

Comments About *Believe in Ohio* Program by Participating Teachers & Students & Other Supporters - Spring 2021

Teacher comments about *Believe in Ohio* program - Spring 2021:



Mrs. Kelly Coyne

Notre-Dame
Cathedral Latin HS



Mrs. Andrea Harpen

Blanchester HS



Ms. Rachel Hughes

Bio Med STEM School



Mrs. Melanie Kirin

Bedford HS



Ms. Vickie Quinter

Anna HS



Ms. Sara Rothkegel

Westlake HS



Mr. Thomas Slaven

Canfield HS



Mr. Mark Suter

Elida HS



Ms. Nancy Vondrak

Chagrin Falls HS

State Scholarship STEM Plan Competition awardee comments about *Believe in Ohio* program - Spring 2021:



Ms. Snehal Choudhury

Jackson HS



Ms. Caylee Combs &

Ms. Brynn McGrail

Delaware Hayes HS

Other comments about *Believe in Ohio* program - Spring 2021:



Dr. Julian Earls

NASA Glenn Research Center
Director (Ret.)



Mr. Andrew Sauer

Proctor & Gamble



Dr. Jacob White

Ohio University



Mr. Rickey Terrell

University of Cincinnati

Mrs. Kelly Coyne

Notre-Dame Cathedral Latin High School (Chardon, Geauga County)

“I have been a teacher for six years and have taught honors chemistry, general chemistry, and an elective science course throughout my time at Notre Dame Cathedral Latin. I was introduced to the Believe in Ohio program during my first year of teaching by the business teacher at our school. Her entire introduction to business course was centered around the Believe in Ohio roadmap. I was impressed at the level of engagement of her students. I was eager to learn about the STEM aspect of the Believe in Ohio program, which I did at a professional development workshop. I knew, as a brand-new teacher, that this program was something that I could easily incorporate into my already existing curriculum, which was very important to me. Over the course of my 5 years of working with the Believe in Ohio program, I constantly was amazed by the level of engagement of my students, the quality of their work, and the interest they shared for STEM fields. Completing their projects broke the potential monotony of school work and allowed them the freedom to use their creative and intelligent brains in a new and exciting way. This is the kind of passion we need to ignite in our young adults if we want to continue to see change in the world. The Believe in Ohio program sets an incredible foundation for this to happen. My students become interested in areas that they didn't even know were out there and the program allowed for them to step out of the bounds of the normal chemistry curriculum. It taught them to question, research, to think critically, and to write scientifically. Past students have shared how vital those skills are in succeeding in science courses in college. These are the skills that our students need to succeed. The Believe in Ohio program, again, provides the perfect foundation to teach these skills. I have seen the benefits of this program firsthand and will always believe that the Believe in Ohio program has made a difference in my students lives and my teaching career.”

Mrs. Andrea Harpen

Blanchester High School (Blanchester, Clinton County)

“I have been a science teacher for 17 years. I spent 9 years in industry, working for Proctor & Gamble before raising my children and returning to the workforce as an educator. I teach advanced Chemistry, Physics and Calculus.

“I am here to testify to the exceptional effectiveness of the Believe in Ohio program. It challenges students to apply what they have learned in their science classes and to compete with other students. In my classes, students are introduced to the program at the beginning of the school year. They are asked to think about problems in their life that might be addressed by a new use of technology. As the year progresses, students deliver on mileposts for accomplishing the project. They go from thinking about an idea, to sharing it with their class, to proving the science that underlies their idea, to presenting their ideas to a team of scientists who judge their work against their peers.

“When they are successful, they see themselves in a whole new way. What makes this work is that they are competing with their peers for real cash awards before a team of engineers. In a rural, Title 1 school, that is a big deal! My students frequently comment that they have never worked so hard on a project, and never thought they could present to a team of engineers. Often this is the first time they can picture themselves working in STEM careers. Some judges also help student finalists for their regional and state competitions. Not only is this great for my students, but it also offers me with an opportunity to ask the community for mentoring help, which they have willingly given. This provides a connection directly between education and industry to build the workforce.

