

2005 GLOBE Partnership Survey Partnership:

State:

The information gathered from this survey will help the GLOBE Program Office better support partnerships and regional collaborations around the world. It is also intended to assist country coordinators and partners by generating a report of your partnership activities during the past year and helping to define plans for the upcoming year.

The survey consists of the following sections

- A. Partnership Information**
- [B. Funding and Sustainability](#)
- [C. Implementation Summary](#)
- [D. Trainers and Trainer Support](#)
- [E. Teachers and Teacher Support](#)
- [F. Communication and Administrative Support](#)
- [G. Education and Environmental Issues](#)

Partnership representative responding to survey:

Responder email address:

A. PARTNERSHIP INFORMATION

[A1. Partnership Implementation Plan: Question asking for Partnership Implementation Plan to be updated is removed.]

A2. How does participation in the GLOBE Program and in GLOBE activities help you to meet the goals of your partnership or organization?

A3. How do you utilize the media to publicize or raise awareness of your GLOBE activities?

A4. Impact of your GLOBE program activities:

a. For students,

i. What is the impact of your GLOBE program activities on students?

ii. What evidence do you use to determine the impact the program has on students?

iii. If applicable, how have you overcome challenges to your GLOBE activities having a positive impact on students?

b. For teaching practice,

i. What is the impact of your GLOBE program activities on teaching practice?

ii. What evidence do you use to determine the impact the program has on teaching practice?

iii. If applicable, how have you overcome challenges to your GLOBE activities having a positive impact on teaching practice?

c. For the local community,

i. What is the impact of your GLOBE program activities on the local community?

ii. What evidence do you use to determine the impact the program has on the local community?

iii. If applicable, how have you overcome challenges to your GLOBE activities having a positive impact on the local community?

d. Are there any other successes or challenges that you would like to share?

A5. What percentage of your work is directed towards the following activities?
(Please note that the total should not exceed 100%.)

- % Recruiting new teachers to GLOBE
- % Training new GLOBE teachers
- % Providing mentoring and support to teachers
- % Working with students
- % Building community involvement in GLOBE

% Participating in GLOBE Program Office professional development activities

% Other, please specify:

B. FUNDING AND SUSTAINABILITY

We would like to know more about organizations that have a history of funding GLOBE. This information is being gathered to help GLOBE and its partners understand the trends in GLOBE funding and identify future resources that may be pursued at local, national, regional and international levels.

B1. What is your approximate total annual funding/budget for GLOBE? (Please specify currency.)

B2. How many people work on GLOBE activities in your organization?

- Full-time on GLOBE activities
- More than half-time on GLOBE activities
- Half-time on GLOBE activities
- Less than half-time on GLOBE activities
- Volunteers

B3. How is the management and operation of GLOBE funded in your partnership/country? If you have multiple funding sources, please estimate as best you can the percentage of funding from each source. If your program is funded 100% by a single source, please enter "100" in the appropriate box.

- % Direct government funding (in ministry or department)
- % Government contract/grant, awarded by competition
- % Government contract/grant, awarded without competition
- % Participant fees received
- % Foundation or corporation funding
- % Individual donors and other fundraising activities
- % Other, please specify:

B4. Are your staff able to participate in fundraising for your GLOBE program activities?

- Yes
- No, restricted by government regulations or funding
- Other (Please describe below.)

B5. Funding Sources: We are creating a database of funding historically received by GLOBE Partners around the world. If you would like to share information on support that you have received for your GLOBE activities with other GLOBE Partners, please enter information on grants or other support received in the past three years (2003 - 2005). Please be assured that GLOBE will NOT contact your sponsors.

Organization	Amount of support (specify currency)	Type of support	Date received (month/year)

Is there any other information that you would like to add regarding funding or other types of support you have received (for example, types of support not

included above)?

B6. School Funding: How do your schools fund their participation in GLOBE?
(Check all that apply.)

- Schools receive government funds, via GLOBE Country Coordinator
- Schools receive non-government funds, via GLOBE Country Coordinator
- Schools raise funds independently
- Other, please explain:

B7. Does your partnership provide equipment, materials, or other non-monetary support to schools, and how is the support allocated?

