



Barrington Public Schools

empowering all students to excel

Licensed After School Care Program

RFP: BPS-26004

Innovation Learning

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Barrington Public School District
283 County Road
Barrington, RI 02806

Dear Members of the Barrington Public Schools Review Committee,

Innovation Learning is honored to submit our proposal to partner with Barrington Public Schools in providing high-quality after-school programming for the district's elementary students. We appreciate the opportunity to be considered for this important work and commend Barrington on its ongoing commitment to academic excellence, whole-child development, and the creation of learning environments where students feel connected, supported, and inspired to grow.

We believe after school programs should be far more than supervision beyond the school day. They should serve as meaningful extensions of the school community, places where students build confidence, resilience, relationships, creativity, and independence while reinforcing the values and learning experiences that define the Barrington educational experience.

At Innovation Learning, our mission is rooted in a simple but powerful belief: learning does not begin and end with the school bell. Through our Five-Hour Advantage philosophy, we intentionally use out-of-school time to strengthen relationships, reinforce learning, foster belonging, and help students develop the confidence and resilience needed to succeed both academically and personally.

Barrington Public Schools has established a reputation across Rhode Island for developing students who excel not only academically, but also in collaboration, communication, creativity, citizenship, and character. Those priorities align deeply with Innovation Learning's core values and educational approach. We recognize that each Barrington elementary school, Nyatt, Primrose Hill, Hampden Meadows, and Sowams, possesses its own unique culture, traditions, and strengths. Our commitment is to build programs that reflect and support each school's individual identity while maintaining district-wide consistency, quality, safety, and operational excellence.

What makes Innovation Learning different is our relationship-centered and community-based approach. We are not a distant national vendor applying a standardized model. We are educational leaders with deep roots throughout Rhode Island and Massachusetts and more than 30 years of experience in expanded learning, school partnerships, and youth development. We understand New England school communities, the importance of family trust, and the value of building authentic partnerships with educators, principals, PTOs, and district leadership.

At the center of our work is the belief that every child deserves to feel seen, valued, and connected. Guided by the Circle of Courage framework, belonging, mastery, independence, and generosity, we create environments where students are encouraged to explore, collaborate, problem solve, lead, and grow within safe and supportive spaces. We know that after-school programs are often where students discover passions, develop friendships, gain confidence, and experience success in new ways. Our goal is to ensure we REACH every child.

Innovation Learning understands that Barrington is seeking more than an after-school provider. The district is seeking a dependable partner capable of delivering safe, licensed, financially



sustainable, and family-responsive programming that complements and strengthens the exceptional work already happening within Barrington schools. We are prepared to be that partner.

Through this partnership, Innovation Learning is committed to

- Creating safe, inclusive, and engaging environments where students thrive
- Building resilience, confidence, leadership, and social-emotional growth
- Providing innovative enrichment opportunities that complement school day learning
- Supporting working families through reliable, responsive programming
- Strengthening connections between students, families, schools, and the broader community
- Delivering operational excellence through strong staffing, communication, compliance, and oversight

We recognize Barrington already has strong community partnerships and educational traditions in place, and we see this as a chance to build those strengths together. Our role is not to replace what makes Barrington exceptional, but to extend it beyond the school day in ways that positively impact students and families for years to come.

Thank you for your consideration and for the opportunity to present our vision for after-school programming in Barrington Public Schools. We would be honored to partner with the district in creating after-school experiences rooted in belonging, resilience, innovation, and student success.

Respectfully,

Kim Christopher

Director of School Partnerships

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Innovation Learning was built on a clear belief: **learning and growth don't stop when the school day ends.** Across the country, families need safe, reliable care, and schools need partners who can extend learning in meaningful ways, but too often, out-of-school time is treated as supervision rather than an opportunity. Innovation Learning exists to change that. We believe the hours before and after school offer a meaningful opportunity to build relationships, strengthen learning, and help students grow the confidence and resilience they need to thrive.



Founded in 2016 by educator and former principal Dr. Brett Prilik, Innovation Learning was created to bring intention, structure, and purpose to these hours. Our programs are designed around the understanding that resilience is not innate, it is built through consistent relationships, engaging experiences, and a sense of belonging. Every day, we create environments where students feel known, supported, and challenged in ways that complement the school day and reflect each district's unique goals.

Today, Innovation Learning serves thousands of students annually across ten states through partnerships with public school districts, charter schools, and education organizations. Our model is built to be financially sustainable, operationally reliable, and deeply aligned with the communities we serve. In Barrington Public Schools, that means delivering extended day programming that reflects the district's commitment to safe, affordable, and high-quality care while seamlessly integrating into the culture of each school community.

We specialize in multi-site elementary programming, strong school partnerships, and consistent quality through a disciplined staffing and operational model. Each site is supported by a Site Coordinator and a trained instructional team, with oversight from an Area Director who ensures consistency, compliance, and alignment with district expectations. This structure allows us to deliver a dependable, high-quality experience for families while minimizing the operational burden on school leadership.



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Kim Christopher is authorized to represent Innovation Learning throughout the proposal process. Final contract authority will rest with Innovation Learning's executive leadership team.

