

**Lyon County School District - Nita M. Lowey 21st Century Community Learning Centers /
Boys & Girls Club of Mason Valley Memorandum of Agreement**

This agreement is entered into by and between the following community partners in Lyon County, Nevada.

- **Lyon County School District**, hereinafter referred to as **LCSD**,
- **Boys & Girls Club – Mason Valley**, hereinafter referred to as **BGCMV**.

Lyon County School District Committee Members:

- The Lyon County School District, hereinafter referred to as the LCSD, which provides the support needed to ensure the educational progression of students living in poverty, at-risk, and with disabilities to enable them to participate in, and be productive members of this plan. In addition to the signers of this agreement, and whose designated staff is the lead department from the school district in this 21st Century Community Learning Centers (hereinafter referred to as 21st CCLC) agreement, who participated in creating the Nita M. Lowey 21st Century Community Learning Centers Program and developed the 2020 application for funding.

RECITALS

Wherein, NRS 277.090 et. Seq. provides that units of local government may enter into agreements for the performance of any or all functions and activities that a party to the agreement, its officers, or agents have the authority to perform;

- Wherein, all students have the right to learn in a safe, respectful, and drug free environment;
- Wherein, students must both feel safe and be safe to effectively learn;
- Wherein, school-community partnerships are key to enhancing student competency in mathematics and literacy;
- Wherein, LCSD & BGCMV have common interests in enhancing student achievement.
- Wherein, the parties to this agreement are in mutual respect of each other and in the planning, administration, delivery, monitoring, and evaluation of their respective services.
- Wherein the parties have worked collectively to develop the 21st CCLC program for **2025-2026**, hereinafter called the Plan, and

Now, therefore, in consideration of the mutual commitments and covenants herein contained, and to demonstrate our support and commitment to implement and sustain the 21st CCLC Program, the parties agree as follows:

- The parties above will collaboratively participate in the administration, implementation, and evaluation of the Plan.
- The following senior representatives from the required partners will constitute a core management team for this project: Kayleen Larkins Grants Supervisor, Natasha Valiska 21st CCLC Grant Coordinator; Travis Crowder CEO or designee, Christina Hurt 21st CCLC Director, and Tim Logan, Superintendent of Lyon County School District or designee.

- The purpose of this 21st CCLC program is to: Implement a coordinated, integrated comprehensive learning program to promote student achievement through a safe environment.

BOYS & GIRLS CLUB OF MASON VALLEY - PARTNERSHIP OUTLINE

Project Learn: The Educational Enhancement Program

The Boys & Girls Clubs of Mason Valley is committed to the Lyon County School District and, in particular, the potential successful collaboration between our two organizations. The positive relationships that the Boys & Girls Clubs have with the School District have benefitted so many young people and families all throughout our County. Partnering to deliver a well thought out program, such as Project Learn, Core programming, and Power Hour, to help meet the goals and objectives of the 21st CCLC grant will not only benefit our youth but will also raise the bar in our Clubs and our schools.

The program features five major components:

- Homework help and tutoring
- 5 Core Program Area's (Sport Fitness & Rec., Arts, Character and Leadership, Health & Life Skills and STEM)
- Parent and adult involvement
- Collaboration with schools
- Incentives

Through these five components, Clubs mobilize their resources to help children succeed in school.

HOMEWORK HELP AND TUTORING

BGCMV offer homework help and tutoring for 5 hours weekly. This enables Club members to develop the daily habit of completing homework and preparing for class in a safe, quiet, allocated space with staff and volunteer encouragement and assistance. BGCMV use POWER HOUR, a homework help and tutoring program developed by Boys & Girls Clubs of America, to help our members complete their daily school assignments. Club professionals, volunteers, or even older Club members assist younger members.

BGC incentive program, PowerPoints, gives Club members an extra opportunity to practice and reinforce the skills and concepts they learn in school. Club members receive points for completing fun-filled worksheets, using educational software, flashcards, etc. This is one area where specific learning objectives can be delivered through collaborations with school faculty to meet the goals of the 21st CCLC grant.

Tutoring is another component of POWER HOUR. Tutoring helps Club members gain proficiency, or excel, in specific areas such as math, grammar, science, or social studies.

BGC offers group tutoring sessions to help our members become self-directed learners.

BGC offer POWER HOUR Monday-Friday for one hour each day. Additionally, BGC schedules special events or activities related to education, such as field trips, tournaments, guest speakers, etc. on Fridays.

To meet the needs of the 21st CCLC program, BGCMV would specifically recruit and assign staff to specifically coordinate efforts with local school faculty in order to target those youth who need assistance. This would also allow for us to understand and help meet the targeted levels of success needed for the youth and their respective level of mathematics and literacy needed to reach expected goals and objectives.

