

THE PAST  FOUNDATION
access through innovation



2009 ANNUAL REPORT



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PAST FOUNDATION 2009



*Katherine Deaner, OSU
2009/2010 Battelle Scholar*

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Dear Friends of PAST,

As our first decade comes to a close, PAST is expanding. 2009 has been spent preparing for this growth, deliberately re-positioning our Foundation in the realms of ethnographic knowledge capture, summer bridge programs, and educational reform. To make this new vision successful, PAST has sought new partnerships, expanded old ones, and turned a watchful eye to the changing economics of our country.

In 2009, PAST partnered with the Empire State STEM Educational Initiative to travel throughout New York capturing the voices of those individuals and organizations interested in changing education. Meanwhile, PAST also worked with the STEM team in North Carolina as they prepare for a shift in education within their own state. The upcoming reports promise once again to showcase the strength of this new anthropological division of the Foundation.

PAST summer bridge programs enjoyed a banner year as eight programs were implemented throughout the summer, from California to Italy and Florida to the Chesapeake. The programs partnered with multiple colleges, including the College of William and Mary and OSU, governmental agencies, including California State Parks and Kentucky State Parks, and community organizations, including the Boy Scouts and the Ohio Farm Bureau. These project-based programs gave over 1200 students the opportunity to help define the early landscape of Colonial Williamsburg, provide food for Ohio families with Growing America's Farmers Market, capture the early years of transportation in Gold Rush California, and continue to develop our understanding of human impact on caves in Kentucky. Once again, the Battelle Memorial Institute, I Know I Can, Friends of Metro, and OSLN generously helped students from across Ohio attend these programs, giving them enriching educational experiences they could not have had otherwise.

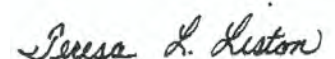
Building on the Foundation's previous professional development initiatives, PAST partnered with Reynoldsburg City Schools to integrate a problem-based, transdisciplinary approach into the entire third grade cohort. Working with the teachers throughout the summer and fall, the partnership changed how Reynoldsburg delivers education, using real-world issues surrounding the local watershed, known as the "Blacklick," as a starting point. Elsewhere, the PAST team joined forces with the faculty of Linden McKinley High School in Columbus to transform the school into an exemplary model of STEM education.

Also in 2009, PAST returned to the Gulf of Mexico as part of an international scientific team studying Lophelia coral colonies on shipwrecks. The team was able to instantly communicate their findings with global audiences through daily blogs and podcasts. Additionally, students from nine high schools sent experiments along with the scientists and interacted with them over the internet, providing these students with the rare opportunity to study remote sensing and deep-water pressure from their classrooms.

PAST continues to increase its involvement with publications on demand, launching another year of compilations and proceedings in archaeology and related fields.

I find myself at the end of the page once again with so much more to share. Please browse through our annual report and see what new and engaging projects are going on at PAST.

Regards,



Board of Trustees President

PAST & STEM EDUCATION

In 2008, we reported that American students were notoriously weak in the subjects of sciences, math, and engineering resulting in dwindling college enrollment in those subjects. In response to this deficit, PAST has spent several years working for reforms such as the teaching and learning of Mastery, Problem-based Learning, and the anthropological trans-disciplinary approach, delivering content through scientific and system methods associated with science, technology, engineering and math (STEM).

PAST developed the Metro/PAST Program Design Center in partnership with the College of Education and Human Ecology at The Ohio State University. The Center provides graduate students and teachers with a location and support to learn how to successfully build holistic, STEM programs that partner with the community and have authentic goals and products that feed back to the world and other schools.

Today, PAST is a proud partner of the Ohio STEM Learning Network focused on

delivering program development and technical assistance to the nine new STEM schools in Ohio.

These partnerships and the STEM approach are an excellent fit for PAST, coupling PAST's experience in developing holistic projects that take on authentic problems and nurture life skills with young students ripe for experiential learning. PAST's motto, *Access Through Innovation*, ensures that the programs the students undertake touch compelling scientific projects with an anthropological

perspective and reach out to public audiences everywhere.

