



THE
PAST
FOUNDATION

2011 annual report





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PAST MISSION

By Partnering Anthropology with Science and Technology, we invite the world to design, construct, and engage in experiences that link learning to life.

PAST VISION

PAST Anthropologists are helping to change the world of education to encompass transdisciplinary teaching and learning.

PAST *in* 2011: TRANSFORMING AN URBAN SCHOOL DISTRICT

The PAST Foundation and Columbus City Schools (CCS) have initiated a transformation to transdisciplinary, problem-based STEM education to revitalize struggling schools and the communities that surround them. This transformation began with a systems approach articulating community schools as the best pathway to success. To do this, CCS and PAST identified 'feeder systems' of schools that form the most probable path for a student from pre-kindergarten to high school graduation. Once feeder systems were defined, CCS began transforming two feeder systems that were neither succeeding academically nor retaining student enrollment.

The long-term vision of CCS is to transform one feeder system in each of its five academic regions to employ STEM problem-based learning. Each of the five feeder systems will align its academic pathway to a unique theme. This approach engages the community, business, and post-secondary education partners regarding teaching and learning processes, relevant issues, and college and career readiness. To that end, the district is investing in school renovations, which lead to change within the community by serving as catalysts for comprehensive community renewal.

With more than 50,000 students, Columbus City Schools is the largest school district in Ohio. CCS is a high-need school district, with a large number of economically disadvantaged students. Guided by its mission, "Each student is highly educated, prepared for leadership and service, and empowered for success as a citizen in a global community," its vision, "100% student success," and its goal, "90% graduation rate by 2012," CCS has taken many measures to improve student achievement since 2001.

One of the vehicles for transformation within CCS is a move from standardization to transdisciplinary, problem-based, STEM feeder systems of schools, where students in grades PreK-12 are engaged in learning content through the solution of locally relevant STEM-based problems.

This process started four years ago when the PAST Foundation, in partnership with CCS, began looking at the integration of STEM trans-disciplinary problem-based learning in a PreK-12 feeder system. The following year, CCS began the transformation of the Linden-McKinley STEM PreK-12 feeder system, with the expectation that a complete transformation would phase in over five years. In this process, PAST and CCS aligned the Linden-McKinley curriculum to a STEM format with support from community, business, and post-secondary partners, building a comprehensive approach to transdisciplinary, problem-based learning. This holistic approach has integrated schools with their surrounding communities. For example, St. Stephens Community House has been an active supporter of this process, deliberately bridging the school and the community by providing extended learning tied to the STEM school content. St. Stephen's has accomplished this through after school programs and in their summer LINK program, as well as hosting the entire Linden Feeder system of schools for teacher professional development.

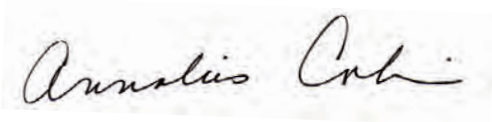
Early results indicate that the shift to the STEM school format is having a positive impact on the schools' culture and academic achievement, shown by increases in standardized test participation, attendance, and percent of students proficient on state achievement and graduation tests. One of the elementary schools jumped two rating levels on the Ohio Department of Education Report Card, from "Academic Emergency" to "Continuous Improvement" in the first year of STEM implementation.

Serving as the “proof of concept,” the student engagement and achievement successes and cultural shift within the Linden-McKinley feeder system has been significant enough within the district for CCS to invest in the conversion of an additional feeder system of schools, with the ultimate goal of having a STEM feeder system of schools in each of the five academic regions within CCS.

In 2010, CCS sought and was awarded funding from NASA to transform a feeder system to a transdisciplinary, problem-based STEM format, again with the PAST Foundation, around the theme of renewable energy and emerging technologies. Based on demographics and academic achievement needs, the West High School feeder system was selected to undergo this transformation. In its infancy, the STEM transformation in the West feeder system is the “test of scale and implementation – or phase II” of the PAST/CCS STEM transformation model within a large urban district environment.

We are intensely proud of our ongoing work with Columbus City Schools and the impact that a culturally-driven transformative effort is having on the everyday lives of children in our community. Our work in Columbus City Schools now encompasses thirteen schools (Pre K-12) that are all proactively transforming their students’ educational experiences and creating cooperative community efforts in defining twenty-first century skills that will link learning to life.

