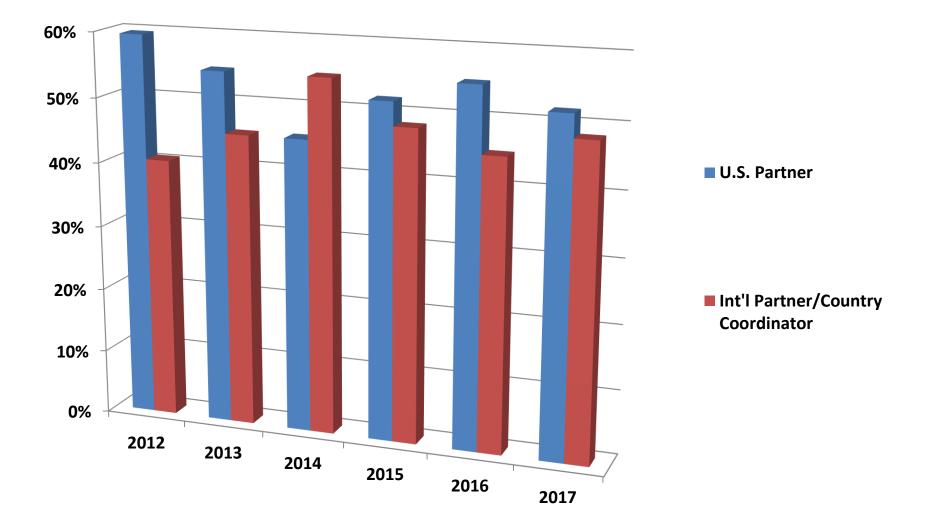
GLOBE PARTNERS SURVEY TREND DATA

2012-2017

Valerie Williams, Ph.D. Senior Program Evaluator June 20, 2018

Except for 2014, the majority of survey respondents have been U.S. Partners



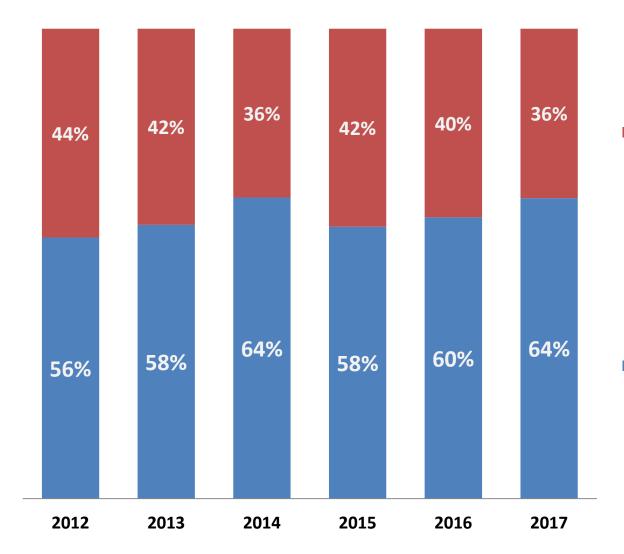
Over the years, there has been little change among the partnership types

- Higher Education (university or college)
- Non-profit or Non-Governmental Organization
- Other (please specify)
- Foundation
- Educational Consortium
- Museum

- Ministry
- Government Funded Organization (e..g state or local)
- Federal Agency (NASA Center or Affiliate)
- School District
- Science or Learning Center



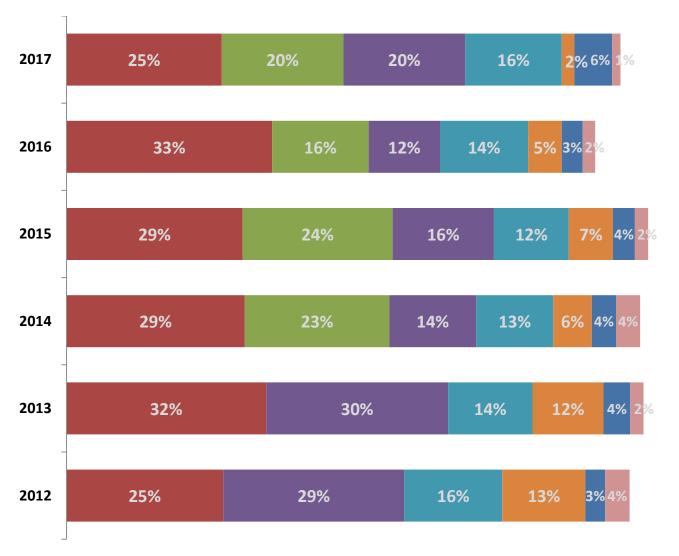
Support for schools by the managing organization or partnership has increased



No, the partnership or organization that manages GLOBE does NOT provide equipment, materials or monetary support to schools

Yes, the partnership or organization that manages GLOBE provides equipment, materials or monetary support to schools

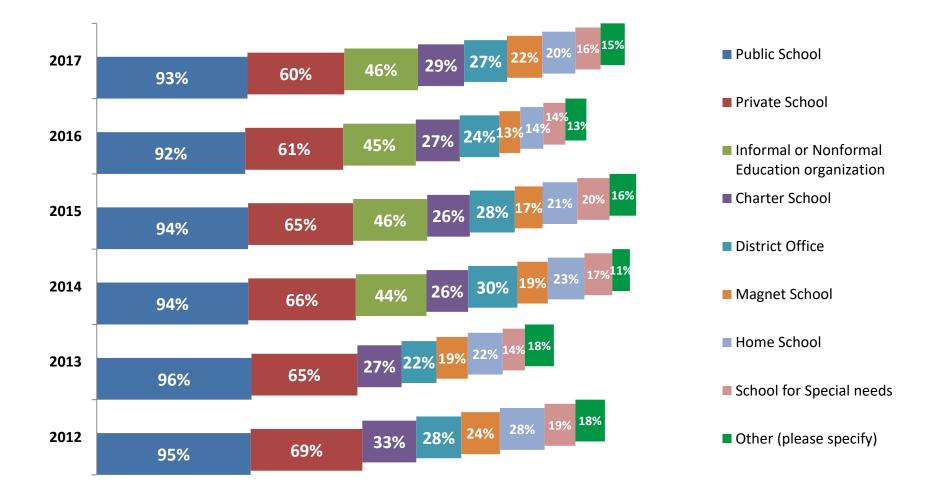
Trend for primary funding source for GLOBE management and operation is consistent



