



# THE GLOBE PROGRAM

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## **The GLOBE Implementation Office Summary of the 2015 GLOBE U.S. Partners/Country Coordinators Annual Survey**

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JUNE 2016

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## I. BACKGROUND

The GLOBE Annual Partner Survey is one of the primary data-collection tools of the GLOBE Implementation Office (GIO). Initially administered in 2005, this survey gathers information from GLOBE Partners (U.S. Partners and Country Coordinators) on activities related to The GLOBE Program. (For U.S. Partners, the survey also includes questions that confirm their GLOBE Program status as either “Active” or “Inactive” on an annual basis.)

Information from the survey is cited in critical program documents, including annual reports provided to GLOBE sponsors and in the GLOBE Annual Review, as well as during presentations at the annual meetings. In 2012, the GLOBE Annual Partner Survey was revised to align with the community-approved 2012-2017 GLOBE Strategic Plan. This five-year plan includes 2017 GLOBE Program goals for the GLOBE Community (U.S. Partners, Country Coordinators, teachers, and scientists) and actions for the GLOBE Program Office (GPO)<sup>1</sup> to undertake in order to support the community’s efforts in achieving these goals. The organization of the survey was in large part based on this strategic plan, with the goal of reporting on progress toward the performance measures in the plan.

In 2015, the GLOBE Annual Partner Survey was expanded to include questions from the Technology, Education, Science, and Evaluation Working Groups (WGs). Consequently, the name was changed to the “GLOBE Annual Survey.” It now includes questions targeted to teachers and scientists, in addition to U.S. Partners and Country Coordinators. Over the years, the purpose of the survey has evolved. It is now more of a community-oriented tool designed to gather descriptive information on activities of teachers, partners, and scientists; information that can then be used by the GIO, as well as the WGs, in order to improve the support ultimately provided to members of the GLOBE community.

## II. SURVEY DESIGN AND REPORT STRUCTURE

In spite of the expanded target population for the 2015 GLOBE Annual Survey, this annual report will continue to provide descriptive information on the U.S. Partners and Country Coordinators, noting similarities and differences between these two groups. Survey responses from teachers and scientists have been shared with the WGs as part of their data gathering activities. As shown in Table 1, the 2015 survey gathered information related to a variety of areas from the strategic plan and from additional new areas.

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<sup>1</sup> The name was changed to the GLOBE Implementation Office in 2013; the office is located at the University Corporation for Atmospheric Research in Boulder, Colorado, USA.

**Table 1. Strategic Plan Measures and Corresponding Survey Questions (Q)**

Performance Area	Performance Measure	Corresponding Survey Questions (Q)
<b>Education:</b> <i>Awareness and use of GLOBE Materials</i>	Use of GLOBE teaching materials and resources	<ul style="list-style-type: none"> <li>Which of the following best describes how frequently you used the following GLOBE materials and resources?</li> </ul>
	Alignment of GLOBE materials with curriculum	<ul style="list-style-type: none"> <li>Have you aligned GLOBE materials to meet state, regional, and/or national curricular needs?</li> </ul>
<b>Education:</b> <i>Educational Impact of GLOBE</i>	Provision of effective evaluation capabilities	<ul style="list-style-type: none"> <li>Do you assess the quality of the training you conduct? If so, how?</li> <li>Please select the option that best describes how you assessed the quality of your training.</li> </ul>
<b>Communication:</b> <i>Internal Communication</i>	Level of partner awareness of GLOBE activities and events	<ul style="list-style-type: none"> <li>Which of the following GLOBE events did you participate in last year?</li> </ul>
<b>Communication:</b> <i>Awareness of GLOBE</i>	Frequency of international input received by GPO	<ul style="list-style-type: none"> <li>Do you provide information to GPO communications on events and achievements within your country/partnership service area?</li> </ul>
	Number of social media activities and updates	<ul style="list-style-type: none"> <li>Please select the option that best describes how often you use the following social media platforms.</li> </ul>
<b>Science:</b> <i>Use of GLOBE Data in Scientific Inquiry</i>	Number of student collaborative projects	<ul style="list-style-type: none"> <li>Please list and describe any student-related GLOBE projects within your local service area.</li> <li>Please describe how GLOBE data were used.</li> </ul>
	Relevance and currency of protocols	<ul style="list-style-type: none"> <li>Please select the three most relevant protocols to teachers in your service area.</li> </ul>
<b>International:</b> <i>Strength of Partner Networks</i>	Frequency of communication among partners	<ul style="list-style-type: none"> <li>How frequently do you communicate with other GLOBE partners?</li> </ul>

Performance Area	Performance Measure	Corresponding Survey Questions (Q)
	Number of collaborative partnerships, events, and projects	<ul style="list-style-type: none"> <li>Are you currently involved in any collaborative GLOBE-related projects with other GLOBE partners? If yes, list and describe any collaboration you have or had with any GLOBE partners.</li> </ul>
<b>Technology:</b> <i>Relevance and Overall Satisfaction with GLOBE Website</i>	Amount of information from partners received and uploaded	<ul style="list-style-type: none"> <li>What is the primary way you receive news about GLOBE?</li> </ul>
<b>Funding:</b> <i>Income</i>	Amount of funding	<ul style="list-style-type: none"> <li>Please estimate your annual funding/budget for GLOBE.</li> </ul>

### III. METHOD

The online survey was created using SurveyMonkey. The survey was disseminated to the GLOBE community via a weblink within the December 2015 Director’s Letter. Respondents were instructed to complete the survey in one session (because the survey was not configured to save results upon exit). Follow-up announcements regarding the survey were made in the 2016 January and 2016 February director’s letters. The survey officially closed at the end of March 2016. Figure 1, Overall Survey Results, shows the response rate from the survey.



Figure 1. Overall Survey Results

Given the limited response rates, it is important to note that these survey results cannot be generalized to the total U.S. Partner/Country Coordinator population; it is only a reflection of those who completed the survey.

## IV. KEY SURVEY RESULTS

### A. Partnership Background

As shown in Figure 2, approximately one-third (32.9 percent) of respondents (n=140) described their partnership as “Higher Education” (university or college). Approximately one-fifth (17.1 percent) of the total respondents described their partnership as a “Ministry” (and all of these respondents were Country Coordinators). Some responses provided for “Other” included private company/start-up, research and education institution, after-school program, and a secondary school.