	To everyone	To all who request it	As budget allows	Not provided
Provide GLOBE equipment	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Provide computers / technology (e.g. internet connection)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Funding for administration and overhead	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Funding for programmatic activities	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Incentives for reporting certain types or amounts of data	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

If you provide other types of support, please describe:

B8. Regionalization: Are members of the GLOBE community in your in your state, or neighboring states that you collaborate with, interested in strengthening regional leadership and responsibility for GLOBE program activities in your

region? If so, describe what this means to you and any activities or plans you have directed towards this goal:

Do you have funding specifically directed towards strengthening regional leadership and responsibility for your GLOBE activities?

- Yes
- No

(If No, please proceed to question B9.)

If Yes, what is the source of this funding?

- % Direct government funding (in ministry or department)
- % Government contract/grant, awarded by competition
- % Government contract/grant, awarded without competition
- % Participant fees received
- % Foundation or corporation funding
- % Individual donors and other fundraising activities
- % Other, please specify:

If Yes, what is the approximate amount of this funding for 2005? (Please specify currency.)

B9. The GLOBE International Foundation: The GLOBE Program Office in the U.S. is limited in its scope of activities, and its ability to raise funds, by its nature as a U.S. government funded program. In the Next Generation GLOBE, consideration is being given to the development of a GLOBE International Foundation that would operate more independently to facilitate the work of partners and the GLOBE worldwide community. This effort cannot succeed without the support of our partners and affiliates around the world.

Would you or your staff be interested in contributing time and work to the development of a GLOBE International Foundation?

- Yes
- No
- Maybe

If Yes, please provide contact information for an interested individual:

B10. Would you, your staff, or others affiliated with GLOBE in your country be able to, or interested in, contributing funds to the development of a GLOBE International Foundation?

- Yes
- No
- Maybe

B11. Information or fundraising techniques that you would like to share:

C. IMPLEMENTATION SUMMARY: TRAINING AND FOLLOW-UP ACTIVITIES

C1. Please describe how GLOBE is implemented in your state:

Master Trainer Program

Master Trainers, Lead Trainers, and Assistant Trainers for your state with the investigation areas that they are certified to train:

Name	Atmosphere, Basic	Atmosphere, Advanced	Hydrology	Land Cover,	Land Cover, Advanced	Phenology	Soil, Basic	Soil, Advanced
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				Basic				
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M = Master Trainer, L = Lead Trainer, A = Assistant Trainer (Master Trainer Program)
T = Trainer

Trainers

Trainers for your state with the investigation areas that they are certified to train:

Name	Atmosphere, Basic	Atmosphere, Advanced	Hydrology	Land Cover, Basic	Land Cover, Advanced	Phenology	Soil, Basic	Soil, Advanced
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T = Trainer

C2. If you have any trainer information that is missing from the above lists, please provide the additional or corrected information here. Please also list which of the trainers for your state are associated with your partnership.

C4. What else would you like to share about the GLOBE activities conducted by your partnership?

C5. Teacher Training Types

Do you conduct mentoring / follow-up activities?

- Yes
- No

How long are the training events that you conduct? (Check all that apply.)

- Single-day teacher training events
- Multiple-day teacher training events
- Week-long teacher training events

Select the option that best describes how you most often train different GLOBE investigation areas:

- Train all investigation areas at the same training event
- Train one investigation area at a training event
- Train protocols related to a theme at a training event
- Other, please describe:

C6. How much time was devoted to each of the following topics during a typical GLOBE training that your partnership offered in 2005? (If you offer different types of training events, please answer this question for the type you selected above as your most common type of training.)

	No time	Less than 1 hour	1 - 3 hours	More than 3 hours
Atmosphere protocols	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Atmosphere learning activities	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Hydrology protocols	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Hydrology learning activities	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Land Cover / Biology protocols	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Land Cover / Biology learning activities	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Soil protocols	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Soil learning activities	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Earth as a System protocols	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Earth as a System learning activities	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
GPS	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Hands-on practice using GLOBE data reporting forms	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Hands-on practice using GLOBE data visualizations	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Use of inquiry (or constructivist pedagogy) with GLOBE data	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Ways to integrate inquiry (or constructivist pedagogy) into the classroom	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Ways to integrate GLOBE with state or national standards/curricula	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Implementation planning	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
GLOBE Web site and on-line resources (data activities)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Community involvement examples	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Student research examples	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Structure and content of GLOBE Teacher's Guide	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Please add any additional important topics covered during your trainings:

C7. Student Projects and Research:

a. What types of research projects or events, involving GLOBE data, methods, or activities, have students worked on collaboratively within your state?

