

NOV 26 2012



Version 7703

APPLICATION FOR FEDERAL ASSISTANCE

<b>1. TYPE OF SUBMISSION:</b> Application <input type="checkbox"/> Construction <input checked="" type="checkbox"/> Non-Construction	<input type="checkbox"/> Pre-application <input checked="" type="checkbox"/> Construction <input type="checkbox"/> Non-Construction	<b>2. DATE SUBMITTED</b> 11/20/12	Applicant Identifier
		<b>3. DATE RECEIVED BY STATE</b>	State Application Identifier
		<b>4. DATE RECEIVED BY FEDERAL AGENCY</b>	Federal Identifier

<b>5. APPLICANT INFORMATION</b>	
<b>Legal Name:</b> Cherokee Central Schools	<b>Organizational Unit:</b> Department:
<b>Organizational DUNS:</b> 04-227-3201	Division:
<b>Address:</b> Street: PO Box 134 86 Elk Crossing Lane City: Cherokee County: Swain State: NC Zip Code 28719	<b>Name and telephone number of person to be contacted on matters involving this application (give area code)</b> Prefix: Ms. First Name: Debora Middle Name Kinsland Last Name Foerst Suffix:
Country: USA	Email: debfoerst@yahoo.com

<b>6. EMPLOYER IDENTIFICATION NUMBER (EIN):</b> 56-0819154	Phone Number (give area code) (828) 554-5028	Fax Number (give area code) (828) 554-5010
---	---	---

<b>8. TYPE OF APPLICATION:</b> <input checked="" type="checkbox"/> New <input type="checkbox"/> Continuation <input type="checkbox"/> Revision If Revision, enter appropriate letter(s) in box(es) (See back of form for description of letters.) Other (specify)	<b>7. TYPE OF APPLICANT:</b> (See back of form for Application Types) N Other (specify) BIE Funded Tribal Grant School
---	---

<b>10. CATALOG OF FEDERAL DOMESTIC ASSISTANCE NUMBER:</b> TITLE (Name of Program): 21st Century Community Learning Center 84-287	<b>11. DESCRIPTIVE TITLE OF APPLICANT'S PROJECT:</b> 21st Century Community Learning Centers After School Program for grades 3-12 at Cherokee Elementary, Cherokee Middle, and Cherokee High Schools. Program will focus on intervention, remediation, and enrichment in reading, math, and other core subjects in order to increase student achievement.
<b>12. AREAS AFFECTED BY PROJECT (Cities, Counties, States, etc.):</b> Cherokee, NC	<b>9. NAME OF FEDERAL AGENCY:</b> Bureau of Indian Education

<b>13. PROPOSED PROJECT</b> Start Date: January 2013 Ending Date: December 2013	<b>14. CONGRESSIONAL DISTRICTS OF:</b> a. Applicant 11 b. Project 11
---	--

<b>15. ESTIMATED FUNDING:</b>	<b>16. IS APPLICATION SUBJECT TO REVIEW BY STATE EXECUTIVE ORDER 12372 PROCESS?</b>																					
<table border="1"> <tr><td>a. Federal</td><td>\$</td><td>200,000.00</td></tr> <tr><td>b. Applicant</td><td>\$</td><td>.00</td></tr> <tr><td>c. State</td><td>\$</td><td>.00</td></tr> <tr><td>d. Local</td><td>\$</td><td>.00</td></tr> <tr><td>e. Other</td><td>\$</td><td>.00</td></tr> <tr><td>f. Program Income</td><td>\$</td><td>.00</td></tr> <tr><td>g. TOTAL</td><td>\$</td><td>200,000.00</td></tr> </table>	a. Federal	\$	200,000.00	b. Applicant	\$	.00	c. State	\$	.00	d. Local	\$	.00	e. Other	\$	.00	f. Program Income	\$	.00	g. TOTAL	\$	200,000.00	a. Yes. <input type="checkbox"/> THIS PREAPPLICATION/APPLICATION WAS MADE AVAILABLE TO THE STATE EXECUTIVE ORDER 12372 PROCESS FOR REVIEW ON DATE: b. No. <input checked="" type="checkbox"/> PROGRAM IS NOT COVERED BY E. O. 12372 <input type="checkbox"/> OR PROGRAM HAS NOT BEEN SELECTED BY STATE FOR REVIEW
a. Federal	\$	200,000.00																				
b. Applicant	\$	.00																				
c. State	\$	.00																				
d. Local	\$	.00																				
e. Other	\$	.00																				
f. Program Income	\$	.00																				
g. TOTAL	\$	200,000.00																				
	<b>17. IS THE APPLICANT DELINQUENT ON ANY FEDERAL DEBT?</b> <input type="checkbox"/> Yes If "Yes" attach an explanation. <input checked="" type="checkbox"/> No																					

18. TO THE BEST OF MY KNOWLEDGE AND BELIEF, ALL DATA IN THIS APPLICATION/PREAPPLICATION ARE TRUE AND CORRECT. THE DOCUMENT HAS BEEN DULY AUTHORIZED BY THE GOVERNING BODY OF THE APPLICANT AND THE APPLICANT WILL COMPLY WITH THE ATTACHED ASSURANCES IF THE ASSISTANCE IS AWARDED.

<b>a. Authorized Representative</b>		
Prefix Mr.	First Name Walter	Middle Name
Last Name Swan		Suffix
b. Title Superintendent		c. Telephone Number (give area code) (828) 554-5089
d. Signature of Authorized Representative		e. Date Signed 11/20/12

**Cover Page BIE 21<sup>st</sup> CCLC  
COVER PAGE  
EED FORM # 05-07-039**

**Cherokee Central Schools**

Organization

Debora K Foerst

Name of Contact Person

(828) 554 - 5028

Telephone

debfoerst@yahoo.com

E-mail Address

(828) 554-5010

Fax Number

*Debora K Foerst*

Authorized Signature for Budget Revisions/  
Record and Report of Local Expenditures

11/20/12

Date

■ Note: The general certifications and assurances that are signed and submitted by the district each spring (or provided by the applicant to EED) will apply to this federally funded program.