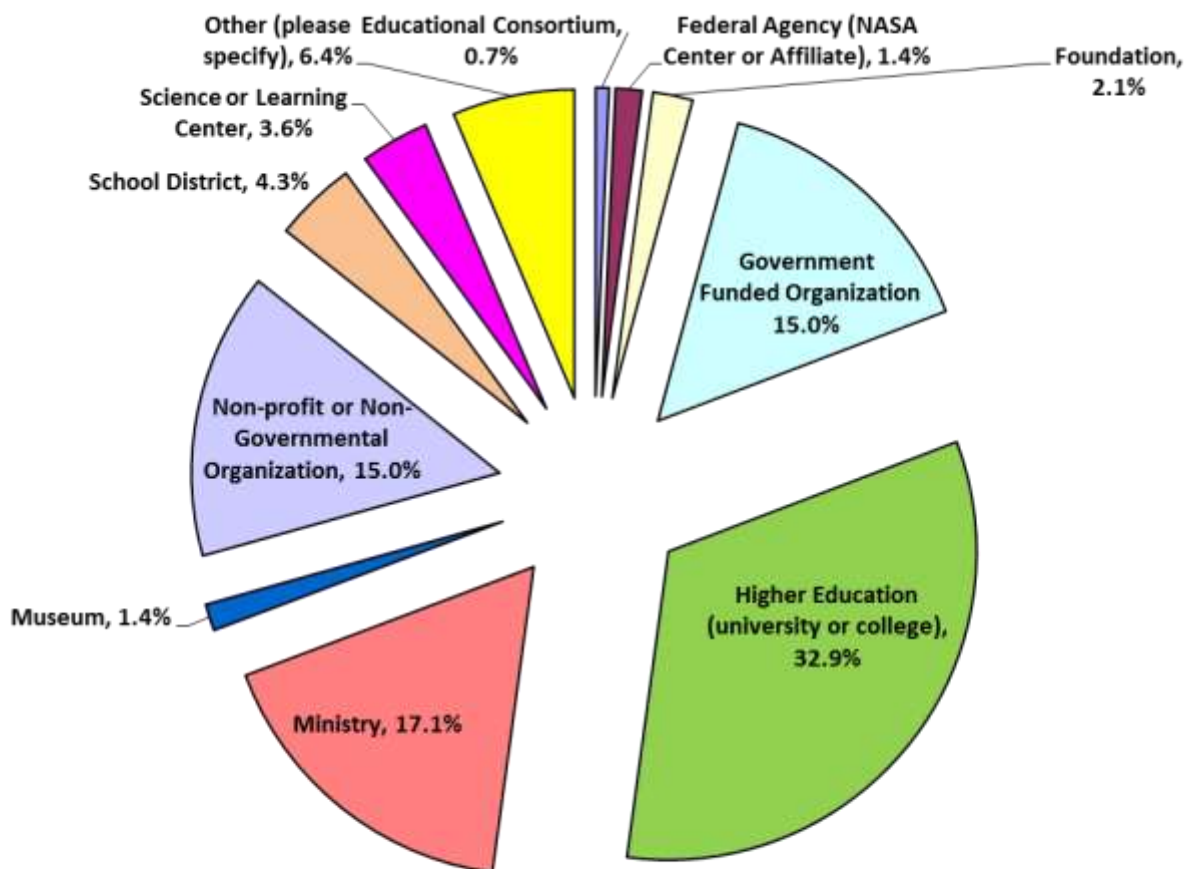
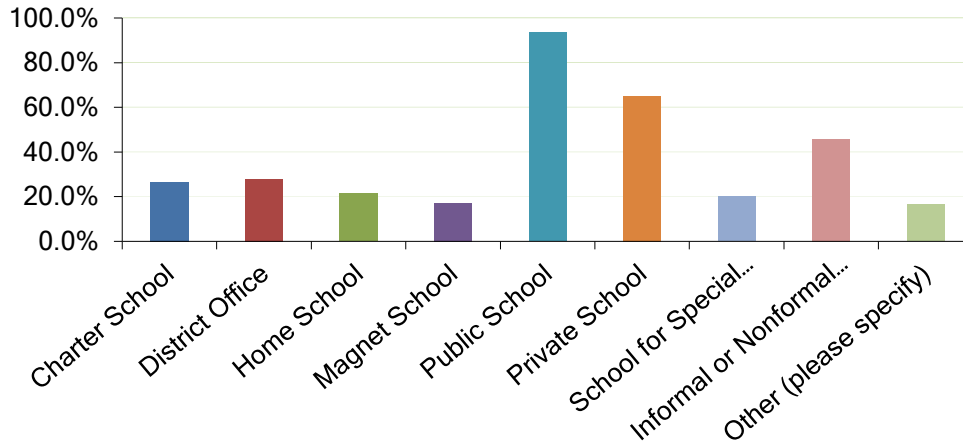


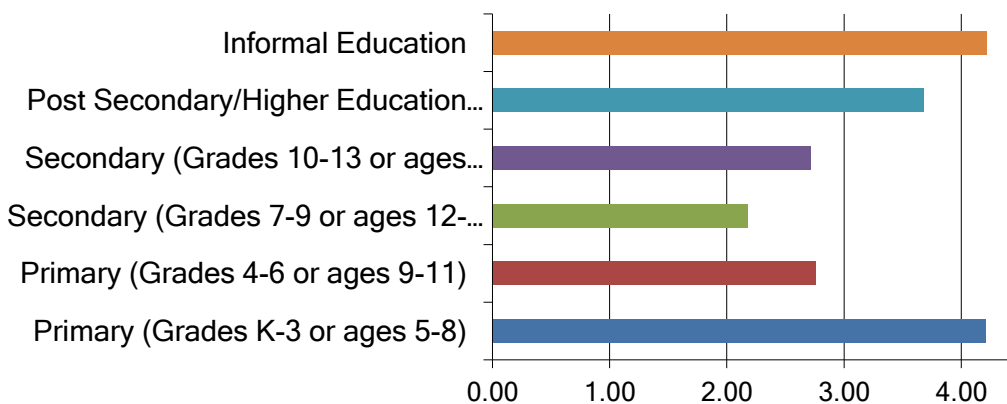
Figure 2. Which of the following organizational types best describe your partnership?