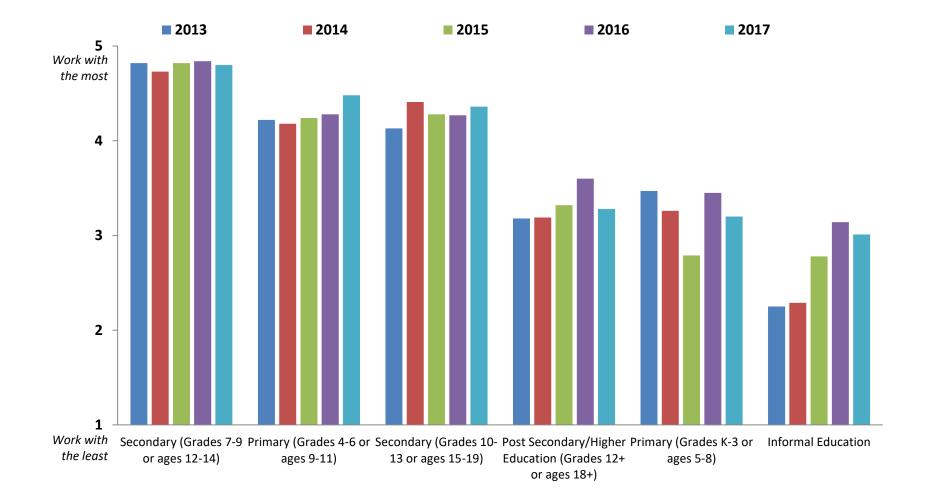
- Direct government funding (in Ministry or Department)
- No funding is available for GLOBE management and operation
- Other (please specify)
- Government contract/grant awarded by competition
- Participant fees received
- Government contract/grant awarded without competition

Foundation funding

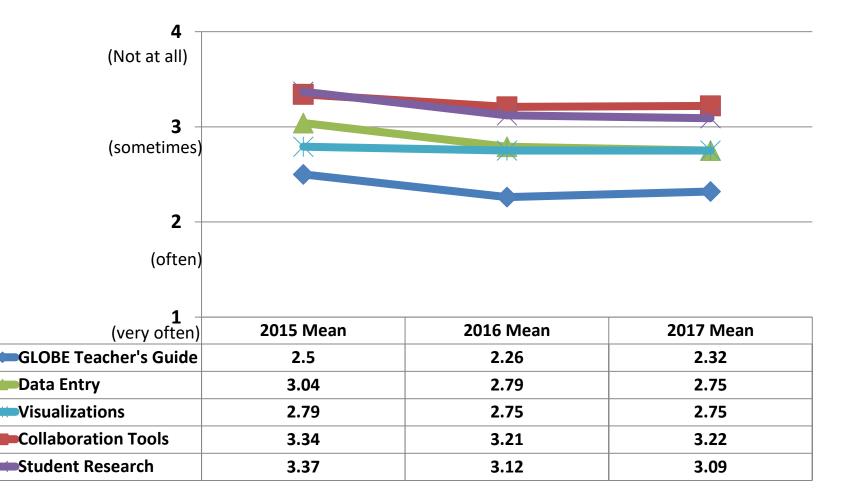
GLOBE Partners have consistently worked primarily with public schools



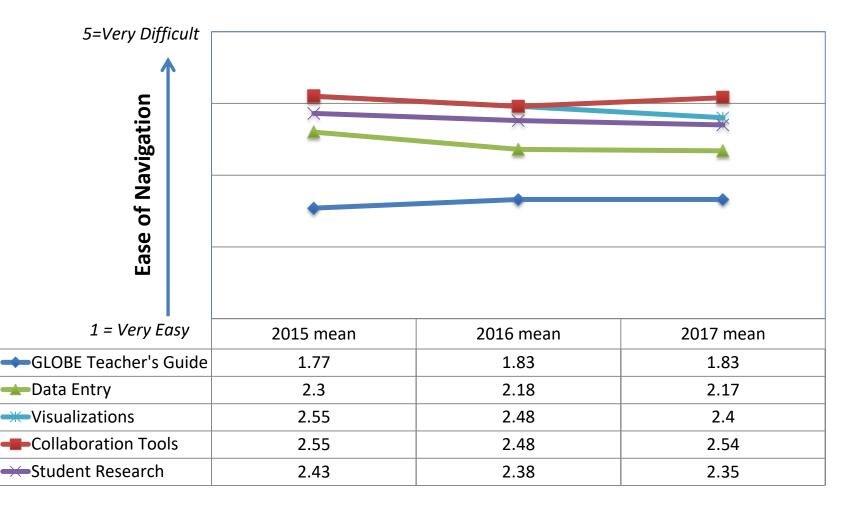
Secondary grades have consistently been ranked as the one partners work with the most