Power Hour enables the Club to provide extra attention and focused assistance to at-risk members and those in need of motivation and direction. With the proper guidance and support, every Club member has the chance to develop self-directed learning skills and to be successful in school.

5 CORE PROGRAM AREAS

Making learning fun is key for promoting positive attitudes toward learning.

Knowing that Club youth have just spent an entire day at school, when they come to the Club they don't want to feel like they are back in the classroom. Engaging youth in the 5 core areas is an easy way to incorporate learning activities while masking the fact that they are, in effect, still learning critical life and potential career skills.

The 5 core areas of programming help young people to see the practical application of lessons taught in the classroom. They also help them to plan self-directed learning enrichment. BGCMV encourages BGC members to make positive and productive choices about how they spend their leisure time at the Club. Examples of core programming activities taking place in BGCMV are:

- During the enrichment sessions, staff help encourage outside the box thinking by performing projects that challenge student's creative thinking skills, increase peer interactions, build math and literacy skills, and encourage physical activity. Each enrichment lesson plan is designed with age-appropriate topics and activities to build skills in these five core program areas, with a fun, interactive environment. Enrichment activities also help to reinforce the core competencies students are studying in school.
- Provide academic opportunities, including tutoring, that are targeted to student academic needs, aligned with the school day instruction and strengthen skills in order to meet state academic standards.
- Offer students a broad array of enrichment activities during afterschool hours and summer break. These activities will be designed to reinforce and complement the regular academic program of participating students and encompass areas such as civic engagement, STEM education, drug and alcohol prevention, physical fitness and social emotional learning.
- Offer families of participating students the opportunity to actively engage in their children's education, as well as provide related opportunities for literacy development and other educational related services for the families.
- Helping others (two to three hours per week). Service activities could include cleaning up local neighborhoods, visiting nursing homes, assisting with a Club service project, etc.
- Games that sharpen cognitive skills (four to five hours per week). Skill-building games might include Scrabble®, Monopoly®, Jenga®, chess, pool, foosball, ping pong, etc.
- Character & Leadership Development empower youth to support and influence their Club and community, sustain meaningful relationships with others, develop a positive self-image, participate in the democratic process and respect their own and others' cultural identities.

- Health & Life Skills develop young people's capacity to engage in positive behaviors that nurture their own well-being, set personal goals and live successfully as self-sufficient adults.
- Sports, Fitness & Recreation develop fitness, positive use of leisure time, skills for stress management, appreciation for the environment and social skills.
- Education & Career Development enable youth to become proficient in basic educational disciplines, apply learning to everyday situations and embrace technology to achieve success in a career.
- The Arts enable youth to develop their creativity and cultural awareness through knowledge and appreciation of the visual arts, crafts, performing arts and creative writing.

Clubs vary their schedules to engage the largest number of members in the greatest variety of enhancement opportunities. The result is that the total Club becomes a learning center. Members use math skills in the gymnasium for score keeping, in the kitchen for cooking, in the art room for measuring, etc. They practice literacy skills by reading rules to a new game, writing an article in the Club newsletter, or writing poetry for the bulletin board. Learning becomes synonymous with Club activities and Club members cannot wait to be a part of the fun.

The stimulating math and literary environment provided through art, drama, sports, service and leadership opportunities, career exploration and life skills training communicate that mathematics and literacy are truly life skills.

PARENTAL INVOLVEMENT

Unfortunately, not every parent has had positive experiences with schools. Thus, the Club needs to encourage a positive environment for parents. BGC encourages parents to support their children in school and Club. BGC also encourages them to create a positive home environment that supports education.

In order to encourage parental participation at the Club, BGC provides activities for the entire family. Club activities include family fun nights for parents, Bingo Nights, Movie Nights with a scavenger hunt element, Talent shows, guest speakers, etc.

Parental and family involvement through the program would consist of the above-mentioned activities with a literacy twist. For example: Bingo Night would consist of untraditional BINGO cards with various literacy terms that would bring it back to the classroom. The same would be done with scavenger hunts, spelling bees, etc. specifically for all family members.

Critical to the success of any Club are relationships with parents, local schools, and other community partners. Parent and family involvement is important because it contributes to a young person's school achievement and healthy development. In addition, Club staff often serves as liaisons for families whose work schedule hampers their ability to advocate for their children with school personnel. Building a base of support through collaboration with parents, schools and community agencies gets the word out about the Club and its programs, both the Club and the community benefit from this type of partnership.

COLLABORATION WITH SCHOOLS

In working with schools, BGCMV understand that their role is to support the hard work that occurs during the school day and reinforce and promote like thinking, strategies, and skills. BGC realize that the greatest impact will occur when BGC work within the existing system and existing standards rather

than trying to recreate their own. Again, because of the flexibility of BGC programming, BGC can easily align strategies and goals with the district.