Warm regards,



President and CEO



President, Board of Trustees

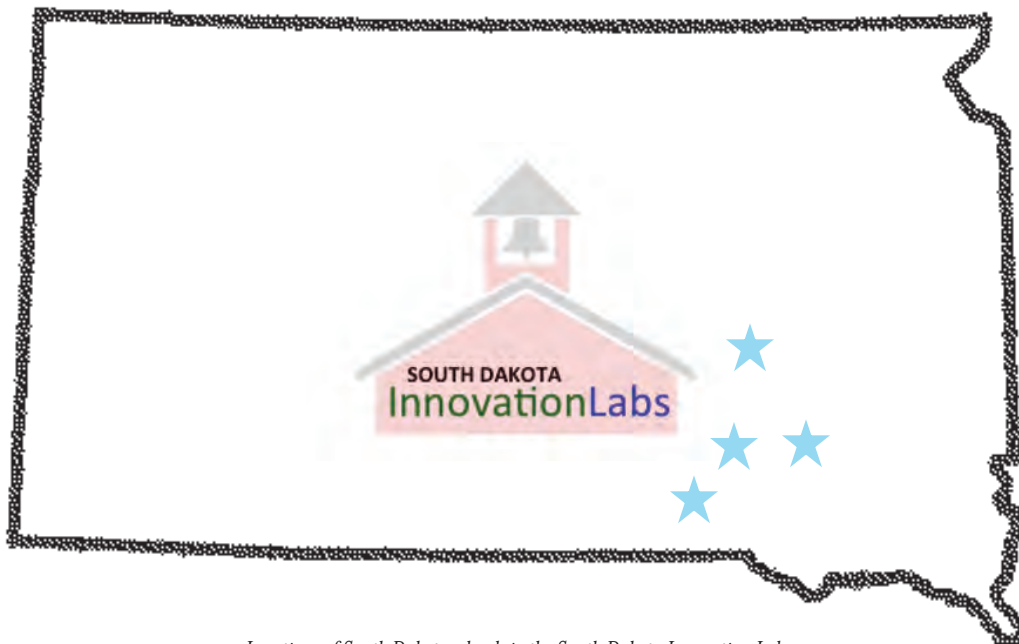
THE PAST FOUNDATION GOES TO SOUTH DAKOTA

In 2011, PAST was invited to bring its expertise in transforming schools from employing standardization to transdisciplinary, problem-based STEM education to a number of schools in South Dakota. PAST accepted, and will be closely associated with the transformation of eight schools in the central part of the state. This new work brings new challenges, opportunities, and partners to the PAST school transformation team. PAST anthropologists will become intimately familiar with the unique social realities in a singular geographic area, getting to know students, teachers, administration, and local stakeholders to best deliver relevant, community-wide transformation.

Four school districts in South Dakota have aligned with the Mid-Central Educational Cooperative to form the South Dakota Innovation Labs, with which PAST has begun work on school transformation. These four districts represent eight schools that will undergo this transformation: Armour (Elementary, Middle, and High Schools), South Central (Elementary and High School), Platte-Geddes (Elementary, Middle, and High School), and Wessington Springs (Elementary, Middle, and High School).

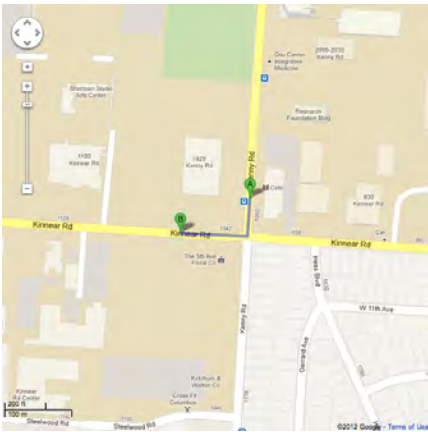
These schools present a unique challenge to PAST in their demographics and local issues, as PAST's previous large-scale work has been in urban environments with challenges all their own. South Dakota is an excellent example of the rural West facing issues on how to deliver high quality education to dwindling populations and how to tailor education to a strong Native American population. While urban populations battle the crises of overtaxed resources and student mobility, rural populations face problems of distance, lack of educational choices, and dearth of developed resources.

The South Dakota Innovation Labs are partnering with Dr. Melody Schopp of the South Dakota Department of Education, Sanford Health, and the PAST Foundation to envision and build a "Twenty-first Century One-Room Schoolhouse" that takes advantage of technology to participate in existing state programs, creates new opportunities for students in a commodity-rich but resource-poor environment, and redefines rural education in this century.