“In my years of teaching, the Believe in Ohio entrepreneurial program is the best program I've seen come out of education. It challenges students to compete in a STEM competition on a level playing field of ideas. It offers meaningful incentives for success. It builds a bridge between education and industry to help build the STEM workforce. Every year, I see more students choosing STEM careers. Long term, this will dramatically change the landscape of our small town.”

Ms. Rachel Hughes

Bio Med STEM School (Rootstown, Portage County)

“My name is Rachel Hughes. I am an Engineering Instructor, SkillsUSA Advisor, Makerspace Lab Coordinator, and Grant Writer for Bio-Med Science Academy STEM School in Rootstown, Ohio. Thank you for the opportunity to tell you about my support for the Believe in Ohio program.

“I have participated in the Believe in Ohio Student STEM Innovation & Scholarship Program multiple times now and have seen students flourish in their engineering skills, creativity, and self-confidence. It is amazing what this program has provided to students and the impact that it is having on students. A student of mine who this year said that “being able to incorporate your interest into schoolwork made this project enjoyable because you had the freedom of the design and concepts. This project has helped me develop my problem-solving skills which I will need in the future.” The program is very organized, provides numerous useful resources for students, and offers great incentives, such as local cash awards and scholarship money to students. The program provides a great opportunity for students to collaborate and apply real-world scenarios to learning, which is what makes learning meaningful. The program provides challenges for students where “grit” is developed, and perseverance is necessary. Not only are academic skills being developed, but necessary characteristics to become a successful person in the workforce and society are being fostered. Without the Believe in Ohio Student STEM Innovation and Scholarship Program, it is nearly impossible for a teacher to implement such a robust, meaningful experience to students due to the already in place demand of teaching their assigned subject with its own standards that they are required to teach. This program, being fully developed and supported, creates an easy way to implement into the school day.”

Mrs. Melanie Kirin

Bedford High School (Bedford, Cuyahoga County)

“My name is Melanie Kirin. I am a teacher at Bedford High School in Bedford, Ohio, a Cleveland first ring school district. Thank you for the opportunity to offer testimony about the Believe in Ohio program, the impact it has on my students and how it is an integral part of entrepreneurial education at Bedford High School.

“I have had the privilege of providing career technical education in this district for the past 8 years as the entrepreneur/marketing instructor. I am an adjunct professor at Kent State University in the College of Education. Previously, I worked in professional services, digital marketing and operated a small business consulting practice. I am a graduate of Miami University’s Farmer School of Business with a Bachelor of Science in Business Administration and a graduate of Kent State University with a Masters in Education.

“I’d like first to address the typical challenges of effectively teaching and motivating youth entrepreneurship. Statistically, in the United States, minority business ownership represents only 18 percent of the population. In contrast, many of the students at Bedford High School have entrepreneurial pursuits. Students sell everything from lip glosses to retro sneakers to homemade goodies to offset the new lunch standards. The students hustle to create new products and meet demand. This reality has led to significant changes in curriculum, extracurricular activities and a school store, launching in 2021. Students can now earn college credit for the entrepreneurship course.

“The work to teach entrepreneurship is very difficult. You may recall Apple’s marketing campaign of the 1990s of “Think Different.” In reality, entrepreneurial teachers struggle with two concepts both centered on this phrase. First, how do we get our students to think?. Second, how do we get our students to think differently? The largest challenge I face as a teacher is addressing the global competency skills my students need in order to be successful regardless of their life’s future calling. The ability to solve problems, work in teams, research solutions, effectively communicate orally and in written form, and to be motivated to succeed. Students are used to getting the quick answer and not creating a real solution. That’s the bad news. As students would say, “The struggle is real.

“Tasked with the large responsibility of shaping the future workforce and business owners of Ohio, career tech education teachers often lack support. Thankfully there is good news. Several years ago I found the Believe in Ohio program, a true

partner in entrepreneurial education. For the first time since leaving the private sector, I had a team who was willing and able to help me help my students be successful.