How was GLOBE data used in these projects?

b. What types of collaborative research projects have students in your state worked on where the collaboration extends beyond your state?

How was GLOBE data used in these projects?

c. Have students in your state initiated any research projects or events? If so, please describe:

d. Are GLOBE schools (teachers and/or students) currently working with scientists in your state? If so, please describe:

e. What are the most important improvements that the GLOBE Program Office can make to better support student research collaborations with:

i. Scientists

ii. Other students

iii. Thematic-based studies

iv. Local/regional issues

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C8. What percentage of work on GLOBE student projects is directed towards the following types of projects? (Please note that the total should not exceed 100%.)

<input type="checkbox"/>	% Local collaborative projects
<input type="checkbox"/>	% Regional/national collaborative projects
<input type="checkbox"/>	% Global collaborative projects
<input type="checkbox"/>	% Other, please specify: <input type="text"/>

D. TRAINERS AND TRAINER SUPPORT

D1. What are the affiliations of your trainers who have attended a *Trainer Workshop* in the past 3 years (2003 - 2005)? Please include how many of these trainers are from each of the following types of institutions (the primary institution they work for). Count each trainer only once.

College or University Faculty	
<input type="checkbox"/>	Education department
<input type="checkbox"/>	Science department
<input type="checkbox"/>	Other departments
Primary/Secondary Schools	
<input type="checkbox"/>	Primary school
<input type="checkbox"/>	Secondary school
<input type="checkbox"/>	Other K - 12
Other Affiliations (e.g. government, NGO) (please specify)	
<input type="checkbox"/>	<input type="text"/>
<input type="checkbox"/>	<input type="text"/>
<input type="checkbox"/>	<input type="text"/>

D2. What types of challenges do you have related to offering professional development opportunities for trainers in your state?

D3. What types of professional development opportunities can the GLOBE Program Office provide to assist trainers in your partnership? Rank in order, with 1 being the most useful and 4 being the least useful.

- On-line
- Face-to-face
- Video conferencing
- Other, please specify:

E. TEACHERS AND TEACHER SUPPORT

E1. Please list any National Teacher Organizations that your GLOBE teachers belong to:

Organization name:	<input style="width: 150px; height: 20px;" type="text"/>
Address:	<input style="width: 150px; height: 20px;" type="text"/>
Telephone number:	<input style="width: 150px; height: 20px;" type="text"/>
Fax number:	<input style="width: 150px; height: 20px;" type="text"/>
Web site:	<input style="width: 150px; height: 20px;" type="text"/>

If there are additional organizations, please add the same information as above for the remaining ones:

Please list any International Teacher Organizations that your GLOBE teachers belong to:

Organization name:	<input style="width: 150px; height: 20px;" type="text"/>
Address:	<input style="width: 150px; height: 20px;" type="text"/>
Telephone number:	<input style="width: 150px; height: 20px;" type="text"/>

Fax number:

Web site:

If there are additional organizations, please add the same information as above for the remaining ones:

E2. Has GLOBE been integrated into any of your state/regional/national curricula? (Check all that apply.)

- Science / Biology
- Mathematics
- Technology
- Geography / Social Studies
- Language
- Other, please specify:

E3. Has GLOBE been integrated into any textbooks or other educational materials?

- Yes
- No

If Yes, please provide the complete citation for each textbook or other material:

If Yes, do teachers have access to these materials?

- Yes
- No

If Yes, how are the materials accessed (e.g. on-line, print)?

E4. Do teachers in your state use GLOBE as a means of teaching a second (or non-native) language?

- Yes
- No

If Yes, which language(s) is GLOBE used to help teach? (Please provide any details.)

E5. Has GLOBE been integrated into any state/regional/national special needs curricula?

State

- Blind
- Deaf
- Physical disabilities
- Learning disabilities
- Other, please specify:

Regional

- Blind
- Deaf
- Physical disabilities
- Learning disabilities
- Other, please specify:

National

- Blind
- Deaf
- Physical disabilities
- Learning disabilities
- Other, please specify:

E6. Do schools in your state have challenges in accessing the internet and/or technology that limit their participation in GLOBE? If so, please describe:

E7. Which areas of support are provided to teachers/schools that your partnership has trained, and how is the support allocated?

