

Budget

South Range Local (048363) - Mahoning County - 2016 - Straight A Fund - Rev 0 - Straight A Fund - Application Number (108)

U.S.A.S. Fund #: 466

[Plus/Minus Sheet \(opens new window\)](#)

Purpose Code	Object Code	Salaries 100	Retirement Fringe Benefits 200	Purchased Services 400	Supplies 500	Capital Outlay 600	Other 800	Total
Instruction		0.00	0.00	27,000.00	94,436.00	0.00	0.00	121,436.00
Support Services		0.00	0.00	0.00	0.00	0.00	0.00	0.00
Governance/Admin		0.00	0.00	0.00	0.00	0.00	0.00	0.00
Prof Development		0.00	0.00	0.00	0.00	0.00	0.00	0.00
Family/Community		0.00	0.00	0.00	0.00	0.00	0.00	0.00
Safety		0.00	0.00	0.00	0.00	0.00	0.00	0.00
Facilities		0.00	0.00	0.00	0.00	0.00	0.00	0.00
Transportation		0.00	0.00	0.00	0.00	0.00	0.00	0.00
Indirect Cost							0.00	0.00
<b>Total</b>		0.00	0.00	27,000.00	94,436.00	0.00	0.00	121,436.00
							<b>Adjusted Allocation</b>	0.00
							<b>Remaining</b>	-121,436.00

Application

South Range Local (048363) - Mahoning County - 2016 - Straight A Fund - Rev 0 - Straight A Fund - Application Number (108)

**Please respond to the prompts or questions in the areas listed below in a narrative form.**

**A) APPLICANT INFORMATION - General Information**

1. Project Title:  
Realizing the Resources on the Range

2. Project Summary: Please limit your responses to no more than three sentences.  
The South Range Local School District will re-connect our rich agricultural community to 21st Century Project Based Learning Experiences. S  
*This is an ultra-concise description of the overall project. It should only include a brief description of the project and the goals it hopes to achieve.*

3. Estimate of total students at each grade level to be directly impacted each year.

*This is the number of students that will receive services or other benefits as a **direct result** of implementing this project. This does not include students that may be impacted if the project is replicated or scaled up in the future. It excludes students who have merely a tangential or indirect benefit (such as students having use of improved facilities, equipment etc. for other uses than those intended as a part of the project). The Grant Year is the year in which funds are received from the Ohio Department of Education. Years 1 through 5 are the sustainability years during which the project must be fiscally and programmatically sustained.*

Grant Year				
20 Pre-K Special Education	100 K	100 1	100 2	100 3
100 4	100 5	100 6	110 7	110 8
120 9	120 10	120 11	120 12	

Year 1				
20 Pre-K Special Education	100 K	100 1	100 2	100 3
100 4	100 5	100 6	110 7	110 8
120 9	120 10	120 11	120 12	

Year 2				
20 Pre-K Special Education	100 K	100 1	100 2	100 3
100 4	100 5	100 6	110 7	110 8
120 9	120 10	120 11	120 12	

Year 3				
20 Pre-K Special Education	100 K	100 1	100 2	100 3
100 4	100 5	100 6	110 7	110 8
120 9	120 10	120 11	120 12	

Year 4				
20 Pre-K Special Education	100 K	100 1	100 2	100 3
100 4	100 5	100 6	110 7	110 8
120 9	120 10	120 11	120 12	

Year 5				
20 Pre-K Special Education	100 K	100 1	100 2	100 3
100 4	100 5	100 6	110 7	110 8

4. Explanation of any additional students to be impacted throughout the life of the project.

*This includes any students impacted or estimates of students who might be impacted through future scale-ups or replications that go beyond the scope of this project.*

We have the privilege of housing several additional classes in our K-12 complex. Because of this, additional students will benefit from the outdoor learning lab. These classrooms include: a preschool program, county MD classroom and a county ED classroom. In addition, we will include students from Leonard Kurtz (MRDD). Beyond the school setting, local groups will benefit from the lab as well. These organizations include boy scouts, girl scouts, church groups, 4H and FFA. We would also include students from surrounding local school districts with rich agricultural roots. These districts include Crestview, Western Reserve, Columbiana and Canfield.

