





2010 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 CELEBRATES TEN YEARS In 2010



An international group of anthropologists and scientists started the PAST Foundation in 2000, determined to make ongoing scientific research – across a broad spectrum of professions – accessible to the public. Immediately, the PAST team began building partnerships and designing programs for seamless trans-disciplinary education. The initial work began in 2001 with a partnership between Yellowstone National Park, the Zoo School in Lincoln, Nebraska, and PAST. The yearlong program featured the first archaeological investigations of the Marshall Hotel in the Firehole River, and the resulting book and web-story earned PAST the National Park Service's *John L. Cotter Award* for Excellence in Park Service Archeology.

For the next five years, PAST continued to partner with public and private organizations, building programs for K-20 students such as *Riverboatin'* on the *Red* for the Oklahoma Department of Education and *SCRUNCH* for the U.S. Minerals Management Service. Meanwhile, PAST continued to build adult field study programs as well, partnering with public agencies, universities, and businesses, from California State Parks to the Florida Keys National Marine Sanctuary, and many in between.

Then, through a startup donation in 2005, PAST transitioned from a diffuse, project-driven organization to a program-based, federal non-profit. Looking to pilot PAST programs, the Foundation formed a partnership with the Ohio State University, the Battelle Memorial Institute, the Educational Council of Central Ohio, and the Metro Early College and Demonstration High School (a STEM school), forming the PAST/Metro Program Design Center. The Design Center's first program, *Garbology*, pivoted on issues of waste management and earned the 2007 Emerald Award for Excellence in Environmental Education. Since *Garbology*, graduate students from across the nation have come to work at the Design Center. *Forensics in the Classroom*, *The Web of Life*, and *Growing America* are examples of ongoing doctoral research that were crafted into transdisciplinary programs based on real issues.

Guided by a formal strategic plan, PAST has grown on other fronts, also. In 2007, after a year of working with STEM educational reform, PAST and the Battelle Center for Mathematics and Science Education Policy began an ethnographic and policy network study of the effectiveness of STEM education at Metro Early College and Demonstration High School. The interdisciplinary approach and findings of the study added a new dimension to the national consideration of how STEM education is developed and scaled across the United States.

Currently, PAST works with emerging STEM schools across the country to build transdisciplinary programs for K-20 education and to better understand – through anthropological ethnography – the underlying systems that make STEM successful. The Foundation continues to design successful learning programs for both high school age students and adults.

Today, we are closer to our mission than ever before. By partnering anthropology with science and technology, the PAST Foundation of 2010 offers a suite of educational services and products that can transform any school, town, region, and state. PAST anthropologists understand the need for education to transcend current boundaries and use any medium as a platform for learning that enables students, schools, districts, and states to access education that motivates students, teachers, parents, and communities to achieve greatness. We are all looking forward to the next ten years.

Warm regards,

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DEAR FRIENDS OF PAST,

To celebrate ten years of research and innovative programs, PAST has adopted a fresh new look. This aesthetic change comes along with a recrafted Mission Statement, a dynamic reorganization, and a strategic plan for the next few years of expansion and development. The Foundation's sleek new branding better reflects our global perspective, our strength in Anthropology, and our commitment to linking learning to life.

Our ethnographic knowledge capture program once again made news in New York and California by assisting the communities in those states with advancing STEM educational reforms. Separately, our most recent knowledge capture work found an exciting partnership with Wright State University marrying the quantitative research of educators with qualitative ethnographic knowledge capture methods. The results point to an exciting new formative assessment tool.

Throughout the past year, our team has continued to develop summer 'Bridge Programs,' engaging students in educational experiences across the country – from the Gulf of Mexico to the Channel Islands in California. 2010 added new programs in Entomology led by Dr. Josh Benoit from Yale, Advanced Material Science led by Dr. Andrew Bruening of The Metro School, and The Channel Islands led by MJ Harris Taylor of the tall ship, Bill of Rights.

A documentary film intern from Montana State University's film department joined our programs for the second year. In addition, two Battelle Fellows joined this summer's Bridge Programs, acting as links between the program leadership and the students. After 2010's eight programs – involving 632 students, employing 30 graduate students, and spanning at least 8,000 miles of traveled miles – the PAST Summer Bridge Program team continues to develop robust learning experiences that guide students to explore, engage, get excited, and get involved.