Date and Location Established

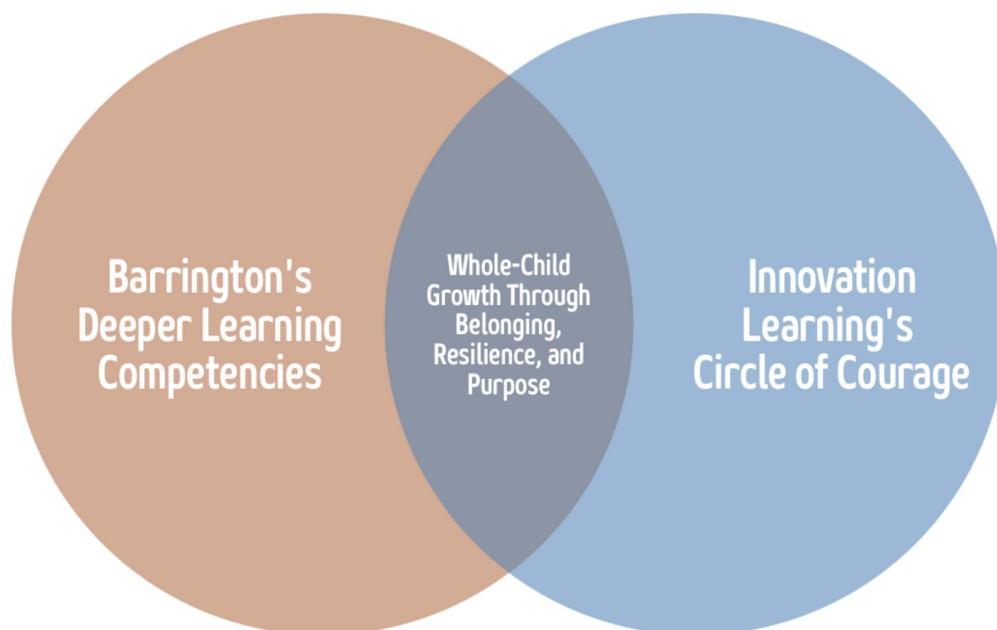
Innovation Learning was founded in 2016 in Delaware by Dr. Brett Prilik, a former teacher and principal who believed that what happens beyond the school day is as important as what happens during it. Since its founding, Innovation Learning has grown into a multi-state provider of before-school, after-school, summer, enrichment, and academic intervention programs serving students and families through partnerships with public school districts and charter schools.

Current Number of Employees

Innovation Learning currently employs more than 400 team members across its programs and central support functions.

Our leadership team includes experienced educators, former school administrators, and youth development professionals who understand the realities of school systems and the importance of alignment. This experience ensures that our programs are not stand-alone childcare services, but true extensions of the school community, supporting student growth, reinforcing positive behavior, and creating environments where students feel a deep sense of belonging, mastery, independence, and generosity.

Alignment with Barrington Public Schools's Mission



Innovation Learning's program aligns closely with Barrington Public Schools' commitment to deeper learning because both organizations view student growth as more than academic achievement alone. Barrington's focus on **Character & Citizenship** (including resiliency, self-awareness, empathy, and active participation in the global community) mirrors Innovation Learning's belief that resilience is built through consistent relationships, supportive environments, and meaningful opportunities to practice responsibility. Our Circle of Courage values, especially **belonging** and **generosity**, help students feel seen, valued, and connected while encouraging them to contribute positively to their program community and the wider world around them.

Barrington's emphasis on **Collaboration & Communication** is also reflected in the daily structure of Innovation Learning's after-school model. Through Round Up circles, group projects, service-learning activities, cooperative games, and student leadership opportunities, children practice listening to others, expressing ideas clearly, solving problems together, and building respectful peer relationships. These experiences help students develop the confidence and communication skills needed to work effectively across different groups, settings, and audiences.

Innovation Learning also supports Barrington's goals around **Creativity & Critical Thinking** by designing after-school time as an active, hands-on extension of learning. Through Innovation Stations, STEM challenges, arts integration, project-based enrichment, physical activity, and student choice, children are encouraged to explore, experiment, ask questions, and find creative solutions. Our approach strengthens intrinsic motivation by giving students opportunities to learn through experience, pursue curiosity, and experience mastery in a setting that is structured, supportive, and joyful.

Core Values: The Circle of Courage

The Circle of Courage framework serves as the foundation of Innovation Learning's approach to youth development and program culture. Built around the principles of belonging, mastery, independence, and generosity, the framework helps create environments where students feel connected, supported, and empowered to grow. Through positive relationships, engaging learning experiences, leadership opportunities, and service-focused activities, students build confidence, resilience, and important social-emotional skills. These principles are intentionally woven throughout our daily programming, staff practices, and family engagement efforts to support the whole child beyond the school day.



Belonging: Students feel safe, welcomed, and valued. Consistent relationships with caring adults and peers, clear routines, and inclusive group norms that foster safety and connection.



Mastery: Students build skills and confidence through hands-on learning, problem-solving, and opportunities to experience success through effort and persistence.



Independence: Students develop responsibility, voice, choice, and leadership within a structured and well-supervised environment.



Generosity: Students learn to collaborate, support peers, and contribute positively to their community, strengthening empathy and community responsibility.

- i Response to Scope of Services:** Innovation Learning is fully prepared to meet and exceed the Scope of Services outlined by Barrington Public Schools. We are committed to providing a safe, structured, licensed, and educationally sound after-school program that seamlessly extends the school day. Our model is meticulously designed to support students academically, socially, emotionally, and physically, ensuring families have access to a dependable, affordable, and well-communicated after-school option. We understand the program's reach across Nyatt, Primrose Hill, Hampden Meadows, and Sowams Schools, and our comprehensive approach addresses all operational, licensing, staffing, safety, communication, facility, accounting, and family-facing responsibilities detailed in the RFP.