5. Lead applicant primary contact: - Provide the following information:

First and last name of contact for lead applicant  
Dennis Dunham

Organizational name of lead applicant  
Superintendent, South Range Local School District

Address of lead applicant  
11300 Columbiana-Canfield Road

Phone Number of lead applicant  
3305495226

Email Address of lead applicant  
ddunham@southrange.org

*Community School Applicants: After your application has been submitted and is in Authorized Representative Approved status an email will be sent to your sponsoring entity automatically informing the sponsor of your application.*

6. Are you submitting your application as a consortium? - Select one checkbox below

Yes

No

If you are applying as consortium, please list all consortium members by name on the "Consortium Member" page by clicking on the link below. If an educational service center is applying as the lead applicant for a consortium, the first consortium member entered must be a client district of the educational service center.

[Add Consortium Members](#)

7. Are you partnering with anyone to plan, implement, or evaluate your project? - Select one checkbox below

Yes

No

If you are partnering with anyone, please list all partners (vendors, service providers, sponsors, management companies, schools, districts, ESCs, IHEs) by name on the "Partnering Member" page by clicking on the link below.

[Add Partnering Members](#)

## B) PROJECT DESCRIPTION - Overall description of project and alignment with goals

8. Describe the innovative project: - Provide the following information

*The response should provide a clear and concise description of the project and its major components. The following questions will address specific outcomes and measures of success.*

a. The current state or problem to be solved; and

The problem to be addressed is the disconnect from the rich agricultural community represented in the district. This results in a need for experiential learning at all grade levels. The lack of inquiry based learning has created a need for students to rediscover their roots. Students will have the opportunity to directly connect with their environment and work to meet expectations of content standards at all grade levels.

b. The proposed innovation and how it relates to solving the problem or improving on the current state.

The school district's property includes 80 undeveloped acres to be used for outdoor project based learning. This under-utilized land will be transformed into outdoor learning labs that will encompass agricultural and environmental studies to benefit the school family and community. Students will collaborate with local experts in both agricultural and environmental fields. Environmentally, students will work with local experts to design and collect environmental data, study wildlife habitats, pond studies, analyze water quality, soil composition and other other environmental impacts associated with the property. Students in cross-grade levels have the need for experiencing plants and animals in their environments and natural habitats throughout seasonal/weather changes. Students are limited, without an outdoor learning lab, in the

true understanding of life cycles and environmental studies. Agriculturally, students will work with local experts in the agricultural field to prepare several specific sites for the land labs. The sites would include a greenhouse, prepared farmland and plotted acreage that will allow students to be fully engaged from the germination process to harvest. Students will research and plant crops appropriate for our climate and monitor growth.

9. Select which (up to four) of the goals your project will address. For each of the selected goals, please provide the requested information to demonstrate your innovative project. - (Check all that apply)

a. Student achievement

i. List the desired outcomes.

*Examples: fewer students retained at 3rd grade, increase in graduation rate, increased proficiency rate in a content area, etc.*

Increase in proficiency rates in science and social studies on state and local assessments, increased graduation rate as well as attendance rate.

ii. What assumptions must be true for this outcome to be realized?

*Examples: early diagnosis and intervention are needed to support all children learning to read on grade level; project-based learning results in higher levels of student engagement and learning, etc.*

Project based learning results in higher level of student engagement and deeper learning in a hands-on problem-based setting. Students will experience science and social studies first hand outdoors. These experiences will provide students with first-hand real life activities. These activities will give students a deeper understanding of science and social studies so when asked questions on state assessments in these areas, students will have real world experiences from which to draw.

iii. Describe any early efforts you have made to test these assumptions (pilot implementation, etc), or how these are well-supported by the literature.