“The Believe In Ohio program exceeds my expectations. Financially, the program costs me nothing but provides great wealth to my students. It serves all of my students. It focuses on global competency skills which is what I need as I prepare my students for college and career. This program has provided thousands of dollars to students who earned it and who need it. The program has developed powerful networks for my students. Students receive one on one mentorship and engage with business owners, elected, local officials and school administrators in our local Shark Tank competition. The results are undeniable, my Believe in Ohio program completers are successful.

Ms. Vickie Quinter

Anna High School (Anna, Shelby County)

“My name is Victoria Quinter. I am a veteran science teacher at Anna High School in the small rural village of Anna, Ohio. I advise students who participate in the Believe in Ohio program at our school. This is my 34th year of teaching. Thank you for the opportunity to tell you about my support for the Believe in Ohio program.

“Believe in Ohio has been one of the best interdisciplinary assignments I have ever given students. They must transfer skills used in classes such as English, Composition, Computers, Speech, and Interactive Media. This is the closest thing my school has to a senior capstone project. Parents, community members and administrators have supported the program as it uses a "real world" process to solve a problem and teach students about entrepreneurship which is not part of any other class' curriculum. Former students have contacted me after graduation to thank me for getting them ready for their college classes. Many have noted that the process we completed is similar to one they had to do in freshmen Intro to Engineering or Honors Capstone classes. They said the process was easy as they had already been through it in high school.

“The Believe in Ohio curriculum is thorough and the program runs with very few (if any) glitches. The support from the Academy of Science has been fabulous. Believe in Ohio is a fantastic opportunity for our students to brainstorm solutions to problems applying the STEM skills they have learned along with skills from other classes. Students learn to solicit feedback from community members then revise their papers based on the feedback. This is crucial for the students' growth.

“Some students have told me they would not have gone to college, or that they chose to attend an Ohio college or university instead of going out of state because of Believe in Ohio scholarship money. These are the best and brightest of our school. We want to keep these students in Ohio. They also enjoy the "Shark Tank" like atmosphere. This program makes a real difference.”

Ms. Sara Rothkegel

Westlake High School (Westlake, Cuyahoga County)

“My name is Sara Rothkegel. I am a business teacher at Westlake High School, where I have been involving my Entrepreneurship students in the Believe in Ohio program for the past 4 years. Thank you for the opportunity to tell you about my support for the Believe in Ohio program.

“The Believe in Ohio program provides many benefits for students, teachers, and the citizens of the state of Ohio. For the students, the chance to see what it would really take to start and operate a business is beneficial. Students spend months, using a variety of people and resources, to develop their plans. This is not just a simple “pitch competition.” Students also benefit from the competitive aspect, knowing there is potential for prize money and scholarships. Having something that is not just for a grade is motivating to them. Students also gain a sense of

confidence in themselves when they see the plan through from idea to multiple page document and financial spreadsheet.

“For teachers, Believe in Ohio is free and provides a comprehensive curriculum to assist in implementing the program. It also encourages teachers to collaborate with the business community to facilitate the judging at the local level. The community connections can benefit the students, as it allows the business leaders to see what high schoolers are doing, and potentially opens doors for future job opportunities.

“The citizens of the state of Ohio benefit by the best and brightest of the competition having incentive to stay in Ohio because of the scholarship program. The guest speakers provided at the STEM Innovation forums show students that there are innovative business leaders in the state of Ohio.

“This program has allowed me to make Entrepreneurship as real-world based and exciting to students as it possibly could be. I have been grateful to be a part of Believe in Ohio for the past four years and hope it is able to continue and grow from here.”

Mr. Thomas Slaven

Canfield High School (Canfield, Mahoning County)

“My name is Thomas Slaven. I am a science teacher at Canfield High School in Canfield, Ohio. Thank you for the opportunity to tell you about my support for the Believe in Ohio program, how it has had a positive impact on my students and how it has become an important part of the curriculum at our school.