The Club also has the distinct opportunity of reaching children during out-of-school time, before and after school, and during the summer. During the school year, BGC take a child from the end of one school day to the beginning of the next. Through Power Hour, 5 core program areas and other educational programs, BGC seek to engage children so that they are not only prepared for the next school day, but they are excited for it. During the summer, BGC have an excellent opportunity to maximize retention while children are away from the classroom for an extended period of time. BGC can ensure these programs are developing the right skills to put children ahead of the game when they return to school in the fall.

INCENTIVES, RECOGNITION AND GOAL-SETTING

Power Points have proven to be an excellent incentive for K-6 students. Points are earned by completing homework assignments, reading, helping their peers, and finishing supplemental Power Sheets. As mentioned earlier, Power Sheets are completely customizable and thus, students would be earning points for completing extra assignments directly related to classroom studies.

Once a month, Power Points can be redeemed at the Power Points Store for toys, school supplies, and special privileges. Members can also earn snacks, field trips and other rewards for good grades, improving their GPA, and good behavior and citizenship.

Goal setting is an important component of Project Learn as well. Many of our members will be the first in their families to graduate from high school, which often means they have not been instilled with the value of planning for the future. Whether it's setting goals for college and careers or simply to pass next week's science quiz, goal setting is a vital component of Project Learn.

Benefits to Learners:

- Individualized, structured learning experience
- Improved attitude toward learning in the school and Club
- Self-paced and self-directed learning
- Practical application of skills taught in the classroom
- Remedial support as needed
- Improved self-esteem
- Improved grades in school
- Improved behavior

STAFFING

There will be multiple positions to ensure all guidelines for program and grant reporting are met, including the 21st CCLC Fernley Assistant and 21st CCLC Site Coordinators, who will receive support from BGCMV's 21st CCLC Director, and Grants Director.

The 21st CCLC Fernley Assistant will oversee the daily operation, coordination, and delivery services for the 21st CCLC sites. This position will work under the guidance and supervision of LCSD to actively plan, develop, and oversee the implementation of the academic and enrichment programs to meet 21st CCLC program deliveries. This position will assist LCSD in the hiring of independent contractors, teachers and paraprofessionals for the academic component. This position will be directly responsible for ensuring that there are sufficient tutors available to handle the capacity of members in the 21st CCLC program. This position will have access to Infinite Campus and will input academic related data into Cayen. They will assist the Site Coordinators on the program planning and data entry on the Cayen system and will serve as a support staff at sites on a daily basis. This position reports to LCSD in all tutoring aspects and entering Cayen data. As such, the assistant will have limited view access to Infinite Campus (IC) for data collection.

The Site Coordinators will be responsible for the day-to-day operations of the enrichment component of the 21st CCLC program. They will develop the program schedules to reflect academic times that concur with enrichment times. The Site Coordinators will use their time to track activities, progress, grades, and staff. Their responsibilities also include purchasing equipment and supplies (in coordination with the school district), establishing parent support and activities to encourage involvement, and monitoring member progress and performance.

The BGCMV 21st CCLC Director will provide professional development training and support to Site Coordinators in relation to Cayen. The director will also offer direct support for 21st CCLC coordinators on all aspects including programming, partnerships, payroll, and staff management, etc. BGC's Grants Department will be responsible for submitting timely and accurate financial reports to LCSD's Grants personnel.

In addition, BGCMV will hire part-time staff members along with enlisting and training volunteers to serve Club members in the Project Learn programs. BGC will also recruit older Club members to serve as homework helpers. LCSD will hire tutors for the tutoring/academic aspect of the program.

DATA SHARING

BGCMV and LCSD agree to share data required to evaluate the program's progress in meeting its goals and objectives.

The 21st CCLC Fernley Assistant, who works under the guidance and supervision of Lyon County School District will provide and collect appropriate FERPA forms for new students enrolling in 21st CCLC. This position will also be responsible for entry of any FERPA related information to be input into Cayen or shared. This includes:

LCSD Data Sharing Responsibilities

- Communicate and collaborate with families to obtain consent for all data sharing needs that are in compliance with the Family Education Rights and Privacy Act (FERPA) and Protection of Pupil Rights Amendment (PPRA).
- Responsible for providing, distributing, collecting, and entering FERPA-related information.
- Provide access to assessments and other available data for the purpose of program evaluation (infinite campus or other grade and test collection software), including individual student data

(First Name; Middle Name; Last Name; Date of Birth; Gender; Student Identification Number).

- Collect aggregate student data (grade, race, sex, free/reduced lunch, special education, and English language learner) required for federal reporting.
- Collect state assessment data each summer.
- Collect report card grades, school day attendance and discipline reports at the end of each semester.
- Own, store and share data in compliance with the Family Education Rights and Privacy Act (FERPA) and Protection of Pupil Rights Amendment (PPRA).
- Create or decide upon data collection instruments
- Input required data in federal and state reports.