Program Overview

Innovation Learning will operate a districtwide after-school program at all four designated Barrington elementary schools, serving eligible students in grades K–5. Our programming is thoughtfully designed to reflect the developmental needs of each school community. For younger elementary students at Nyatt, Primrose Hill, and Sowams, we emphasize predictable routines, relationship-building, hands-on enrichment, movement, early academic support, and age-appropriate social-emotional learning. At Hampden Meadows, serving grades 4–5, programming incorporates greater opportunities for leadership, independence, project-based learning, peer collaboration, and student choice.



Supervision & Safety

We provide continuous supervision from dismissal until 6:00 PM in a safe and structured environment. Students are checked in via our Playground platform. Staff maintain active supervision across all activities, transitions, snack, homework, enrichment, and outdoor play through regular headcounts, clear staff positioning, and consistent grouping practices.

Integrated Academic Support

Homework assistance and academic support are core to our daily schedule. Our model reinforces school-day learning through dedicated time for homework completion, reading, foundational skill practice, and staff support with organization and task completion. Activities include literacy, math games, quiet reading, writing prompts, and small-group support.

Structured Enrichment & Development

Each day offers diverse activities such as STEM, arts, recreation, service learning, and SEL through Innovation Stations. SPARK-based physical activity, Round Up community circles, DEN transition routines, and Charity for Change opportunities ensure a balanced program supporting the whole child's curiosity, collaboration, and problem-solving skills.

Inclusive Practices & Scalability

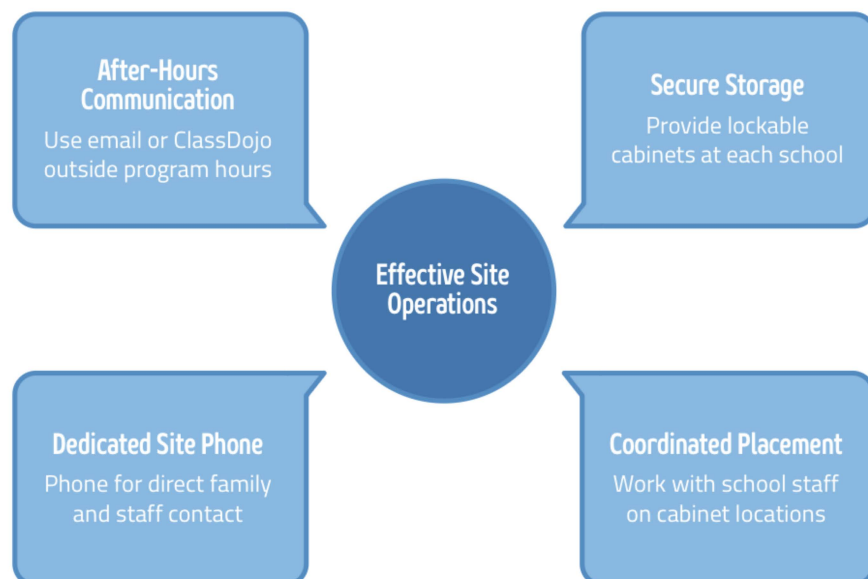
We implement inclusive practices for students of diverse abilities, working with BPS and families for reasonable accommodations. Our staff utilize predictable routines, visual supports, differentiated activities, sensory tools, and positive behavior supports. Our model is scalable, prepared to adjust staffing, registration, and program implementation for changes in district needs, while adhering to all RI child care licensing and safety regulations.

Hours of Operation

Innovation Learning will operate the after-school program Monday through Friday on each full school day, from dismissal until 6:00 PM. Our schedule strictly follows the Barrington Public Schools academic calendar, operating only on days when school is in session, unless otherwise authorized in writing by the district. We are prepared to adjust staffing plans, communication, and billing structures if BPS modifies dismissal times or program hours, with appropriate notice. We will not operate on early release days, non-school days, vacation days, professional development days, or other closure days without explicit written authorization. In cases of inclement weather or emergency, we will align with BPS closure decisions and communicate promptly with families regarding program impact.

Facilities and Materials

Innovation Learning will operate exclusively within BPS-designated facilities, primarily utilizing the cafeteria and playground. Any use of additional spaces, such as the gymnasium, library, or art rooms, will require prior approval from the Director of Finance & Operations. We will provide all necessary materials, equipment, and supplies, including art supplies, STEM tools, literacy and math games, SEL tools, sports equipment, and first aid materials, to support daily activities. Our off-site central office provides administrative, HR, and program development support, ensuring robust infrastructure for the Barrington program.



To ensure secure storage and maintain shared school spaces, we will supply storage cabinets at each school location, coordinating placement with school staff. Each location will also have a dedicated site phone for direct family and school staff communication during program hours, with after-hours communication managed via email or ClassDojo.

Innovation Learning will complete all required BCI checks, fingerprinting, and background clearances for employees working in Barrington Public Schools before they begin work. We are committed to being respectful users of all school buildings, with staff responsible for returning occupied spaces to their original condition daily. This includes cleaning materials, rearranging furniture, removing trash, securing storage, and reporting facility concerns. We understand that program staff will have access to school locations two business days before and after the program year for setup and cleanup, and we are accustomed to operating effectively in shared school spaces, coordinating respectfully with all school personnel.

Accounting

Innovation Learning will provide the Superintendent of Schools with detailed accounting of payments made to Barrington Public Schools on October 1, December 1, April 1, and June 30 each year, including any facility payments or revenue share. We will also submit quarterly student enrollment reports for each program location on October 1, December 1, April 1, and June 1, including enrollment by site, attendance trends, and waitlist status. We understand BPS reserves the right to audit enrollments, and we will maintain accurate records through our Playground platform for transparency.