“I have had the fortunate opportunity to work in both a career/technical setting teaching Biotechnology and a traditional high school teaching Biology and Chemistry. In my courses, Believe in Ohio was introduced as part of the curriculum. The opportunity for students to do real science and focus on a topic of interest has had a profound effect on the students in these classes. A current student stated that, “the opportunity to get the chance to be a real scientist has been the best experience in my school career”. Another student stated that the project has “made me more excited to come to school”. At the career center, Believe in Ohio became a major part of the Biotech program and helped in recruiting students. It was exciting to see more students pursue technical education and develop enough interest in STEM to dedicated two years to intensive study of biology and chemistry for the chance to develop their project. At Canfield High School, students have requested the creation of additional science electives to allow them to participate in the Believe in Ohio Program. This in turn has led to more students taking additional STEM courses their senior year and gaining an interest in research.

“I am also an adjunct professor for Youngstown State University in STEM College and for Mercy College of Ohio in the SciMatics department. Prior to teaching, I was involved in research at Case Western Reserve University and The Ohio State University. These experiences have given me an opportunity to see the need for qualified individuals in the STEM field. Unfortunately, I have also witnessed the loss of talented students to other states. The Believe in Ohio program allows students to see that Ohio is a fertile environment for research and entrepreneurship.

“The Believe in Ohio Program has been instrumental in getting students excited about STEM. Some students that were not considering majoring in a STEM field prior to completing their projects later decided to explore these majors once they enter college. Many colleagues report students excitedly talking about their projects and the opportunity to work with local businesses and universities in the development of their ideas. Many of these interactions have convinced students to stay in Ohio for college. One of my former students actually continued her project with a professor once she entered college.”

Mr. Mark Suter

Elida High School (Elida, Allen County)

“My name is Mark Suter, a high school computer technology and entrepreneurship teacher at Elida High School. For the last 8 years, my students and I have been running a classroom business doing web design, photo scanning, and other tech services for real paying clients.

“What I have found is that my students become engaged and embrace challenges when certain ingredients are present. Specifically: Content, Skill, and Will. Sadly, some teachers hyperfocus on the content, with little regard to the other 2 ingredients, then wonder why students are mentally absent and don’t care. If I can give them enough content to achieve a real world relevant set of goals, they bring the will. All that’s left then is to help them learn the skills. This Believe in Ohio program clearly meets the criteria to get and keep my students motivated to make mistakes, a sign of learning on the threshold of their ability. I don’t punish them for the mistakes, I reward them. By using the iterative nature of design in the Believe in Ohio program, they have proven again and again that this program works.

“I was fortunate to be named an Ohio STEM Exemplar, and all that really tells me is I’m getting SOMETHING right. I believe it is the trust-based risk taking environment where innovation is the norm. Believe in Ohio is a seamless integration into this environment because it asks my students to not regurgitate memorized content, but to design a completely new concept through multiple failures. This prepares them for how truly innovative companies work, what a great head start for my students!”

Ms. Nancy Vondrak

Chagrin Falls High School (Chagrin Falls, Cuyahoga County)

“My name is Nancy Vondrak. I am the Business teacher at Chagrin Falls High School in Chagrin Falls, Ohio. Thank you for the opportunity to tell you about my support for the Believe in Ohio program and to share my experience of the benefits and successes I have witnessed our Ohio high school students achieve in the last eight years.

“As a Business teacher I have found that it is always critical to keep current in both the curriculum offerings and instructional strategies used in the classroom. The business world is constantly changing. The advent of entrepreneurship in our country’s earliest days has evolved to an ubiquitous presence that translates to “entrepreneurship is everywhere”.

“With that being said, coming up with an idea, developing that idea, and taking on the risks of owning and operating a business is no longer a middle-aged male endeavor. The young people of today are the entrepreneurs of the future. How can I as an educator help students realize this and ultimately achieve their dreams?