*[Signature]*

Signature of Organizational Representative

11/20/12

Date

Superintendent

Title

\$ 200,000.00

Total Funding Requested Per Year

\$ 500,000.00

Total Funding Requested for Three Years

**BIE Use Only** Project Number: \_\_\_\_\_

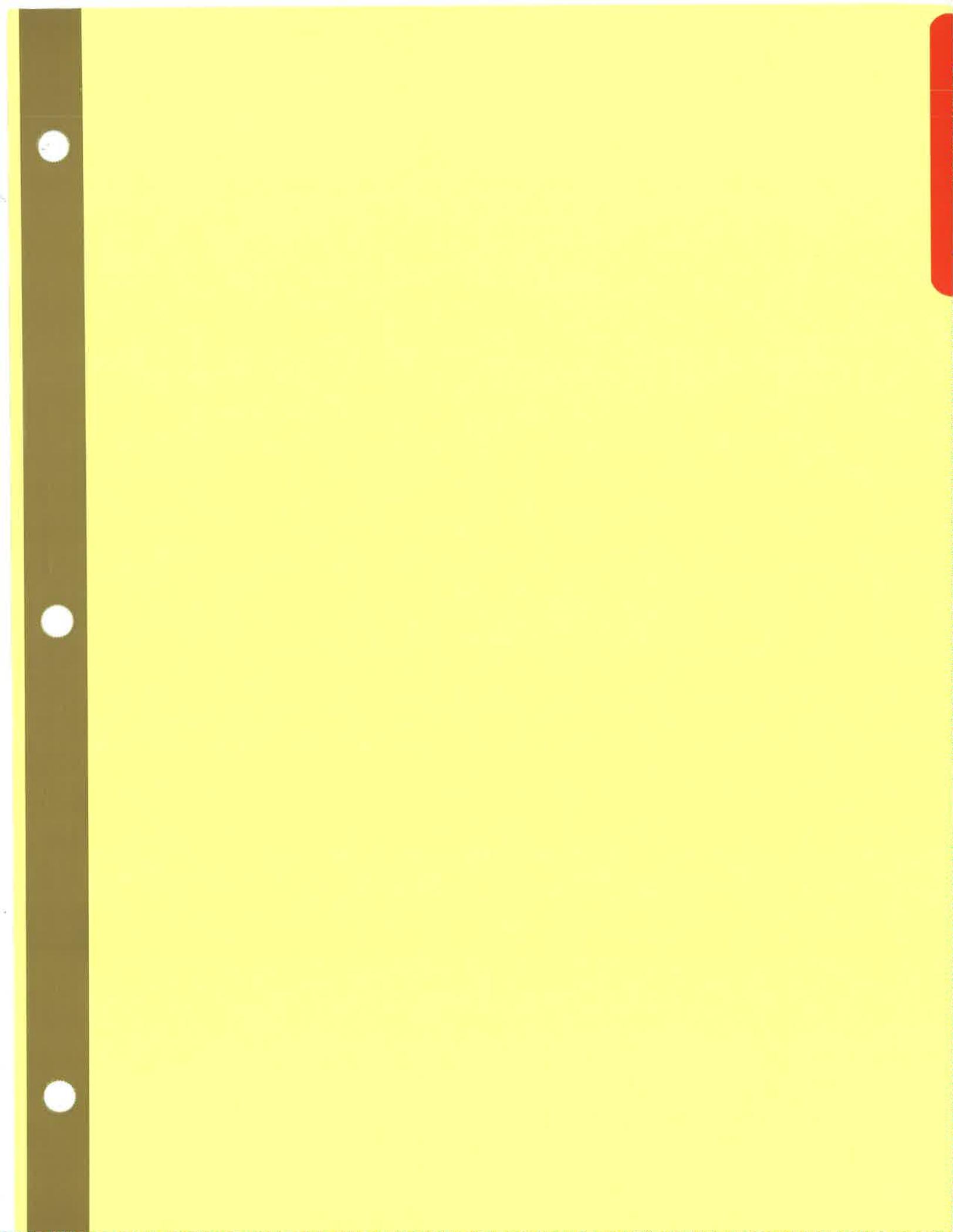
Date Received: \_\_\_\_\_

Project Approval: \_\_\_\_\_

Amount Awarded: \$ \_\_\_\_\_

**21<sup>st</sup> Century Community Learning Centers Program  
Cherokee Central Schools Application Package  
Table of Contents**

A. Program Abstract	4
B. Program Summary	5
C. Program Narrative	6
D. Participants Served Chart	17
E. Performance Measures	18
F. Schedule of Operations	19
G. Budget Form	21
H. 21 <sup>st</sup> CCLC Assurance Form	24
I. Appendices	
Job Description	25
Documents of Support	28
Memorandums of Agreement	31
Assessment of Data	36
Superintendent Letter of Support	37



## **Cherokee Central Schools - Program Abstract**

The Cherokee Central School (CCS) system is a Bureau of Indian Education funded tribally operated school of the Eastern Band of Cherokee Indians. CCS is located on the Qualla Boundary, the tribe's homeland, in rural western North Carolina. Over 90% of the students attending CCS are enrolled members of the tribe; moreover, our free/reduced lunch rates in the elementary, middle, and high schools are 82%, 80%, and 69%, respectively.

While student achievement has increased at CCS over the past several years, there is much room for improvement in math, reading, and other core areas. Cherokee Elementary is currently in "Corrective Action II" while Cherokee Middle and Cherokee High are in "restructuring" according to the stipulations established by the No Child Left Behind law.

Instituting a 21<sup>st</sup> Century Community Learning Center will provide opportunities for students below proficiency and below grade level to catch up to their counterparts.

## **Cherokee Central Schools - Program Summary**

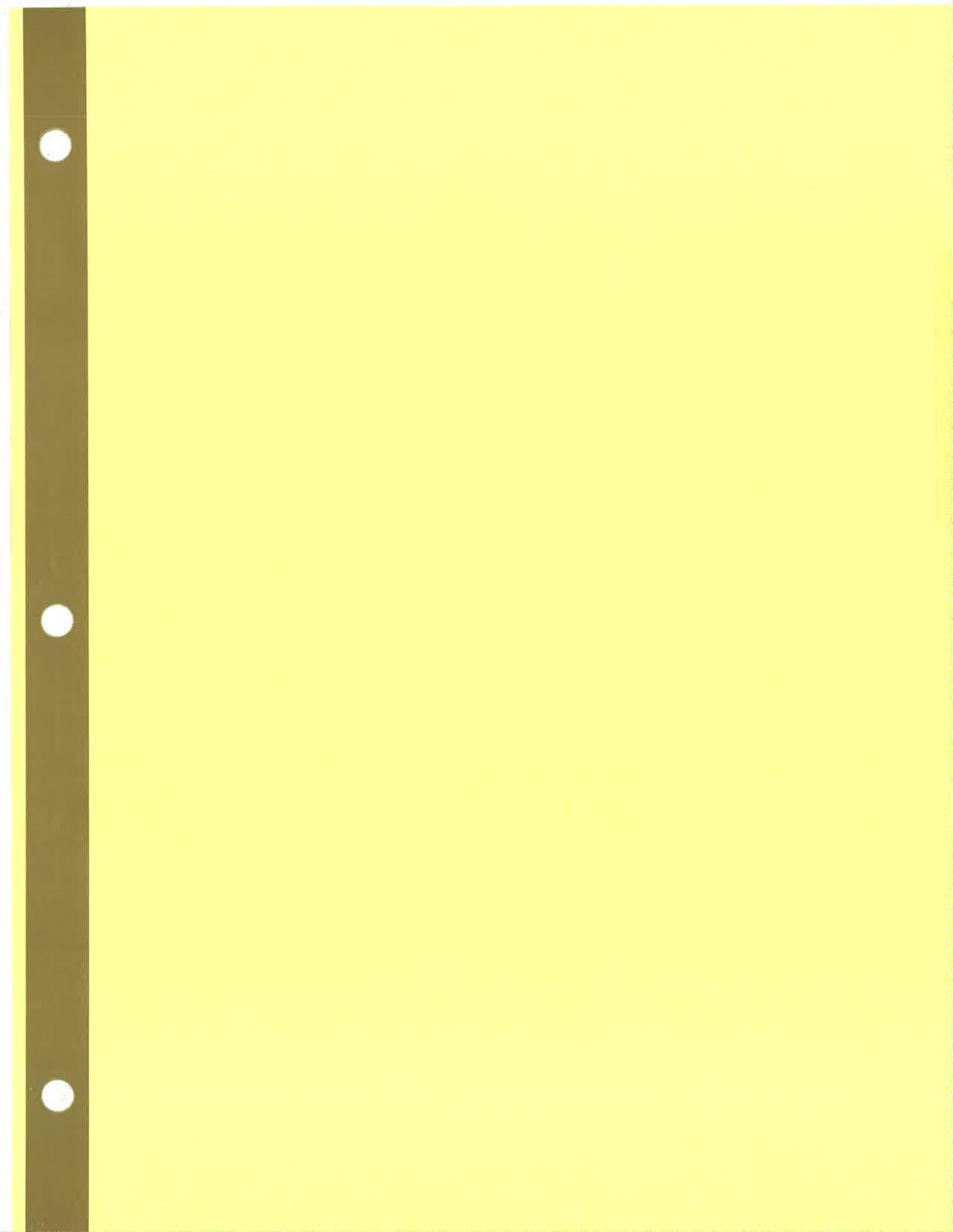
The Cherokee Central School system is proposing a 21<sup>st</sup> Century Community Learning Center program to provide intervention, remediation, and enrichment opportunities for our students in an after school setting.

Students will be identified and tiered based upon data collected from state assessments, ClassScape benchmarks, STAR math assessments, and STAR reading assessments. Once identified and enrolled in the program, students will receive intervention or remediation in a small group setting based upon their need. For those students who may be performing at or above grade level, but are identified 'at-risk' because of other factors, we will offer enrichment opportunities.

Teachers will implement various approaches during the after school program either as a continuation of or a supplement to the regular school day. Programming includes but is not limited to RTI, Reading 3D, Read 180, ClassScape, Math Works, and Accelerated Reader. Performance and behavior data will be maintained throughout the project period via NASIS and other means and will be used to determine the program's effectiveness—for individual students and the program as a whole—and for reporting purposes.

Enrichment opportunities include: lessons and activities presented by the Great Smoky Mountains National Park, yoga, garden club, recycling club, homework help, exercise program, hiking, kitchen chemistry, and other diabetes prevention activities.

Several partners have joined us in planning and preparing this program proposal: Great Smoky Mountains National Park, Communities in Schools, Cherokee Choices, Cherokee Choices Healthy Roots Project, and the Cherokee Boys Club.



