. Definitely do not use the term data carpentry."

"I think sometimes the state asks for data that is outdated, not helpful, or not used appropriately. We put on programs but if no one comes, that program is not counted and that negates the time and energy that we put into planning that program."

"I wonder how the data we gather is going to be utilized to make direction decisions. No one in our board planning group is an expert in data so I am a bit apprehensive about the results and if it's going to give us what we need."

"We also look at trends on social media and follow those trends, trying to judge if we should invest. Maybe the trend will be too short-term, so we shouldn't invest. At the state-level, we look at how we take that data and make it relevant to our legislators so that when we do ask for money, they're willing to give it to us. So not just analyzing data, but presenting that data to our public, legislators, and board members so they find it meaningful and act on it."

"Data means funding, collection development, resources, and training."

"When you first asked, I first thought of efficiency and honing our service to what our public wants. The data tells you things. One thing I looked at a few years ago was that our YA collection in one branch wasn't being used much, while the rest of the collection had better statistics. I looked at the teen borrowers at that branch and most of them were blocked for late fines. We cleared a bunch of

fines there and that helped. circulation of the YA collection. Looking at the data helps you serve your patrons to the best of your ability."

Some School Librarian Comments:

"When I think of data, I'm thinking of usage…. I pay attention to our testing results in certain areas, especially for students here. I use a system called LibraryTrac to see why students are here, what tools they're using, what resources they're using, etc. so that I can plan my time accordingly."

"I think of the Titlewave website and analysis for quantitative data. I am interested in exploring different ways to use data."

"When you say "data," I black out a little bit. When I look at the ELA data that my teachers are using- that's nonsense to me. We've been using Google Forms for contact tracing this year and I think I'll keep using it for attendance next year. It's been really helpful for tracking who's wandering in the halls and who gets in trouble with whom- things like that. I did some surveys this year because I didn't have face-to-face time with my students and got some information that I wasn't expecting. I thought I'd just get to know them a little but the information they offered gave me patterns. A lot of kids had their favorite tv show listed as "XXXXXXX," so we're going to start a book club on that - which I never would have thought of otherwise. Data in a spreadsheet is scary but if it's a way of better knowing my students, it's very valuable."

"I'm doing some weeding in the nonfiction section, and I'm making notes of what I need to replace but I think I need to look at it more carefully. I need to look at what's going on in the library world. How do I best serve my students and how do I use that data to prove to my administration that I'm successful? So, data is important when I'm managing my collection but also when I'm serving my community and proving my program's value."

What is one work task on which you feel you spend way too much time?

Public librarians mentioned budgeting and forecasting, construction grants (one would like to develop an Excel template), cost-benefit analyses, technology trouble-shooting both from coworkers and patrons, circulation analysis, communicating, collection development and assessment (and one of these two specifically indicated how they wish it were possible to include patron choices), getting figures from co-workers (i.e. number of events and attendees), and for one, how crafts interfere with weeding time. One participant spends time tracking heavily-used fragile items to get digitized first.

Among the schools, many librarians feel they spend too much time on non-librarian tasks, primarily teaching and technology troubleshooting (even when there is an IT department). Other areas included developing graphics and instructional materials, managing files across platforms and desks, and running reports.

Some Public Librarian Comments:

"I am spread so thin I don't get to spend an adequate amount of time on anything. A former employee was fantastic with data. She left and we hired a replacement but were unable to bring her on due to the pandemic and budget issues. So, I am just juggling too many balls when I should be spending time on gathering appropriate data to get more support." [Note that the authors believe this comment encapsulates the entire report.]

"The cost benefit analysis that needs to be done before trying to model a problem or subject area; there is an upfront investment vs. long term returns to calculate into that."

"I've spent a lot of time re-training everyone on photocopiers and print management software. I'm frustrated because I've been here 2 ½ years now, but I haven't been able to get off the ground with some things because I've been trying to get everyone on the same level, despite ample training documentation available to them."