The PAST professional development programs also took a giant leap in 2010, publishing our professional development workbook and spreading our approach to transdisciplinary learning to teachers throughout nation. We worked with numerous partners on the Race to the Top stimulus program and ambitiously partnered with Columbus City Schools to transform an entire feeder pattern of K-12 schools to problem-based transdisciplinary learning.

It has been a pleasure to serve as the President of the Board of Trustees through this busy and rewarding year.

Regards,

President, Board of Trustees

THE PAST FOUNDATION & KNOWLEDGE CAPTURE

In 2010, PAST initiated the Knowledge Capture Program, adding primary research as a major component of the Foundation's support of educational program design. Knowledge Capture is a collaborative effort that engages directly with diverse members of communities across regions and states, applying ethnographic methods to systematically document program planning and implementation that require stakeholder educational settings.

The Foundation's initial Knowledge Capture work began in the spring of 2006, when the PAST Foundation began working closely with the nascent Metro High School, the early successes of which prompted calls for similar schools around the state. To facilitate this, PAST began to conduct a community and networks research study of the Metro School. The resulting study, *Metro High School: An Emerging STEM Community*, provides full demographic analysis of diverse views on the STEM program.

PAST's growing momentum in this field has resulted in a number of publications. In April of 2010, Ethnographic Analysis of the 2009 Empire State STEM Initiative Progressive Dialogues: Engaging Communities in a 21st Century Approach to Learning in New York State identified over 2000 data points to support the STEM Initiative statewide effort. Then, in July, Executive Summary: California STEM Innovation Network Summit, California STEM Learning Network Initiative provided an assessment of the two-day meeting of over 90 individuals representing education and industry, identifying major issues for statewide STEM program development. Finally, in August, PAST published Social Science Observation and Ethnographic Knowledge Capture: 9th Grade Global Climate Change Project Spring 2010. This study was designed to assess a pilot effort of the Dayton Regional STEM School faculty in conducting project-based instruction.

In the future, Knowledge Capture will add value to PAST's professional development work in STEM project-based learning. PAST will also continue to partner with leading institutions in utilizing Knowledge Capture to support initiating STEM education in states across the country. In this effort, PAST is committed to working with communities and organizations that are ready and eager for innovative solutions to the call for a 21st century education system.



Linden McKinley High School Principal Interview Wordle from the upcoming Linden Feeder System Report, 2011

FORENSICS IN THE CLASSROOM

DIRECTED BY LARA MCCORMICK

The Ohio State University, Department of Anthropology

Columbus, OH

July 26 — *August* 13

Level I

Forensic science is a powerful platform from which to deliver many types of academic content. This year, the program focused on basic algebra and science skills aligned with the Ohio Academic Content Standards for seventh and eighth grade. In addition, 2010 Forensics in the Classroom aimed for specific learning objectives that relate to the development among young teens in the areas of cognitive skills, psychomotor skills, and the skills of being effective. The task set before students – solving a violent crime – proved an exciting vehicle for achieving these specific goals. After one week, students gained a better appreciation for science, the



scientific method, and scientific reasoning by relating them to an active challenge that interested them.

Forensics in the Classroom has a secondary importance. This program provided twenty graduate students from The Ohio State University Department of Anthropology with a low stakes entry into the world of teaching K-12. As they worked on this invaluable teaching experience, the graduate students gained crucial experience in developing programs that have real world applications. FITC provides a vital introductory experience regarding relevant materials and applicable teaching practices that bridge the gap between the professionals and the students.

It made me feel that I could do anything no matter as long as I try and work hard. 9 9

— Tatiana

Forensics in the Classroom introduces students to STEM disciplines, design principles, scientific methodologies, and project-based learning in a novel and engaging way. FITC capitalizes on students' natural desire to solve mysteries, providing an interesting and fun framework in which academic skills can be honed. Partnering with the forensic division of the OSU Department of Anthropology, students participate in a week long preparation program that will take advantage of the expertise of the eight police and other specialists in helping deepen the students' understanding of specific forensic techniques and the reasons for using them.