Because PAST has entered into these exciting partnerships and activities, we have changed our stated Mission and Vision to more closely describe our role in education. By Partnering Anthropology with Science and Technology, we invite the world to design, construct, and engage in experiences that link learning to life. PAST Anthropologists endeavor to change the world of education to encompass transdisciplinary teaching and learning.



2009 SUMMER FIELD STUDIES

Rome, Italy

The first international trip planned by PAST Foundation created an invaluable, full immersion experience and provided a unique educational platform. *Classical to Digital* was one of the first bridge programs that had both a pre-program and post-program component that bookended the actual field experience. The program lead teacher incorporated the design and architecture of Rome as a case study in his spring term physics class at **Metro Early College High School** providing students with a content and structure to ask questions from before actually visiting Rome.

Thus students were exposed to the history, politics, architecture and culture before they went into the field. Subsequently their productivity in the field increased exponentially. Seeing the places and architecture that they had studied in person amplified their excitement and reinforced the passion and dedication of students once fully immersed. Moreover, the immersion of the tour and role the students took in sharing information gave them confidence and helped them further synthesize the data into their lives, creating authenticity.

Often classical architecture is taught in Art History or Archaeology without benefit of a solid understanding of the physics and engineering that is behind them. The aim of the Rome STEM program was to deepen the student's awareness of archaeology,



CLASSICAL TO DIGITAL: ARCHITECTURE OF ROME
MARCH 22 THRU 29, 2009

conservation science and digital photography while introducing students to the physics of various Roman inventions such as the dome and arch, the engineering and the materials used in construction that have withstood the tests of time.

Students were encouraged to use tools such as digital photography and web design in their presentations. Beginning before the actual tour in Rome, students undertook the study of specific sites so that they could share their information peer-to-peer once they began their tour.

Through this process they were expected to develop their own informed attitudes, and had the opportunity to demonstrate them via experiential knowledge gained by direct field investigation.

Course requirements included development of a comprehensive podcast documenting the field study as a final project. Students were asked to interview

experts, scientists, architects, and historians, submit a sketchbook and prepare written and visual components for their final project including photographs and panoramas as ways to incorporate STEM based learning. Participation of students and final projects were evaluated based on creative thinking, critical engagement, quality, and depth of inquiry.

Once in Rome the students visited the Coliseum, the Vatican, the Roman Forum and a villa. Each day the lead guides changed and the group worked together as a concerted team to record and gather data.

The students and PAST would like to thank the **Battelle Memorial Institute**, **I Know I Can** and the **Friends of Metro** for assistance in making this program possible.



Life in Transition: Cave Ecology

Carter Caves, Kentucky

Life in Transition was the second year of the cave ecology program. In 2008 twenty students also went to Kentucky to study the state park caves. From the two programs *Megan Rector*, a Biology graduate student at OSU and the 2009 Battelle Scholar, compiled a work book of activities that educators can use to impart important information and skills to students regarding biology, ecology and human use of resources using real world issues and local resources. Cave ecology was designed to introduce students to field research, natural resource management and protection, environmental science, and population dynamics through the field of cave ecology. Students were immersed in the process of scientific study, analysis, and interpretation to produce