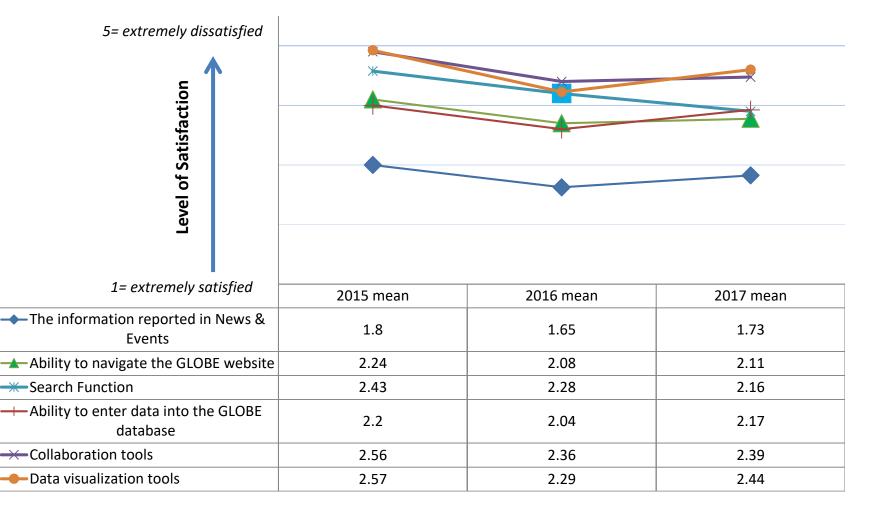
Very little change in the frequency of accessing GLOBE website tools



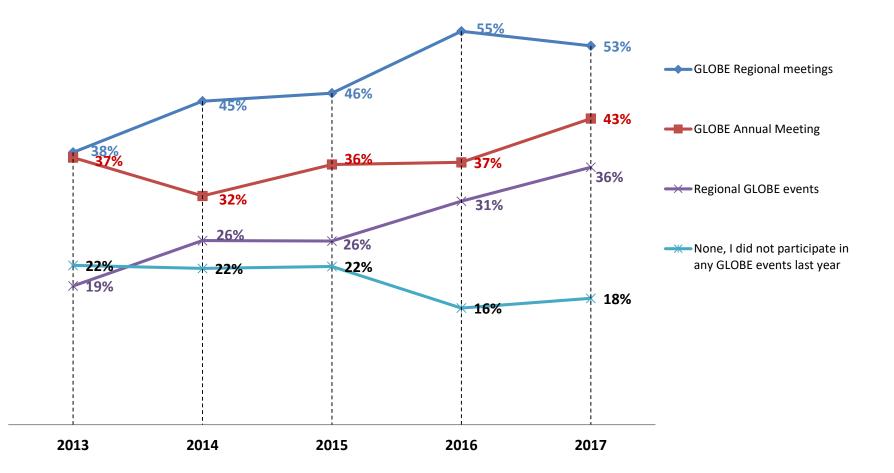
Teacher's Guide has consistently been considered easy to navigate



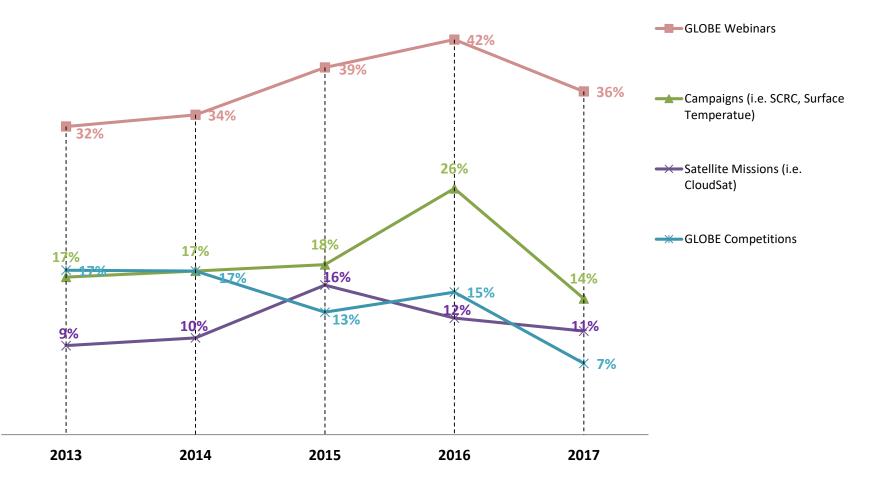
News & Events consistently had high levels of satisfaction



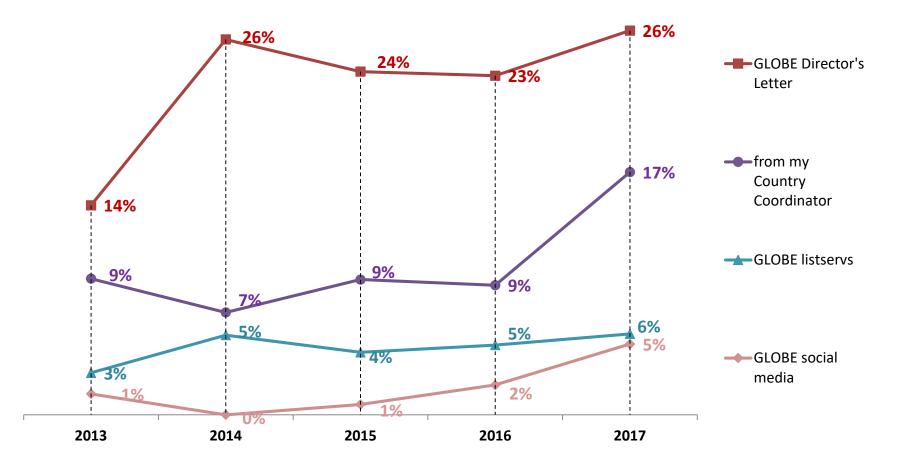
Since 2013, general trend of increased participation in meetings and events