Before moving into our new facility, six years ago, the elementary, middle and high all had access to outdoor learning labs. Students had hands-on experiences with inquiry learning in a natural environment. Our new facility has the potential for a similar outdoor lab and students would benefit from not only experiencing it, but also creating it. We have visited other facilities with horticulture programs and students are thriving in the learning environment. We want to offer a similar setting and opportunities for students of South Range.

iv. List the specific indicators that you will use to measure progress toward your desired outcome.

*These should be measurable changes, not merely the accomplishment of tasks. Example: Teachers will each implement one new project using new collaborative instructional skills, (indicates a change in the classroom) NOT; teachers will be trained in collaborative instruction (which may or may not result in change).*

Teachers and students at each grade level will design and utilize a learning station aligned to science standards on the school grounds. In addition, teams of students will design and study planting and harvesting crops and measure growth with different soil components. Data will be collected to determine best planting conditions for crops. Each grade level will focus on a new project using collaborative instructional skills based on content standards. Students will demonstrate growth in standards evaluation as well as increased performances on state tests.

v. List and describe pertinent data points that you will use to measure student achievement, providing baseline data to be used for future comparison.

We would gather data from several perspectives including: completion of projects, evidence of cross-curricular application, 9 week report card grades, journaling/record keeping, formative and summative local assessments as well as state assessments.

vi. How are you prepared to alter the course of your project if assumptions prove false or outcomes are not realized?

A committee will meet quarterly or bi-annually to evaluate the data points and success of the data. The committee will be open to suggestions from community members, businesses and student population. We will evaluate state assessment data to determine student growth. If increases are not realized, data will be disaggregated to determine areas of need. Teams of teachers and students in collaboration with local experts will design projects to influence these areas.

b. Spending reductions in the 5 year forecast

i. List the desired outcomes.

*Examples: lowered facility cost as a result of transition to more efficient systems of heating and lighting, etc.; or cost savings due to transition from textbook to digital resources for teaching.*

ii. What assumptions must be true for this outcome to be realized?

*Example: transition to "green energy" solutions produce financial efficiencies, etc.; or available digital resources are equivalent to or better than previously purchased textbooks.*

iii. Describe any early efforts you have made to test these assumptions (pilot implementation, etc), or how these are well-supported by the literature.

iv. List the specific indicators that you will use to monitor progress toward your desired outcome.

*These should be specific dollar savings amounts. THESE MUST MATCH THE COST SAVINGS AS PROJECTED IN THE FINANCIAL IMPACT TABLE (FIT).*

v. List and describe pertinent data points that you will use to measure spending reductions, providing baseline data to be used for future comparison.

vi. How are you prepared to alter the course of your project if assumptions prove false or outcomes are not realized?

c. Utilization of a greater share of resources in the classroom

i. List the desired outcomes.

*Example: change the ratio of leadership time spent in response to discipline issues to the time available for curricular leadership.*

The desired outcomes are to bring community involvement and educate students on potential career paths, while giving them an awareness of the rural setting. Along with area businesses who are willing to provide knowledge and services.\* In addition, students will create and complete water and natural studies and gather data of creatures in their natural habitats.

ii. What assumptions must be true for this outcome to be realized?

*Examples: improvements to school and classroom climate will result in fewer disciplinary instances allowing leadership to devote more time to curricular oversight.*

We have a tremendous community of parent volunteers. Parents have a central role in developing the growth of an individual. The community is often responsible for assuring a high quality education for all students. Business members and community groups must participate in goal oriented activities at all grade levels, that will link student achievement and success. The research shows that parent, family and community involvement in education correlates with higher academic performance and school improvement.

iii. Describe any early efforts you have made to test these assumptions (pilot implementation, etc), or how these are well-supported by the literature.