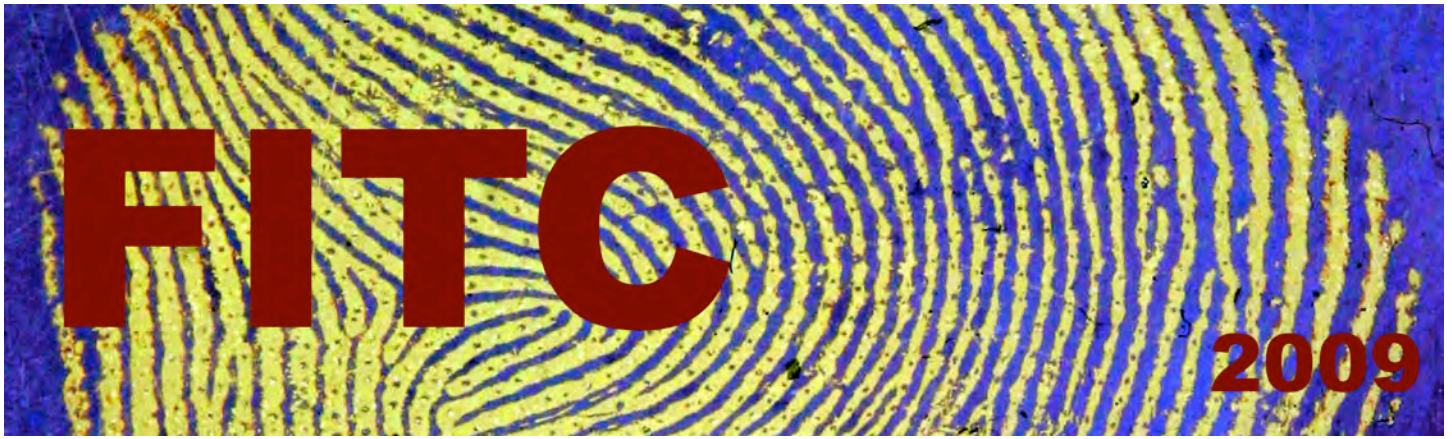
tangible results that can be shared among the scientific community. During the program students worked in teams on individual projects covering a diverse spectrum of topics all touching on cave ecology. While one team looked at the ecology of the entrance to the caves including human impact, another team studied the twilight sector of the caves and still other teams looked at the completely dark sectors of the caves. Students also kept daily scientific journals, and presented their findings to state park officials and members of the scientific caving community.



Know I Can, the **Battelle Memorial Institute**, and the **Ohio STEM Learning Network (OSLN)** graciously sponsored this excellent field study.



This field school would not have been possible without the help of the **Ohio Department of Natural Resources, Division of Natural Resources and Preserves**, and **The Ohio State University – Newark**. We would also like to recognize **Tar Kiln Farm** for granting us access to Cascade Caverns located on their private property. **I**



Columbus, Ohio

The PAST team was very pleased with the transition of *Forensics in the Classroom (FITC)* to a large scale with indoor activities. This adjustment required more complex crime scenes, but this did not affect the program's success. In addition, the partnership between the local university college students and the program worked especially well, providing the older students with authentic experience and training. The modifications used in the 2009 program will be added to the already published *FITC* instruction book.

Following the example of Metro Orientation and realizing the need for a school orientation at the beginning of the year, PAST partnered with the faculty of the new **Linden McKinley STEM Academy** to take an existing bridge program that has proven successful and scale it for an orientation immersion at **Linden McKinley High School**. At the end of the academic year of 2008-2009, **Linden McKinley High School** closed its doors for a two-year renovation. For the interim, the entire

school moved to the existing **North High School** campus at the northern border of the community of Linden McKinley. At the same time, the school planned a transition from traditional classroom instruction to STEM learning strategies for both the seventh and ninth grades. Thus, the orientation immersion program became exponentially important to the community, faculty, and student body.

FITC, which had a proven track record, was selected for this task. However, the makeover required considerable program re-alignment for scale and adjustments. In short, it was an excellent test of the bridge program platform. *FITC* is a wonderful vehicle for introducing students to STEM disciplines, design principles, scientific methodologies, and project-based learning as it capitalizes on students' natural fascination with solving mysteries. Partnering with the **Forensic Program** within the **OSU Department of Anthropology**, program director Lara

McCormick built on the existing *FITC* activity modules and modified them to occur only in indoor settings. Anthropology students partnered with Linden McKinley faculty and a group of lead students participated in a weeklong preparation program that took advantage of the expertise of the **OSU Police** and other specialists in helping deepen the faculty's understanding of specific



forensic techniques and the reasons for using them.

Over the course of one week, students investigated thirteen crime scenes set up throughout the high school. Each day, the students tackled another scientific technique that would help them solve the mystery. They learned how to collect fingerprints and interpret them. They learned about the trajectory of blood spatter and how to use math to analyze it. They learned about DNA as well as the importance of systematic data collection. They learned how to read information contained in the shape and size of bones. Finally, they learned how to take the amassed data and match it to a missing person profile, thereby satisfying their hard work and intense study with a concrete, final result.