Locations of South Dakota schools in the South Dakota Innovation Labs

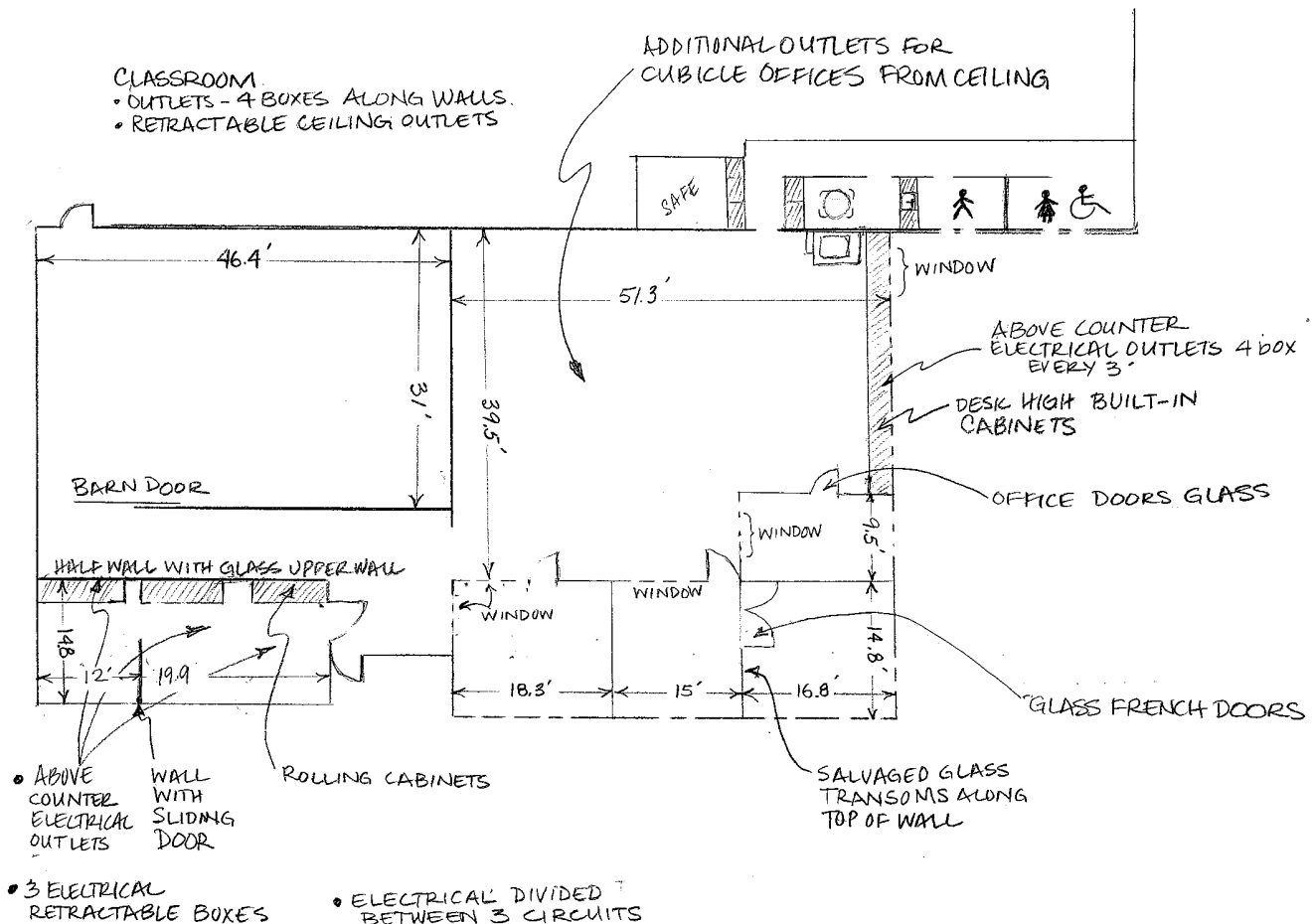
PAST ON THE MOVE: A New HOME



Although PAST did not move far from its previous location (less than a tenth of a mile, in fact), the difference the new space makes is enormous. The new facility houses a number of offices, meeting spaces, workstations, a fully equipped classroom, and a "fab lab" for technological experimentation. The whole PAST team is excited to have use of space for meetings with educators, partners, and stakeholders that conveys the philosophy of transdisciplinary, problem-based STEM education through its aesthetics and equipment.