Responses to the question regarding the type of school that partnerships work with reveal that many partnerships work with multiple types of schools (see Figure 3). Respondents most frequently reported, however, working with public schools (93 percent). Private schools were the second highest (65 percent) type of school with which respondents reported working. Among the “Other” responses, there was a diverse mix of different organizational types, including neighborhood groups, youth sports organizations, environmental education centers, and citizen scientists.



**Figure 3. Which of the following does your organization work with in your local service area?**  
 (Note: percentages do not total 100 percent because respondents could check all that apply.)

Among the K-12 grade levels, respondents reported working with secondary grade levels (Grades 7-9) the most. Conversely, primary grades (Grades K-3) and informal education represented the grade levels that respondents reported working with the least (see Figure 4).

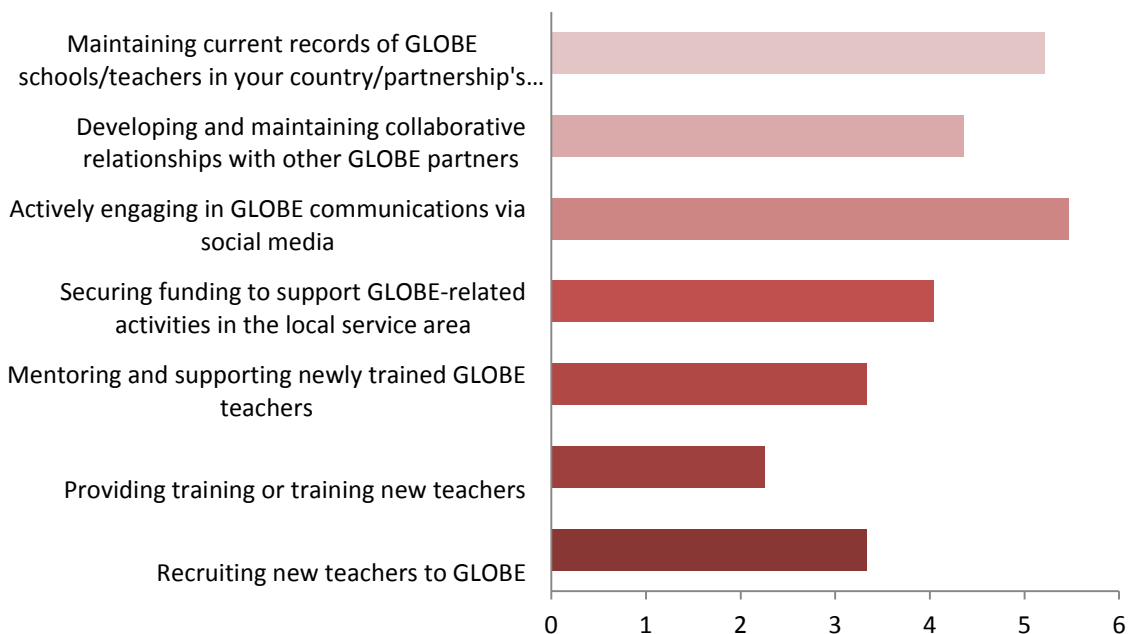


**Figure 4. In your country/partnership's service area, please rank the following educational/grade levels that you work with the most (1 = work with this grade the most; 5 = work with this grade the least).**

## B. Partnership Training Activities

GLOBE Partners engage in many different activities to support the teachers and schools in their local service areas. Many GLOBE Partners do not receive formal support (for more information, see Section C. Partnership Funding); therefore, prioritizing their time is critical to efficiently and effectively supporting GLOBE teachers.

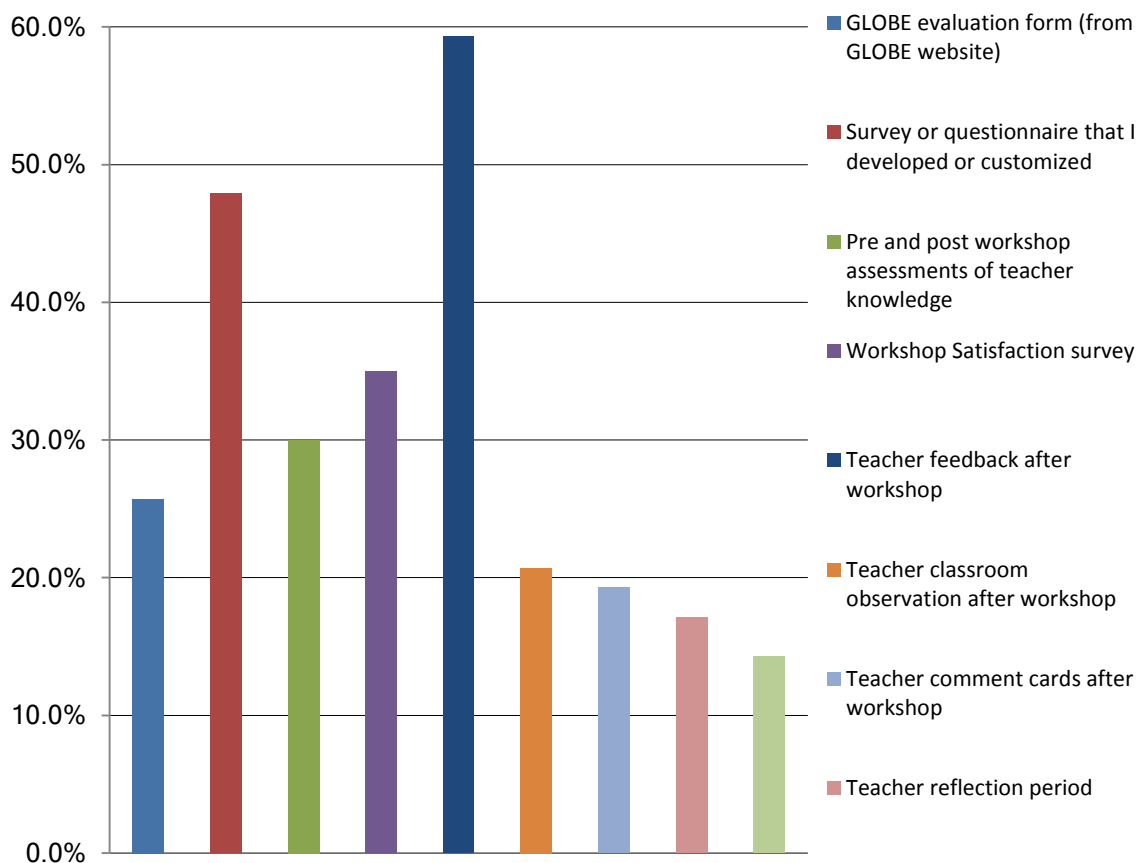
Similar to previous years, respondents who completed the 2015 survey indicated that the highest priority for them is providing training or training new teachers (mean value of  $2.26 \pm 1.48$ ). At the other end of the spectrum, “Actively engaging in GLOBE communications via social media” ranked the lowest priority (mean value of  $5.47 \pm 1.52$ ) (see Figure 5).