Innovation Learning will manage direct contracting with parents and guardians for fee collection. Families will register through Playground, selecting schedules, completing documentation, identifying authorized pickups, and managing payments. This system allows us to track tuition, subsidy payments, balances, and attendance efficiently.

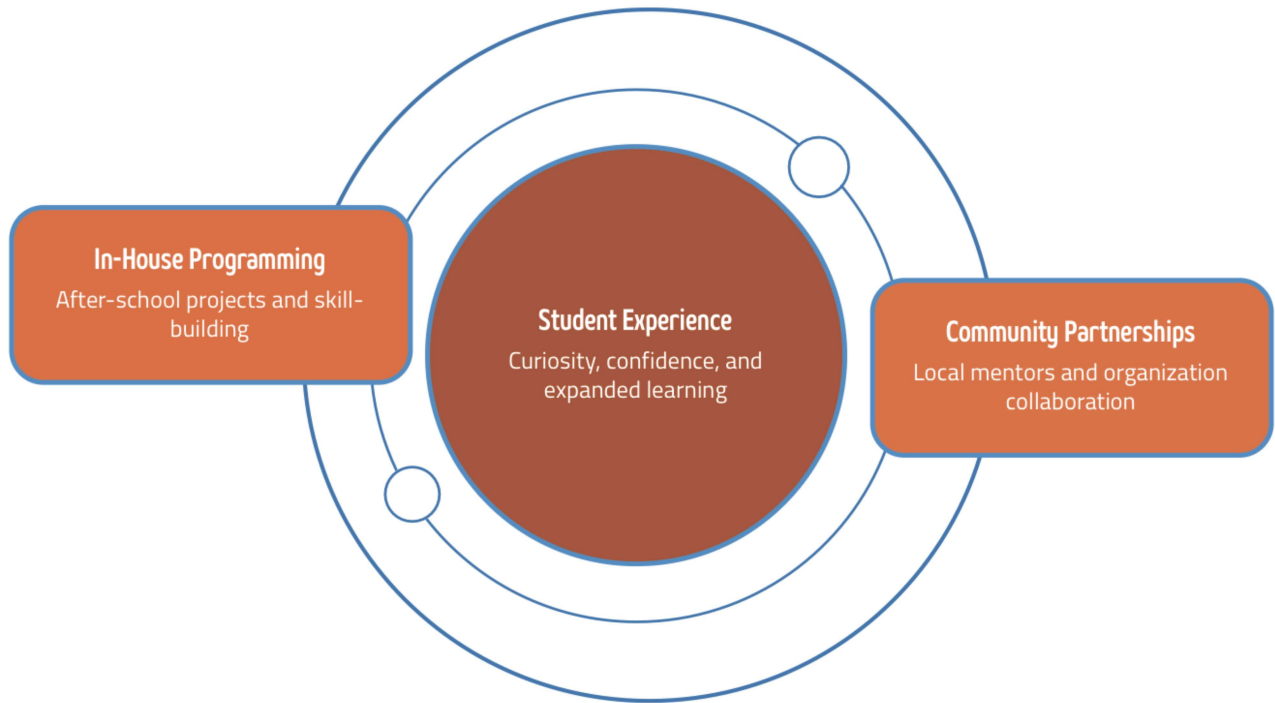
Our disciplinary procedures are educationally sound, proactive, restorative, and developmentally appropriate. Staff are trained in positive behavior supports, clear expectations, redirection, and relationship-building, aligning behavior norms with Barrington school standards. Incident documentation, family communication, and school collaboration are integral when behavior concerns arise, focusing on supporting students in learning replacement behaviors and successful program engagement.

Indemnification and Waiver

Innovation Learning acknowledges and will fully comply with Barrington Public Schools' indemnification requirements. We will assume liability for services, indemnifying and holding harmless BPS from claims, losses, or damages arising from our failure to provide services or from our willful misconduct or negligence. Additionally, we will require parents and guardians to sign a waiver, integrated into the Playground registration process, acknowledging that students are not under BPS direction or control while participating in our program. This waiver, along with appropriate insurance coverage, strict safety protocols, incident documentation, and staff training in emergency response and child protection, underscores our commitment to operating as a highly accountable and licensed child care provider.

Enrichment Programming @ Innovation Learning

Innovation Learning believes that the hours after school are an opportunity to spark curiosity, build confidence, and expose students to experiences that extend beyond the traditional classroom. Our enrichment model is intentionally designed to provide both consistent, high-quality in-house programming and expanded opportunities through trusted community partnerships, ensuring that Barrington Public Schools students have access to a wide variety of engaging, meaningful experiences.



In-House Enrichment Programming: Our core enrichment offerings are delivered daily through our structured Innovation Stations, which rotate throughout the year and expose students to a diverse range of project-based learning experiences. These stations are intentionally designed to promote student voice and choice, hands-on exploration, and real-world problem solving.

 STEM & Engineering Challenges that build critical thinking, problem-solving skills, and a passion for scientific discovery.	 Creative Arts & Design Exploration of visual arts, music, drama, and digital design to foster self-expression and innovation.	 Literacy & Storytelling Projects encouraging reading comprehension, creative writing, and narrative development.
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Technology & Digital Exploration

Hands-on experiences with coding, robotics, and media creation in a safe, guided environment.