Our school district utilizes parent volunteers and collaborates with the PTO. We have found that parent involvement increases student achievement and success. The South Range District is very unique in the amount of parent involvement that we utilize. We are also a district that believes in using local businesses to improve and enhance educational opportunities, along with neighboring districts with overlapping needs.

iv. Please provide the most recent instructional spending percentage (from the annual Ohio School Report Card) and discuss any impact you anticipate as a result of this project.

*Note: this is the preferred indicator for this goal.*

With the incorporation of project-based learning in an outdoor setting, we anticipate an increase in student engagement which will result in improved attendance and achievement. This will be noted in science and social studies state assessments across grade levels. We anticipate the positive impact on end of course exams as Ohio transitions to new Graduation requirements. Science and Social Studies assessment results at the high school level will increase. Historically, these are the two lowest achievement scores for the state measures.

v. List any additional indicators that you will use to monitor progress toward your desired outcome. Provide baseline data if available.

*These should be specific outcomes, not just the accomplishment of tasks. Example: fewer instances of playground fighting.*

Overall, students will increase problem solving skills as the learning lab will provide experiences for hands-on and inquiry based learning. These skills are especially necessary as students begin transitioning from high school to career and college settings.

vi. How are you prepared to alter the course of your project if assumptions prove false or outcomes are not realized?

At the end of each school year, teacher based teams will analyze classroom, district and statewide assessment data. This data will help us to determine which areas of instruction need to be incorporated in the projects for the following school year. Because teachers and students will be designing these projects, adjusting them to meet the needs of our data will be a natural part of the process.

d. Implementing a shared services delivery model

i. List the desired outcomes.

*Examples: increase in quality and quantity of employment applications to districts; greater efficiency in delivery of transportation services, etc.*

ii. What assumptions must be true for this outcome to be realized?

*Example: neighboring districts have overlapping needs in administrative areas that can be combined to create efficiencies.*

iii. Describe any early efforts you have made to test these assumptions (pilot implementation, data analysis etc), or how these are well-supported by the literature.

iv. List the specific indicators that you will use to monitor progress toward your desired outcomes.

*These should be measureable changes, not the accomplishment of tasks.*

*Example: consolidation of transportation services between two districts.*

v. List and describe pertinent data points that you will use to evaluate the success of your efforts, providing baseline data to be used for future comparison.

Example: change in the number of school buses or miles travelled.

vi. How are you prepared to alter the course of your project if assumptions prove false or outcomes are not realized?

10. Which of the following best describes the proposed project? - (Select one)

- a. New - Never before implemented
- b. Existing - Never implemented in your community school or school district but proven successful in other educational environments
- c. Replication - Expansion or new implementation of a previous Straight A Project
- d. Mixed Concept - Incorporates new and existing elements
- e. Established - Elevating or expanding an effective program that is already implemented in your district, school or consortia partnership

### C) BUDGET AND SUSTAINABILITY

11. Financial Information: - All applicants must enter or upload the following supporting information. The information in these documents must correspond to your responses in questions 12-19.

a. Enter a project budget in CCIP (by clicking the link below)

[Enter Budget](#)

b. If applicable, upload the Consortium Budget Worksheet (by clicking the Upload Documents link below)

c. Upload the Financial Impact Table (by clicking the Upload Documents link below)

[Upload Documents](#)

*The project budget is entered directly in CCIP. For consortia, this project budget must reflect the information provided by the applicant in the Consortium Budget Worksheet. Directions for the Financial Impact Table are located on the first tab of the workbook. Applicants must submit one Financial Impact Table with each application. For consortium applications, please add additional sheets instead of submitting separate Financial Impact Tables.*

121,436.00 12. What is the amount of this grant request?