2010 Summer Field Studies ADVANCED MATERIALS

DIRECTED BY DR. ANDREW BRUENING

Metro High School

Columbus, OH | June 27 - July 3 | Levels I and II

Initially, the PAST team in partnership with the OSU Materials Science lab proposed to look at the re-use of plastic bottles, thereby introducing the study of polymers to students. Soda bottles were collected but proved incompatible with the lab's capabilities, so the team began collecting heavier plastic milk bottles – but still did not find success. The team went back to the drawing board and, through a series of brainstorms, created a program that maintained a real issue focus in conjunction with recycling plastics.

The new project provided the students with a rare opportunity. The OSU Advanced Materials Lab had just created a new biodegradable material that is in the process of being patented, and thus the scientists were unable to readily identify the material for the students. The material was so new that, although the scientists knew it is biodegradable, they had not yet determined how recyclable it is. Thus, it became the challenge of the students to test it. Demonstrating their commit-



ment as a partner, OSU scientists eagerly attended the final presentation to hear the results presented for the first time. This project focused on such a real issue that the students' findings will remain classified until the patent is awarded.



The complexity of the issues relating to advanced materials proved the greatest challenge in developing a course appropriate for teenagers. Ultimately, the focus of the program was on more familiar topics such as waste management while exposing the students to the more complex subject of polymers. The students' final presentations showed they had gained knowledge of applied materials and successfully related it back to issues of plastics in our landfills. This was a valuable lesson in designing bridge programs — they must lead from the known into the unknown in order for students to grow their knowledge base.

2010 Summer Field Studies GROWING AMERICA

DIRECTED BY KAT DEANER

The Ohio State University, College of Food, Agricultural, and Environmental Sciences

Columbus, OH

| July 26 — August 14

Levels I, II, and III

Growing America, a STEM educational program for urban youth, promotes understanding of how food is produced, processed, and marketed. In its second year as of 2010, this summer program continued to provide urban students in Columbus, Ohio the opportunity to be directly involved in different aspects of the food handling, marketing, and distributing processes. The community welcomed back the Saturday market, making for busy Saturday mornings in the Metro parking lot sorting produce and preparing them for sale. Throughout the week long program, students participated in all aspects of the program – from working at the OSU Waterman Student Farm to harvesting the produce and

selling it at the Saturday Market. Interwoven into the hands-on learning experience were important knowledge building lessons from soil composition to the development of a farmer's market.



In addition to the specificity of these objectives, the program also scaffolds students into tiers of experience and responsibility, promoting accountability and mentorship. Student managers took the lead in designing the program during the fall and spring quarters, and then implemented student leadership during the harvests and farmers markets during the summer. This arrangement allowed students of all levels to participate in successful teamwork, regardless of their position in the field. Through leading by example, the student participants embraced all aspects of the program.

2010 Summer Field Studies ENTOMOLOGY



DIRECTED BY DR. JOSH BENOIT

Yale University

Columbus, OH

June 20 — June 26

Level II

Entomology provided students with a basic knowledge of entomology and related fields of biology, introduced field data collection, and helped acclimate students to a college environment. Using a combination of lectures, experiments and trips to collect insects and visit insect displays at local zoos, the students became fully immersed in Entomology. The quality of the final presentations where students, after only one week, confidently explained complex experiments on insect physiology reflects the success of the problem-based learning approach.

After observing the student's wandering attention, the staff began readjusting the daily schedules to include more physical activities. On some days when students spent their entire time in the field collecting insects few adjustments were required. However, on the days in the lab with more lecture, the staff found alternating low energy activities with high-energy activities helped keep students focused, disciplined and enthusiastic. The study of bugs seems to naturally interest and ex-



cite students. Even in grueling hot field conditions the students doggedly collected specimens for study back at the lab. Examples of student presentations of learning included 'Termites and Methane Production,' 'Insect vs Winter, what happens to insects when winter comes,' 'Insect immunity,' and 'Mite Pheromones.'

To be a scientist you have to be determined and passionate about what you do.

Conditions can be tough, but if you love what you do then anything is possible.