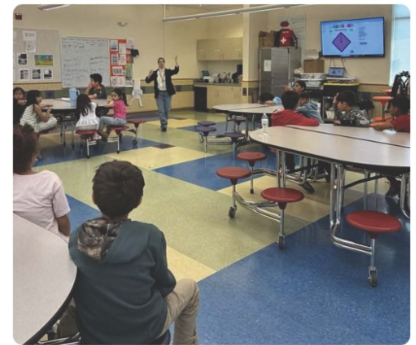


Cultural Exploration

Journeys through diverse cultures, traditions, and global perspectives to foster empathy and understanding.



Innovation Learning utilizes **Edventure's project-based learning curriculum** to provide students with rich, culturally responsive learning experiences that explore global perspectives and real-world issues. These projects engage students in hands-on inquiry, helping them build critical thinking skills.



Sample Projects: Below are examples of the types of hands-on, project-based enrichment experiences students may engage in through our Innovation Stations. These sample projects are designed to spark curiosity, encourage collaboration, and allow students to explore real-world concepts in a fun, engaging, and developmentally appropriate way. Each project reflects our commitment to student voice, creativity, and meaningful learning beyond the school day.



Building to Resist Natural Forces

Take engineering design to the next level with this up-close look at natural disasters. Working to better understand the elements at play in the world around them, Build a Better World has learners collaborate on structural challenges as they model earthquake stability, hurricane winds, system integrity, and more, on their quest to understand how buildings are designed to resist external forces. Culminating in a final world-building exercise, this camp is a STEAM lava flow at its finest.

Curriculum/Standards Connections:

Life Science, Engineering Design

In the Lab - Fridays

A Bristlebot is a small robot made by combining a toothbrush head and a vibrating pager motor. The vibrations from the pager motor travel down the bristles and cause the brush to scoot and spin on flat surfaces.

Build a Bristlebot in your home or classroom to teach basic engineering, motors, circuits, and balance principles. Bend, twist, and angle the chenille stems into different positions and see how it affects the movement and direction of your Bristlebot.

Curriculum/Standards Connections:

Life Science, STEM, 21st Century Skills



Explore a Plant's Life Cycle with Tunnel Books

Flourish in the whimsical world of tunnel books with this STEAM-filled exploration of plants and seeds! Through hands-on science and art activities, learners are introduced to the weird and wonderful processes that make up a plant's life cycle, including photosynthesis, pollination, and seed dispersal.

Learners then channel their inner storyteller to create a free-standing, sculptural artwork that visually explains the lifecycle of a plant.

Curriculum/Standards Connections:

Life Science, Art/STEAM, English Language Arts Connections

Community Partnerships & Expanded Opportunities: To further enhance the student experience, Innovation Learning partners with trusted local organizations and enrichment providers to bring specialized programming directly to Barrington Public Schools students. These partnerships allow us to offer experiences that reflect both family interest and community strengths, while expanding access to high-quality extracurricular opportunities. We work closely with school and district leadership to identify desired programming and ensure offerings are relevant and accessible.

Sports & Movement

Programs promoting physical fitness, teamwork, and healthy competition.

Performing Arts

Workshops in music, dance, and theater to cultivate creative expression and stage presence.

Advanced STEM & Robotics

Specialized clubs focusing on advanced scientific concepts and robotic design.

Cultural & Language

Immersive experiences in various languages and cultural traditions.

Wellness & Mindfulness

Activities designed to support emotional well-being, stress reduction, and mental clarity.

Partner Testimonials



“Innovation Learning stands out for its commitment to fostering not only academic growth but also personal development and community engagement. The program offers a diverse range of activities and opportunities tailored to meet the interests and needs of its participants. Whether through academic support sessions, creative workshops, or projects, Innovation Learning provides a nurturing and inclusive environment where students can thrive.”

Jen Strouble

Out of School Time Coordinator for Montgomery County Public Schools

Academic Support Strategies

Innovation Learning provides structured and supportive homework assistance designed to reinforce school-day learning while helping students build independence and confidence. Each program day includes dedicated time for homework, where students receive guidance from trained staff in a calm, organized environment.



Our approach balances academic support with student ownership. Staff are available to clarify instructions, provide guidance, and encourage problem-solving, while ensuring that students remain actively engaged in their own work. We focus on helping students develop strong study habits, time management skills, and a sense of responsibility for completing assignments.

Homework support is differentiated to meet the needs of all learners. Younger students receive more hands-on guidance, while older students are encouraged to work more independently with staff support as needed. For students who do not have homework, we provide quiet academic enrichment activities such as reading, journaling, or skill-building exercises.

Structured Support



Dedicated time and a calm environment with guidance from trained staff.

Student Ownership



Fostering independence and problem-solving while actively engaging students in their work.

Skill Development



Cultivating strong study habits, time management, and academic responsibility.