Camp Lazarus, Columbus, Ohio

After eight years of traditional classroom-based education, students need a period of adjustment in order to switch to the problem-based learning approach. Moreover, after two months off each summer, a well-defined immersion program helps align student attitudes back to more structured learning formats. After three years of statistics revealing that Metro students who attend summer bridge programs perform better once back in school, the **Metro** faculty, in partnership with the **Ohio Education Council**, created a formalized immersion program to begin each academic year.

One vital characteristic of Metro as a STEM school comes from the participation and enthusiasm of its students. Another vital trait in fostering confidence and success is the school's Advisories. The entire Student body is divided into groups – or Advisories – of fifteen students under the guidance of an Advisor from within the faculty and staff of the school. Throughout the academic



year, the Advisories meet regularly, taking on service learning projects and responding to general student body needs. Orientation provides the students and Advisors with an opportunity to acquaint themselves with one another and learn team building through participation in a bridge program.

The program also enables the faculty to develop and implement a project-based learning program that introduces and reinforces design principles, scientific methodology, and a transdisciplinary approach to learning. Based on a brainstorm the week before, Metro faculty chose to explore the definitions of clarity and purity through discrete modules in science, language arts, and design art. The pilot of the program utilized the fourth year students, who had the greatest percentage of former bridge program participants.

Students from this cohort had the opportunity to return for the rest of the week as student leaders, or 'Big O's' (Big Organizers) in bridge programs to assist in the individual program modules as well as provide leadership for the other students.

Each group of approximately one hundred thirty students journeyed to the **Boy Scout** facility **Camp Lazarus**, located just north of



Columbus in Delaware County, for the overnight Orientation program. Over the course of four days, four hundred students participated in the program. The time at camp was carefully structured to provide challenges, fun, and reflection, as well as a good amount of team building. Each Advisory tested several different sources of water, defining the scientific difference between 'clarity' and 'purity.' Next, each Advisory considered the same terms linguistically through mime vignettes and haiku poetry. In the third module, Advisories once again tackled the *Clarity vs. Purity* distinction in terms of one's own definition in the greater contexts of their advisory and the entire student body. The products of the program, when presented by the students, included graphs, poetry, and a large, complex piece of art that currently is on exhibition at the **Ohio Education Council**.



Chesapeake, Virginia

The expertise and daily oversight of the **James River Institute** staff was invaluable to the success of the *Cultural Landscape* program. A variety of experts with deep content knowledge exposed students to the passion and excitement of differing professional fields. Additionally, the diversity of schools helped create friendly competition, encouraging students to be at their best.

Cultural Landscapes of New Beginnings challenged students in terms of life skills and experiences authentically outside of their comfort zones. All the students who participated were from urban schools, many of whom had never camped before. Initially, the practicalities of camping coupled with the necessities of daily duties challenged the first-time students. On the other hand, the same challenges provided leadership opportunities for Level III Bridge Program students. Having participated in bridge programs previously, the Level II and III students adapted with agility, even though the circumstances were new. This observation highlights two important components of Bridge Programs: 1) providing students an avenue to synthesize skills they learn and demonstrate them, and 2) providing students who are kinesthetic learners opportunities to excel. As the week progressed, the students settled into their environment and, encouraged by the unique artifacts they were finding, embraced even the difficulties of the program.

History and Geography are often taught without connection to present day events or the impact we have on the natural world. Cultural landscapes are natural roadmaps, presenting the past in a unique way and

allowing us to find attachment and a sense of place. The systematic interpretation of a cultural landscape is essential to the appreciation, understanding, and the protection of our cultural and natural heritage. To understand an American 'sense of place,' there is no greater example than the historic settlement of Jamestown, our country's founding settlement. The contact with Native Americans and the difficulties of colonization epitomize the struggles of these original pioneers. The decisions they made are reflected in the Chesapeake's current cultural landscape.