	To everyone	To all who request it	As budget allows	Not provided
Monitoring accuracy of data collected	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Assistance on technical setup and equipment use	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Monitoring and feedback on data reported	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Refresher training sessions	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Meetings or conferences to share the GLOBE experience	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Teacher listserv	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Supplemental material (e.g. implementation tips, classroom activities)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Alignment of GLOBE activities with state/local/national curricula or accountability requirements	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Site visits by partnership staff, or mentoring for teachers	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Personal, phone, or email contact with partnership staff to mentor teachers	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Contact with scientists	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Please describe other types of support that your partnership has provided:

E8. Please describe any creative support strategies you have implemented that might be of interest to other partners:

E9. How do you monitor ongoing participation of GLOBE schools and teachers in the program? (Check all that apply.)

- Use Partner Administration pages of the GLOBE Web site to view school reporting activity
- Email contact with teachers
- Telephone contact with teachers
- Teacher surveys
- Visit school/teacher
- Participation is not monitored at this time
- Other, please specify:

E10. How do you reward/acknowledge outstanding teachers and students to encourage further involvement in GLOBE?

E11. How do you usually find out about challenges that teachers have (e.g. with implementing GLOBE or reporting data)? (Check all that apply.)

	Which method(s) is most frequent?
<input type="checkbox"/> A teacher phones or emails me	<input type="checkbox"/>
<input type="checkbox"/> I phone or email a teacher	<input type="checkbox"/>
<input type="checkbox"/> I visit a school	<input type="checkbox"/>
<input type="checkbox"/> A teacher comes back for refresher training	<input type="checkbox"/>
<input type="checkbox"/> I review a school's data on the GLOBE Web site	<input type="checkbox"/>
<input type="checkbox"/> I seldom hear about challenges	<input type="checkbox"/>
<input type="checkbox"/> Other, please specify: <input type="text"/>	<input type="checkbox"/>

E12. What types of challenges do you have related to offering professional development opportunities for teachers in your state?

F. COMMUNICATION AND ADMINISTRATIVE SUPPORT

F1. Which method would you prefer for receiving communications from the GLOBE Program Office regarding materials, the GLOBE Web site, training updates, and/or new scientific projects or field campaigns? (Check only one.)

- GLOBE Web site
- Partner listserv / Email
- Meetings / Conversations with individual GLOBE staff
- On-line Regional Newsletter
- GLOBE Annual Conference
- Other, please specify:

F2. How frequently do you use these sections of the Partner Administration pages of the GLOBE Web site?

	Never	Seldom	Monthly	Weekly	Daily
Partnership Profile	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Schools in My Region	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Support Materials	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Workshop Administration	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
GLOBE Communications	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
GLOBE Calendar	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

F3. Please add any comments or suggestions that you think would help improve the Partner Administration pages:

G. EDUCATION AND ENVIRONMENTAL ISSUES

While the GLOBE Program is a science and education program that joins students, educators, and scientists from around the world in studying Earth Systems Science, many teachers use GLOBE in the context of studying environmental issues with students. This section gathers information about science education and environmental issues in your region and how GLOBE can be integrated into your Environmental Education initiatives to study these issues.

G1. Please describe any science education reform initiatives in your state:

G2. Are educational methods involving student research, such as inquiry or constructivist pedagogy, applied to science education in your state?

- Yes
- No

If Yes, please describe how your GLOBE activities implement these educational methods and how they relate to any relevant educational standards or

requirements.

G3. How is Environmental Education defined in your state?

G4. What is the most important need for implementation of Environmental Education in your state?

G5. What are the biggest environmental issues in your state?

G6. Is GLOBE used to study any environmental issues in your state? If so, please describe:

G7. How many non-governmental organizations (NGOs) are involved with Environmental Education in your state?

- Less than 10
- 10 to 50
- 50 to 100
- Over 100
- Don't know

G8. In your opinion, how significant is the contribution of GLOBE to Environmental Education in your state?

- No impact
- Slight impact
- Significant impact
- Major impact

Please use the space below to share any other information, comments, or suggestions that you think would benefit the GLOBE Program and other GLOBE Partners around the world:

Thank you very much for your information and responses to this survey.