Differentiated Learning



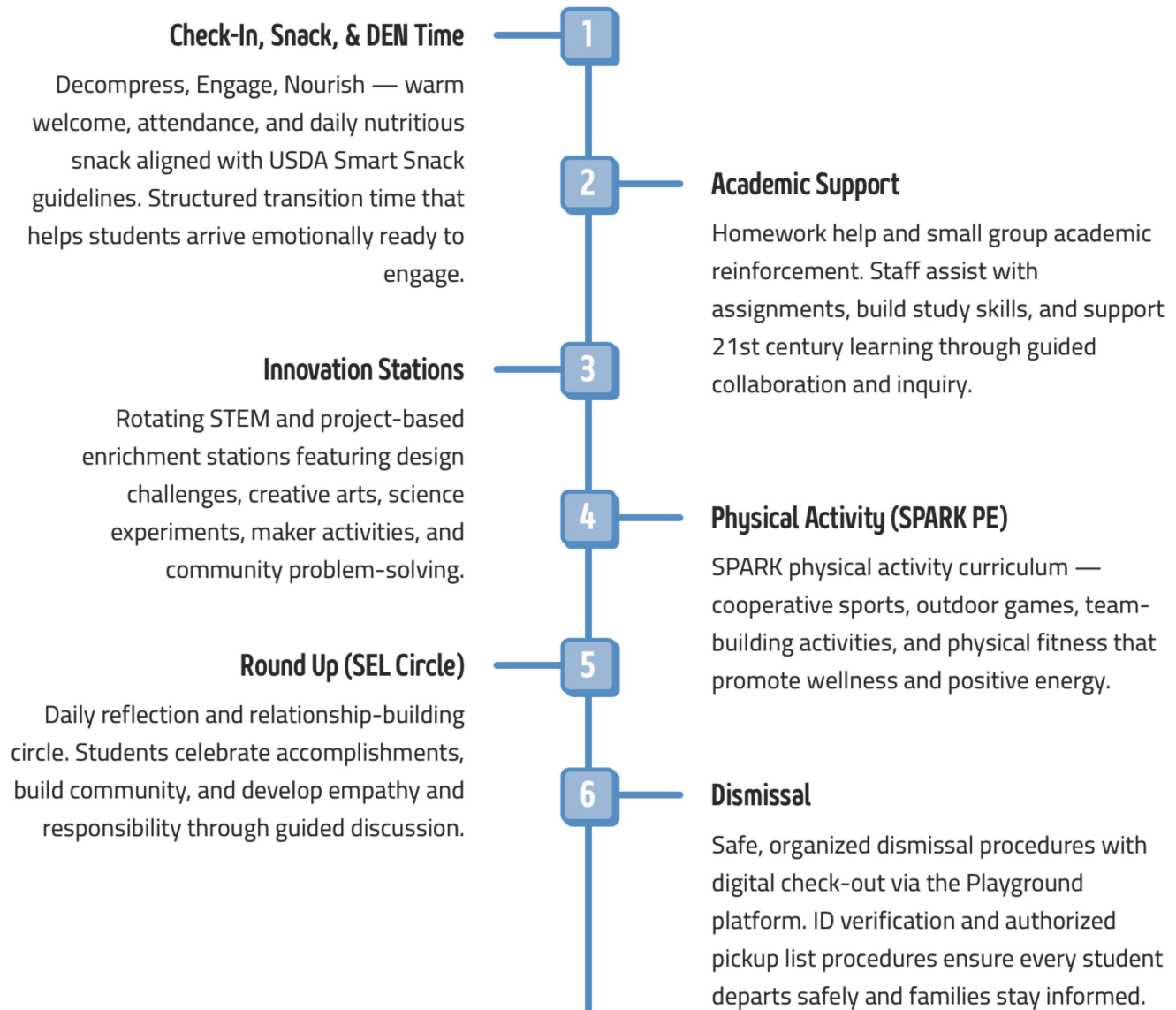
Tailored guidance for all ages, with academic enrichment for those without homework.

Innovation Learning also maintains communication with families and school staff to ensure alignment with classroom expectations and to support student success. Our goal is to create a consistent bridge between the school day and out-of-school time, helping students stay on track academically while reducing stress for families.



After School Sample Schedule

Every moment of the after school program is intentionally designed to create a balanced afternoon of learning, movement, and meaningful engagement for Barrington Public Schools elementary students. On early dismissal days, programming runs from dismissal – 6:00 PM.



Emergency Preparedness & Incident Response

Student safety forms the bedrock of Innovation Learning's after-school program. We are committed to developing and implementing rigorous, site-specific emergency procedures that align seamlessly with Barrington Public Schools' established safety protocols and Rhode Island's stringent licensing requirements. Our proactive approach ensures a secure and nurturing environment for all students.

Supervision Protocols: Our robust supervision framework and emergency preparedness practices are designed to safeguard every child, focusing on continuous vigilance and clear, actionable plans:



Active Supervision

Consistent and vigilant monitoring of students at all times, ensuring their safety and engagement in all activities.



Student Tracking

Rigorous student check-in and check-out procedures utilizing the Playground app, complemented by regular headcounts during transitions and activity changes.



Zoned Assignments

Clear staff assignments by designated zones and activity areas, optimizing visibility and responsiveness across the program space.



Emergency Contacts

Readily accessible emergency contact information for all authorized staff members to facilitate rapid communication when necessary.



Site-Specific Plans

Development and implementation of detailed emergency plans tailored for each site, addressing scenarios such as fire, lockdown, shelter-in-place, evacuation, medical emergencies, and severe weather.