Our new address:

1003 Kinnear Road
Columbus, OH 43212



PAST SPOTLIGHT

KETAL PATEL

STEM Coordinator

Ketal Patel earned a Master of Education from The Ohio State University in 2011 after several years of simultaneous study and work as a teacher and program director. Both her academic initiative and field experience made her an attractive addition to the PAST's program design team. After working with her in a school setting, the PAST Foundation was pleased to hire Patel in the summer of 2011 as a STEM Coordinator.

Born in Phoenix, Arizona to parents from Gujarat, India, Patel approaches education with an international perspective. Her father's career eventually brought the Patel family to Columbus, from where they occasionally traveled back to Gujarat to visit relatives, some of whom were teachers. It was on one of these journeys in 2006 that the undergraduate Patel took advantage of her situation to study international education by visiting Indian classrooms. This cross-cultural examination of education practices would later become the topic of her Master's thesis, requiring a second trip to Gujarat in 2009. This study provided her with the groundwork for her later work in problem-based learning.

As she completed her B.A. in Art Education at the highly regarded Ohio State program, Patel was a student teacher at Ft. Hayes and Hilliard High Schools. This experience prepared her to take a job creating and developing Art Departments at a middle school and three elementary schools in the Fremont City system. Patel used the theme "Big Ideas" to initiate problem-based, transdisciplinary learning in her art classrooms, involving teachers from other disciplines in creating real problems for the students. She began coursework for her Masters towards the end of this period, but continued to work full-time in the Fremont system.



After a successful two years at Fremont Middle and its three elementary "feeders," Columbus City Schools recruited Patel to create a similar program at Eastmore Middle School. While continuing to pursue her Masters degree, Patel again created a project-based, transdisciplinary learning program for middle school students.

The following year, however, presented her with a different challenge. Patel's reputation earned her a job at Windsor Elementary, which was beginning its transformation to STEM under PAST Foundation's guidance. Patel agreed to be her building's STEM Coordinator, as that position aligned to the responsibilities already given her, and her relationship with PAST began. After a year of successful work with both organizations, Windsor offered her another year in the Art Department, while PAST offered her a full-time STEM Coordinator position. Eager for new experiences and preparation for future education work, Patel chose PAST.

Given her background creating problem-based, transdisciplinary programs, the PAST Foundation was pleased to add Patel in maintaining PAST's presence in various client schools, meeting with teachers and administrators. Her teacher's license allows her to participate in the classroom, where she guides students through their capstone projects. In addition, Patel has already successfully applied for a grant from the Ohio Women's Fund for PAST to start a "Girl's Empowerment Mural," which will use art as an origin for conversations about women's role in the community.

Patel is excited to be a permanent part of the PAST team, contributing to the advancement of STEM education around the country, and the Foundation is pleased to have her on board.

2011 Summer Field Studies ENTOMOLOGY

DIRECTED BY DR. JOSH BENOIT
Yale University, School of Public Health

Carter Caves, KY | *June 26–July 2* | *Level II*

Students often begin the Entomology program with a dry, incomplete understanding of the insect world, assuming the majority of the field is at best watching “cool” insects do “neat” things, and at worst memorizing long lists of genera and species. Entomology: Historical and Current Impacts, then, repositions the subject as vital to understanding changes in human culture and physiology through the millenia. The program presents a paradigm in which insects fash entire populations through crop destruction and infect others with fatal diseases, at times turning the course of human civilization, from bronze era famines to the twentieth century African sleeping sickness. Through an immersive, real-world project platform in the mountains of Kentucky, students experience the visceral connection between man and bug, appreciating their contribution to human habitat while exploring solutions to the problems they present.

In 2010, Entomology accomplished these goals within the confines of a college campus, but this year’s program added to last year’s success by immersing the

students in the middle of the Kentucky wilderness. Hiking for miles, hours at a time, while collecting as many bugs as possible was a regular activity in 2011, impressing the immediacy of people’s interactions with insects throughout history. After catching an afternoon’s worth of dragonflies, beetles, flying ants, and stink bugs, the students carried them back to camp where they learned to identify, mount, and preserve the insects.