“The answer to this question came to me by implementing the “Believe in Ohio” program to teach high school students all about entrepreneurship. Since 2013, I have had the opportunity to teach entrepreneurship to literally hundreds of students at both Chagrin Falls High School and Notre Dame-Cathedral Latin School. The Believe in Ohio learning materials, curriculum and resources provided to teachers, and eventually funneled down to our students, offer a superior learning experience because they emphasize principles, critical thinking, creativity and communication. By writing a STEM business plan and then entering that plan into a local business plan competition similar to the well-known Shark Tank show, students are engaged and become problem solvers. They are creating and competing, similar to what they will experience in the “real world”.

“In addition, the support provided to the teachers who use the Believe in Ohio program is something that has not been offered through other educational resources I have used. One of my favorite aspects of educational support that the Believe in Ohio program has provided is the expertise of actual entrepreneurs who serve as Executives in Residence in the classroom. These business professionals have served as mentors in advising students on their entrepreneurial ideas and how to develop those ideas.

"I have had students in the past who have gained valuable experience, skills and even monetary awards as they advanced to the state level of competition for their STEM business plans in the Believe in Ohio program. I have seen the program expand its resources and support to educators throughout the last year as education was transformed during COVID times.

"I strongly believe that the Believe in Ohio program is helping to shape the business leaders of the future by teaching students to be entrepreneurs and also providing the educational learning materials for teachers, all free of charge. Please continue to support the future of entrepreneurship education and ultimately the future of business and education by supporting the Believe in Ohio program."

Ms. Snehal Choudhury

July 2021 Believe in Ohio State STEM Plan Competition Scholarship Awardee
Jackson High School, 11th Grade student (Massillon, Stark County)

"My name is Snehal Choudhury. I am a junior at Jackson High School in Stark County. Thank you for providing me the opportunity to speak about the Believe in Ohio program and why I support it.

"I was first introduced to this program at last year's State Science Day. I had done a project creating an alcohol-free alternative to the conventional hand sanitizer. My goal was to address the problems associated with maintaining good hand hygiene, such as water scarcity and alcohol-induced skin dryness.

"While I love doing science fair and my goal is to learn science, it was frustrating to see that sports achievements always received more recognition than the work I did for my science project. But with the Believe in Ohio Program, my scientific work got highlighted, and people had a genuine interest in my sanitizer. It gave me so much confidence and made me realize that my passion for science was valid. I was really struggling to find a local community (except for a couple people) who supported my scientific aspirations and dreams. This program allowed me to take comfort in knowing that there is a growing scientific community in Ohio willing to support people who are passionate about STEM.

"Before I took part in the Believe in Ohio Program, I didn't see the connection between STEM and entrepreneurship. Specifically, it taught me a lot about how to bring something new to the market, generate revenue, lower production costs, and have a clear business plan, amongst other economic concepts. More importantly, it made me see how relevant my product was in solving a real-world problem and how I could sell this product to help many people if I continued to pursue this project. In general, the Believe in Ohio Program showed me how I could apply STEM concepts to the real world, which I had trouble seeing before.

"The Believe in Ohio program is very valuable in developing future young scientists. For someone like me, I really appreciated how accessible this program was to so many people in so many places, urban or rural. Because of the Believe in Ohio and scholarship program, I am considering studying engineering in an Ohio institution. I truly believe that it's important that we continue to grow this program to benefit more students and promote science."

Ms. Caylee Combs & Ms. Brynn McGrail

July 2021 Believe in Ohio State STEM Plan Competition Scholarship Awardees
Rutherford B. Hayes High School (Delaware, Delaware County)

"My name is Caylee Combs. Brynn McGrail and I are seniors at Hayes High School in Delaware County. Thank you for the chance to speak about the Believe in Ohio program and our project, which is about a small aquatic plant native to Ohio called duckweed. Duckweed can increase the sustainability of fertilizer and decrease nutrient pollution and

algal blooms, which we believe can replace commercial fertilizers to create a more sustainable fertilizer and clean-up nutrient pollution in ponds.

“We were first encouraged to enter our project into Believe in Ohio program from the State Science Day competition last spring. Believe in Ohio allowed us to expand on what we had developed for Science Fair.