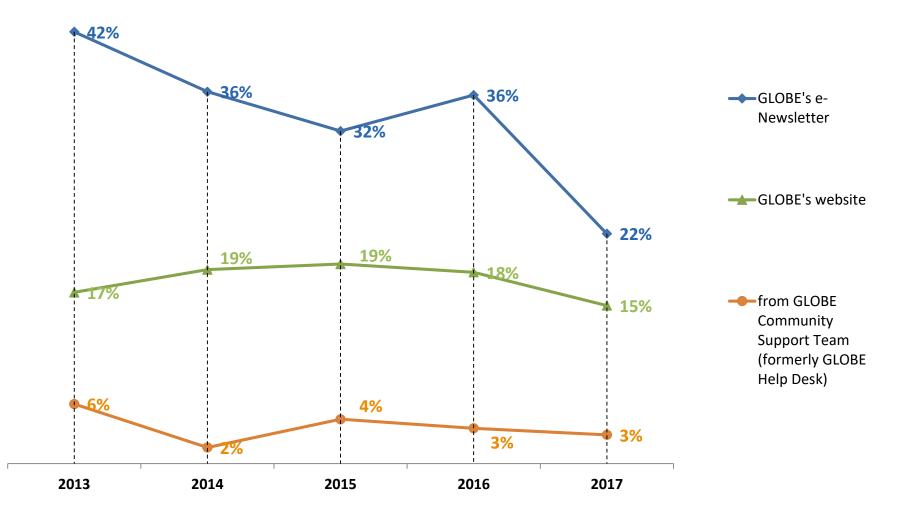
Participation in other GLOBE activities has not been as consistent



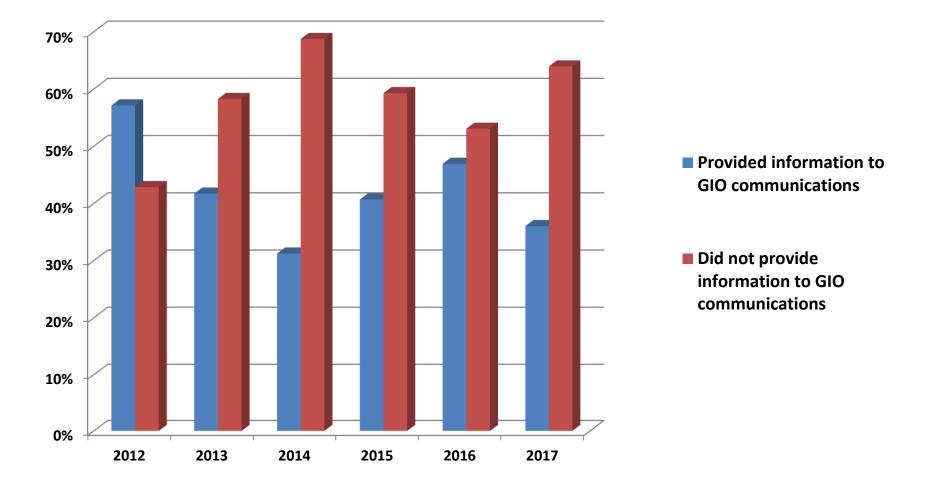
The Director's Letter has become one of the primary ways to receive GLOBE news



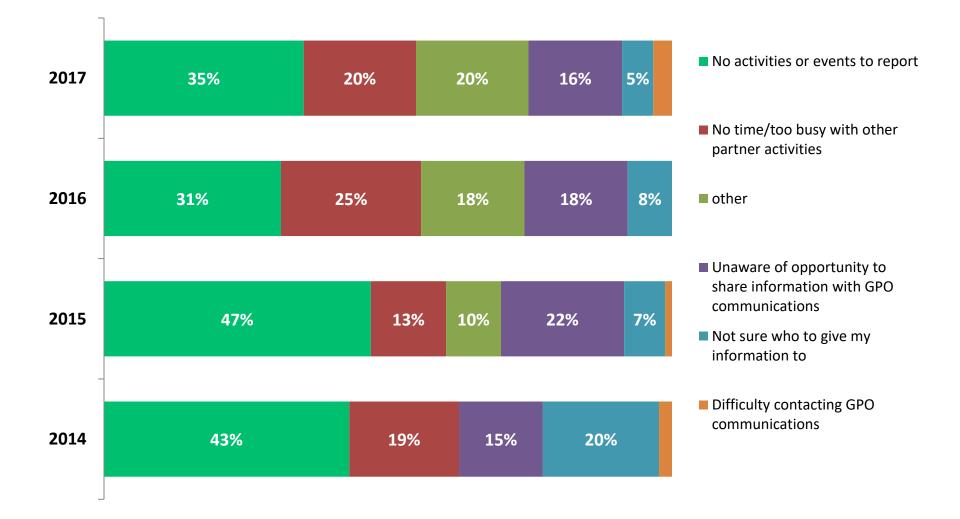
Meanwhile, GLOBE's e-Newsletter has dropped in popularity



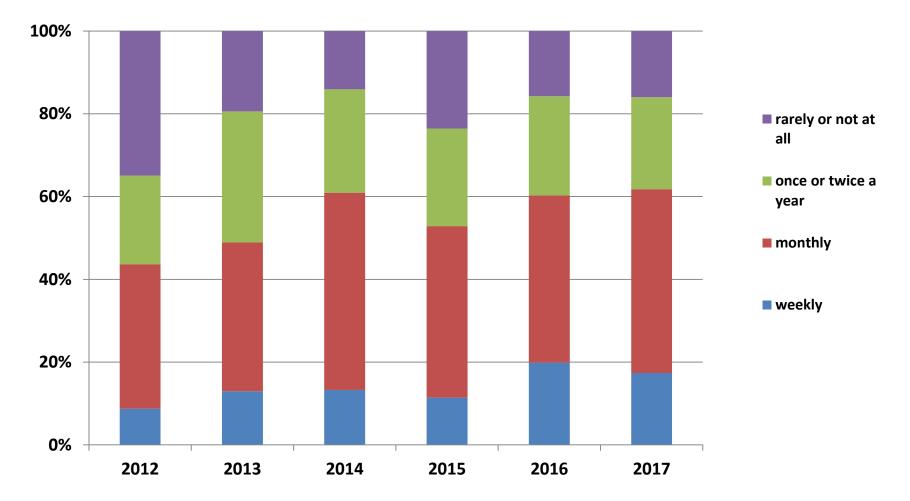
Getting information from partners on events and achievements is challenging