"Communication overload; [there are] way too many platforms I have to respond to. Social media interaction with patrons takes a lot of time."
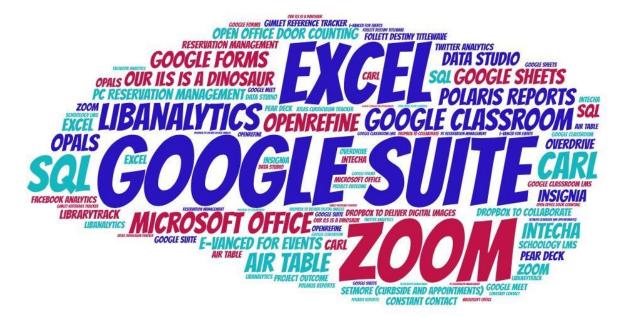
Some School Librarian Comments:

"My job is lopsided because I am teaching all the time so I have no time to be a librarian. I spend all my time teaching and I don't want to be a teacher; I want to be a librarian."

"We use Destiny. Running overdues is this torture process that takes forever and nothing comes out like I want. Running reports and shelf lists is a problem. Destiny won't export the way I want, so BOCES has to run it for me. It's necessary to do the bigger picture tasks like having an up to date collection and getting my books back, but it's a huge hurdle to get there."

"Since I'm in a high school, I have kids that come for study hall and tracking those kids takes a lot of time. Our circulation system needs to be cleaned up because it shows a lot of books that are supposedly here but weren't properly deleted. When we do inventory, sometimes the way we do it, it gets done incorrectly. That aspect is not the best. Everything else is more of a priority, though. We use OPALS, which has been wonderful. For overdues, we use a system where we hooked it up so emails are sent to the students. If it's connected to their parents, we also send an email there."

What tools do you use to accomplish day-to-day tasks at work?

As seen above, both publics and schools use Google products. The schools have either Follett Destiny or OPALS for their ILS. Some are finding it complicated to get accurate eBook statistics for their non-fiction materials.

Some Public Librarian Comments:

"I use outside sources for collections development. I would love CollectionHQ but that is too expensive so I use reports from ILS to simulate that. There's Novelist Diverse Books Analysis. Part of the problem is not having the tools; it's having the staff that knows how to use the tools."

"We are Google based: email, docs, forms. We do a lot of overdue reports, circulation reports. We have "book bundles" that can be requested through a google form and we are able to generate a lot of data through those and we're able to see trends through this process."

"We also have Constant Contact for emailing patrons. In particular, we do a series of onboarding emails to new patrons, which we pay attention to in terms of opens and clicks."

Some School Librarian Comments:

"We use Insignia a lot; it's not perfect but it does enable us to develop reports. Teaching includes reading appreciation, information literacy and now some social studies stuff (globalization is being put on librarians)."

"For our checkouts, we also have Follett Destiny. I use Google Forms for signing in and out, to track traffic in the library, and to watch activities in the makerspace. We have Instagram, Facebook, and Twitter accounts. Our databases each have their own usage statistics that we can utilize. Our ILL comes with statistics we

report on every month. We have our School Wires calendar that we keep track of for scheduling spaces in the library, although it's clunky."

"I use LibraryTrac every day. I use OPALS for circulation statistics. I also use database usage reports to check what students and teachers use, and that helps me figure out for purchasing. Is it because they're not aware of it? Maybe I need to hold a professional development for teachers. We're a Google school so we use all kinds of forms, sheets and docs for that. We also use Peardeck, and when I'm doing instruction for students, it provides real time data. It's all online, and I can ask questions and in the paid version, I can see their real time responses. In high school, a lot of kids don't want to share out, so this lets them do it comfortably or ask questions comfortably. Peardeck helps me change and adapt lessons for the next day. The kids all have Chromebooks. I think they share more when they type their answers instead of raising their hands."

"LibraryTrac is great for showing what kids are doing in the library (are they just hanging out with friends? are they studying? reading?) and we use that for contact tracing for COVID."