**Figure 5. Please rank the following according to how you prioritize your time for the following Partner activities (1 = my highest priority; 7 = my lowest priority).**

For over half of the respondents (52 percent), the frequency of in-service teacher trainings ranged from once to twice a year. The remaining respondents reported more frequent trainings, such as on a quarterly, monthly and, for a very small minority (2 percent), a weekly basis. With regard to pre-service teacher trainings, approximately one-third of respondents indicated that they conducted trainings once a year; while approximately one-fourth of respondents indicated that they never train pre-service teachers.

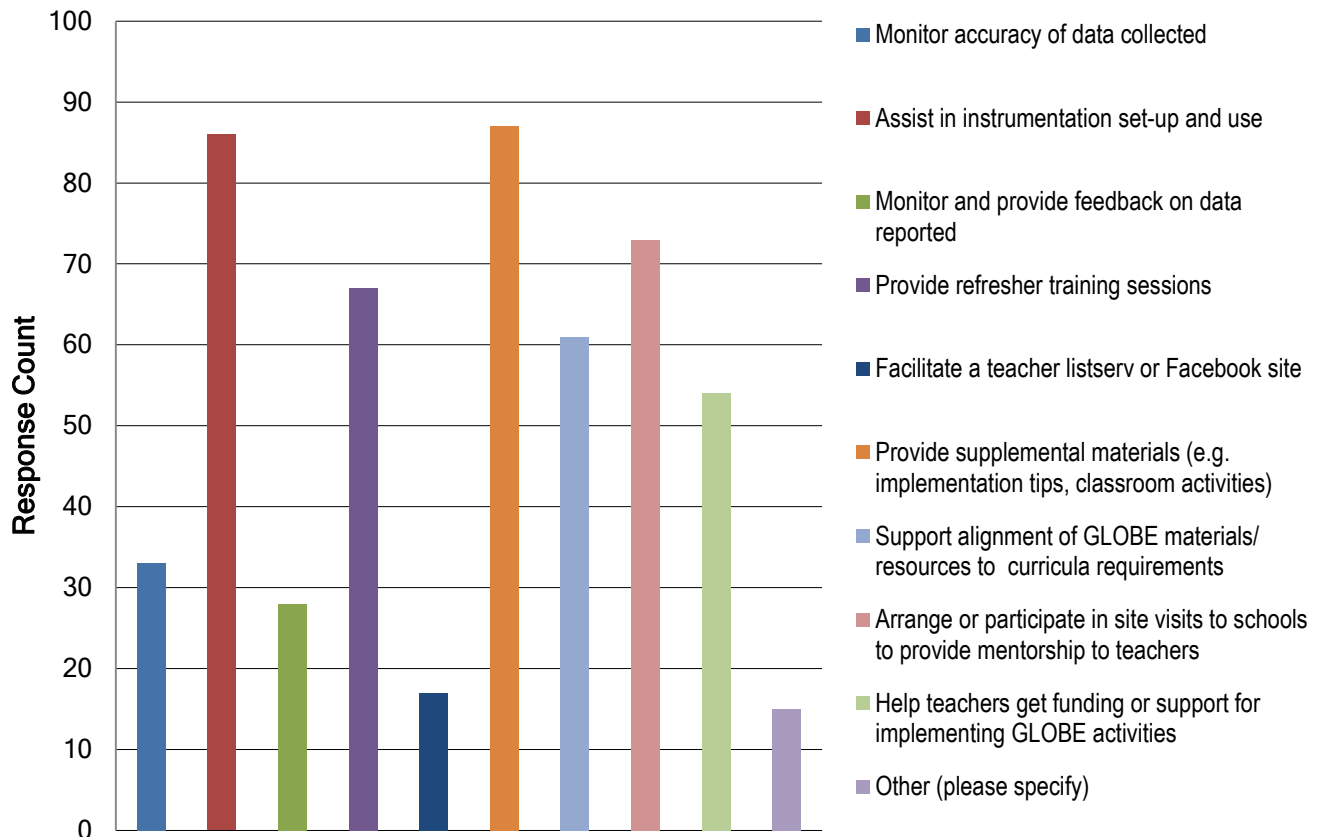
The majority of survey respondents indicated that they assessed the quality of their trainings using different methods and tools to gather data (see Figure 6). Relying on teacher feedback after a workshop (dark blue line) was the most popular option among survey respondents, with close to 60 percent of the responses. Similar to last year, using a survey or questionnaire that they developed or customized (dark red line) was the second highest popular method for gathering assessment data, with close to 50 percent of the responses. A few respondents reported not assessing the quality of the training workshops, citing a variety of reasons including such responses as: no time, too few teachers, and not yet having conducted a training.



**Figure 6. Please select the options that best describe how you assess the quality of your training**  
 (Note: percentages do not total 100 percent because respondents could check all that apply.)