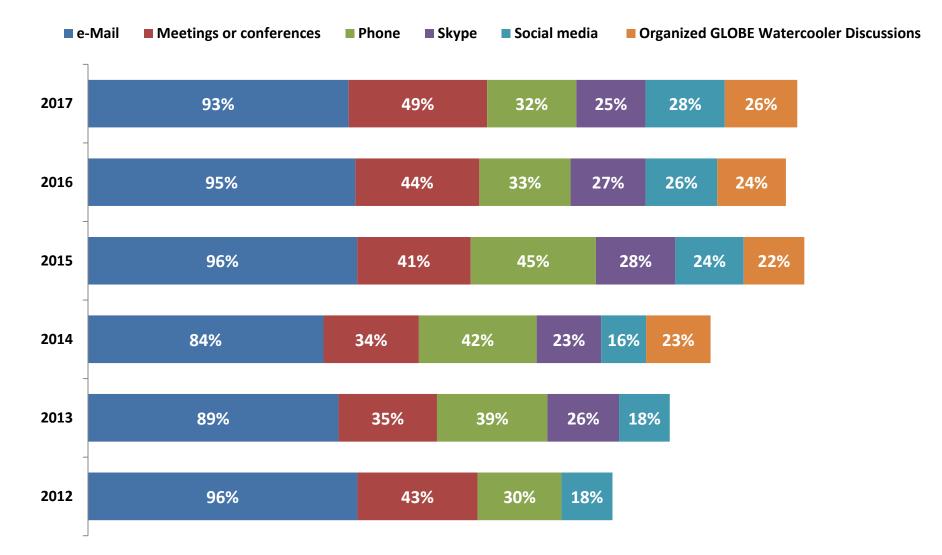
Not having activities or events to report continues to be one of the main reasons



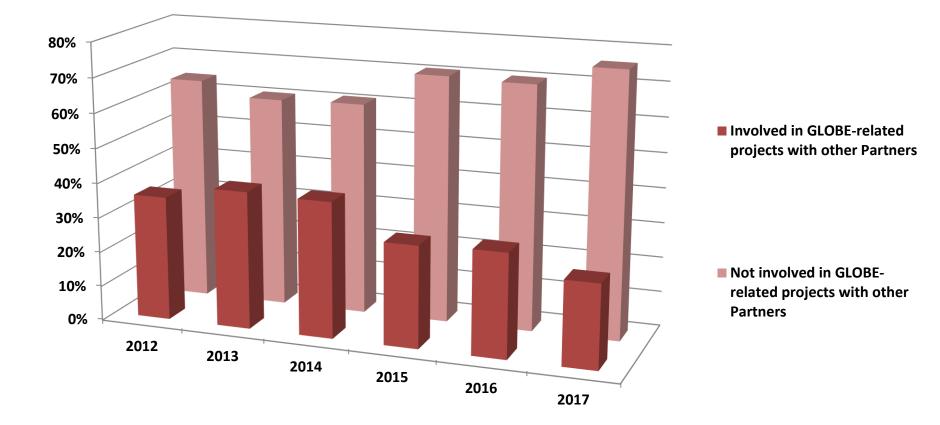
Most communication among partners takes place on a monthly basis



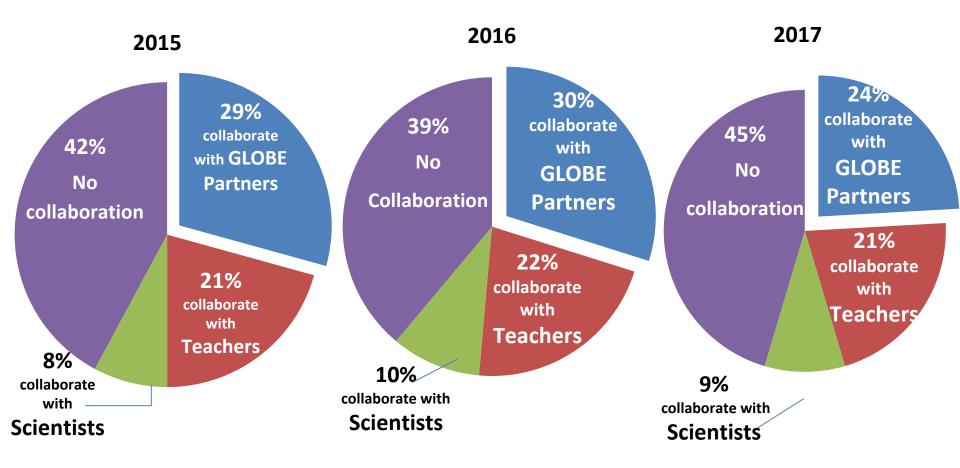
Partners use a variety of venues to communicate with each other



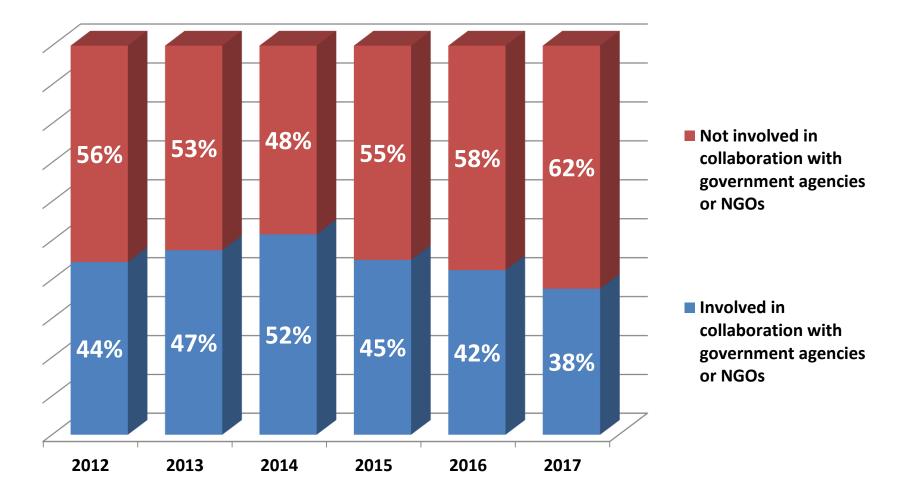
Though collaboration among Partners on GLOBE projects have decreased...