Daniel

Insects have had immense power over humanity since the dawn of civilization, particularly in agricultural development and public health. Entire nations have been destroyed by famine caused by ravenous pests, and empires have collapsed as a result of the diseases transmitted by the tiny creatures. Today, many industries are dependant on insects for their products. In the 1950's and 1960's, experts believed pesticide would eliminate insect-borne diseases and agricultural pests altogether, but the insect world has proven itself resilient. Bed bugs, African sleeping sickness carried by tsetse flies, and mosquito-transmitted malaria still persist. Scientific education in the field of entomology may contain many solutions, and thus this program gives students a chance to explore, in concrete terms, how insects alter human development and progress.

2010 Summer Field Studies THE CHANNEL ISLANDS

DIRECTED BY M.J. HARRIS-TAYLOR AND ABBEY NOVIA

American Tall Ship Institute

Channel Islands, CA | July 6 — July 12 | Level II

Living onboard the tall ship *The Bill Of Rights* and sailing around the Channel Islands was a remarkable adventure for twenty Columbus students. The Channel Islands project, like the Chesapeake project, took students far beyond their normal experiences. It is the most ambitious program PAST has designed by far, in which life skills and academic skills are closely meshed. Life aboard ship is non-arbitrary, demands collaboration, and is often exhausting.

Added to the life skill experiences were the academic challenges of understanding the robust ecosystems of the Channel Islands. Hiking around the Pelican Bay students donned wetsuits and braved the cold pacific waters to study the kelp forests, paying particular attention to the ecosystem it supported. Back at harbor the students surveyed the ecosystem that used the harbor as a habitat, collecting samples and analyzing them under microscopes.



Long adventurous days were followed by cozy nights in the galley as the students drank hot chocolate, consumed freshly baked cookies, and listened to excerpts from "The Diary of a Fisherman's Wife," which describes life on Anacapa Island during the time of the California Gold Rush. Each full day concluded with the gentle waves rocking the students to sleep as they hit against the sturdy hull of *The Bill of Rights*.

The combined experiences inspired the students to creatively recount their adventures in imaginative final presentations, ranging from a rap about the Channel Islands National Marine Sanctuary in the style of "The Fresh Prince," to a hands-on activity on ship construction. The entertaining presentations revealed newly gained knowledge and life skills.

The Channel Islands are home to immense kelp forests that form a foundation to the local marine food chain. Studying these kelp forests helps us to understand the balance of ocean life as well as the affect of overfishing and global warming on the ocean environment. Studying the changing kelp forests and sea urchin population teaches how human involvement in the Channel Islands has greatly affected the animals in the ocean and on 16 the land. The Channel Islands also contain a variety of shipwrecks including the Gold Rush era passenger steamer Winfield Scott, and the steam schooner Lotus. By studying these shipwrecks, visiting Chumash habitation sites on Santa Cruz and Anacapa Islands, and by reading primary source accounts of life on the Islands, students studied the cultural and natural landscape of the Channel Islands.

2010 Summer Field Studies CHESAPEAKE BAY



DIRECTED BY ANNE CORSCADDEN KNOX

The PAST Foundation

Newport News, VA

June 13 − June 19

Levels II and III

The 2010 program partnered with William and Mary Center for Archaeological Research (WMCAR) and the Mariners Museum, involving the students in the survey of historic places eligible for nominations to the National Register of Historic Places. A time consuming endeavor, the eventual inclusion on the National Register is critically important to funding and sustainability of historic sites, thus the real issue of finding volunteers to help survey. This real-world archaeological documentation gave the students a daunting but manageable challenge.

The James River area is a stratified cultural land-scape with archaeological remains from virtually every time period of human occupation in Virginia. The first site visited was Fort Pocahontas where students witnessed the sequence of occupation at the site, how the landscape changed from early colonial through the Civil War fortification. This was followed by a visit to Westover Church and Charles City Courthouse, where the students could see the scale and settings of the colonial tidewater landscape. At Weston Manor, the students observed a real world application of historical / archaeological research in a reconstructed landscape.

The students had collected so much information for the survey that by mid-week that an impromptu set of mini-presentations, modeled on the popular TV show "Survivor," was improvised to help students synthesize data. This was such a success that subsequent 2010 summer programs integrated it into their schedules.