“My name is Bryn McGrail. Believe in Ohio introduced us to business startup plans, operating cost plans, and cost benefit analysis. We had to consider the market involved and who we would sell our product to. We had always considered our project as something that was good for the environment, but we learned that we would not be selling our product to the environment, but rather we would be selling it to people, and, this program taught us how to do that.

“We have spoken about the Believe in Ohio program to colleges and scholarship committees across Ohio, and have found them to be impressed with our new found interest in entrepreneurship connected to scientific research.

“It changed the way we talked to peers about our project. We have always introduced it as something we were testing, but since Believe in Ohio, we introduce it as something we’re creating. People relate to it better because it seems more real. It brings more enthusiasm and curiosity about our project.”

Ms. Combs continued. “Believe in Ohio has encouraged both of us to continue our education in Ohio, as the program strives to show young people like us the importance of our scientific research in our state.

“I plan on attending The University of Findlay to study Equine Sciences. After that, I would like to earn my Doctorate of Veterinary Medicine and get my license to practice in Ohio. I also plan on starting my own business selling pharmaceuticals now that this program has sparked my interest in business.

Ms. McGrail continued. “I am attending the University of Cincinnati to study environmental engineering. Following my interests in environmental research, Believe in Ohio introduced me to the next step in commercialization, which helped me find my interest in this school with their co-op program that pushes me to involve my research in the industry.

“Believe in Ohio directed our interests in new ways. We will take this experience into our future and hope that future young scientists in Ohio will get this opportunity as well.”

Dr. Julian M. Earls

Retired Center Director, NASA Glenn Research Center (Cuyahoga County)

My name is Dr. Julian Earls. I am a retired Director of the NASA Glenn Research Center in Cleveland, Ohio. While serving as Center Director, I along with Dr. Karen Holbrook who was then President of The Ohio State University co-chaired the Science and Mathematics Education Policy Advisory Council (SAMEPAC) for the State of Ohio. Thank you for the opportunity to tell you about my support for the Believe in Ohio program.

While at Glenn Research Center I was proud that NASA included among its mission the charge to inspire the next generation of explorers. In addition, I took great pride in the SAMEPAC Report that called for “bold action that will support economic growth, strengthen the system of mathematics and science education, build upon existing programs and make high-level mathematics and science courses available to all Ohio students.” I know of no better program for moving Ohio forward in achieving the aforementioned goals than the Believe in Ohio Program. It is imperative that we dramatically increase the number of Ohio students who acquire greater thinking, reasoning and problem-solving skills in Science, Technology, Engineering, and Mathematics (STEM). The Believe in Ohio Program already has demonstrated success in preparing students to succeed in the 21st century economy. It goes beyond educating a relatively small percentage of students to educating a much larger population of students across all backgrounds and economic status.

On behalf of our Ohio students who will benefit from the Believe in Ohio program, I strongly support this program.”

Mr. Andrew Sauer

Proctor & Gamble Company (Cincinnati, Hamilton County)

“My name is Andrew Sauer of Cincinnati. I’m a Group Scientist at The Procter & Gamble Company and a lifelong Ohio resident. Thank you for the opportunity to tell you about my support for the Believe in Ohio program.

“It is my conviction that we need to create more opportunities and engagement for STEM and entrepreneurial minded students in Ohio if we wish to retain these individuals and fuel future job growth in Ohio.