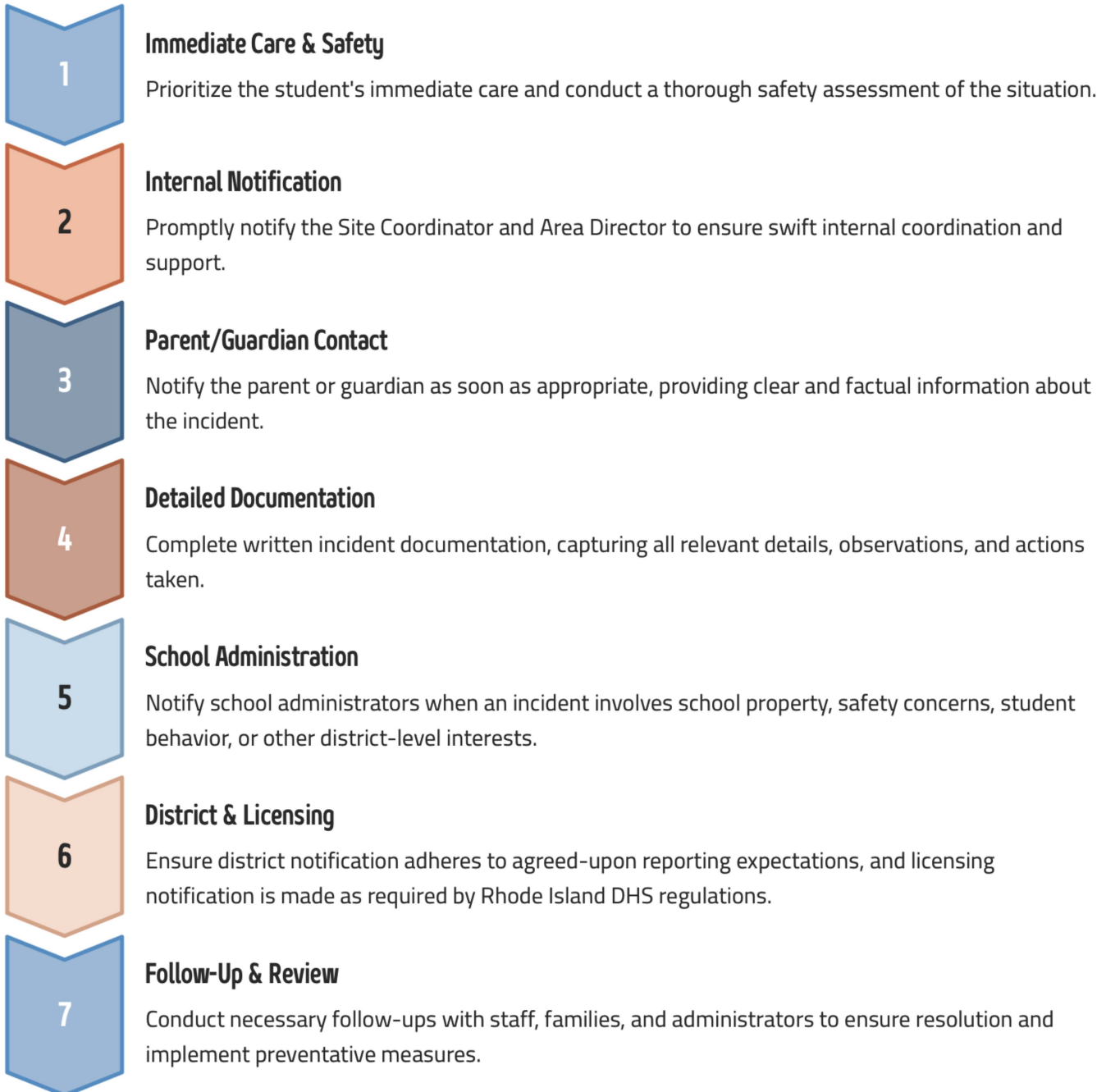


Certified Staff

All required staff members maintain current First Aid and CPR certifications, alongside ongoing training in mandated reporting, emergency response, supervision best practices, and child guidance.

Innovation Learning is committed to aligning with Barrington Public Schools' operational policies. Therefore, our program will not operate when Barrington Public Schools are closed due to inclement weather or other emergency conditions, consistent with RFP requirements.

Incident Documentation and Reporting Procedures: Maintaining a transparent and accountable environment is paramount. Innovation Learning upholds clear and consistent procedures for documenting and reporting all incidents. These include, but are not limited to, injuries, behavioral concerns, supervision issues, illness, medication concerns, or any other events requiring notification to parents, the school, the district, or licensing authorities.



All incident records are securely maintained and periodically reviewed to identify any emerging patterns. This proactive analysis informs additional staff training needs, potential staffing adjustments, behavior support strategies, and ongoing communication with school leadership, ensuring continuous program improvement and enhanced student safety.

Innovation Learning's Registration Process

Innovation Learning utilizes the Playground platform as its comprehensive solution for registration, scheduling, attendance, billing, and family communication. This integrated system offers families a streamlined, user-friendly experience while empowering our staff to efficiently manage all aspects of program operations across various sites, ensuring seamless administration and communication.



Streamlined Family Experience

Families can complete registration fully online through a secure portal, accessible via computer or mobile device. This includes selecting flexible scheduling options (before, after, combined, drop-in), securely entering emergency contacts, medical information, payment details, and electronically signing required forms and policies.



Efficient Operational Management

Our scheduling process is designed for flexibility and consistency. The Playground platform allows Innovation Learning staff to monitor enrollment levels, waitlists, attendance trends, and staffing needs in real time, facilitating proactive adjustments and optimal resource allocation.



Robust Safety & Security

Playground serves as a critical safety and operational tool for daily attendance and dismissal. Authorized pick-up individuals are stored directly within the system for quick verification. Electronic records for sign-in/sign-out times and scheduling ensure accurate reporting and enhanced student safety.



Dedicated Support & Communication

Innovation Learning provides continuous registration support to families through multiple channels, including email, phone, in-person assistance, and multilingual options. Families can easily view schedules, update account information, receive billing notifications, and communicate directly with program staff through the platform.