As the second year of the Chesapeake program, the 2010 project goal was to create a flagship cultural landscape program that could be recreated by others. Building upon the success of 2009, the 2010 program continued its partnership with James River Institute and the archaeological excavation of a Colonial period site. Through these relationships, the excavation and study of the cultural landscape provide a project in which mathematics coexist on a transdisciplinary platform with history, geography, language arts, and biology. Complementing their holistic study of the cultural landscape, the students would also be developing skills needed for life long learning, time management, and responsibility.



2010 Summer Field Studies FORENSIC ANTHROPOLOGY

DIRECTED BY DR. SAM STOUT

The Ohio State University, Department of Anthropology

Columbus, OH

June 21 − July 9

Collegiate Level

Forensic Anthropology challenges students at the highest level of understanding and analysis, exposing them daily to cutting edge science in related forensic fields. From cadaver dogs to ballistics, from trace and spatter analysis to the final presentation and cross-examination of evidence in a court of law, students experience the real side of forensic science.

In addition, the forensic collegiate field school plays an important role in guiding future program development at PAST. The cutting edge nature of a collegiate level program helps the PAST team assess information being taught in scaffolded programs, such as *Forensics in the Classroom*, keeping the information for the level I program fresh and relevant.

The main thing I learned is that there is always more than one way to solve a problem. We constantly had to rethink our assumptions about the evidence and try another approach, which made solving problems that much more rewarding.

Lauren

The Ohio State University Forensic Anthropology program provides an intensive, three-week short course in the forensic sciences to undergraduate students. Modules include crime scene investigation/management, videography, photography, toolmark analysis, ballistics, DNA, fingerprints, trace evidence, osteology, anthropology, archaeology, pathology, entomology, criminal psychology, the legal system, and courtroom



testimony. Experts in each of these areas are invited to speak to the students and lead hands-on exercises.

The modules are arranged around a mock crime that the students are challenged to solve. Each module reveals small clues as the students investigate and process an indoor and an outdoor crime scene, interpret the evidence, and testify about their findings as an expert in court. By the end of the program, students are able to distinguish between real forensic science and pseudo-forensic science, whether it is in the media or in fictional accounts. Students network with forensic experts and investigate career paths previously unknown to them, resulting in an engrossing, enjoyable, and highly practical program.

2010 Summer Field Studies SLOBODNA: THE NEW FIND

DIRECTED BY DR. SHELI O. SMITH

The PAST Foundation

Key Largo, FL | July 25 - August 6 | Collegiate and Adult Level

Students began the two week experience by examining and recording artifacts belonging to the Key West Maritime Museum. Eighty-five previously unrecorded olive jar neck and mouth fragments, from either the Atocha or Santa Margarita wrecksites, were carefully documented and entered into a searchable database. Olive jars, the ubiquitous container of the colonial period, can illuminate a great deal about economics, trade systems, aesthetics and function. The students poured over the artifacts, learning about material culture while at the same time helping provide valuable data for future research. Their work culminated in a trip to the Key West Museum where they presented a print version of database to the museum staff and got a behind the scenes tour of the conservation labs and the archives.





While building their material culture knowledge the team slowly built their skill in underwater mapping techniques. The four teams of three were assigned to different sectors of the wrecksite and entrusted with mapping tagged artifacts. Daily, the team created a large base map of the site, as well as detailed drawings of each artifact. By the close of the second week of field school, the teams had successfully positioned major objects on the site map and established a series of datum points around the site where fragments of the mainmast rest. On the final evening of the project, the team presented NOAA's Florida Keys National Marine Sanctuary liaison representative, Brenda Altmeier, with a report chronicling their work, methodologies, findings, and recommendations for further site research.

In its tenth year, the underwater archaeological field program is an excellent avenue for hands-on experience in a low-risk environment. The program is also a model example of strong partnerships that promote good resource management in concert with rigorous education.

PAST SPOTLIGHT

MARIA GREEN COHEN

Research and Administrative Assistant

Maria Green Cohen received her Master of Arts in Applied Folklore from the Indiana University Folklore Institute in 1990. The academic and professional experience for which this prepared her has made her an excellent resource to PAST in various ethnographic pursuits since 2007. After years of project-based re-

lationships, the PAST Foundation was pleased to hire Cohen in 2010 as Research and Administrative Assistant.