This program partnered with **James River Institute for Archaeology (JRI)**, which guided the students through an archaeological excavation of the remains of the residence of Carter Braxton, a signer of

the Declaration of Independence, as well as the **Batelle Memorial Institute**. This was a real project for JRI and thus students worked alongside staff deployed to this project. Students excavated, sifted, or screened the removed overburden and catalogued the recovered artifacts. The excavation was complimented by a visit to historic **Colonial Williamsburg**, a hands-on educational activity at **Jamestown Settlement**, and a tour of the world-renowned conservation laboratory at the **Mariners Museum**. The program immersed students in real scientific study, analysis and interpretation, producing real outcomes that can be shared and utilized. As in all other programs, the students worked daily to develop presentations that were delivered at the close of the program to their peers and the partners involved.



GROWING AMERICA



Columbus, Ohio

The students who participated in Growing America varied from those who had never even been on a farm to those who grew up on one. The greatest impact appears to have been with students who possessed no previous experience with farming. For example, a student from Linden McKinley High School initially considered the idea of an African American man farming as demeaning. Having grown up in an urban environment, he was very skeptical about getting his hands dirty and was a little “too cool” to participate. By day three, however, he was initiating involvement and fully engaged in farm activities. When given the choice to return, he chose to come back to the program for the remaining three weeks and volunteered at the farmers’ market on Saturdays. This was not an easy task due to transportation issues but the student team rallied around his growing interest and created a cooperative carpool so he could continue to participate. This student, who in the past had shown little excitement in other educational programs, was an active participant in Growing America. His excitement about learning and his engagement are ‘real’ indicators and the best kind of assessment of the value and success of well-designed bridge programs.

In addition to the success with the students, it is important to recognize the successful partnering with the community. *Growing America* has a broad footprint of partnerships, with varying depth of relationship. The management of the partners takes planning and continued care, but the broad base also allows for sustainability and strategic growth. Surrounding neighbors and the OSU community responded positively towards the

farmer’s market and look forward to next year. Due to the positive response from both customers and vendors the market was extended two more weeks. The Student Farm managed by **OSU Horticulture and Crop Sciences** was able to mentor high school students while further educating college students

The 2009 program introduced students to farm planning and design, farm management and operations, plant growth and development, and produce marketing through development of a farmers’ market. *Growing America* partnered with over thirty five public and private organizations to make this possible.

Like *Classical to Digital*, *Growing America* had a pre-program component that focused on creating a business plan for the farmers’ market thus preparing a number of students for leadership roles once the summer program launched. The summer program allowed students to participate for one week or up to four weeks and was open to students from across Mid-Ohio. Unlike the other summer bridge programs, *Growing America* was a day program from which students came and went. Each week began by working with college student mentors at the Student Farm located at the OSU Waterman Farm, learning about a wide array of aspects related to food production. At the end of each week, students harvested the produce and prepped for the Saturday Farmers’ Market that they strategically located on the **Metro High School** campus. The choice of location was a direct result of the

spring business plan research that identified the location as prime for reaching an untapped market. Local producers and musicians joined the *Growing America* students each Saturday providing residents with a small but robust market place for fresh produce, flowers, homemade ice cream, and barbecue sauces.

This program could not have been possible without the generous support of the **Battelle Institute, OSU Horticulture and Crop Science, OSU Waterman Farm, the Ohio Farm Bureau, the World Food Prize, the Mid-Ohio Food Bank, Local Matters, the Ohio Vintners’ Association, and Whole Foods.**





2009 Ohio State University/PAST Forensic Anthropology Field School

The Ohio State University Columbus, Ohio

This course 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 experienced the real side of forensic science.

In addition, the Forensic collegiate field school plays an important role in program development at PAST. The cutting edge nature of a Level III program helps the PAST team assess information being taught in the scaffolded programs such as FITC, keeping the information for the level I program fresh and relevant. In the first iteration of PAST's *Forensic Anthropology* Field School in 2006, there were no summer field schools that focused on the



anthropological techniques used in forensic science. Today, there are several programs nationally and internationally. However, this program was the first and continues to be a popular applied science course filling to capacity each summer.