13. Provide a brief narrative explanation of the overall budget.

*Responses should provide a rationale and evidence for each of the budget items and associated costs outlined in the project budget. In no case should the total projected expenses in the budget narrative exceed the total project costs in the budget grid.*

The budgeted amount will be used to prepare land for planting flowers and vegetation. Seeds will be purchased as well as nutrients/soil. A concrete slab will be poured and a greenhouse will be built. In addition, woodlands will be cleared and a wood-chip path will be built for thirteen learning stations to study outdoor habitats. The pond will be dredged and wetlands preserved for observation. Chrome Books and science materials stated above will be purchased to record data and complete projects.

14. Please provide an estimate of the total costs associated with maintaining this program through each of the five years following the initial grant implementation year (sustainability costs). This is the sum of expenditures from Section A of the Financial Impact Table.

1,200.00 a. Sustainability Year 1

1,200.00 b. Sustainability Year 2

1,200.00 c. Sustainability Year 3

1,200.00 d. Sustainability Year 4

1,200.00 e. Sustainability Year 5

15. Please provide a narrative explanation of sustainability costs.

*Sustainability costs include any ongoing spending related to the grant project after June 30, 2017. Examples of sustainability costs include annual professional development, staffing costs, equipment maintenance, and software license agreements. To every extent possible, rationale for the specific amounts given should be outlined. The costs outlined in this narrative section should be consistent and verified by the financial documentation submitted and explained in the Financial Impact Table. If the project does not have sustainability costs, applicants should explain why.*

The costs for successive years following implementation will include purchasing seeds and nutrients for soil. No other sustainable costs are anticipated to continue the lab in future years.

100 16. What percentage of these costs will be met through cost savings achieved through implementation of the program?

*Total cost savings from section B of the Financial Impact Table divided by total sustainability cost from section A of the Financial Impact Table. If the calculated amount is greater than 100, enter 100 here.*

17. Please explain how these cost savings will be derived from the program.

*Applicants who selected spending reductions in the five-year forecast as a goal must identify those expected savings in questions 16 and 17. All spending reductions must be verifiable, permanent, and credible. Explanation of savings must be specific as to staff counts; salary/benefits; equipment costs, etc.*

The plants will be harvested and sold to the community and the sales is anticipated to surpass the sustainability costs for the following years of the project.

18. What percentage of sustainability costs will be met through reallocation of savings from elsewhere in the general budget?

*Total reallocation from section C of the Financial Impact Table divided by total sustainability cost from section A of the Financial Impact Table  
Note: the responses to questions 16 and 18 must total 100%*

19. Please explain the source of these reallocated funds.

*Reallocation of funds implies that a reduction has been made elsewhere in the budget. Straight A encourages projects to determine up front what can be replaced in order to ensure the life of the innovative project.*

Not applicable

## D) IMPLEMENTATION

20. Please provide a brief description of the team or individuals responsible for the implementation of this project, including other consortium members or partners.

*This response should include a list of qualifications for the applicant and others associated with the grant. Please list key personnel only. If the application is for a consortium or a partnership, the lead should provide information on its ability to manage the grant in an effective and efficient manner. Include the partner/consortium members' qualifications, skills and experience with innovative project implementation and projects of similar scope.*

Enter Implementation Key Personnel information by clicking the link below:

[Add Implementation - Key Personnel](#)

*For Questions 21-23 please describe each phase of your project including its timeline, and scope of work.*

*A complete response to these questions will demonstrate awareness of the context in which the project will be implemented and the time it will take to implement the project with fidelity. A strong plan for implementing, communicating and coordinating the project should be apparent, including coordination and communication in and amongst members of the consortium or partnership (if applicable). Not every specific action step need be included, but the outline of the major steps should demonstrate a thoughtful plan for achieving the goals of the project. The timeline should reflect significant and important milestones in an appropriate time frame.*

21. Planning

a. Date Range Fall 2015

b. Scope of activities - include all specific completion benchmarks.