A native of Connecticut, Cohen has long been interested in the study of cultures and the places in which they evolve. Her work as a Folklorist for CityLore: The New York Center for Urban Folk Culture provided her first non-academic experience. Folklore is a close analog of ethnography, differing only in its tendency to focus more on the inherent aesthetics of cultures, and Maria's fieldwork prepared her for upcoming work with PAST.

In 2007, Cohen met PAST's Dr. Annalies Corbin through the Ohio State University community, and the Foundation hired her to assist with the Emerging STEM Community Study of Metro High School. Cohen worked with the multi-disciplinary team doing fieldwork for nearly nine months, and contributed research to the study by observing the STEM community in diverse settings. Her collaboration with a group of students to create and implement a survey provided the basis for many of the study's tables.

Later in 2008, Cohen was contracted again to assist PAST in an ethnographic study of the soon-to-open Dayton Regional STEM School to identify how PAST could help "stand up" the new school. Cohen and the team conducted interviews with administrators and partners who were working to open STEM schools in

Akron, Dayton, and Cincinnati. Also during this time, Cohen participated in research for PAST's 2009 publication, Morris Math and Engineering Elementary School: A Case Study of K-5 STEM Education Program Development, and was also contracted to work on the Dayton Regional STEM School Knowledge Capture Project, published in 2010.

Given this, the PAST Foundation was pleased to have Cohen join our office team as Research and Administrative Assistant in 2010. She has since been integral in key Foundation functions such as developing state-wide design challenges and mentoring STEM

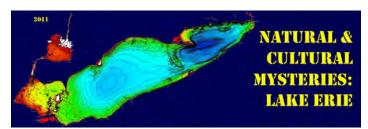
student interns from the Metro School. She has also begun preparing for interviews for a PAST partnership with TIES (Teaching Institute for Excellence in STEM) that will begin implementation in 2011.

Cohen is excited to be a permanent part of the PAST team. Her years of partnership with PAST have proven her a dedicated researcher and innovative thinker, and the Foundation is pleased to have her on board.



2011 FIELD STUDY PROGRAMS

— June —







— July —

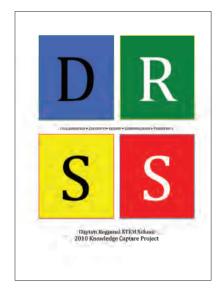




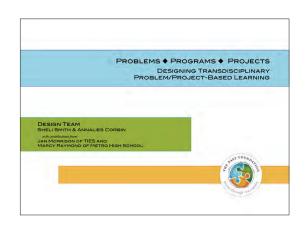
— August —



Selected Research & Publications







Social Science Observation & Ethnographic Knowledge Capture: 9th Grade Global Climate Change Project Spring 2010

Jointly conducted with Wright State University Department of Education, this study was designed to assess a pilot effort of the DRSS faculty in conducting project-based instruction. The study documents both teachers and students engaged in the process of planning, design, and implementation of a weeklong project, and presents recommendations to increase effectiveness of teacher and student participation in future project-based learning.

Executive Summary: California STEM
Innovation Network Summit

Conducted in collaboration with the Center for Literacy and Inquiry in Networking Communities, University of California, Santa Barbara. The report provides an assessment of the two-day meeting of over ninety individuals representing education and industry, identifying major issues and challenges for STEM program development statewide. The report also presents findings in context of the California STEM Learning Network Long Range Strategic Plan, and identifies key areas of the Summit discussions that align with the Strategic Plan and opportunities to connect with regional interests and strengths.

Problems, Programs, Projects:
Designing Transdisciplinary
Problem/Project-Based Learning

A workbook that carefully walks through the process of designing, planning, implementing, and sustaining programs built by teachers and partners. The workbook draws on many well-known processes, including inquiry-based learning, backmapping schedules, and evaluation rubrics to help teachers create learning teams that address real issues, align to recognized standards, and engage students in novel and exciting ways.

PAST 2010 FINANCIAL REPORT

		2010	2009
	Beginning Cash Balance	\$99,234.09	\$160,160.80
Annual Revenue	Contributed	\$157,676.00	\$391,889.28
	Earned	\$524,697.00	\$304,150.21
	Total Revenue	\$700,560.00	\$696,039.49
Annual Expenses	Education Programs	\$505,308.00	\$459,393.34
	General Operating	\$90,699.00	\$178,224.90
	Total Expenses	\$737,557.00	\$637,618.24

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 industry 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.