In addition, Entomology provided students with a basic knowledge of related fields of biology, introduced the practices of field data collection, and helped acclimate them to a college environment. The students formed small teams that worked on a week-long experiment together, testing specific hypotheses on their chosen insects. For example, one team used coal and wood ash to ascertain the effects of pollution on the development of mealworms, while another team inquired into the role temperature plays in the early lives of mosquitoes. At the end of the week, the teams gave impressive reports on the findings of their experiments, a testament to their hard work and the success of problem-based education.

These teams came together to play sports during free time, from football to ultimate frisbee to the popular strategy game, “mafia.” Other recreational activities included swimming in a nearby pool and taking a trip to the archery range to learn bow and arrow skills. Even as these activities were relaxing and not intended to be academic, the bugs were always there, reminding the students of their constant connection with humanity.



2011 Summer Field Studies

MARINE ECOSYSTEMS

DIRECTED BY DR. ANDY BRUENING
Metro Early College High School

Key Largo, FL | July 17–23 | Level II

Students snorkeled across the reef systems of the northern Keys, exploring both natural reefs and shipwrecks while gathering data used to help the sanctuary staff and commercial charter boats better manage the tourism resources. The program allows students to experience gathering data for crucial ongoing scientific observations, given the recent phenomena affecting this region. Professionals provide the students with lots of information about fish, coral, maritime trade, geology, and mammal conservation in the Florida Keys. The students' final presentations incorporated their new knowledge and data to help better inform visiting tourists. The program is a prime example of the project-based STEM transdisciplinary approach of content delivery.

The students arrived in Ft. Lauderdale Sunday with sleepy, travel-worn faces – until the ocean sparkled into view. The stunning panorama of water teeming with life and shipwrecks set the tone for the cultural and natural resource exploration that would continue throughout the week. The students divided into three teams, both for practical reasons and for recreational competitions, such as the salad-building design challenge that continued through the whole week. Establishing consistent teams at the beginning of the week, rather than redistributing them for each activity, turned out to be a great factor in drawing the students together in collaboration and commitment.

The first morning, the three teams snorkeled at the John Pennekamp Coral Reef State Park, where they studied the Spanish Shipwreck of 1715, a simulated wreck that

provided great practice for observing underwater phenomena. The following days consisted of much more snorkeling, alternately focusing on Grecian Rocks, the Christ of the Abyss underwater statue, a sunken barge, Captain Tom's Wreck, a seemingly infinite variety of fish and sea foliage and corals, and many other fantastic wonders. The students kept meticulous records of their observations, getting a taste of true scientific field work.

Ancillary to these frequent snorkels, the students took a class on fish identification, visited the wonderful Key Largo Marine Mammal Conservancy, studied formations at the Windley Key Geological Park, and learned about the aviary component of the ecosystem at a wild bird center. The program elicited creative energy and commitment to the dives, and the program's partners contributed quality, dense content. Most importantly, the students have solved problems to contribute to a real world project, and the product of their research is something of which they can always be proud.



2011 Summer Field Studies CHANNEL ISLANDS

DIRECTED BY MJ HARRIS-TAYLOR
American Tall Ship Institute

Channel Islands, CA | *August 1 – 6* | *Level II*

Twenty students, coming from New York, Ohio, and California, lived aboard a tall ship for a week, waking up surrounded by nothing but wide ocean and a spreading sky. Before embarking on this unforgettable adventure, the students were trained in a variety of safety measures and sailing techniques, to ensure a successful and safe trip for everyone. The nature of this program binds life skills and academic skills immutably together, as life aboard ship is non-arbitrary, demanding collaboration and a good deal of energy.

Finally, the tall ship pushed off onto the water. The captain taught the students to raise the sails, and the twenty were soon climbing ladders and pulling on ropes, working seamlessly together despite their dramatically disparate backgrounds. As the strong wind pulled the ship along the rough surface of the ocean, a few students struggled to find their “sea legs” and spent a bit of time leaning over the edge of the boat. By the end of the day, though, the students were sailing close to Santa Cruz Island with aplomb.



The week passed in a whirlwind of activity, from swimming in the cold Pacific ocean to the tiresome process of donning a wetsuit and flopping around the surface of the boat before long snorkeling sessions, to categorizing strange creatures from both land and sea. The raising of the anchor was the most challenging task for the students, as the windlass (a lathe winch) had to be turned at least a hundred times, and it took four students to make an effective turn. Fortunately, lowering the anchor proved to be much easier.