# **Cherokee Central Schools - Program Narrative**

## *1) Need for Project*

An analysis of academic data for Cherokee Elementary School (CES) indicates significant improvement in reading and math, based on the North Carolina End-of-Grade Exams during the 2011-2012 school year. The reading scores for the third, fourth, and fifth grades increased by an average of ten percentage points. Subsequently, the math scores for third, fourth and fifth grade increased by an average of fourteen percentage points. While the increase is promising, our historical data indicates our growth is typically gradual, and we are a school labeled corrective action II concerning the “No Child Left Behind” (NCLB) Law; thus, we still must make more significant improvements. Moreover, STAR Reading data suggests our students are considerably below literacy targets: 80% in third grade; 43% in fourth grade; 54% in fifth grade.

Cherokee Middle School (CMS) experienced slight growth in reading for sixth and eighth grade on state standardized testing, but the seventh grade scores fell during the 2011-2012 school year. Sixth grade math scores indicate notable growth over the past two years (over 27 percentage points); seventh grade math scores fell (about 8%), and eight grade math scores showed a slight improvement (approximately 5%). In looking at the current STAR Reading data, all three grades are below benchmarks: 66% of sixth graders; 79% of seventh graders; and 73% of eighth graders.

Cherokee High School (CHS), in conjunction with CMS, is in restructuring according to the guidelines established by NCLB. Math scores—as evidenced by the North Carolina Algebra I End-of-Course (EOC) exam—exhibit a decline over the past two years with over half of our students (51%) scoring below proficient. The English I EOC exam scores have remained fairly steady over the past three years, with a nearly 70% proficiency rating in 2011-12. STAR Reading results for the high school reflect those of the other schools in terms of percentage of students reading below targets: 65% of ninth graders; 69% of tenth graders; 54% of eleventh graders; and 60% of twelfth graders.

We plan to address the catch up growth of our student population through an after school program where students are provided intervention, remediation, and/or enrichment based upon individual needs.

Students will be identified for this program based upon state test scores (EOGs or EOCs), ClassScape benchmark results, STAR Reading Assessments, STAR Math Assessments, and/or teacher recommendation. Students, particularly high-need students, will also be identified through a Response to Intervention (RTI) approach, which allows for progress monitoring throughout the intervention period. The after school setting will be

appropriate to address the needs of our target population because of the smaller student to teacher ratio and the approaches used during this time.

Our proposed project will provide an opportunity outside of the regular classroom to offer personalized instruction, providing intervention, remediation, and/or enrichment based on a student's needs. A Personalized Education Plan will be created and followed for each student participating in this program.

In order to increase the academic achievement of our students, our decisions must be data-driven. Data, including state assessment results and other benchmark results, is what we use to identify students, tier students, and make decisions regarding programming to help students reach their full academic potential.

Many of our students who are at-risk of educational failure or of dropping out are where they are because they have struggled academically or experienced a lack of motivation. Our goals through this program are to provide intervention or remediation for the struggling student and provide enrichment activities to promote increased motivation.

## *2) Quality of Project Design*

Goals, performance measures, and activities – “Performance Measures” Attached

### Programming

#### Reading 3D

mCLASS Reading 3D is “observational reading assessment software for grades K-5. [It] fuses best practices across pedagogical approaches. Combining a running records text reading and comprehension diagnostic with quick indicators of foundational skills development provides a complete picture of [our] students’ ability to read with comprehension. Reading assessment results are compared to research-based benchmarks to immediately provide individualized instructional activities” (www.wirelessgeneration.com).

#### ClassScape®

“ClassScape® Assessment System in an online assessment system that facilitates learning by focusing on curricular objectives. ClassScape® enables North Carolina teachers to monitor individual student and class performance on the *Common Core State Standards* and North Carolina *Essential Standards* objectives. ClassScape® helps teachers evaluate the effectiveness of instructional strategies and monitor student progress on an ongoing basis.

Teachers can select specific standards or objectives to assess throughout the school year and access real-time data reports” ([www.classscape.org](http://www.classscape.org)).

### STAR Reading and Math

Renaissance Learning’s STAR assessments, including STAR Reading and STAR Math, “are the most widely used computer-adaptive tests in K12 schools. They are the preferred method of assessment because of their accuracy, efficiency, ease of use, and outstanding value. [These assessments allow us to] get the most out of data to drive daily instruction and practice” ([www.renlearn.com](http://www.renlearn.com)). STAR provides Common Core State Standards reporting and progress monitoring and permits us to individualize instruction and track students’ proficiency or intervention needs.

### Accelerated Reader (AR)

“AR encourages substantial differentiated reading practice to create strong readers. Based on each student’s independent reading level, AR helps teachers set personalized goals for each student, and select books that are difficult enough to keep students challenged, but not too difficult to cause frustration. AR helps teachers monitor students’ vocabulary growth, literacy skills development, and reading skills” ([www.renlearn.com](http://www.renlearn.com)).

### Math Works

Math Works is a Teacher Assisted Instruction (TAI) intervention program. TAI works because “research shows that students require practice over time for long-term mastery and not just one-shot or short-term practice. TAI provides the opportunity for students to obtain academic self-esteem because they always experience success” ([www.scribd.com](http://www.scribd.com)).

### Response to Intervention (RTI)

RTI “is a multi-tiered approach to help struggling learners. Students’ progress is closely monitored at each stage of intervention to determine the need for further research-based instruction and/or intervention in general education, in special education, or both” ([www.rtinetwork.org](http://www.rtinetwork.org)). The essential components of RTI include screening, data-based decision making, multi-level prevention system, and progress monitoring. Using RTI permits us to provide our students with opportunities for academic success.

The CCS after school program will monitor students’ academic progress through the continued use of monthly and quarterly benchmarks via Reading 3D, ClassScape, STAR Reading and Math, and state assessments.

Cherokee Central Schools currently uses NASIS for a variety data collection and reporting. NASIS is a vital tool for teachers, administrators, counselors, and the like to maintain student attendance, academic status, and behavior (positive and negative) records.

Teachers use the grade book on NASIS to report student grades and progress, and that information is available to parents through the NASIS parent portal.

We are preparing to launch a new component of NASIS, called Personal Learning Plan (PLP), which will provide us a platform for tracking provided modifications, accommodations, support for each student's individual needs, and a team to manage each student's plan.

Data collection methods for this program include: ClassScape, STAR, NASIS, and our local dashboard.

CCS's after school program will allow time for expanded opportunities to increase student achievement and motivation. The program will maintain small class sizes to allow for personalized instruction; moreover, school staff and community partners will offer enrichment activities that are not typically offered during the regular school day. Increasing student achievement and success alone will promote an increase in self-efficacy among students, which will improve motivation.

"Schedule of Operations" - Attached

### Key Partners

The Great Smoky Mountains National Park (GSMNP)

Cherokee Central Schools' property borders the Great Smoky Mountains National Park, and the North Carolina park headquarters is a mere five minute walk from our campus. Activities with Great Smoky Mountains National Park will be designed by the education staff of the park to engage the students in age appropriate programs that lead to stewardship of the amazing natural beauty and biological diversity in our area. The park service education team has already created over 80 interdisciplinary lessons incorporating the scientific process.

Younger students will use sensory awareness and their natural curiosity to explore and discover nature in a safe environment. Using their ears to listen, their noses to smell, their hands to touch and their eyes to see; they will be encouraged to describe and document their findings through drawing and active games. Students in grades 3-5 will build their knowledge base of the natural world through activities that engage them in recording their observations of the environment. When do wildflowers start blooming in the spring? What insects pollinate these flowers? When do the winter birds leave the area and the spring birds arrive? What are they eating?

Middle and high school students will be taught how to collect real data for the park that is used, making these lessons service learning projects as well. The Smokies has a series of citizen science projects developed for these ages that monitor the impacts of air pollution on sensitive plants, document the timing of spring events like tree leaf out and fall brown

down, look for changes in when salamanders are active during the year, monitor water quality and explore lichens under microscopes looking for tiny creatures like Waterbears. These studies can all be set up on the campus of the Cherokee schools so students can collect data during the afterschool program as well as during the school year. They will then come into the park and compare their findings from the schoolyard with the park data. All data is kept online on a website called Hands on the Land. Students will be led through graphing activities to analyze data and report on their findings, thus completing the scientific method. These are just a few of the examples of the interactions our students will have with the National Park Service. We also hope to have at least one longer day for each group of students where they can travel further into the park to gain a greater appreciation for this special place.