The *Forensic Anthropology* Field School is an in-depth course covering all aspects of forensic investigation. Over the course of three weeks participants learn to excavate, document and analyze evidence, as well as how to present their results in court. The field school combines applied field techniques, guest lectures from forensic experts, and lab analysis techniques. Students work through the mysteries of reconstructed crime scenes with the ultimate goal of discovering a missing person, whose circumstances and profile is drawn from the case of an actual missing person.

This program was executed with the generous help of **OSU Anthropology, OSU Police, OSU Autopsy, Cadaver Dogs, the Columbus Attorney General's Office, the Columbus School for Girls, and the Ohio Bureau of Criminal Investigation.**





Sacramento, California

Like the platform for high school bridge programs, the collegiate field school platform is structured to be adaptable and fluid so that unforeseen mid-course corrections do not impact the primary focus of the program. All previous work on the Clarksburg shipwreck took place in the autumnal month of October. This year, however, the summer months of July and August created quite different conditions on the Sacramento River, with higher water levels, faster currents, and large algae blooms. This changed the challenges for diving around the shipwreck, but did not change the overall outcome of the field school. The team still managed to produce the first comprehensive digital database of the California Gold Rush Shipwreck, *La Grange*. This wreck sits in the river along the Sacramento Historic Embarcadero and is a contemporary with the Clarksburg shipwreck. The team also added information to the continuing cultural landscape study

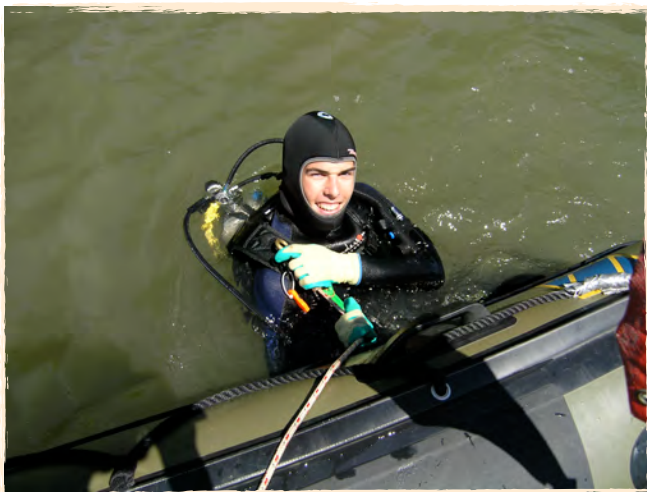
between the city of Sacramento and the town of Clarksburg, twenty miles southwest along one of the most commercially dynamic nineteenth-century maritime highways. Finally, even in the adverse diving conditions, the team managed to tie important construction details to past data collection sets and accurately report on the current condition of this precious maritime heritage site.

Like the *Forensic Anthropology* field school, the annual *PAST Underwater Archaeology Field School* draws on the expertise of PAST to create compelling programs that enhance partnerships around the globe. For underwater field schools, PAST seeks out known but under-studied sites that, without intervention and assistance, will be lost. It is the intention of these field schools, which have been running since 2001, to teach archaeological techniques, assist local agencies, and promote stewardship of maritime heritage.

Begun in 2004 as a project between PAST and the **California State**



Parks and the California State Lands Commission, PAST took its 2009 field school to the Sacramento River to document the hull of a California Gold Rush vessel near the town of Clarksburg. The fragile disposition of the shipwreck is emphasized by the severe, riprap damage to the hull since discovery in 2003. Although PAST has been working with State Parks for several years on documenting and researching the shipwreck, this was the first year that a field school was carried out on the wreck. Following a well-established process and schedule, field school students began the program studying recovered collections at a local archive assisting in the compilation of a searchable digital database. Students then scoured the shoreline of the river from Sacramento to Clarksburg documenting visible, historic landings that reflect the once bustling river commerce. Finally, the field school team turned their attention to the wreck itself documenting construction details and site formation data.