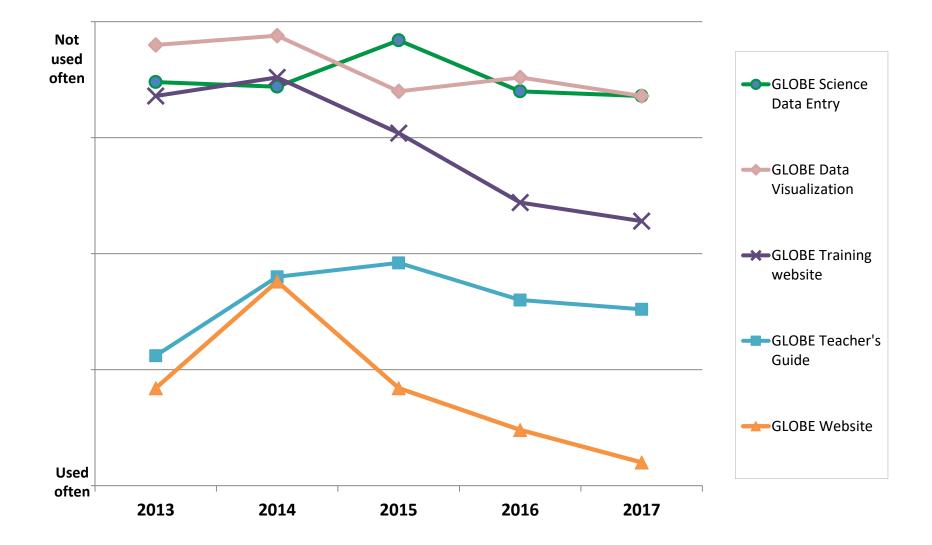
...more than half reported collaborations with GLOBE community members



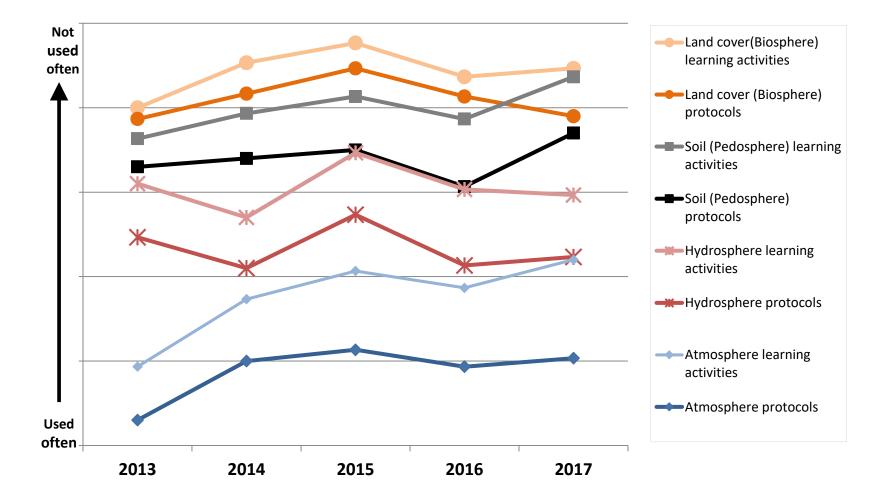
Since 2014, collaborations with government agencies or NGOs decreased



Since 2013, many of the GLOBE resources are being used more often

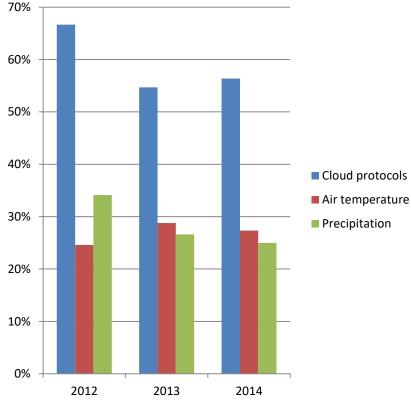


Atmosphere is the most frequently used protocol and learning activity

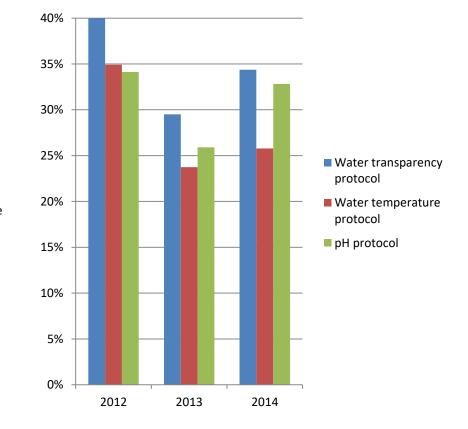


Partners ranked protocols *Cloud* and *Water Transparency* as most relevant to teachers

Atmosphere protocols

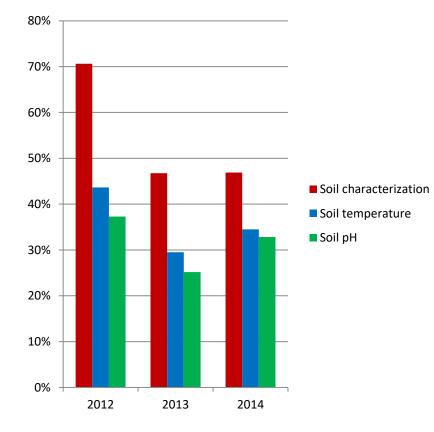


Hydrosphere protocols

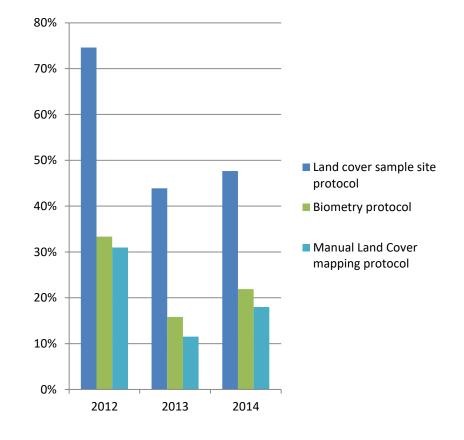


Partners ranked *Soil Characterization and Land Cover Site* as most relevant to teachers