Through all of this physical activity, the students were constantly learning. The rich ecosystems around them invited discussion and exploration, and the instructors wasted no opportunity to talk about the red and purple sea urchins that live in the immense kelp forests, or to find interesting sea creatures to show and discuss. Also, on the island of Santa Cruz, the students were immersed in an environment where mankind’s behavior has a tangible and immediate effect on its environment.



2011 Summer Field Studies OSU FORENSICS

DIRECTED BY DR. SAM STOUT AND ADAM KOLATOROWICZ

The Ohio State University, Department of Anthropology

Columbus, OH | June 20–July 8 | Collegiate

Forensic Anthropology presents the full depth of practice, research, and theory of investigation to undergraduate and graduate students. Modules include crime scene investigation, videography, photography, toolmark analysis, ballistics, DNA, fingerprints, trace evidence, osteology, anthropology, archaeology, pathology, criminal psychology, the legal system, and courtroom testimony. Students learn directly from experts in each of these fields, participating in specific hands-on exercises. Each subject and exercise helps the students build a case for a mock crime, as they process in both indoor and outdoor crime scenes, interpret the evidence, and testify about their findings as a forensic expert in a simulated court.

The program began with excitement and anticipation as the students got to know the people with whom they would be working for the next three weeks. Soon after the obligatory reading of the syllabus and familiarizing with the campus map, students jumped headfirst

into the meat of the program with a lecture from the Captain of the OSU Police Department on crime scene management. Like the many, many presentations that were to follow, the Captain included several hands on activities that tested the students' creativity and problem-solving capacities. At this point, the students were eager to absorb the great quantity of information that would be presented to them over the next weeks.

The students reconstructed skeletons, plastered tire treads and shoe impressions, measured blood spatters, took impressions of bite marks and fingernails, photographed crime scenes, made dental molds with alginate, testified in mock court, and did a host of other activities that enlightened the mind and entertained the senses. The students attacked each new challenge with vigor and discipline, and the many presenters were well-prepared and provided rigorous challenges of all kinds.

The program concluded with a mock courtroom trial, an ingenious way to tie the materials from the past weeks together, providing the students a way to review all of the material in a creative way. Each student played the role of a forensic expert being asked to testify, and guilt and innocence were determined by their findings. The students heartily enjoyed the role playing and quick thinking this required, and deftly showed their ability to synthesize data in this context. The three weeks had passed quickly, with students digging for bodies, getting covered with (fake) blood and plasters, and handling rather unseemly artifacts, and so the final day in a comfortably carpeted courtroom with professional clothing created a victorious atmosphere over the days of toil.



2011 Summer Field Studies

SLOBODNA: THE NEW FIND

DIRECTED BY DR. SHELI SMITH
PAST Foundation

Key Largo, FL | July 24 – August 5 | Collegiate

Opportunities for students to participate in a hands-on underwater archaeology project do not arise frequently, and when an institution does offer some kind of field school or similar program, it rarely involves a current project in ongoing research. Students fortunate enough to discover an experience-based program often find themselves working on simulated problems, working towards solutions that have already been discovered. For over ten years, the PAST Foundation has offered a field school that guides adult students through the investigation process on an underwater wreck of which the study has not been completed, making a perfect example of problem/project-based content delivery in an educational program. This year, this PAST program returned to the Slobodna wreck.

The two-week program began with the students cataloging artifacts from the Queen of Nassau, a vessel scuttled in the early 1900s. These days of tedious but rewarding work instilled in the students an appreciation for the great amount of work that must be done after dives, and enhanced their sensitivity for how to handle artifacts when they retrieve them on a project.

First, students tried out their new surveying skills at Pennekamp Nation Park in a low-intensity snorkeling exercise, measuring fifteen cannons and a large anchor in about six feet of water. They also prepared for their first real dive by taking lectures on coral, conservation issues, and applied science technologies used in underwater archaeology. After this preparation and pacing, the students went out for their first dive in full gear. The team successfully dove at the Slobodna Mainmast site, triangulating datums to measure different aspects of the sites.

Throughout the second week, the teams continued to measure, map, and record the wreck's remains at the mainmast site. In addition, one team each day, under the direction of Patrick Enlow, searched out other sites located on Molasses Reef and chronicled them in the Hayes Report of Chuck Hayes. The goal was to find the stern section of the shipwreck, which was still missing. Each afternoon and evening, the collected data was recorded and mapped.