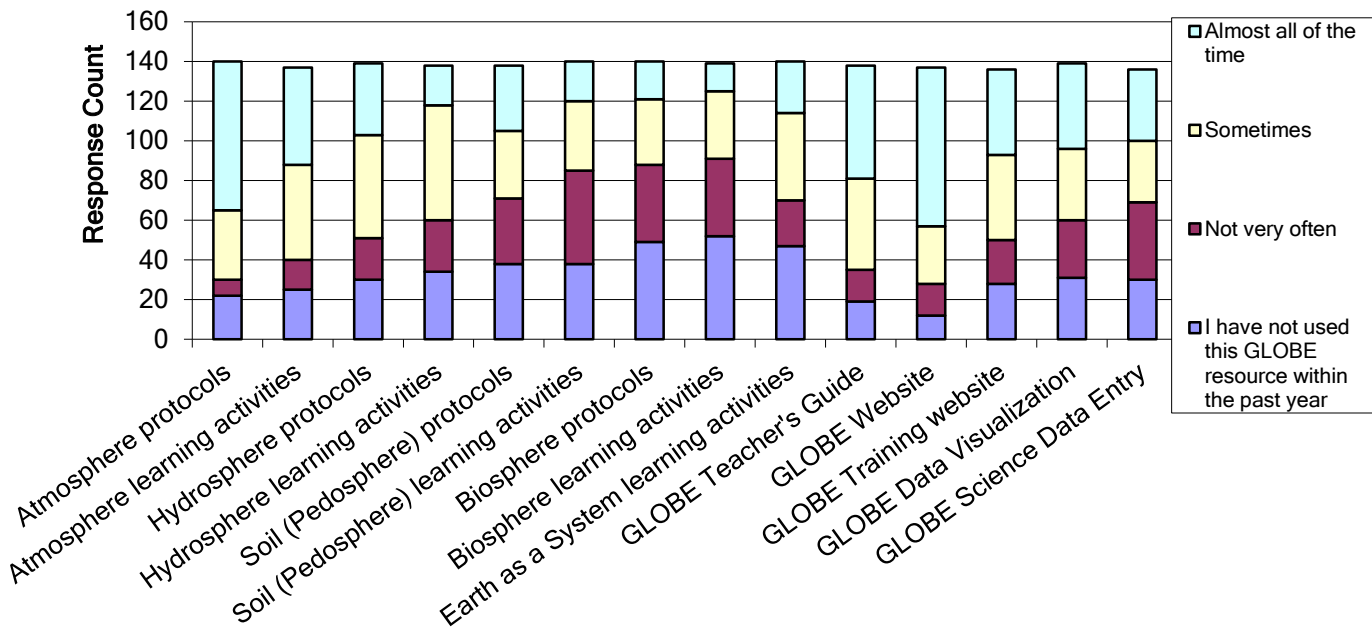


In addition to teacher trainings, it was reported that partners support teachers in their local service area in a variety of ways (see Figure 7). The most common activities for supporting GLOBE-trained teachers included: 1) providing supplemental materials; 2) assisting in instrumentation set-up and use; and 3) arranging or participating in site visits to schools to provide mentorship to teachers.



**Figure 7. Which of the following activities do you engage in to support GLOBE trained teachers? (Choose all that apply.)**

In addition to supporting teachers, 60 percent of survey respondents indicated that they regularly monitor the participation of GLOBE schools and teachers in the service area. To better understand the importance of GLOBE materials and resources used during training workshops, the survey asked partners to identify how frequently they used specific GLOBE resources, including learning activities and protocols, the GLOBE website, and the Teacher’s Guide (see Figure 8).



**Figure 8. Please select the option that best describes how frequently you used the following materials and resources in the past year.**

Among the protocols, atmosphere protocols were used “almost all of the time” by over 50 percent of the survey respondents. On the other hand, biosphere protocols and learning activities were among the least used materials and resources, with slightly more than one-third of respondents reporting that they have not used these resources within the past year.

Overall, the GLOBE website was the most frequently used resource by the survey respondents, with close to 60 percent indicating that they use the website “almost all of the time.” This was followed by the GLOBE Teacher’s Guide, with 41 percent of survey respondents using this resource “almost all of the time.” In contrast, less than one-third of respondents (31 percent) reported using GLOBE data visualization “almost all of the time” and only about one-quarter (26 percent) reported using GLOBE science data entry “almost all of the time.”

The use of these materials may be due in large part to how easy it is to navigate to these resources on the website (see Figure 9). Close to 75 percent of respondents indicated that navigation to the Teacher’s Guide was either “easy” or “very easy.” Those figures were moderately less for data entry and visualizations. Approximately 50 percent of respondents indicated that navigating to data entry was either “easy” or “very easy.” In the case of visualizations, this figure was only 42 percent.