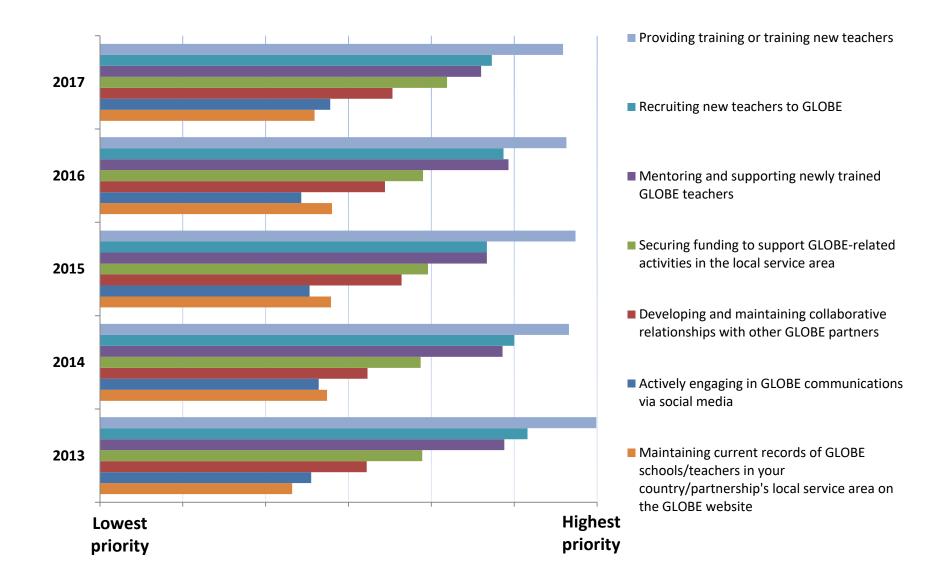
Soil (pedosphere) protocols



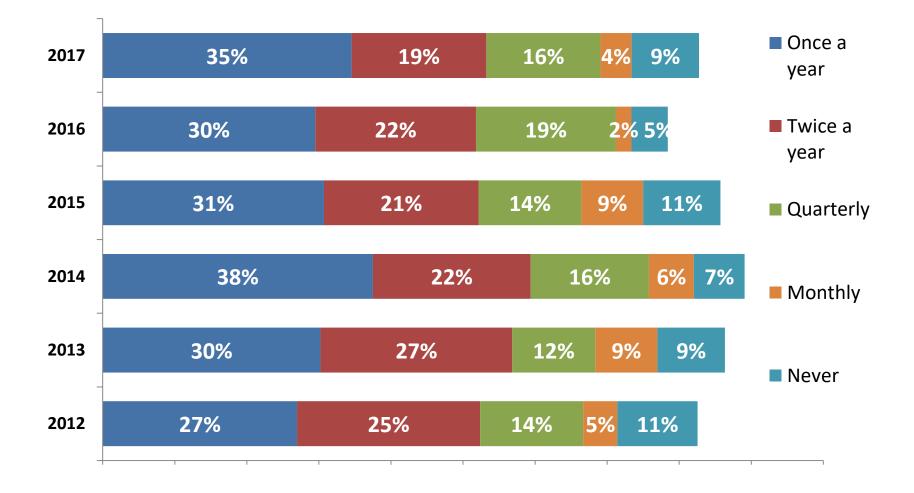
Land cover protocols



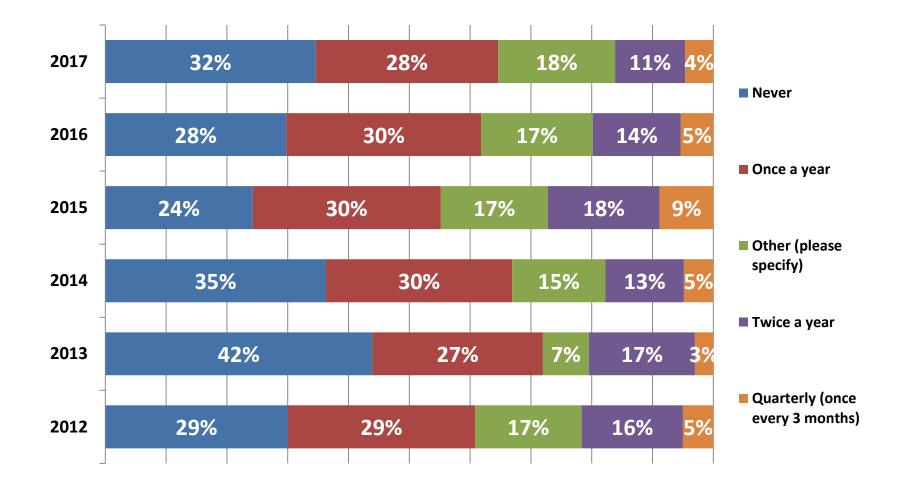
Training is consistently ranked as the highest priority among partner activities