"A lot of my information that I just need to store, I put in Google docs so I can just search for it later. I have a hard time sticking to any one organization method, so I make sure I just create an artifact that I can find later. I leave myself a trail through docs and calendar. I never delete emails unless it's spam. I need a breadcrumb that I can find again."

"We also use OPALS, so we have a lot of information on that. I also get database usage to see what they're not using that we're paying for. I also use email to ask teachers what subjects they're covering. We're also a Google school, so lots of forms, sheets, and docs, plus Google Meet a lot. As far as tools that are physical: desktop computers, smartboard, and my cellphone throughout the building."

"I'm in the midst of a diversity audit for our collection, so looking at what we have so that I can order things that are more inclusive."

What is the biggest challenge you face in your role when it comes to using data as a solution?

Responses were similar for both the public and school librarians. Many participants have been self-taught when it comes to using data. Both mentioned collecting the right data, putting it into a usable format, and presenting it to different audiences. Human error/getting clean data is another commonality (one public librarian mentioned spending a lot of time correcting mistypes, blanks, and other errors).

Publics mentioned the digital divide, getting responses from surveys, sharing a story using numbers, not knowing how to analyze data, having streamlined sharing mechanisms for data findings, maintaining consistency and uniformity in recording

transactions (e.g., reference statistics), getting agreement on what should be collected, and creating data visualization in a way the public and legislators can understand.

A school participant mentioned the skewed surveys received from politicians constructed in a way to get the answers they wanted—how do we avoid doing this in our survey design? One school participant would like to see more data sharing and homogenous collaboration across the state. Lack of standardization is another problem, as is working with those outside the library. Unfamiliarity with tools that could be helpful is another issue expressed by a school librarian, i.e., what other reports and data could be useful. Having time to do various analyses is also problematic.

Some Public Librarian Comments:

"Coming out of the pandemic, we are starting to plan events and trying to use data to improve on what we've done in the past and what our community wants."

"Both the input and the output are a challenge."

"I miss having the dialogue among colleagues about the data, not only what data, but why you choose that data, how to use it best."

"There are a lot of people who don't know how to analyze data and we're so thinly staffed that people are having trouble keeping up with ordering and programming, let alone detailed collection analysis and keeping up with their weeding and collection performance."

Some School Librarian Comments:

"Sometimes I get overwhelmed with our data. Everything has data: students' grades, usage reports, stats, etc. I have so much information, so what do I do with it? How do I make my programs better with it?"

"The data that we have to work with is not standardized as well as it should be. As an example, when we had to very quickly come up with a Chromebook plan, they decided to use my circulation system to track who had the Chromebooks, but the tech department set it up and then used the sublocation field, which is what I use for genre, so it screwed up all my reports. Basically, I'm interacting with people who aren't library people and don't necessarily view records and information in the same way that I do."

"At the elementary level, some of the data that would be useful isn't accurate. if they come to the library with the class because it's part of their schedule, you don't know if it's something they want to do. It's not like they chose to come, so you don't get the same data. The reality is that nobody knows what we do. We could have the data but if they don't understand your job and how you can benefit students, the data doesn't mean anything."

"Right now, for me, my number one priority is instruction and collaboration, so my focus is on making sure students are getting their information literacy skills. I use Pear Deck for data but the other things go on the back burner. My circ stats and that diversity audit… they all take time. Things come up and take priority."

Are there other tools or types of tools you might use to make decisions or assist patrons/students if you had more time or training? If so, what are those?

Many of the public and school librarian participants felt there were tools out there, but didn't know what they might be (and wanted a way to learn what they are). When one participant mentioned that aspect, others would nod in agreement. OpenRefine came up, and one of the school librarians had not heard of it and would be interested in learning more.