### Communities in Schools (CIS)

Cherokee Central Schools is one of seven school systems in the CIS of the Great Smoky Mountains consortium. CIS “is the nation’s largest dropout prevention organization. The mission of Communities in Schools is to champion the connection of needed community resources with schools to help young people successfully learn, stay in school and prepare for life. By bringing caring adults into the schools to address children’s unmet needs, CIS provides the link between educators and the community” ([greatsmokymountains.communitiesinschools.org](http://greatsmokymountains.communitiesinschools.org)).

CIS plans to assist in the after school program by organizing volunteers, who will be approved by our School Board, to come into the school to help tutor and provide homework assistance. CIS not only coordinates the volunteers through businesses and organizations in the community, they also provide training for the volunteers on how to interact with the students at the various ages and how to provide appropriate assistance.

### School Health Advisory Council (SHAC)

The Mission Statement: “The School Health Advisory Council is a consultative board that is committed to improving school environments that promote and protect student’s health, safety, well-being, and ability to learn by supporting healthy eating and physical activity in a safe environment.”

Some members of SHAC already lead after school activities for our students that enhance teamwork, cultural awareness, and physical health.

### Cherokee Choices (CC)

Cherokee Choices is a department of the Eastern Band of Cherokee Indians Health and Medical division whose goal is centered upon diabetes prevention education. “Cherokee men and women are twice as likely to be obese as members of other racial and ethnic groups in North Carolina. The prevalence rate of type 2 diabetes among Cherokee men and women combined is 23.8%. This rate is more than three times the combined rate for men

and women from all other racial and ethnic groups in North Carolina” (cherokee-hmd.com/cherokee-choices).

In CC’s efforts to educate and to prevent diabetes, they plan to provide assistance for our after school program by helping to create healthy snack menus, offering yoga as an enrichment opportunity, and other assistance as needed.

CC has a subdivision called Healthy Roots. Healthy Roots plans to start and maintain a gardening club as an enrichment opportunity in our after school program.

### Cherokee Boys Club

A significant and consistent partner of the Cherokee Central School system is the Cherokee Boys Club. The relationship began in 1932 when the Cherokee Boys Farm Club was established at the Cherokee Indian Boarding School, but the connection grew stronger over the years through the incorporation of the Club by the tribe. Before 1990, the Club provided bus transportation, food service, and other services for the school through governmental contracts. When the school became a tribally operated school system, the Cherokee Boys Club became the fiscal agent, administering funds for operations and maintenance of education building and grounds, Title I, Special Education, Title V, custodial services, transportation, USDA, and the like. Many of the Club’s services are provided ‘at cost’ or ‘no cost’ to the school. Other CCS grants that have been administered by the Club include: Cherokee Preservation Foundation, NC Arts Council, Burroughs Wellcome Fund, Harrah’s Casino and Hotel Fund, and NASA to name a few.

Since the program will be operated by the school, and the intervention, remediation, and intervention will be conducted by core teachers, there is a direct link between the regular school day and the after school program.

CCS will identify students through data analysis and issue invitations to those students who would most benefit from the services provided in the after school program. We will contact and inform parents via letters, phone calls, local paper, and school website.

Compelling, successful programs will attract students to attend the program and maintain enrollment over time. Those student-athletes who need intervention or remediation will be allowed to participate in CCS’s after school program and then attend practice at 4:15. Students who go to the Cherokee Youth Center and Cherokee Teen Center will be transported by bus at 4:15 daily.

We currently do not have a component utilizing elders as volunteers to support after school program activities. The Cherokee Middle School leadership team, however, is in the planning stages of ongoing activities that would involve elders as volunteers. Cherokee

Elementary School also has an Elders Council that was developed through our Sacred Path program. The Elders Council will offer guidance, leadership, and direction for our students.

CCS will evaluate the after school program’s effectiveness based on data collected from Reading 3D, ClassScape, STAR Assessments, and state assessments. We will also use observation, surveys, and NASIS behavior data as we look for ways to improve our program.

One way we hope to sustain some of the key elements of the program is to utilize the programming during the day. If this grant affords us the opportunity to purchase components like Reading 3D and Read 180, our teachers can use these tools during the school day. We hope to continue the partnerships—established for the purposes of providing enrichment during the after school program—in hopes that they will offer similar services during the school day if we can no longer fund like activities in an after school setting.

Since CCS will be operating this after school program, coordinating any and all services addressing the needs of our target population will be seamless. Our goal of helping our students achieve and succeed is shared by other programs, which allows all involved to keep the students at the center of our decisions and actions.

Cherokee Elementary School is in the second year of “corrective action” while Cherokee Middle and High Schools are in restructuring. Since our improvement plans focus on our SMART goals, the after school program plays a vital role in this process. The intervention, remediation, and enrichment activities seek to increase the achievement, motivation, and success of our students in order to reach those goals.

### *3) Adequacy of Resources*

CCS plans to maintain appropriate class sizes according to the services we provide:

Intervention groups	=	1:6
Remediation groups	=	1:10
Enrichment groups	=	1:15

Our initial vision is to serve approximately three hundred students, which is one fourth of our total student population with 150 students at the elementary school level, 60 at the middle school level, and 60 at the high school level.

After School Teacher Position Description – Attached

The Cherokee Boys Club provides all bus service for Cherokee Central Schools. We plan to use their services, with costs incorporated into this grant’s budget, for transportation

following the after school program. Students will be taken home, to the Cherokee Youth Center, or to AgeLink's after school program. Those students who are not transported via bus will be parent-pick up.

All safety policies, procedures, and requirements to ensure a safe and secure learning environment, including student transportation, during the regular school day will be followed during the after school program.

Because CCS is operating the after school program on our own campus, our teachers and students will have access to school resources like computer labs, libraries, and classrooms.

Our 21<sup>st</sup> CCLC after school partners will provide resources necessary to carry out enrichment activities with participating students. The GSMNP, for instance, is contributing curriculum development, supplies, materials, and time of additional staff working on the project. Cherokee Choices is providing staff time to create healthy menus and offer yoga session. Cherokee Choices Healthy Roots will provide staff time and materials for the garden club.

School administrators, tribal authorities, SHAC, CIS, and GSMNP were consulted during the proposal process through face-to-face meetings, CCS Board meetings, e-mail, phone calls, and the like. We will maintain communication with these representatives through similar means. Additionally, we hope to produce a monthly mailer to distribute via e-mail and local media outlets.

#### *4) Quality of the Management Plan*

21<sup>st</sup> CCLC SMART GOALS - See Attached "Performance Measures"

##### Timeline:

##### November 2012

- Meet with stakeholders
- Plan program
- Apply for grant

##### December 2012

- Continue planning
- Recruit teachers

##### January 2013

- Order material
- Staff development for teachers
- Identify students for program from data
- Contact parents and enroll students
- Develop Personalized Education Plans (PEP) for each student needing intervention or remediation

##### February – April 2013

- Operate program
- Principals and Development Coordinator monitor activities and review records
- Students take monthly benchmarks according to programming
- Teachers update PEPs quarterly

May 2013

- Compile data from benchmarks
- EOG and EOC data will not be available until Fall 2013 because of North Carolina's new testing due to the shift to Common Core

June – July 2013

- Assess program effectiveness, initiating change as needed

August – mid-September 2013

- Staff development for teachers
- Identify students for program from data
- Contact parents and enroll students
- Develop Personalized Education Plans (PEP) for each student needing intervention or remediation

Mid-September – November 2013

- Operate program
- Principals and Development Coordinator monitor activities and review records
- Students take monthly benchmarks according to programming
- Teachers update PEPs quarterly

December 2013

- Compile data from benchmarks
- Assess program effectiveness

CCS will continue to use all management materials that are available during the regular day program, which includes but is not limited to: CES Handbook, CMS Handbook, CHS Handbook, CCS Employee Policy Manual, bus safety rules, discipline policy, Crisis Management Plan, Continuity of Operation Plan, and the like.

CCS teachers align all lesson plans to North Carolina Common Core and State Essential standards; moreover, Reading 3D is a state adopted program while Read 180 supports Common Core State Standards.

### Organizational Structure

*CCS Development Coordinator:* will assist principals, teachers, and partners with the coordination of activities; will assist principals with monitoring activities and data

*Building Principals (or designees):* will supervise teachers; will work with Development Coordinator and partners to organize activities; will monitor activities and data; will monitor service delivery via Native Star

*Teachers:* will supervise students; will implement programming with students; will provide intervention, remediation, and/or enrichment as deemed appropriate

After school teachers will be trained to provide the appropriate programming per school (i.e., Reading 3D, Read 180, etc.). Other professional development will be offered as needed, which will be supported by regularly scheduled/planned professional development and by Communities in Schools.