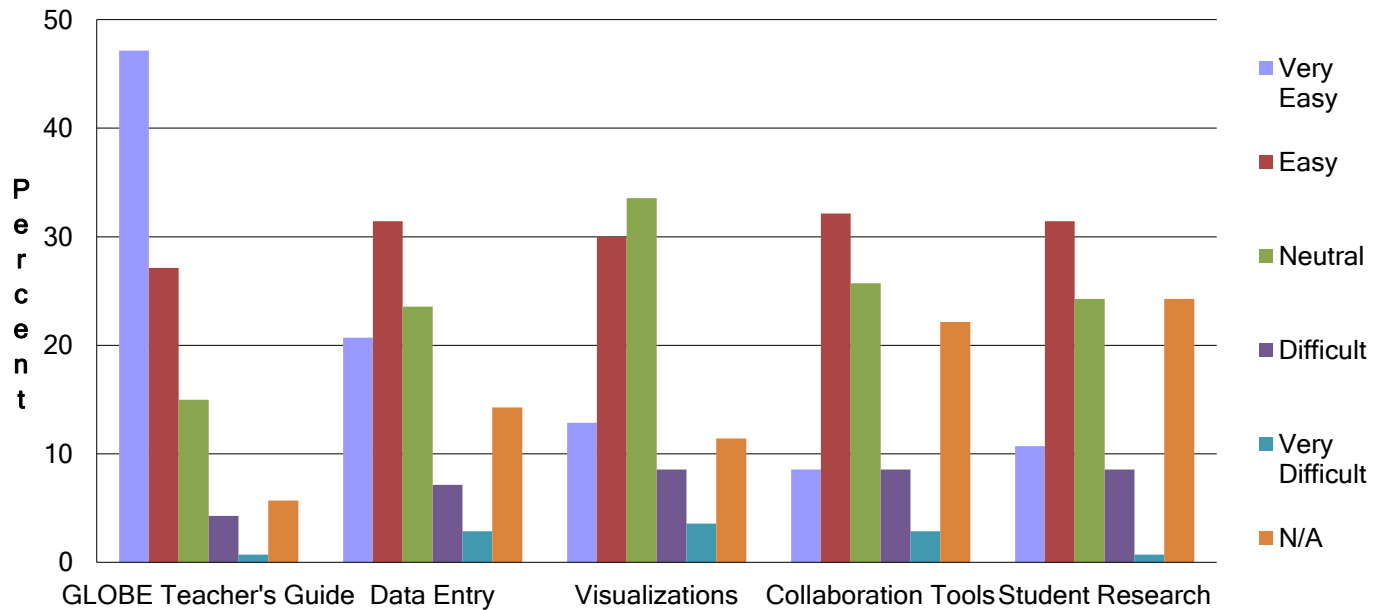
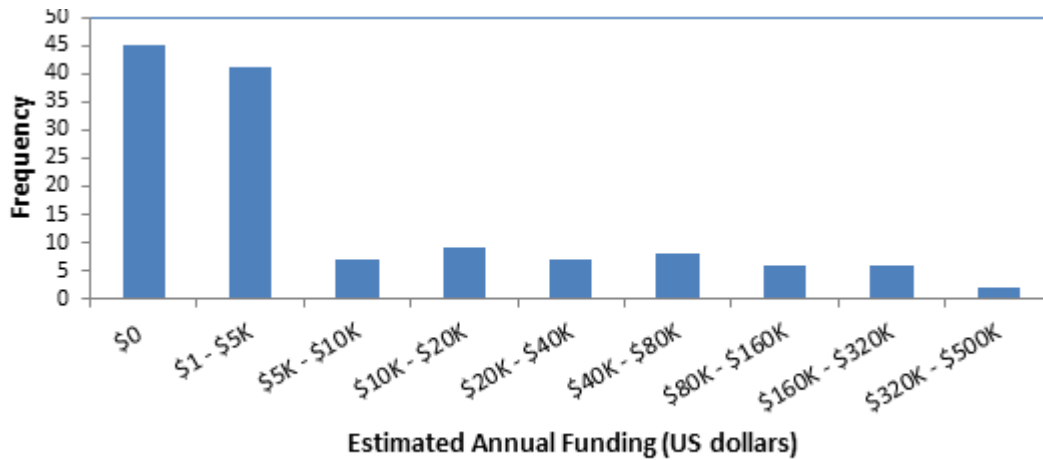


Figure 9. Please rate how easy it is to navigate to the following resources on the GLOBE website.

### C. Partnership Funding

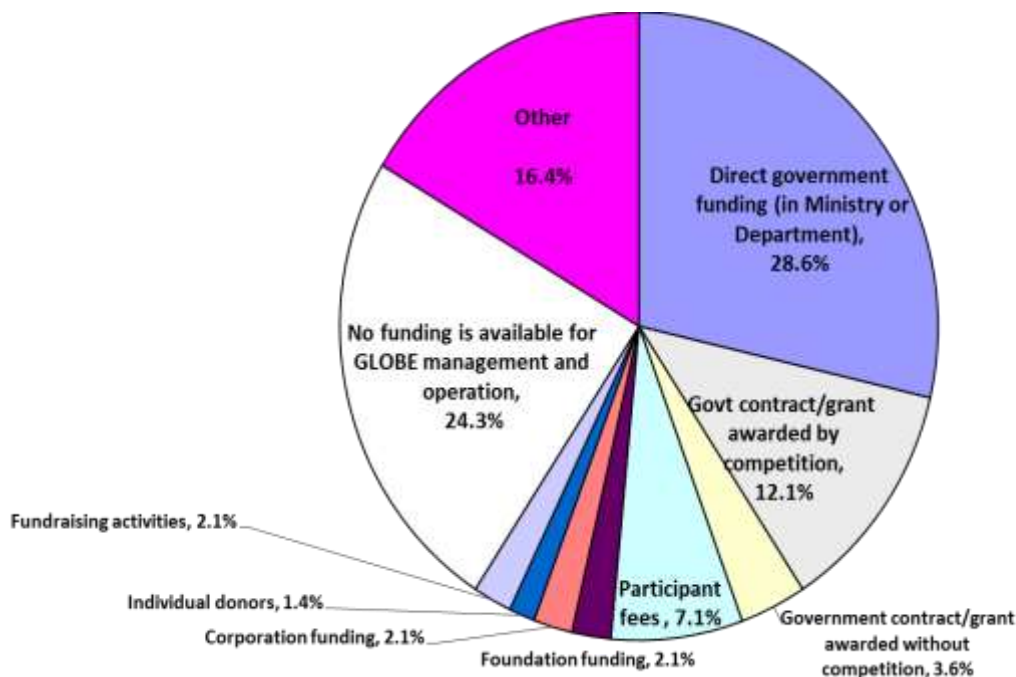
Securing funding to support GLOBE-related activities in the local service area is a high priority for GLOBE Partners, ranking just after recruiting and mentoring new GLOBE teachers (see Section B, Figure 5). In spite of the importance of having financial support for engaging in GLOBE-related activities, however, many GLOBE Partners do not have the time or support systems (such as proposal writing) that would enable them to secure funding to support their work.

When asked to estimate their annual funding/budget for GLOBE, sixty-five percent of the respondents reported having less than \$5,000 as their annual budget for GLOBE, with slightly more than one-third of survey respondents (34 percent) indicating that they received no funding for carrying out activities such as training workshops and support activities for GLOBE-trained teachers (see Figure 10).



**Figure 10. Please indicate your annual funding/budget for GLOBE.**

Close to one-fourth of the respondents indicated that they received no funding for GLOBE management and operation. For those who receive funding, government-related funding (either directly or through award/contract mechanism) was the primary source. Figure 11 shows that very little support is received through private sector or individual fundraising efforts.