PAST FOUNDATION & FRIENDS

PARTNERS

Acadian Ambulance Service, Inc.

Advisory Council on Underwater Archaeology

Battelle Memorial Institute

Cadaver Dogs

California State Lands Commission

California State Parks CAPA – Columbus Cardinal Health

C&C Technologies

CCRG, Inc.

Columbus Attorney General's Office Columbus Community Foundation

Columbus City Schools Columbus Public Libraries Columbus School for Girls

Dayton Regional STEM School, Ohio

Design Lab Early College High School, Cleveland

Droycon Bioconcepts, Inc. East Carolina University EFS Network Management

Envision STEM Fifth Third Bank

Florida Keys National Marine Sanctuary

FocusCFO Friends of Metro Grange Insurance

Greater Linden Development Corp. Great Plains STEM Education Center

Hamilton STEM Academy

Harvey-Lynch, Inc. The History Channel

Hughes STEM High School, Cincinnati

Hunter Neil Company

I Know I Can Indiana University

Ingram White Castle Foundation

Inventor's Hall of Fame STEM School, Akron

James River Institute for Archaeology

The Kelton Foundation

KPITV

Lincoln Public Schools, Nebraska – Science

Focus Program

Linden McKinley STEM Academy Linden McKinley STEM High School

Linden STEM Academy

L.L. Bean

Long Beach Community College

Maxtor Corporation

Michigan Department of History, Arts, and Libraries

Mid Central Education Cooperative

Mid-Ohio Food Bank

Minerals Management Service - Rigs to Reefs Program

MC2 STEM High School

Metro Early College and Demonstration High School

Montana State University, Bozeman National Endowment for the Humanities National Oceanographic Partnership Program

National Park Service - Submerged Resources Center

Nebraska Public Television Nebraska Wesleyan University

NOAA Office of Ocean Exploration and Research

Ohio Bureau of Criminal Investigation

Ohio Department of Natural Resources, Division of

Natural Resources and Preserves

Ohio Education Council Ohio Farm Bureau

The Ohio State University
Ohio STEM Learning Network
Ohio Vintners' Association
Quiescence Diving Services
Rensselar Polytechnic Institute

Rorym.com Sanford Health SCI Engineering, Inc.

Society for Historical Archaeology Solid Waste Authority of Central Ohio

Sonsub International, Inc. South Mifflin STEM Academy St. Stephen's Community House

Tar Kiln Farm

PAST FOUNDATION & FRIENDS

Texas Historical Commission
Thunder Bay National Marine Sanctuary
Teaching Institute for Excellence in STEM
University of Alabama
University of Alaska, Fairbanks
University of West Florida
Valiant Middle School
Walmart Super Center – Canal Winchester, Ohio

Welch Sales & Services, Inc.
Windsor STEM Academy
Whole Foods Market
Women's Fund of Central Ohio
World Food Prize
WOSU Public Television and Radio
Wright State University

BOARD OF TRUSTEES — 2010

Sandra Stroot – Senior Associate Dean, College of
Education and Human Ecology, OSU
President of the Board
Terri Erdman – Parent Representative
Board Secretary
Michael O'Sullivan – Ohio Health
Board Treasurer
Dennis Aig – Science and Natural History Filmmaking
Program, MFA Director, Montana State University

Neal Bluel – Metro Early College and Demonstration High School Judge Terri Liston – Retired Judge, Franklin County Municipal Court Donald Weir – Commonwealth Cultural Resources Group, Inc. Jerry Lewis – Executive Service Corps of Cincinnati

INCOMING TRUSTEES — 2011

Andrew Bruening – Metro Early College and Demonstration High School

Keene Haywood – Manager, Computing Services, Division of Instructional Innovation and Assessment, University of Austin, Texas

PAST STAFF

Annalies Corbin – President and CEO
Sheli O. Smith – Director of Operations
Monica Hunter – Director of Research
Ash Wood – Executive Assistant
Anne Corscadden Knox – Program Coordinator
Maria Green Cohen – Research and Administrative
Assistant

Walker Pfost – Publications Associate Matt Farrar – Data Tessa Riess – Public Relations Consultant Steve Martindale – Consultant with FocusCFO