CCS's desire is to increase communication with all stakeholders regarding all schools issues and activities. We plan to increase communication via letters, phone calls, school website, "connect ed" messages, and other local media. Moreover, we intend to implement more opportunities for our stakeholders to provide input through meetings, surveys, and the like.

Monthly electronic newsletters can be created with input from each of the three schools to inform the community, parents, and school staff. Hard copies will be available for those without Internet access. The Development Coordinator and Principals will include 21<sup>st</sup> CCLC information in their regular monthly reports.

CCS uses NASIS to collect student data on a daily basis, from attendance to academic progress to behavior. We also collect benchmark data through the programming we currently use and plan to use for the 21<sup>st</sup> CCLC program: ClassScape, STAR Reading Assessment, STAR Math Assessment, Reading 3D, and Read 180. We will use all the data available to us to monitor student progress and the effectiveness of this program. We will use the PPICS data collection as required and will report appropriate data and other information to BIE accordingly.

Each of our three schools and all of our departments complete a quarterly data dashboard. This information is used to report to the community, school staff, and our local school board.

### *5) School Improvement Status*

Our current improvement plans—corrective action for the elementary school and restructuring for the middle and high schools—include measures that can only be enhanced by a 21<sup>st</sup> CCLC after school program. Teachers selected for this program will have the full capacity to implement both school improvement strategies and the after school programming.

### 6) Budget/Budget Narrative

Teachers: 25.00/hour (32.24 including fringe) for four hours per week  
13 weeks (+1 week of planning) per semester = 28 weeks total  
26 teachers **\$93,882.88**

Transportation: 122.00/bus/day  
4 buses/day  
4 days/week for 26 weeks **\$50,752.00**

The personnel cost for the Great Smoky  
Mountains National Park to support CCS's  
21<sup>st</sup> CCLC after school program will be  
(see attached memo). **\$2,700.00**

Required staff travel **\$12,000.00**

Reading 3D	\$17,500	
Read 180	\$10,000	
Materials/Supplies	\$ 5,000	
Healthy Snacks	\$ 8,165.12	
Total (materials, curriculum, etc.)		<b>\$40,665.12</b>

No other funding will be used for this after school program.



## Participants Served

<b>Name of After School Site</b>	<b>Designation - School Status</b>	<b>% Free/ Reduced Lunch</b>	<b>Estimated # of Students to be Served</b>	<b>Percentage of School Population</b>	<b>Grade Levels to be Served</b>
<i>Cherokee Elementary</i>	Corrective Action - II	82%	150	26%	3-5
<i>Cherokee Middle</i>	Restructuring	80%	60	26%	6-8
<i>Cherokee High</i>	Restructuring	69%	60	19%	9-12

## Performance Measures

Measurable Improvement Objective	Strategies	Person(s) Responsible	Benchmark (Dates)	Evidence of Completion/Evaluation
<b>Reading</b> <i>3<sup>rd</sup>, 4<sup>th</sup>, 5<sup>th</sup> Grade</i> -75% Proficiency	Reading 3D ClassScape STAR/AR	Teachers	Monthly & Quarterly Benchmarks	EOG Assessment Scores STAR Reading Results
<i>6<sup>th</sup>, 7<sup>th</sup>, 8<sup>th</sup> Grade</i> -Decrease number of non-proficient readers by 10%	“Read 180” ClassScape STAR/AR	Teachers	Monthly & Quarterly Benchmarks	EOG Assessment Scores STAR Reading Results
<b>Math</b> <i>3<sup>rd</sup> &amp; 4<sup>th</sup> Grade</i> -85% Proficiency	ClassScape STAR Math	Teachers	Monthly & Quarterly Benchmarks	EOG Assessment Scores STAR Reading Results
<i>5<sup>th</sup> Grade</i> -75% Proficiency	ClassScape STAR Math	Teachers	Monthly & Quarterly Benchmarks	EOG Assessment Scores STAR Reading Results
<i>6<sup>th</sup>, 7<sup>th</sup>, 8<sup>th</sup> Grade</i> -Decrease number of non-proficient students by 10%	Math Works (Teacher Assisted Instruction) ClassScape	Teachers	Monthly & Quarterly Benchmarks	EOG Assessment Scores STAR Reading Results
<b>ELA</b> <i>10<sup>th</sup> Grade</i> -88.3% Proficiency	ClassScape STAR/AR	Teachers	Monthly & Quarterly Benchmarks	EOG Assessment Scores STAR Reading Results
<b>Algebra I</b> -85.4% Proficiency	ClassScape	Teachers	Monthly & Quarterly Benchmarks	EOG Assessment Scores STAR Reading Results

## Schedule of Operations

### Schedule of Operations

SCHOOL(S) SERVED: Cherokee Elementary School

Directions: Complete a typical Schedule of Operations form for each proposed site. If the schedule is the same for each site you may use one form to include all sites.

**SCHOOL YEAR: January – May 2013 and August 2013 – December 2013**

**Number of Weeks during the school year: 26**

Activity	Time of Day	Where? By Whom?	M	T	W	TH
Intervention	3:00 – 4:15	Classroom Core Teacher	X	X	X	X
Remediation	3:00 – 4:15	Classroom Core Teacher	X	X	X	X
Enrichment	3:00 – 4:15	Varies (classroom, courtyard, trails, streams, etc.) Varies (core teachers, park rangers, community partners, etc.)	X	X	X	X

SCHOOL(S) SERVED: Cherokee Middle School/Cherokee High School

Directions: Complete a typical Schedule of Operations form for each proposed site. If the schedule is the same for each site you may use one form to include all sites.

**SCHOOL YEAR: January – May 2013 and August 2013 – December 2013**

**Number of Weeks during the school year: 26**

Activity	Time of Day	Where? By Whom?	M	T	W	TH
Intervention	3:00 – 4:15	Classroom Core Teacher	X	X	X	X
Remediation	3:00 – 4:15	Classroom Core Teacher	X	X	X	X
Enrichment	3:00 – 4:15	Varies (classroom, courtyard, trails, streams, etc.) Varies (core teachers, park rangers, community partners, etc.)	X	X	X	X

**Appendix III – 21<sup>st</sup> CCLC Budget Worksheet**  
(complete one for each center site)

ADD	Roxanne Brown
ELO	Donna Eaglestaff-Jetty
Name of School	Cherokee Central Schools
Grant Name	21 <sup>st</sup> CCLC
Award Number	
Project Start Date	January 2013
Project End Date	December 2013

<b>PREVIOUS SCHOOL YEAR ALLOCATION</b>	
<b>EXPENDED PREVIOUS SY ALLOCATION</b>	
<b>TOTAL CARRYOVER AVAILABLE</b>	\$0.00
<b>CURRENT SCHOOL YEAR ALLOCATION</b>	
<b>TOTAL AVAILABLE</b>	\$0.00

LINE ITEMS	DESCRIPTION	AMOUNT	TOTAL
<b>Direct Instruction</b>			
<b>Personnel Services</b>			\$ -
Teachers	\$25.00 per hour at 4 hours per week		
	28 total weeks	26	72,800
<b>Employee Benefits</b>			\$ -
Teachers	28.94% (figured on per hour rate not on total)	\$ -	21,082.88
<b>Professional Development</b>			\$ -

<b>Purchased Services</b>			\$ -
<b>Equipment</b>			\$ -
<b>Materials and Supplies</b>			\$ -
Reading 3D			17,500
Read 180			10,000
Paper, other supplies			5,000
<b>Other Expenses:</b>			\$ -
Required Staff Travel			12,000
<b>Instructional Support</b>			
<b>Personnel Services</b>			\$ -
Park Ranger			2,700
<b>Employee Benefits</b>			\$ -
		\$ -	
<b>Professional Development</b>			\$ -
<b>Purchased Services</b>			\$ -
Transportation	122 per bus per day 4 buses per day 4 days per week for 26 weeks	\$ -	50,752



**Assurance Form**

**Assurances for BIE 21<sup>st</sup> CCLC**

By my signature below, I agree, upon the approval of the project application by the BIE, to accept and perform the following requirements:

- The program will complete and participate in the Profile and Performance Information Collection Survey (PPICS) data collection and electronic information gathering instrument on 21<sup>st</sup> CCLC programs administered by the U.S. Department of Education for federal reporting purposes.
- Program data about my program will be entered through the Native Star 21<sup>st</sup> CCLC File Cabinet on a monthly, quarterly or annually basis as required.
- The program will take place in a safe and easily accessible facility, all staff will have demonstrated competency in all BIE required safety and emergency preparedness mandates. All records will be on file and updated annually.
- The program will be developed and will be implemented in active collaboration with school staff, students, parents/caregivers and BIE Education Line Offices, and the BIE SEA 21<sup>st</sup> CCLC Director. The community was given notice of the applicant's intent to submit an application; the applicant will provide opportunities for public review of the application after submission;
- All federal funds not expended or used during the grant period will be returned to the BIE 21<sup>st</sup> CCLC office within 30 days of notice along with full disclosure of expenditures and expenses associated with the program.
- The paid staff time through the 21<sup>st</sup> CCLC funding shall be fully dedicated to the 21<sup>st</sup> CCLC program. A full time coordinator of the 21<sup>st</sup> CCLC program is limited to 15 hours maximum per week during the official school day.
- All activities funded by 21<sup>st</sup> CCLC funding will occur before and after the regular day school activities or on breaks and/or weekends or during a structured summer learning program.
- Tribal indirect costs will not be allowed throughout the life of the grant.
- Agreements with partners for in-kind services will be documented in writing with a Memorandum of Understanding and be available for any audits, monitoring, or on-site visits.
- The program will abide by the provisions set out in NCLB and their grant application as approved by the BIE. The grant may be officially modified in writing by a process specified by the BIE.
- Funds will not supplant Federal, State, local, or non-Federal funds;
- All documentation requirements and reporting deadlines for the grant will be met.
- School and/or dormitory officials will ensure funds are accounted for using Generally Accepted Accounting Practices (GAAP).

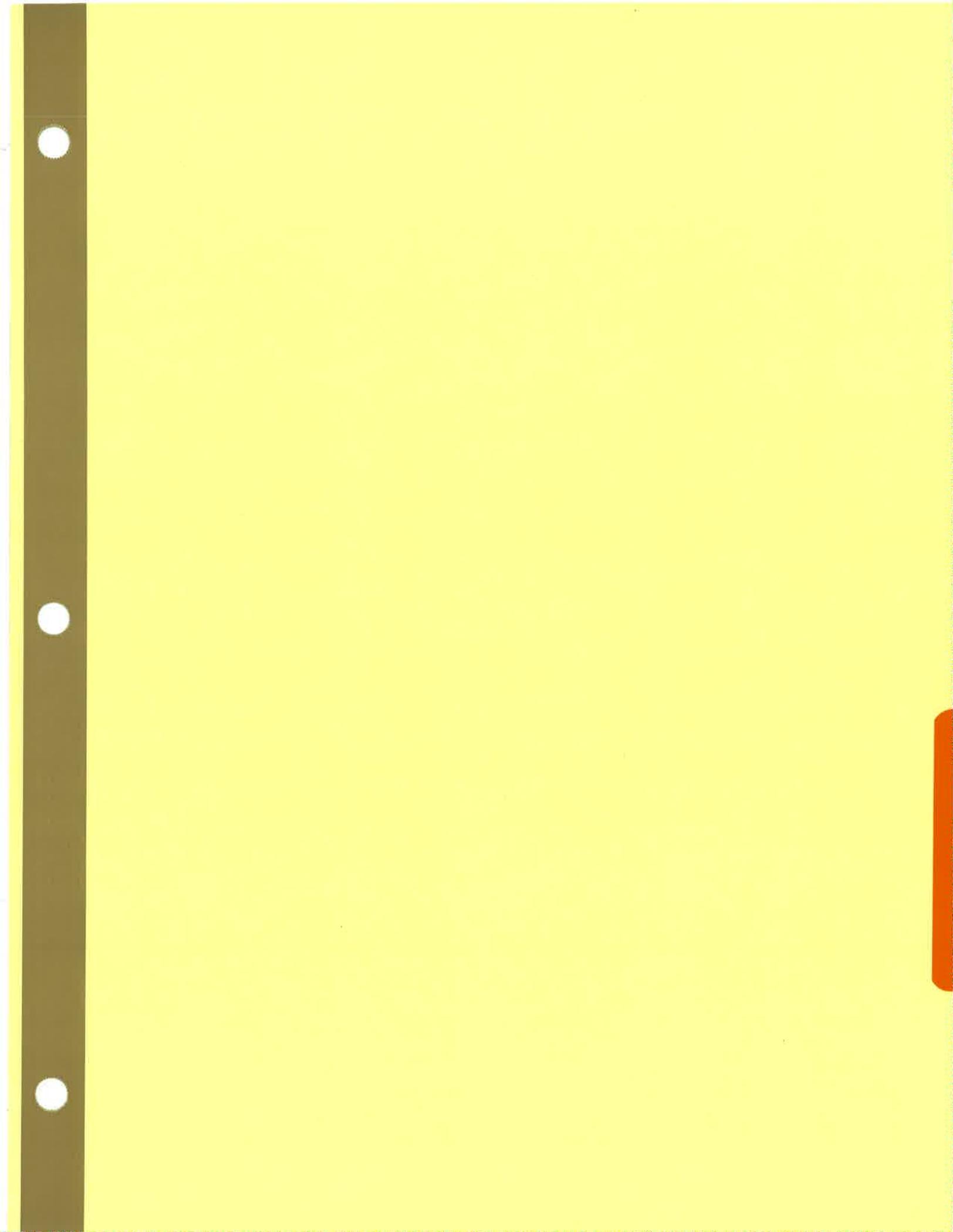
Walter Swan, Superintendent

Typed Name and Title of Authorized Representative

Signature of Authorized Representative

Date

11/20/12



**POSITION DESCRIPTION – 21<sup>st</sup> CCLC  
AFTER-SCHOOL TEACHER**

Revision Date: 11/19/12

<b>Reports to:</b>	Principal
<b>Supervises:</b>	

**General Description of Duties (Knowledge, Skills and Abilities):**

To plan, prepare, organize and lead participants in after-school program consisting of academic intervention, remediation, and/or enrichment components. Will present instruction and instructional environments, which help students learn subject matter and skills that will contribute to their educational and social development.

**Qualifications/Experience**

A valid North Carolina teaching certificate, or such alternative to the aforementioned qualifications as the Board may find acceptable.

**Major Functions**

**1. Function: Planning**

- Be present at designated time.
- Plan and facilitate activities with groups of 6-15 students.
- Follow designated programming (i.e., Reading 3D, RTI, Read 180, Math Works, etc.)
- Supervise all participants to ensure a safe and organized program.
- Assist with the planning and facilitation of special projects and events.
- Attend program staff meetings and staff development.
- Maintain accurate, current data.
- Creates a classroom environment that is conducive to effective learning and appropriate to the maturity and interest of the students.

**2. Function: Management of Instructional Time**

- Has materials, supplies, and equipment ready when students arrive.
- Gets the class started quickly.
- Gets students on task quickly as students arrive.
- Maintains a high level of student time-on-task.

**3. Function: Management of Student Behavior**

- Assists the administration in implementing all policies and/or rules governing student life and conduct. For the classroom, develops reasonable rules of classroom behavior and procedure, and maintains order in the classroom in a fair and just manner.
- Frequently surveys the class visually.
- Stops inappropriate behavior promptly and consistently.
- Handle discipline issue and follow discipline policies and procedures.

**4. Function: Instructional Presentation**

- Begins lesson or instructional activity with a review of previous material.
- Introduces the lesson or instructional activity.
- Summarizes the main point(s) of the lesson at the end of the lesson or instructional activity.
- Presents the lesson or instructional activity using concepts and language understandable to the students.
- Makes sure that the assignment and instructions are clear.
- Provides relevant examples and demonstrations to illustrate concepts and skills.

- Speaks fluently and precisely.
- Conducts lesson or instructional activity at a brisk pace, slowing presentations when necessary for student understanding, but avoiding unnecessary slowdowns.
- Points out the relationship between currently studied concepts and underlying concepts previously studied.

**5. Function: Curricula**

- Demonstrates knowledge of the content for the subject being taught.
- Teaches content that is accurate.
- Demonstrates knowledge of various models and programs within the curriculum area.
- Demonstrates knowledge of the scope and sequence of the curriculum.
- Teaches content appropriate to grade and/or developmental level of students.
- Teaches content that is relevant to student needs.
- Teaches all curricula mandated by federal and state requirements and school board policies.

**6. Function: Instructional Monitoring**

- Regularly assesses student performance.
- Moves around the room and checks the performance of students.

**7. Function: Instructional Feedback**

- Provides student with feedback on the correctness or incorrectness of performance or written work.
- Affirms a correct oral answer quickly, even tacitly.
- Provides sustaining feedback after an incorrect answer or no response by probing, repeating the question, giving a clue, or simply allowing more time.