**Figure 11. Which of the following best describes the primary source (more than 50 percent) of funding for GLOBE management and operation in your organization or country?**

Partners, however, reported receiving some assistance from the organizations that manage GLOBE within each of the countries to support schools. Close to sixty percent of respondents indicated that their GLOBE schools receive equipment, materials, and (in some cases) monetary funding from the managing organization (such as the Ministry of Education for Country Coordinators and from private or corporate sponsors for some U.S. Partners).

#### D. Partnership Collaboration and Communication

When asked about prioritizing partnership activities that are more collaborative in nature (such as activities engaging in GLOBE communications via social media, and developing and maintaining collaborative relationships with other GLOBE Partners), survey respondents rated this as a lower priority relative to other partnership activities (see Section B, Figure 5). However, as shown in Figure 12, close to sixty percent of survey respondents reported being involved in collaborative GLOBE-related project, with the majority of collaborations with other GLOBE Partners.

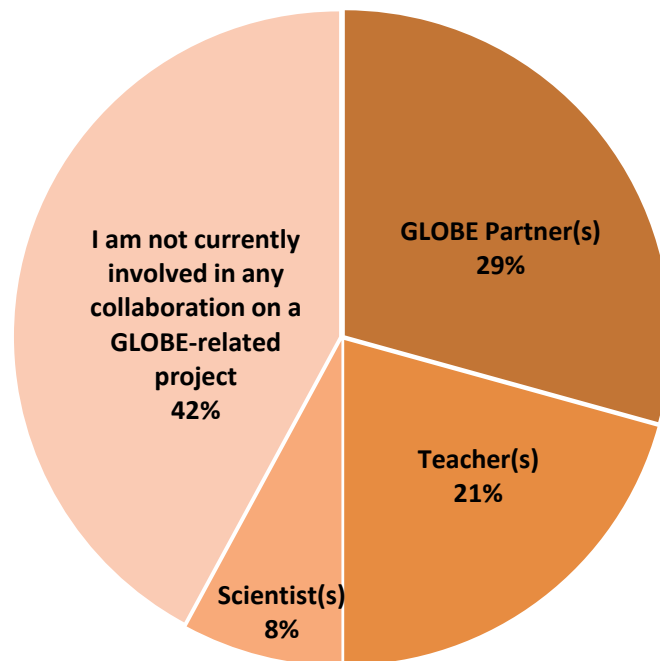


Figure 12. Are you currently collaborating on any GLOBE-related projects? If so, please indicate who you collaborate with.

When asked about collaboration with government agencies or non-governmental organizations (NGOs), forty-five percent of respondents reported being involved in some type of collaboration. Some agencies and NGOs mentioned include: USAID (United States Agency for International Development), UNESCO (United Nations Educational, Scientific, and Cultural Organization), Lawrence Berkeley Labs, JPL (NASA Jet Propulsion Laboratory), the USEPA (United States Environmental Protection Agency), and NOAA (National Oceanic and Atmospheric Administration).

GLOBE Partners form an important community of practice. As such, many efforts within the GIO have been targeted toward strengthening and building this community through effective communication practices. The GLOBE News Brief and Director’s Letter are the primary ways that Partners and Country Coordinators receive information about GLOBE (see Figure 13).