Public librarians mentioned Gate counters several times (traffic is important to some libraries), Collection HQ, more tools like Hoopla's analytics, affordable marketing tools (one had looked at Savannah but couldn't afford it), advanced Excel training, strategies for getting people to look at the reports/visualizations, LibGuides products (SpringShare) or similar to park information in one place, and how to get staff to check centralized platforms like LibGuides.

Schools mentioned Google Sheets training and wanting a more standardized approach to spreadsheets. One would like to be able to reach all learners beyond those who visit the library or participate in one of the clubs they facilitate. TikTok is seen as a way to collect data and interact with learners, though it can be blocked by districts. Another challenge in the school setting is when a district has a trainer, e.g. for Google products, and the faculty does not attend the training (this can impact the librarian's time in having to troubleshoot).

Some Public Librarian Comments:

> "[I am] struggling to find effective tools that allow us to collaborate and share information. We still have some people working remotely. I have tried Trello, Google chat, and Slack but they didn't work for us so well."

> "Collection HQ; I don't know what tools there are that could be useful, so training and the money to get the tools would be useful."

> "We just got gate counters and I would like to see that data. When we opened in 2006 we were inundated on certain days; I would like to know if those coming through are adults, teens, children so we know how much staff we need at what times in what areas."

> "I don't spend much time in the Google environment to know how it may outperform alternatives. I have seen homespun collections of data so it's really easy to get things messy if all you have to work with are these rudimentary tools. Good alternatives such as Access or OpenOffice are not being supported by the developers. There seems to be high end tools that people need to specialize in and then there are the rudimentary tools that everybody can get at but there doesn't seem to be middle ground tools."

> "The Library Resources Council's continuing education is invaluable and vital because it's important to keep up with what's going on and connecting with colleagues to touch base with, bounce ideas off of, swap notes with is important."

"It's not the tools. We have the tools. We can change it every which way and alter the same data, but people just open it. They don't put in the effort to read it. We do emails, we do newsletters - and we get statistics on the newsletters! I can see how many people opened it. They'll come back and say they didn't get it, but really, they didn't open it."

"I want to use data to make my job easier: book selection/collection development, interlibrary loan data, big trending data to see where we should be looking for the future; technology trends and ways to get new technologies to patrons that might not otherwise be able to experience them."

Some School Librarian Comments:

"I tried really hard to use LibCal for my library sign up. The kids loved it. I had two teachers who went to the principal in tears because they couldn't understand it despite my offers of hand-holding and training. The principal made me get rid of it. Workplace politics."

"One of the great things about the pandemic, if I could phrase it that way, is there has been a lot more collaboration among all the libraries in this area: school and public collaboration because of eBooks availability through the public libraries. The challenge is how do I teach students to use this eBooks tool. Do I have the time to teach them how to use the app? Do all students have access to the tools to use the app?"

"I'd like to start a library group. It will generate data but it won't be standardized. I want to know what the kids need! I need a system in place to get that feedback. I did an end of year survey and one of the questions was "are you willing to serve on a library group" and I'll assemble them in the fall."

"You don't know what you don't know, so I don't know what might be out there that other elementary people are using that could benefit me. Like everybody else, the big challenge is time."

How do you learn new tools?

Both public and school librarian participants run the gamut of learning styles. Many have acclimated to online training but still would prefer in-person learning. Hands-on and being able to ask questions are very important. Being able to work with the tool after learning is also crucial. Having training material or hard copies available for reference is also important.

Some Public Librarian Comments:

"I've been to plenty of workshops but come back and don't remember any of what we were taught; the info does not stick."

"Visual, YouTube videos."

"Virtual training, I do like hands-on training depending on what it is. Conferences (will they ever be the same?). I like being able to register for online events with the option to view it later."

"My ideal course learning would be a spoken overview, then instruction sheet, and time to work on it myself. I love in-person training and miss it."

"In-person, because theory is nice but until you see something work or not work makes a difference."

"[I need the] capacity to be able to play with it yourself and figure it out is what works for me, too. That's how you figure out how you're going to teach other people, which is what we constantly do."