**8. Function: Student/Teacher Rapport**

- Teacher is readily approached by students regarding problems/questions.
- Teacher demonstrates patience with students and student requests.
- Teacher distributes his/her attention to all students in the class rather than just a few students.
- Teacher listens to students' comments and questions.
- Makes provision for being available to students and parents for education related purposes outside the instructional day when required or requested to do so under reasonable terms.

**9. Function: Evaluation**

- Performance of this job will be evaluated in accordance with provisions of the Board's policy on evaluation of personnel.

**10. Function: Physical Requirement**

- The job will require sitting, standing, walking, lifting, speaking, and visual and hearing acuity.
- May be required to exert up to 50 pounds of force occasionally, and/or up to 20 pounds of force frequently, and/or up to 10 pounds of force as needed to move objects.
- Shall be required to reach with hands and arms, and use hands and fingers to handle objects and operate tools, computers and/or controls.
- May be required to restrain a physically active individual as a temporary safety measure.

**11. Function: Other (Non-regular)**

- May be asked to perform other duties as assigned.
- Must be able to work independently.
- Must possess the ability to multi-task.

**Appearance/ Disclaimers:**

All staff are expected to dress in a professional manner, in accordance with the personnel policy, at all times when on duty. This Position Description is not a binding contract. Management, with approval of the School Board, has the right to alter this position description without notice.



**CHEROKEE CENTRAL SCHOOLS**  
 P.O. BOX 134, 86 Elk Crossing Lane  
 Cherokee, N.C. 28719  
 (828) 554-5000



*Cherokee Central Schools is committed to:  
 Empowering Our Students; Preserving Our  
 Nation; Ensuring Our Future*

November 19, 2012

**Memorandum of Support  
 21<sup>st</sup> Century Community Learning Centers Program**

We, the undersigned, are committed to the BIE 21<sup>st</sup> Century Community Learning Centers Program goal to support “student academic achievement through the creation of community learning centers that provide students with academic enrichment opportunities, health, wellness, and youth development services, as well as intervention activities designed to provide supplemental instruction in writing, science, reading, or math through an after school program.” We fully support the grant proposal being submitted for this program, and we will participate fully in implementing the program if our system should receive the grant award.

*Paula Coker*

Paula Coker, Principal, Cherokee Elementary

*Nov. 19, 2012*

Date

*Rebecca Ensley*

Rebecca Ensley, Principal, Cherokee Middle

*Nov. 19, 2012*

Date

*Woodreen Caldwell*

Woodreen Caldwell, Principal, Cherokee High

*Nov. 20, 2012*

Date

*Walt Swan*

Walt Swan, Superintendent

*Nov. 20, 2012*

Date

*Lori Blankenship*

Lori Blankenship, School Board Chairperson

*11 / 20 / 2012*

Date

***Eastern Band Of Cherokee Indians Tribal Grant Schools***

School Board: Lori Blankenship-Chairperson, Dick Crowe - Vice Chairperson, Jessica Daniels-Secretary, Gloria Griffin, T.W. Saunooke, Charlotte Saunooke, David Wolfe-Council Representative

CHEROKEE CENTRAL SCHOOLS  
CHEROKEE, NORTH CAROLINA

RESOLUTION NO: 13-104

DATE: November 19, 2012

WHEREAS: Cherokee Central Schools is requesting approval to apply for a 21<sup>st</sup> Century Community Learning Center (21<sup>st</sup> CCLC) Program grant; and

WHEREAS: the 21<sup>st</sup> CCLC provides grants to Bureau of Indian Education (BIE) funded school to plan, implement, or expand projects that benefit the educational, health, social, cultural and recreational needs of the students and community; and

WHEREAS: the 21<sup>st</sup> CCLC can provide up to \$200,000 to fund academic enrichment, homework centers and tutors, and a broad array of cultural, developmental, and recreational opportunities; and

WHEREAS: principals at Cherokee Elementary, Cherokee Middle, and Cherokee High are currently assessing needs and creating plans with a focus on reading and other core areas for the 21<sup>st</sup> CCLC grant application.

NOW THEREFORE BE IT RESOLVED BY THE CHEROKEE CENTRAL SCHOOL BOARD OF EDUCATION IN REGULAR MEETING AT WHICH A QUORUM IS PRESENT THAT:

Cherokee Central School's request to apply for a 21<sup>st</sup> Century Community Learning Center Program grant is approved.

BOARD MEMBER	VOTING FOR	VOTING AGAINST	ABSTAIN	ABSENT
Dick Crowe	✓			
Jessica Daniels	✓			
Gloria Griffin	✓			
Charlotte Saunooke	✓			
TW Saunooke	✓			
Lori Blankenship	✓			

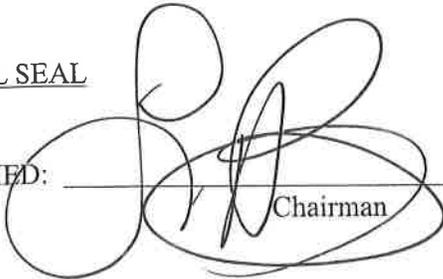
RESOLUTION PASSED: ✓

TABLED: \_\_\_\_\_

KILLED: \_\_\_\_\_

SCHOOL SEAL

CERTIFIED: \_\_\_\_\_

  
Chairman

  
Secretary

Submitted by: Debora Foerst



# CHEROKEE BOYS CLUB, INC.

PO Box 507 • 52 Cherokee Boys Club Loop  
Cherokee, NC 28719

Phone: (828) 497-9101

*“Dedicated Service Since 1932”*

---

November 16, 2012

To Whom It May Concern:

I am writing this letter as requested by Debora Foerst of Cherokee Central Schools in support of their application for a 21<sup>st</sup> Century Community Learning Centers Program grant through the BIE to operate an after-school academic program to improve and enhance our student's achievement in reading and mathematics.

Since August 1, 1990 the Boys Club has provided financial administration for the school system. This is when the Cherokee Central Schools became a tribally operated school system authorized by PL 100-297 and began to receive funding from the BIE through a grant process. The Cherokee Boys Club is the Fiscal Agent for Cherokee Central Schools.

The Club's financial records are audited annually; and the audits have always been "clean" audits with no findings. We will continue to maintain full compliance with BIE grant guidelines and will provide the administrative support to ensure the financial integrity of this program.

We will be happy to provide this support and will support Cherokee Central School in all of its endeavors to provide academic enrichment to our students.

If you need additional information, please feel free to contact me.

Sincerely,

CHEROKEE BOYS CLUB, INC.

Tommy Lambert  
General Manager

OUR MOTTO: "BY PRAYER AND BY WORK"

a da do li sdi no le di ga lu wi sda ne di gy di  
DLVP@J Z@ JSM@QLAJ EJ



IN REPLY REFER TO:

## United States Department of the Interior

NATIONAL PARK SERVICE  
Great Smoky Mountains National Park  
107 Park Headquarters Road  
Gatlinburg, Tennessee 37738



November 15, 2012

BIE 21<sup>st</sup> Century Community Learning Center  
BIE/ASC/DPA  
BIA Building 2  
1011 Indian School Rd, NW  
3<sup>rd</sup> Floor, Suite 332  
Albuquerque, NM 87104

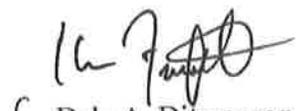
Dear Reviewing Committee:

Please accept this letter of commitment from Great Smoky Mountains National Park on behalf of the 21<sup>st</sup> Century Community Learning Centers Program application package from the Cherokee Central Schools. Great Smoky Mountains National Park offers an ideal set of resources to enrich the student's after school learning through service projects, active learning and interdisciplinary science activities. We will collaborate with the staff implementing this project to create age appropriate learning objectives and a series of field experience on the chosen topics that relate to park resources. I am confident that our resource education staff will provide students a unique, in-depth opportunity to learn about the park community through engaging activities that involve students in using math, language arts, and science while studying local plants and animals.

A major goal for the park is to inspire the next generation of stewards; we feel that by involving students in the scientific process and in service learning, surrounded by the beauty of Great Smoky Mountains National Park, we are providing a different level of learning that is not available in a classroom setting. This partnership allows us to work more directly with one of our close community neighbors, allowing them a "behind the scenes" experience while we learn more about the rich culture of the Cherokee.

Thank you for your consideration of this project.