Team meets to discuss feasibility of project as well as garner ideas for how the space could be used by different grade levels and subjects. Team conducted a survey for the entire K-12 staff to see what standards the outdoor classroom could be aligned to Meet with local experts in agriculture, water treatment, and forestry Begin designing space for first phase of the project. Map out 3 pieces of project looking to enhance student scores in our lowest achieving subjects in each of the 3 schools. bring high school students into the planning process to help with design work Have high school students in the Language Arts class write letters to area business to ask for help with design and implementation services and donation of equipment Get quotes for greenhouse Gather quotes for labor

22. Implementation (grant funded start-up activities)

a. Date Range Spring 2016

b. Scope of activities - include all specific completion benchmarks

Begin building greenhouse- pour slab, order materials, hire team to erect greenhouse Clear land and begin cultivating soil, purchase seeds and soil Designate 3 areas to be maintained & sustained by each of the 3 buildings. In the opening year, these 3 areas will be maintained by the 4th grade (representing the elementary wing), the 8th grade (representing the middle school wing), and grade 12 (representing the high school). These designated areas will eventually give way to a total of 13 stations, one maintained by each grade level (K through 12), with each having it's own theme. Purchase observation supplies (binoculars, microscopes, motion cameras and Chrome Books) and design area for stations.

23. Programmatic Sustainability (years following implementation, including institutionalization of program, evaluation and communication of program outcomes)

a. Date Range Summer 2016

b. Scope of activities - include all specific completion benchmarks

Plant seeds and tend to crops Partner with Boy Scouts, Girl Scouts and 4H to monitor crops Harvest seeds at end of summer and plant in the greenhouse for next season

## E) SUBSTANTIAL IMPACT AND LASTING VALUE

24. Describe the expected changes to the instructional and/or organizational practices in your institution.

*The response should illustrate the critical instructional and/or organizational changes that will result from implementation of the grant and the impact of these changes. These changes can include permanent changes to current district processes, new processes that will be incorporated or the removal of redundant processes. The response may also outline the expected change in behaviors of individuals (changes to classroom practice, collaboration across district boundaries, changes to a typical work day for specific staff members, etc.). The expected changes should be realistic and significant in moving the institution forward.*

Please enter your response below:

Students move to experiential learning, particularly in the science and social studies classes at every level. Since social studies & science classes incorporate significant math and language arts content, scores in all major content areas will be impacted. No longer will science be taught in a classroom with a smartboard and videos. Students will be involved with real world science problems and exploration. Students will directly participate in their learning. Students will have the opportunity to predict, observe, classify, experiment, measure, compare and contrast, and draw conclusions. Students learning will be enhanced at every level in every subject. History students will plant "Victory Garden." History students will also be able to use water sampling in order to look more closely at unintended environmental consequences of geographic and economic expansion, as stated in the appropriate geography strand of the 8th grade state standards. Social studies classrooms will work with local business owners to study the economics of agriculture and international trade. Students will become personally engaged. In understanding where their food supply comes English classes will be involved in soliciting services and equipment as well as writing descriptive paragraphs for informational placards. Geometry and art classes will be involved in design and will be able to redesign the plot for crops year after year. Students will engage in healthy competition by planting different crops and collecting data to determine sustainability and productivity. Students will be engaged in every component of this project.

25. Please provide the name and contact information for the person and/or organization who will oversee the evaluation of this project.

*Projects may be evaluated either internally or externally. However, evaluation must be ongoing throughout the entire period of sustainability and have the capacity to provide the Ohio Department of Education with clear metrics related to each selected goal.*

Please enter your response below:

Shari Lewis in collaboration with grade level teams will collect data on standards and assessment. Students will partner with local experts to evaluate the agricultural components to determine any needed changes for future crops.

26. Describe the overall plan for evaluation, including plans for data collection, underlying research rationale, measurement timelines and methods of analysis.