BGCMV Data Sharing Responsibilities:

- Track individual student community learning center enrollment and attendance.
- Store data in compliance with the Family Education Rights and Privacy Act (FERPA) and Protection of Pupil Rights Amendment (PPRA).
- Responsible for storing FERPA forms in member casefiles.

INFORMATION SHARING

Grants personnel for the Lyon County School District will be responsible for coordinating the communication and information sharing among the participating partners. Methods for sharing information will include:

- **Mandatory Quarterly Advisory Meetings** with LCSD grants staff and BGC site staff, school representatives and volunteer staff. BGCMV will focus on enrichment components of the meeting and LCSD will focus on bringing school staff and the academic components to the meeting.
- The purpose of the quarterly advisory meetings will be to discuss day-to-day operation logistics, club needs, and address any new issues.
- Data analysis, information exchange about program, collaboration, goals, objectives and evaluation measurements.
- Google Drive to help keep student information private

ROLES AND RESPONSIBILITIES OF EACH PARTNER

A. Lyon County School District:

- Be the fiscal agent and recipient of the 21st Century Community Learning Centers grant and will be responsible for grant management and coordination with local, state, and federal agencies;
- Negotiate and administer contracts and agreements for services;

- Employ and support the Project Manager (grants employee) who will report directly to the LCSD Director of Business Services;
- Provide technical assistance and support to BGCMV to implement grant activities;
- Provide fiscal management services for grant administration;
- Participate in, and contribute to, the quarterly meetings of the 21st CCLC Advisory Board;
- Hire independent contractors, teachers, and paraprofessionals for academic components OR provide alternative staffing and activities to help support academic/tutoring components of the program on a daily basis;
- Coordinate and participate in the collection and reporting of data and other information for local and state level evaluations to meet NDE's deadlines;
- Provide space in schools or district facilities for the Boys & Girls Club participants as needed and available;
- Provide a daily nutritious snack or meal for participating students;
- Maintain direct and constant communication with school administration (participating in discussions of academic staffing, teacher to student ratios, etc.);
- Provide for staff participation in all trainings associated with this grant proposal;
- Collect and report data and other information for the local and state level evaluations, along with certifying Cayen reporting monthly.
- Upload academic and evaluation related reporting data into Cayen as requested per Nevada Department of Education;
- Perform on-site visits (by the program coordinator) to spot check the site and program operations periodically throughout the fiscal year.

B. Boys & Girls Club – Mason Valley will:

- Follow above-listed plan (item 4 “Partnership Outline”).
- Participate in, and contribute to, the quarterly 21st CCLC Advisory Board meetings;
- Participate in local planning efforts when requested;
- Upload program-related reporting data into Cayen as requested per Nevada Department of Education;
- Provide invoices by the 15th of each month for reimbursement of expenditures (refer to attached budget spreadsheet for specific authorized expenditures);
- Conduct school and site analyses and assist with implementing recommendations

BUDGET

The attached budget is primarily comprised of staffing and supplies cost, but also includes a set-aside for transportation needs. **Total Request for 6 schools DES, RES, SES, SSES, SSHS, SSMS & YES = \$373,244.30.**

Object Description	Staff Name	Budget
310 – professional services	BGC – Mason Valley 31 staff members for 6 school sites, including summer school	\$432,849.96
310 – professional services	BGC – Mason Valley program assistant for 6 sites, responsible for daily operation of academic components in conjunction with teachers & principals, data collection and input.	\$48,709.12
320 – professional services	BGC – Mason Valley program manager, monitors sites and coordinators in conjunction with the grant coordinator.	\$19,592.30
510- student transportation	BGC – Mason Valley student transportation from clubs	\$2500.50
610- supplies	BGC- Mason Valley general supplies for school year and summer program	\$52,007.48
	Total Budget	\$555,656.34

TRANSPORTATION

Transportation is set to be available for club members in need. There are funds designated for this particular use. The BGCMV will provide the transportation necessary with their Club vans and may hire either a district employee for extended hours, or an outside employee of their discretion.

INDEMNITY

Each of the parties hereto agree to indemnify and hold the other harmless from any claim, liability, or damage resulting from any error, omission, or act of negligence on the part of the indemnifying party, its officers, agents, or employees in the performance of its responsibilities under this agreement.

TERM

This agreement shall be effective upon executive and shall continue until **September 30, 2026 (or at end of approved funding cycle)** at which point it is renewable with the agreement of each party.

AMENDMENTS

No amendment to this agreement shall be effective unless made in writing and signed by all parties.

SIGNATURES OF DESIGNEEES

Tim Logan, Superintendent
Lyon County School District

Date

Kayleen Larkins, Grants Supervisor for
Lyon County School District

Date

Travis Crowder, CEO
Boys & Girls Club of Mason Valley

Date