- As a high school student, I pursued every STEM extracurricular activity that I could find. The most impactful of these activities were the Science Fairs (Local, District, and State Science Days) organized by the Ohio Academy of Science which has an impressive reach, a huge network of dedicated volunteers, and annually awards nearly \$500,000 in scholarships. This is a great model for reaching and engaging STEM-oriented young people, and had a huge impact on me personally.
- I nearly attended an out of state university as I was offered a full ride scholarship to Purdue University with an accompanying internship at Eli Lilly. I would have left Ohio, and probably would not have returned, had it not been for the scholarships I won through Science Fairs, which was a key factor that kept me in Ohio.
- Today I’ll tell you that Ohio has much to offer, and I intend to stay here. But in high school, knowing that I would be pursuing a STEM career, Ohio wasn’t first on my list of places to live. I went to an academically focused high school where my best friends and I made up 5 of the top 10 students in my graduating class. These are the type of students that we should retain in Ohio, yet all of my friends left for STEM careers outside of the state.
- In my view, our education system today falls short when it comes to developing STEM business leaders and entrepreneurs. There is a real need to encourage STEM-minded students to remain in Ohio, and further develop Ohio as a state where innovation and entrepreneurship thrive. The Believe in Ohio program will engage motivated students, help retain talent and promote innovation and entrepreneurship in Ohio.
- I’ve judged more than 300 student science fair projects over the past 26 years, and, I feel pretty good that our students are learning core STEM concepts in school. While this is critically important, it’s not sufficient.
- In my 3 years of judging the Believe in Ohio competition, I’ve learned how few students really understand the connection between STEM and entrepreneurship and innovation. This is what the Believe in Ohio program is all about and what it teaches students. The program is very much needed in Ohio, and why I strongly encourage you to approve this amendment to Substitute House Bill 110.”

Dr. Jacob White

Ohio University (Athens, Athens County)

“Believe in Ohio is a fantastic program and critically important to the economic future of the state. U.S. Bureau of Labor and Statics forecasts an additional one million jobs related to STEM by 2022. And because half of these jobs will not require a bachelor’s degree, proficiency in STEM should be reimagined and understood as fundamental to the education of ALL students regardless of post-high school trajectories. STEM occupations have average wages nearly double the national average and Ohio STEM-skilled students find themselves in high demand in literally all job sectors. The Believe in Ohio program is exceptionally effective at providing students with a guided experience that prepares them for a STEM-centric economy and aims to ensure that Ohio workers and businesses can remain competitive in an increasingly innovation-driven marketplace.”

About Dr. White:

Dr. Jacob White joined the Voinovich School of Leadership and Public Affairs in 2020 as Senior Executive in Residence for Education and Evaluation. Jacob supports the School's Planning, Evaluation, Education, and Research (PEER) team by providing strategic leadership in two key areas: the design and implementation of evaluation projects for public and non-profit organizations, and education initiatives that impact local communities and the broader Appalachian region.

Before joining the Voinovich School, Jacob served as Professor of Chemistry at the University of Rio Grande (URG) with fifteen years of college teaching experience and a record of scholarship in educational research and outreach. Most of his scholarly interests have focused on STEM education, including professional development for in-service science teachers, STEM education research in rural settings, and research in curricular and pedagogical concerns inherent to the high school-to-college transition in STEM education.

Jacob has a Ph.D. in Chemistry (Analytical) from Ohio University.

Mr. Rickey Terrell

University of Cincinnati (Cincinnati, Hamilton County)

"My name is Rickey Terrell. I am a Program Manager in the University of Cincinnati's College of Education and a STEM advocate. Thank you for the opportunity to tell you about our support for the Believe in Ohio program.

"Over the course of my undergraduate and professional career, I am committed to supporting high school students in their pursuit of STEM careers. I have created the Hughes High School Science Fair which encouraged students to develop a research topic and provided opportunities for them to share their work. Additionally, I have supported programs such as the Southwest Ohio Science and Engineering Expo and the University of Cincinnati Early IT Program. Programs like these are crucial components of future STEM students' journey in their K-12 education. I firmly believe that supporting Ohio students in STEM will lead to statewide economic growth and an improved math and science education pipeline. There is no better way to continue this work than the Believe in Ohio Program. This program has historically shown success in preparing students to succeed in STEM while also considering the current economic climate, a powerful combination that can encourage students to be change agents in our communities. The Believe in Ohio program expands the opportunities of Ohio students from all backgrounds and economic status to acquire and apply these skills.

"I strongly support the Believe in Ohio program on behalf of the students in our state who will benefit from it."