*This plan should include the methodology for measuring all of the project outcomes. Applicants should make sure to outline quantitative approaches to assess progress and measure the overall impact of the project proposal. The response should provide a clear outline of the methods, process, timelines and data requirements for the final analysis of the project's progress, success or shortfall. The applicant should provide information on how the lessons learned from the project can and will be shared with other education providers in Ohio. Note: A complete and comprehensive version of the evaluation plan must be submitted to ODE by all selected projects.*

Students and teachers will be involved in data collection for the effectiveness of project-based learning. Formative and summative assessments will inform teachers of standards mastery and ultimately student achievement on state assessments will increase. Building leadership teams will incorporate the results of the data collection into building plans so that action plans and assessment is ongoing and overt. Local experts will inform future plans as they will continue to collaborate with grade level teams. The true measure of impact will be the engagement of students in the learning process. After visiting science labs in the area and watching students in action, the engagement of the students is evident. We want to provide those opportunities for our students in South Range.

27. Please describe the likelihood that this project, if successful, can be scaled-up, expanded and/or replicated. Include a description of potential replications both within the district or collaborative group, as well as an estimation of the probability that this solution will prove useful to others. Discuss the possibility of publications, etc., to make others aware of what has been learned in this project.

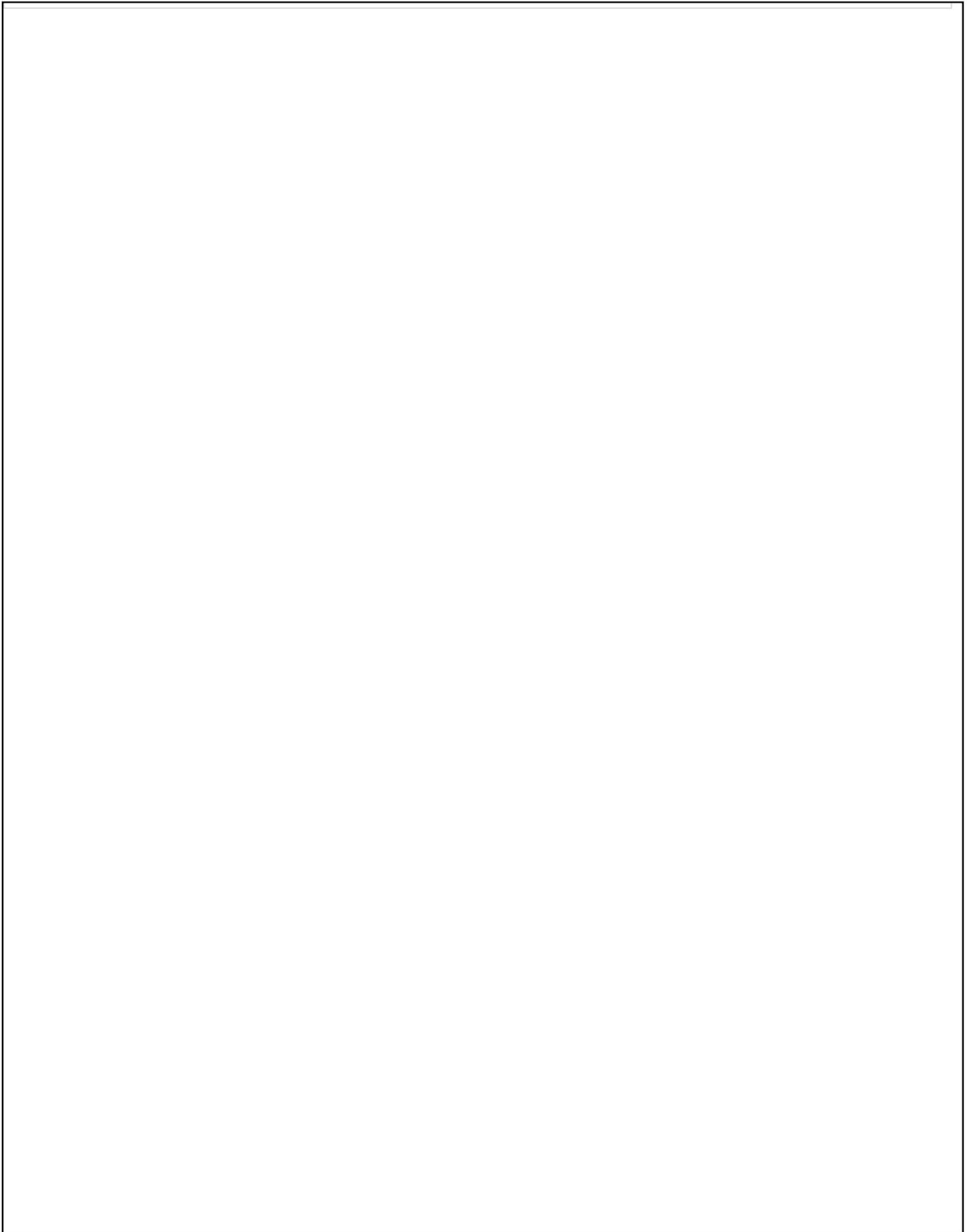
*The response should provide an explanation of the time and effort it would take to implement the project in another district, as well as any plans to share lessons learned with other districts. To every extent possible, applicants should outline how this project can become part of a model so that other districts across the state can take advantage of the learnings from this proposed innovative project. If there is a plan to increase the scale and scope of the project within the district or consortium, it should be noted here.*