Sincerely,

  
Dale A. Ditmanson  
Superintendent



IN REPLY REFER TO:

## United States Department of the Interior

NATIONAL PARK SERVICE  
Great Smoky Mountains National Park  
107 Park Headquarters Road  
Gatlinburg, Tennessee 37738



To: BIE 21<sup>st</sup> Century Community Learning Center

From: Great Smoky Mountains National Park

Date: November 16, 2012

Subject: Personnel cost and in-kind contributions

The personnel cost for Great Smoky Mountains National Park to support the Cherokee Central school's after school program will be \$2,700.

Great Smoky Mountains National Park's in-kind contributions to support the student's after school learning is \$12,000. This amount includes curriculum development, supplies and materials, and time of additional staff working on the project.



**Communities  
In Schools**

The Great Smoky Mountains

100 Brendle Street  
Bryson City, NC 28713

PH: 828.488.7505  
FX: 828.488.9953

**BIE 21<sup>st</sup> Century Community Learning Center  
BIE/ASC/DPA  
BIA Building 2  
1011 Indian School Road, NW  
3<sup>rd</sup> Floor, Suite 332  
Albuquerque, NM 87104**

To whom it may concern:

I am writing this letter in full support of Cherokee Central Schools' 21<sup>st</sup> Century Community Learning Centers grant proposal. The Cherokee Central School System is one of seven sites Communities in Schools of the Great Smoky Mountain serves to reduce the drop-out rate. We complete a needs assessment at the beginning of each school year, and we feel the after school program CCS is proposing through this grant will meet those needs. Offering intervention, remediation, and enrichment in reading, math, and other core subjects will promote student achievement and success, which will in turn reduce the drop-out rate.

Communities in Schools of the Great Smoky Mountain will partner with Cherokee Central to help train and recruit appropriate volunteers to assist with the program. We will also partner with the schools to provide on-going staff redevelopment and training. It is the goal of Communities in Schools to assist in this program to ensure community involvement and resource development.

Please feel free to contact me with any questions.

Thank you

**Melissa Barker  
Executive Director**

November 15<sup>th</sup>, 2012

To Whom it May Concern,

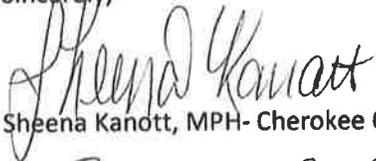
Cherokee Choices, A Diabetes Prevention Program for the Eastern Band of Cherokee Indians has worked closely with Cherokee Central Schools (CCS) over the past 10 years. We value their commitment towards excellence in education and value they place on the health of their students and staff.

In the outcome that CCS receives the 21st Century Community Learning Centers Program grant, Cherokee Choices agrees to provide the following services:

- After-School Snack Menu Development by a Registered Dietitian
- Weekly Yoga Classes (March- May 2013) led by a Certified Yoga Instructor

We are committed to helping CCS continue on this path towards academic excellence and wellness of the mind, body, and spirit.

Sincerely,



Sheena Kanott, MPH- Cherokee Choices Program Manager



Robin Callahan, RD, MHS, LDN- Cherokee Choices Nutrition and Fitness Coordinator



**cherokee**  
**choices**  
**enroll for life**

November 19, 2012

21st Century Community Learning Centers Program  
Grant Review Committee

To whom it may concern:

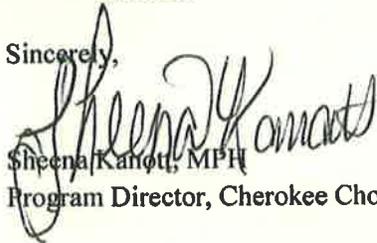
It is my pleasure to write a letter in support of the Cherokee Central School's proposal being submitted to the 21st Century Community Learning Centers Program.

As Program Director for Cherokee Choices, Diabetes Prevention Program in Cherokee, I am fully aware of the health issues that plague our community. Overweight, obesity and diabetes are no longer unique to our adult population; they also pose a major threat to our children and youth. Cherokee Choices knows first-hand that development of healthy habits early in life will contribute to a healthy lifestyle throughout adulthood.

A goal of one of our programs, the Healthy Roots Project, is to increase the availability of traditional and local foods to the community. One way we would like to do this is to increase the amount of youth interested in growing and providing food. Through the partnership with the Cherokee Central Schools, the Healthy Roots Project will be able to empower teens through gardening and activities that encourage healthy choices and food values by 1) Providing opportunities for youth to gain knowledge, skills and experience related to sustainable farming practices; 2) Teach and model to youth healthy eating with an emphasis on local and traditional Cherokee foods; 3) Provide youth with opportunities to develop financial responsibility and leadership; and 4) Ultimately "grow" the next generation of local Cherokee farmers and food advocates.

In conclusion, I fully support the efforts of the Healthy Roots Project as they seek to help create an afterschool gardening/horticulture program for one hour up to twice a week in partnership with Cherokee Central Schools.

Sincerely,



Sheena Kahott, MPH  
Program Director, Cherokee Choices



## **Assessment of Data Regarding Need**

An analysis of academic data for Cherokee Elementary School (CES) indicates significant improvement in reading and math, based on the North Carolina End-of-Grade Exams during the 2011-2012 school year. The reading scores for the third, fourth, and fifth grades increased by an average of ten percentage points. Subsequently, the math scores for third, fourth and fifth grade increased by an average of fourteen percentage points. While the increase is promising, our historical data indicates our growth is typically gradual, and we are a school labeled corrective action II concerning the “No Child Left Behind” (NCLB) Law; thus, we still must make more significant improvements. Moreover, STAR Reading data suggests our students are considerably below literacy targets: 80% in third grade; 43% in fourth grade; 54% in fifth grade.

Cherokee Middle School (CMS) experienced slight growth in reading for sixth and eighth grade on state standardized testing, but the seventh grade scores fell during the 2011-2012 school year. Sixth grade math scores indicate notable growth over the past two years (over 27 percentage points); seventh grade math scores fell (about 8%), and eighth grade math scores showed a slight improvement (approximately 5%). In looking at the current STAR Reading data, all three grades are below benchmarks: 66% of sixth graders; 79% of seventh graders; and 73% of eighth graders.

Cherokee High School (CHS), in conjunction with CMS, is in restructuring according to the guidelines established by NCLB. Math scores—as evidenced by the North Carolina Algebra I End-of-Course (EOC) exam—exhibit a decline over the past two years with over half of our students (51%) scoring below proficient. The English I EOC exam scores have remained fairly steady over the past three years, with a nearly 70% proficiency rating in 2011-12. STAR Reading results for the high school reflect those of the other schools in terms of percentage of students reading below targets: 65% of ninth graders; 69% of tenth graders; 54% of eleventh graders; and 60% of twelfth graders.



**CHEROKEE CENTRAL SCHOOLS**  
P.O. BOX 134, 86 Elk Crossing Lane  
Cherokee, N.C. 28719  
(828) 554-5000



*Cherokee Central Schools is committed to:  
Empowering Our Students; Preserving Our  
Nation; Ensuring Our Future*

November 20, 2012

BIE 21<sup>st</sup> Century Community Learning Center  
BIE/ASC/DPA  
BIA Building 2  
1011 Indian School Road, NW  
3<sup>rd</sup> Floor, Suite 332  
Albuquerque, NM 87104

Dear 21<sup>st</sup> CCLC Review Committee:

I am writing to offer my full support for the programming and activities outlined in the enclosed 21<sup>st</sup> Century Community Learning Centers (CCCLC) grant proposal. Additionally, this letter serves as our commitment at Cherokee Central Schools to fully comply with BIE's 21<sup>st</sup> CCLC application and award requirements.

The proposed after school program will provide an opportunity for our teachers to offer intervention, remediation, and enrichment to increase the achievement and success of our students. This project has also paved the way for CCS to re-establish partnerships with valuable organizations on or near the boundary, again for the betterment of our students.

Here at CCS, we are truly committed to empowering our students, preserving our nation, and ensuring our future. Moreover, we have a renewed focus of increased accountability, higher expectations, and college and career prep. A 21<sup>st</sup> CCLC program grant award will certainly help us as we seek to fulfill these goals.

Thank you for your consideration, and please call with any questions.

Sincerely,

Walt Swan  
Superintendent

***Eastern Band Of Cherokee Indians Tribal Grant Schools***

School Board: Lori Blankenship-Chairperson, Dick Crowe - Vice Chairperson, Jessica Daniels-Secretary,  
Gloria Griffin, T.W. Saunooke, Charlotte Saunooke, David Wolfe-Council Representative