PAST SPOTLIGHT



Kat Deaner 2009-2010 Battelle Scholar

Kat Deaner received her Bachelor of Arts in Environmental Studies at the University of California, Santa Cruz, concentrating on Agroecology and Sustainable Agriculture. Building upon this foundation, she is now simultaneously pursuing a Master of Science in Horticulture and Crop Science as well as a Master of Science in Agricultural Education and Extension at The Ohio State University. The PAST Foundation was pleased to select Ms. Deaner as the 2009-2010 Battelle Scholar and Field Director for the *Growing America* field school.

A native of the West Coast, Ms. Deaner has long been interested in sustainable farming methods and educating those around her about practical approaches. Her interest in the practice of farming began early, as she worked her way through her undergraduate degree as a Farm Assistant at California's Meter Street Farm. This experience prepared her well for a post-graduate position as Farm Manager at the Tropical Conservation Foundation, Belize Agroforestry Research Center. As for educating others about her work, she spent a year as Science Teacher at the Georgiana Bruce Kirby Preparatory School in Santa Cruz and is now the 2009-2010 Battelle Scholar for the PAST Foundation.

Ms. Deaner's involvement with the PAST Foundation began with her invaluable contributions to the *Growing America* Bridge Program. As the assistant to 2009 Director Neal Bluel of the Metro School, Kat directed the minute-to-minute activities of the students, arranging authentic agricultural experiences for all three Bridge Program Levels, from working with seed and soil to coordinating the transportation and sale of the final organic products. She worked with the programs many partners, from the Mid-Ohio Food Bank to the World Food Prize and Whole Foods Market to bring the necessary expertise to the students. Ms. Deaner will return to *Growing America* in 2010 as the official Director of *Growing America*.

Given her intimacy with the components necessary for a successful farming field school, the PAST Foundation is pleased to have Ms. Deaner author the *Growing America Workbook*, which will empower educators all over the world to teach urban students about the essentials of organic food production. Although the publication will not be available to the public until the end of 2010, Ms. Deaner has already produced chapters on soil, seeds, and plants, each including problem-based learning experiences for student groups,

along with explanatory charts, vocabulary, and powerpoint presentations for use by the instructor.

Growing America provides students with a comprehensive overview of the production and distribution of agriculture, fully immersing students in the real-world problems and successes of creating and selling food. Students love the visceral experience of pulling a fruit off its plant after watching it grow from its initial bud. "It's a lot of work, and the potential problems are many," says Ms. Deaner, "but the students have risen to the challenge each time." Experts in specific fields make the experiences as helpful and authentic as possible, giving the students unique opportunities for hands-on learning.

"One of the most important things students learn is that food cannot be taken for granted," Ms. Deaner notes. "Agriculture satisfies the most basic human need, and the students' actual, physical participation in creating it gives them an understanding of its importance better than traditional classroom approaches ever could."



2010 FIELD STUDY PROGRAMS

— JUNE —



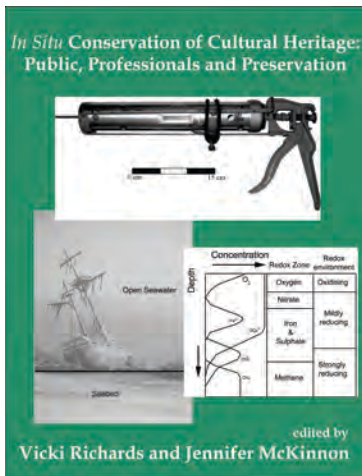
— JULY —



— AUGUST —



SELECTED PAST RESEARCH & PUBLICATIONS



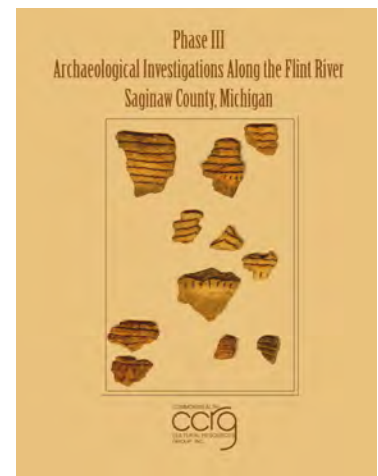
In Situ Conservation of Cultural Heritage: Public, Professionals, and Preservation

In September 2008, a combined annual conference for the Australasian Institute for Maritime Archaeology, the Australasian Society for Historical Archaeology, and the Australian Association for Maritime History was held at the magnificent Institute Building of the State Library of South Australia in Adelaide. The conference was entitled "Archaeology from Below – Engaging the Public" and hoped to address the relationship between archaeology and the public. Papers presented in this session broaden discussions on the interactions of professionals and the public with respect to in situ stabilization, preservation and management of terrestrial and underwater cultural heritage sites and their associated archaeological finds.