By the end of two weeks, the archaeology team was able to publish a site report for NOAA and inform both the NOAA and the Florida State Underwater Archaeologists that they had located the mizzenmast site.



2012 FIELD STUDY PROGRAMS

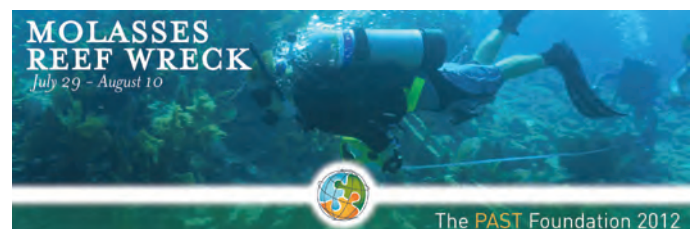
— Middle School —



— High School —



— Collegiate —



SELECTED RESEARCH & PUBLICATIONS



2010-2011 Linden Feeder System Transformation

by Sheli O. Smith, Monica S. Hunter, and Annaliese Corbin

In June 2010, PAST partnered with the Pre-K through 12 Linden Feeder System schools to transform their educational delivery to problem-based learning using capstone themes and projects connected to the Linden community. Although the planning for this program began four years ago, the summer of 2011 marked the first year of full implementation across all five schools. This report outlines the vision and results of the year's work following the steps of the design process. It is the intent of this report to guide the transformation process toward problem-based learning while capturing the transformation as it occurs in order to inform decision-making and chronicle the development.



Growing America: Transdisciplinary Project-based Learning Activities

by Kat Deaner

The creation of this activity book stemmed from the *Growing America: Farm to Market* Summer Bridge Program. The program promotes understanding of and skills in producing, processing, and marketing food. The project-based learning activities presented in this book familiarize students with the range of modern agriculture, from the biology of seed and plant growth to the distribution of food through commercial channels. Each chapter has three sections: background information, a PowerPoint presentation, and activities. The book was developed with support of Metro Early College High School and The Ohio State University's Horticulture and Crop Science Department.

PAST 2011 FINANCIAL REPORT

		2011	2010	2009
Annual Revenue	<i>Beginning Cash Balance</i>	\$132,556	\$99,234	\$160,160
	Contributed	\$17,944	\$157,676	\$391,889
	Earned	\$985,501	\$524,697	\$304,150
	Total Revenue	\$1,004,135	\$700,560	\$637,039
Annual Expenses	Education Programs	\$767,768	\$505,308	\$459,393
	General Operating	\$117,944	\$90,699	\$178,227
	Total Expenses	\$885,712	\$737,577	\$637,618

PAST SERVICES

Ethnographic Knowledge Capture: Understanding local culture is critical to successful educational reform. Ethnographic Knowledge Capture coalesces community voices reflecting common threads of understanding and unique community perspectives informing decision making and revealing challenges and barriers in the system that need to be addressed. Culturally relevant educational design connects students and teachers with local community and industry. Ethnographic Knowledge Capture informs planning and partnering processes so that the underlying systems reflect the entire community and are as robust as possible. Anthropology provides avenues for real-time and agile course correction that is key to program growth and sustained success.

Professional Development: Combining a transdisciplinary approach that de-silos education with STEM design principles that address real world issues enables PAST to partner with teachers, schools, communities, and industries to build programs that are engaging and sustainable. PAST professional development guides P-16 educators through a replicable process in building problem-based learning programs that are engaging yet rigorous, exciting and relevant.

Bridge Program Development: Utilizing out-of-school programs to grow skills and knowledge helps students bridge plateaus of understanding, ushering students from one level of thinking or behaving to the next and from one level of inquiry and engagement to the next. PAST has successfully built bridge programs that help students embrace problem-based learning, delve into real world issues and enjoy stewardship.

STEM Educational Reform, Propagation, Scalability, and Sustainability: Helping teachers, schools and communities build programs that transform educational systems into 21st century learning centers is essential to moving educational reform forward. Through PAST Foundation's engagement at national, regional and local levels in both developing and understanding the educational transformation enables us to listen to the unique tenor of a community while providing insight as to avenues of change.

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American Indian Institute for Innovation
American Tall Ship Institute
Ballston Spa Central School District
Battelle Memorial Institute
Cadaver Dogs
C&C Technologies
Chocolate Cafe
Cleveland Heights – University Heights School District
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PAST FOUNDATION & FRIENDS

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