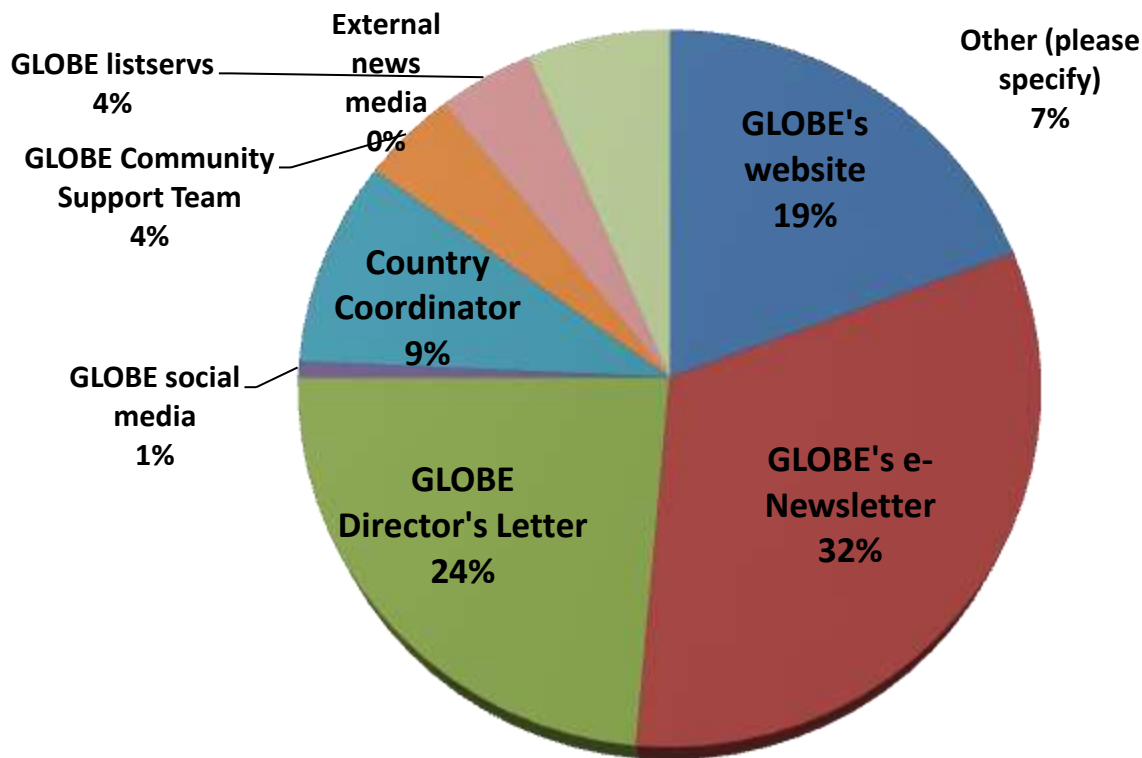


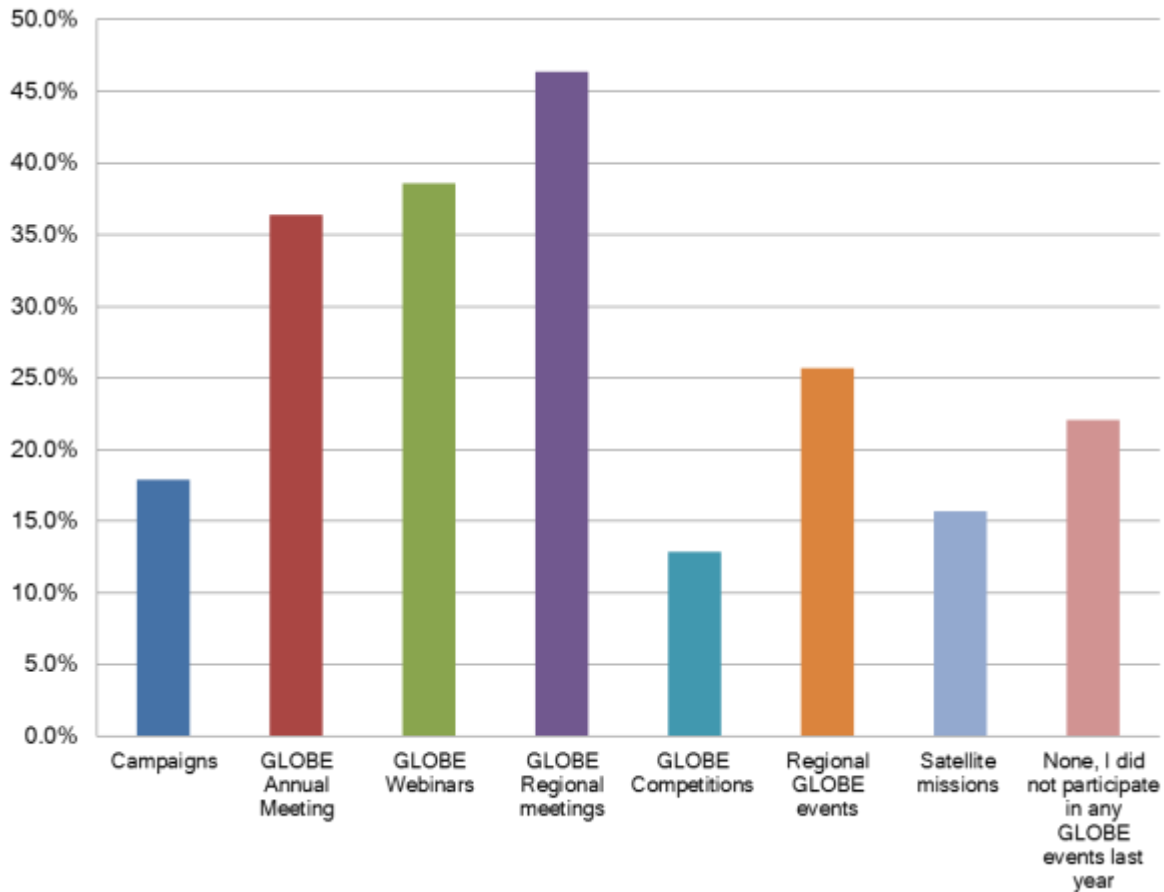
Figure 13. What is the primary way you receive news about GLOBE? (Choose only one.)

In addition to these GIO-mediated communication channels, U.S. Partners and Country Coordinators also communicate with other frequently. As shown in the Figure 14, just over 50 percent of the survey respondents communicate with other GLOBE Partners on a monthly or weekly basis, with e-mail as the primary venue of communication for 85 percent of the survey respondents.



**Figure 14. How frequently do you collaborate with other GLOBE Partners?**

Finally, GLOBE Partners reported interacting with each other as a result of participating in a number of GLOBE events last year. Over seventy-five percent of survey respondents reported that they participated in at least one GLOBE event last year. As shown in Figure 15, the most popular among GLOBE events were the regional meetings, receiving 46 percent of the responses. GLOBE webinars and the GLOBE Annual Meeting were also popular events, each receiving over one-third of the responses.



**Figure 15. Which of the following GLOBE events did you participate in last year?**  
 (Note: percentages do not total 100 percent because respondents could check all that apply.)

There were, however, some significant differences between U.S. Partner and Country Coordinator survey respondents regarding their participation in GLOBE events. Country Coordinator responses indicated higher levels of participation in:

- GLOBE Regional Meetings (75 percent for Country Coordinators vs. 25 percent for U.S. Partners);
- GLOBE competitions (25 percent for Country Coordinators vs. 1 percent for U.S. Partners);
- Regional GLOBE events (32 percent for Country Coordinators vs. 17 percent for U.S. Partners); and
- Campaigns (24 percent for Country Coordinators vs. 10 percent for U.S. Partners).

U.S. Partners showed higher levels of participation in GLOBE webinars, with 58 percent of the responses from U.S. Partners and only 19 percent from Country Coordinators.



## V. Next Steps for Survey

The GLOBE Annual Partner Survey is one of the GIO's primary data-collection tools. Initially administered in 2005, this survey gathers information from GLOBE Partners (U.S. Partners and Country Coordinators) on activities related to The GLOBE Program. In 2012, the GLOBE Annual Partner Survey was revised to align with the community-approved 2012-2017 GLOBE Strategic Plan. As The GLOBE Program and its organizational structure have continued to evolve, the need to collect data that reports on – and that are relevant to – the GLOBE community has become more important. To that end, this year's Annual Partner Survey has been expanded to include a number of questions from the Working Groups (WGs). The data collected from this survey have been shared with the WGs in order to help them determine the best ways to support the community of teachers and schools. During the 2016 Annual Meeting, WGs discussed and presented their analysis of the survey data, which has truly empowered the GLOBE community to use, and expand their use of, data in order to support their decision-making efforts.

The GIO would like to thank all of the community members who took the time to respond to the GLOBE Annual Survey. The primary purpose of the survey is, and will continue to be, a means for gathering descriptive information on the GLOBE community. The expectation is that, over time, the results can provide the basis for further in-depth exploration and investigation. This goal could not be achieved without the support and assistance of the GLOBE community.