"Zoom with interactive engagement; we just started Beanstack software to use for summer reading to log reading, activities, etc. and I had a lot of fun diving into that and learning it."

"I prefer in person, hands on. I need to do it to learn it best. Up to half a day is good, but a full day is too much. The brain gets tired and you're not retaining in the second half of the day."

Some School Librarian Comments:

"In-person, small group instruction so I could feel comfortable asking for help."

"I like a struggle. I learn best by sitting down and struggling with it, which teaches me better. My students and teachers will ultimately have the same problem. I can address those issues before the students and staff go through the same thing. As I'm working through it, I can truly understand it so I can make a turn-key option."

 "In person or virtual trainings; I don't like asynchronous video learning, I need real time access to the trainer."

"It depends on what I'm learning. This year the SLS has offered a lot of workshops over Google classroom, where we can leave notes and talk back and forth, and that's been fantastic. It was asynchronous, which was a definite benefit. Sometimes it's better to be in person and hands on to get a true sense of how something works. I do like shorter sessions where I can have time to digest rather than a long period of time or a full day workshop."

 "I think it depends on the tool. I also like those Google Classroom trainings done through BOCES. Sometimes it's hard to make it implementable, because there's just so much else going on. A reminder or a check in would be helpful. I also like in person, half day. Schedule-wise, it's easier to do online, 100%."

Where do you go to stay current on library trends?

The public librarians mentioned library organizations such as ALA and NYLA, local groups (UHLS, SALS), and publications like *Book List* and *Publishers Weekly*. Some mentioned liking hard copies to take home and read, continuing education and training

events, professional networks, and colleagues in similar sizes of libraries. They mentioned resources like library journals, including *School Library Journal* (public librarians who are in youth services also use this resource) and *American Libraries*, plus the Public Library Association, Facebook groups, Twitter, and listservs. School librarians frequently mentioned their school library system including the professional development that they offer, social media (including the Future Ready Librarians Facebook group), peers, *School Library Journal*, and professional networks.

Some Public Librarian Comments:

> "I track outside trends rather than library trends: IT, AI, virtual reality; I am trying to figure out how to make those library trends. Tech sites, news sites."

Some School Librarian Comments:

> "I rely on the coordinating body of our library system; they are my primary source and they are fantastic."

> "I do a lot of PD through my local BOCES (Erie 1). We have a local organization - School Library Network of WNY…. WNYLRC is phenomenal. They do a lot of PD. AASL--between the state and national level, there's always something. I follow a lot of social media and have gotten a lot of really fantastic ideas. The NYSCATE [The New York State Association for Computers and Technologies in Education]

> conference has a lot of great overlap for school library ideas."

> "I go to a few different places on Facebook. On Twitter, I follow my colleagues. Contacting and collaborating with colleagues, too. I don't really read *Library Journal* or *School Library Journal*."

> "I probably rely the most on BOCES. Our listserv - I get a lot of ideas from questions on there. Future Ready librarians, CNY librarians FB group. I tend to turn to *LJ* for reviews or when a teacher comes to me for suggestions on a particular skill or topic."

Did anyone attend any of the NYDCLC workshops?
If yes, do you continue to use what you learned?

None of the public library focus group participants attended a session; one school librarian did but has not used what was learned because it hasn't been applicable to their work. 60% of participants did not know about them. 20% did not believe they were relevant and for many of those aware of the workshops, whatever information received was not compelling enough to get them to the session over something else they were scheduled to do.

If you did not attend, what were the obstacles?
(Time, not seemingly relevant, didn't know about them, etc.)

Public Librarian Participants (some indicated more than one reason):

- Didn't know (5)
- Timing not good (5)
- Not seemingly relevant/seemed more for academics (3)
- Participants were aware but didn't attend (7)

"I don't get a lot of information about workshops. Even when we were in the pandemic and everyone was focusing on training, this was not a platform that was getting to us to share out, and we were actively looking for things to send out to our librarians to train. I don't think they're falling on our mailing lists and platforms."