Because of the amount of land available for this project, the likelihood of this project being expanded is certain. Additional land can be used to expand the stations and growing fields. We would like to expand the agricultural portion to incorporate a farm to table concept where students will study home grown produce. This in turn will expand into a composting opportunity where we can incorporate a reduction in disposal of garbage. We would like to partner with the MetroParks which is just a few miles north of the campus and would like to open the opportunities on the campus to other community members.

By virtue of applying for the Straight A Fund, all applicants agree to participate in the overall evaluation of the Straight A Fund for the duration of the evaluation time frame. The Governing Board of the Straight A Fund reserves the right to conduct an evaluation of the project and request additional information in the form of data, surveys, interviews, focus groups and other related data on behalf of the General Assembly, Governor and other interested parties for an overall evaluation of the Straight A Fund.

PROGRAM ASSURANCES: I agree, on behalf of this applicant, and any or all identified consortium members or partners, that all supporting documents contain information approved by a relevant executive board or its equivalent and to abide by all assurances outlined in the Straight A Assurances (available in the document library section of the CCIP).

Dennis J. Dunham



Sections 

**Consortium Contacts**

No consortium contacts added yet. Please add a new consortium contact using the form below.

Partnerships

South Range Local (048363) - Mahoning County - 2016 - Straight A Fund - Rev 0 - Straight A Fund

Sections ▶

**Partnerships**

<b>First Name</b>	<b>Last Name</b>	<b>Telephone Number</b>	<b>Email Address</b>	<b>Organization Name</b>	<b>IRN</b>	<b>Address</b>	<b>Delete Contact</b>
Ralph	Wince	330-550-0006	rwince@agland.coop	Agland		364 Lisbon Sst., , Canfield, Ohio, 44406	
Nelson	Witmer	330-540-3066	ddunham@southrange.org	Witmers, Inc.		39821 Salem-Unity Rd., , Salem, Ohio, 44460	

Implementation Team

South Range Local (048363) - Mahoning County - 2016 - Straight A Fund - Rev 0 - Straight A Fund

Sections 

**Implementation Team**

<b>First Name</b>	<b>Last Name</b>	<b>Title</b>	<b>Responsibilities</b>	<b>Qualifications</b>	<b>Prior Relevant Experience</b>	<b>Education</b>	<b>% FTE</b>	<b>Delete Contact</b>
Stephen	Rohan	Building Principal	Collect data and oversee the efficiency of the project.	Science background	Overseen other outdoor project based learning opportunities	Masters in Educational Administration	10	