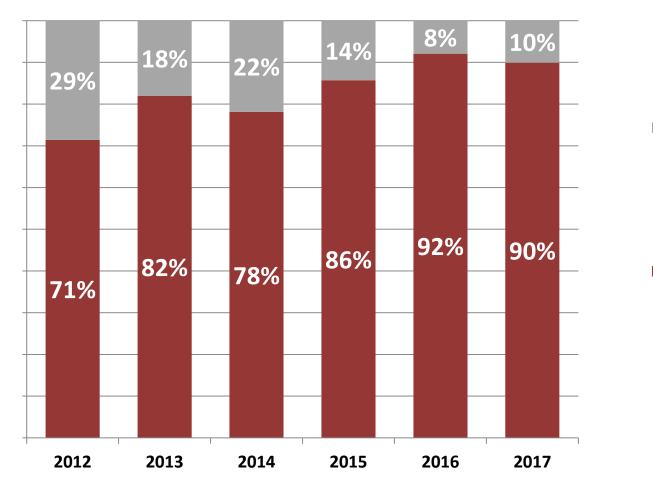
The frequency of in-service teacher trainings has remained fairly constant



A number of partners have never conducted pre-service teacher trainings



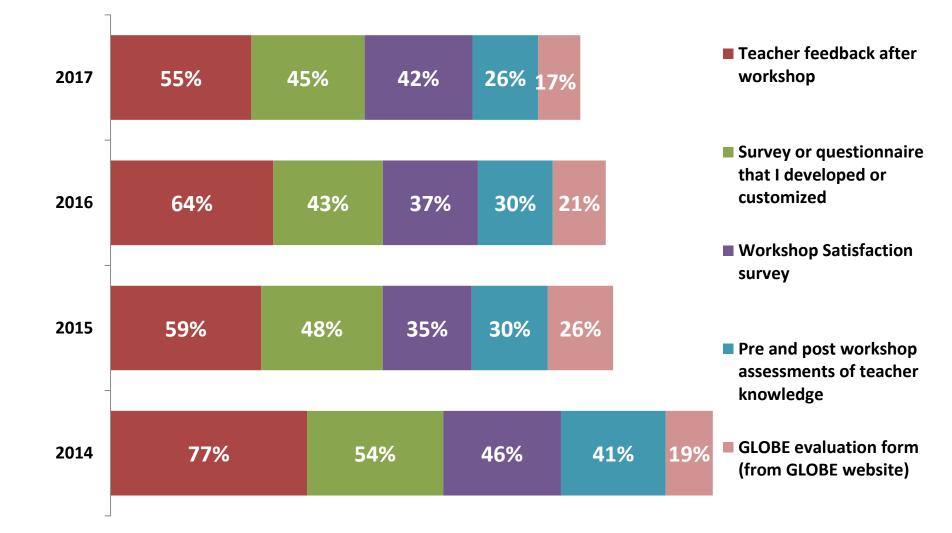
Overall, the practice of assessing the quality of training has increased



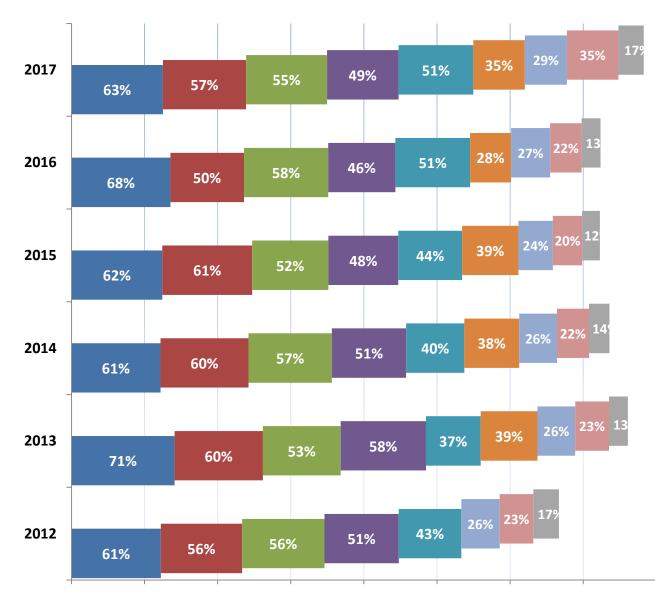
No, I do not assess the quality of the training I conduct

Yes, I assess the quality of the training I conduct

A variety of methods are being used to assess teacher training workshops

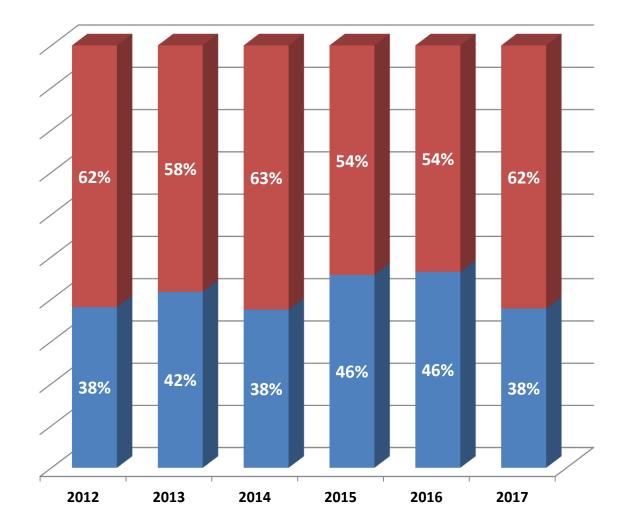


Partners engage in a variety of activities to support GLOBE trained teachers



- Provide supplemental materials (e.g. implementation tips, classroom activities)
- Assist in instrumentation set-up and use
- Arrange or participate in site visits to schools to provide mentorship to teachers
- Provide refresher training sessions
- Assist or support alignment of GLOBE materials and resources to local,state and/or national curricula requirements
- Help teachers get funding or support for implementing GLOBE activities
- Monitor accuracy of data collected
- Monitor and provide feedback on data reported
- Facilitate a teacher listserv or Facebook site

Partners' alignment of GLOBE materials has fluctuated over the years



No, I have NOT aligned GLOBE materials to meet state, regional and/or national curricular needs

Yes, I have aligned GLOBE materials to meet state, regional and/or national curricular needs