School Librarian Participants:

- Didn't know 7
- Not relevant 1

"I don't even remember hearing about it. It seems like it would have been something I would have been interested in. "

"I didn't hear about it. If I did, it must have flown through my inbox. I would have loved to participate."

"The program does not meet the needs of school librarians as it currently is. The best thing they could do is listen to school librarians about what they need. They need to tailor different sessions to different groups of librarians."

Is there anything else you would like to share?

Public Librarian Comment:

"From what my supervisor has told me about data carpentries, it's exciting because it's applicable to so many different things. It's a resource you can use as a professional and also something that could help practically anyone. It's applicable to so many different things that it seems almost overwhelmingly awesome. I know from my conversations with my boss, we've exploded with ideas for integrating it into our work."

School Librarian Comment:

"It will be interesting to see how this information is used to develop potential professional development; would they work with each type of library or group library types together if they are looking at similar data; another option for schools - if the group knows what it's looking for would be to contact the heads of SLSA addition to the SLS directors. This might be a more direct way of contacting people."

Appendix A: List of Questions

Introductory:

What library type(s) do you represent?

What size is your library service population? How many locations do you serve?

Probing:

Please describe your job duties and your day-to-day responsibilities. *(i.e. collection development, instruction, programming, reference services, readers advisory, statistical analysis or reporting, cataloging, providing professional development and support services, promotional services, etc.)*

Share an aspect of your work or life experience that has brought you here today.

What do you think of when you think about data *(This could be terminology, processes of data analysis, or the various tools that may be used)?*

What is one work task on which you feel you spend way too much time?

What tools do you use to accomplish day-to-day tasks at work? *(i.e. ILS reports, collection analysis tools like Collection HQ, Excel, Google Forms, Google Analytics, LibInsights, census datasets, or other)?*

What is the biggest challenge you face in your role when it comes to using data as a solution?

Are there other tools or types of tools you might use to make decisions or assist patrons/students if you had more time or training? If so, what are those?

Where do you go to stay current on library trends?

Describe the ideal method for you to learn a new tool. *(I.e. hands-on, written instruction or video; online or in-person; full-day, ½ day or hour-long sessions)*

Concluding:

Did anyone attend any of the NYDCLC workshops? If yes, do you continue to use what you learned?

Is there anything else you would like to share?

Appendix B: Wordles

What data means:

Not sure
Big scary term
Overwhelming
So broad that tools and methodology don't necessarily come to mind
Too big
Outdated
Unhelpful
Not used appropriately
Not used
Unreliable;
Numbers
Trends (2)
Qualitative
Quantitative
Presentation
Sampling
Commander Data;
Discoverable
Complex
Constellation of things
Widespread
Siloed
Connected
Efficiency
Funding
Purchase decisions
Storytelling
Misrepresentation
Advocacy
Evidence-based decision making (2)
Use reports
Justification
Usage
Analyses
Testing
Results

Tools Used:

Excel (6)
Dinosaur system database
Polaris for data and reports
Google Sheets (7)
Google Forms/notes (7)
Zoom (20)
Open Office
Door counting system
Setmore for curbsite appointments
E-Vanced for Events
SQL
Air Table
OpenRefine
Data Studio
Intecha
Microsoft Office/Similar Programs
Analysis Tools
Dropbox to collaborate and deliver digitized images
LibAnalytics
Data collections built into their PC reservation management
Gimlet to track reference (2)
Facebook Analytics
Twitter Analytics
Collection HQ
Overdrive Analytics
CARL (2)
G Suite (2)
Project Outcome
Constant Contact
Insignia
Follett Destiny for circulation & their Title Wave for collection analysis (5)
LibraryTrack (2)
Atlas Curriculum Tracker
Schoology (LMS)
Google Classroom (LMS) (3)
OPALS (2)
Pear Deck
Google Meet
Beanstack