Ethnographic Analysis of the 2009 Empire State STEM Initiative Progressive Dialogues: Engaging Communities in a 21st Century Approach to Learning in New York State

During June to December 2009, the PAST Foundation participated in a Progressive Dialogue led by the Empire State STEM Education Initiative (ESSEI) at Rensselaer Polytechnic Institute (RPI) to support a process designed to identify ways to advance PK-20 science, technology, engineering and mathematics (STEM) education in New York State. The Progressive Dialogue included an Inaugural Dialogue, held in June 2009, followed by eight Regional Dialogues conducted during October to December throughout the state. This report presents ethnographic analysis and synthesis of the issues explored in the Progressive Dialogue Breakout Group "brainstorming" sessions that were conducted during the Inaugural Dialogue and eight regional meetings. Over (500) participants engaged in (60) breakout group sessions, in a structured process designed to consider ways to improve education in science, technology, engineering and mathematics (STEM).



Phase III: Archaeological Investigations Along the Flint River, Saginaw County, Michigan

Phase III archaeological data recover excavations were carried out at three archaeological sites by Commonwealth Cultural Resources Group, Inc. (CCRG) in the late summer and early fall of 2006. All three sites are prehistoric occupation sites whose uses spanned the period between approximately the ninth century A.D. and the fourteenth century A.D.

PAST 2008 FINANCIAL REPORT

		2009	2008
ANNUAL REVENUE	<i>Beginning Cash Balance</i>	\$160,160.80	\$138,747.56
	Contributed	\$391,889.28	\$85,519.00
	Earned	\$304,150.21	\$540,846.00
	Total Revenue	\$696,039.49	\$626,671.00
ANNUAL EXPENSES	Education Programs	\$459,393.34	\$362,599.00
	General Operating	\$178,224.90	\$150,000.00
	Total Expenses	\$637,618.24	\$512,599.00
NET REVENUE	Ending Cash Balance	\$68,295.48	\$155,045.00
	PAST Endowment	\$35,263.51	\$14,223.29
	Total Cash Balance	\$103,558.99	\$169,268.29

A Note from the Executive Director -

This was a pivotal year for the PAST Foundation. In 2009, we engaged in a strategic development to create new endeavors and expand our existing ones. We refined our mission, vision, and purpose to reflect this new direction. We saw the development of new, innovative programs and we saw the launching of state-wide initiatives that had broad impact on education in Ohio. Fortunately, the dedication and expertise of the staff at PAST rose to the occasion. Through strategic partnerships with the Ohio STEM Learning Network (OSLN), TIES, The Ohio State University, and Battelle, PAST has not only had the opportunity to participate in education reform in Ohio and around the nation, but PAST has also had the ability to see our potential.

In 2009 we engaged with more schools, more students, and more teachers than ever before. We began work in New York and North Carolina, extending our ethnographic efforts into new fields. This success has only been possible through the dedication and effort of our incredible staff and our wonderful partners.

Warm Regards,



THE 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 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
Fifth Third Bank
Florida Keys National Marine Sanctuary
Friends of Metro
Grange Insurance
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
KPI TV
Lincoln Public Schools, Nebraska – Science Focus Program
Linden McKinley STEM High School, Columbus
L.L. Bean
Long Beach Community College
Maxtor Corporation
Michigan Department of History, Arts, and Libraries
Mid-Ohio Food Bank
Minerals Management Service – Rigs to Reefs Program
MC2 STEM High School, Cleveland
Metro Early College and Demonstration High School,
Columbus
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
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