Our goal is to create a registration and scheduling process that is not only simple and accessible but also highly flexible and responsive to the unique needs of Barrington Public Schools families, ensuring a positive experience from enrollment through daily program engagement.

Inclusive Practices

Innovation Learning designs its after-school program to be welcoming, flexible, and responsive to the needs of all students. Rooted in the Circle of Courage values of belonging and independence, our inclusion practices guide how staff build relationships, structure activities, support behavior, and help every student participate successfully.

Before Day One

Family intake

Families share allergies, medical needs, authorized pickups, emergency contacts, and behavioral considerations during registration.

School collaboration

With parent permission, staff review IEP, 504, behavior, and health-related needs with school staff.

Proactive planning

Staff are prepared before a student's first day — not reactive after challenges arise.

Personalized readiness

Every student enters a program environment where staff are already equipped to support them.

Daily Inclusion Practices

In daily programming, Innovation Learning uses predictable routines, clear expectations, flexible grouping, and relationship-based behavior support. Activities are designed so students can participate in multiple ways, hands-on learning, movement, creative expression, quiet reflection, or peer collaboration.



Predictable routines & clear expectations



Visual and verbal directions



Differentiated activity options



Calm-down spaces & sensory tools



Choice-based activities & staff check-ins



Flexible grouping & movement breaks



Supporting Diverse Backgrounds

Cultural & linguistic inclusion

Program culture values identity, voice, and connection. Translation and interpretation support is available in partnership with the district.

Community & leadership

Enrichment activities, service-learning, community circles, and student leadership opportunities help students share ideas and contribute meaningfully.

Family communication

Communication is handled with respect, consistency, and sensitivity across all backgrounds and family structures.

Restorative Behavior Support

01

Redirection

Staff redirect behavior calmly and clearly.

02

Problem-solving

Conversations help students understand impact.

03

Reflection

Students identify feelings and replacement behaviors.

04

Positive reinforcement

Strengths and progress are recognized.

05

Family & school collaboration

Ongoing communication supports consistency.

Inclusion is not a separate service or occasional accommodation — it is part of how the program is structured every day. By combining thoughtful planning, trained staff, flexible activities, and a deep commitment to belonging, Innovation Learning creates an after-school environment where students of all abilities, needs, and backgrounds feel safe, supported, and fully included.



Innovation Learning believes that strong, consistent communication is essential to building trust with families and maintaining alignment with school and district leadership. Our communication model is designed to be clear, accessible, and responsive, ensuring that all stakeholders remain informed, engaged, and connected to the program.

Family Communication: Our primary communication platform is **ClassDojo**, which allows us to share real-time updates, announcements, reminders, and highlights from the program in a consistent and user-friendly format. Through ClassDojo, families receive regular insight into their child's experience, including photos, activity updates, and important program information.

In addition to digital communication, our layered approach ensures communication is both proactive and responsive, meeting families where they are:

In-Person Updates

Site Coordinators provide daily, in-person updates to families at pick-up when needed.

Flyers & Email

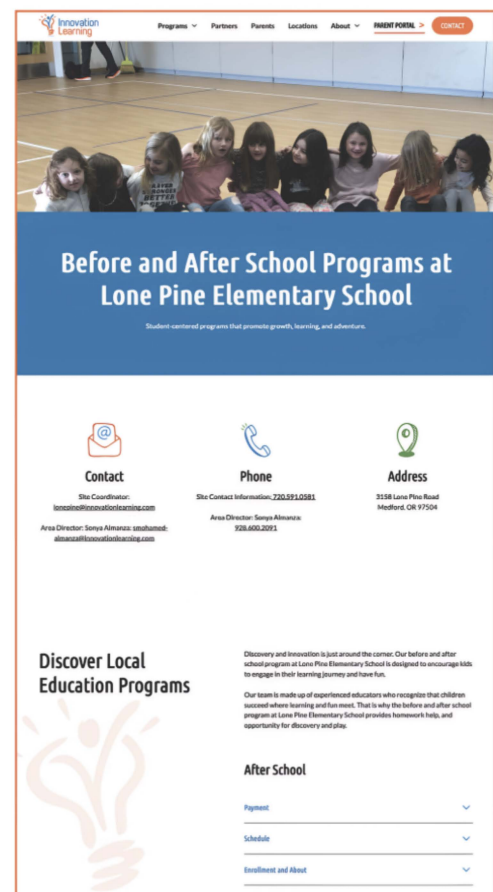
Flyers and email communications are used to share program details, schedules, and special events.

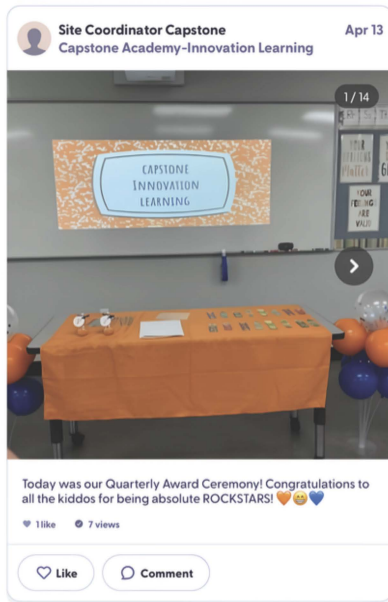
Multi-Channel Reinforcement

Important reminders and updates are reinforced across multiple channels to ensure accessibility for all families.

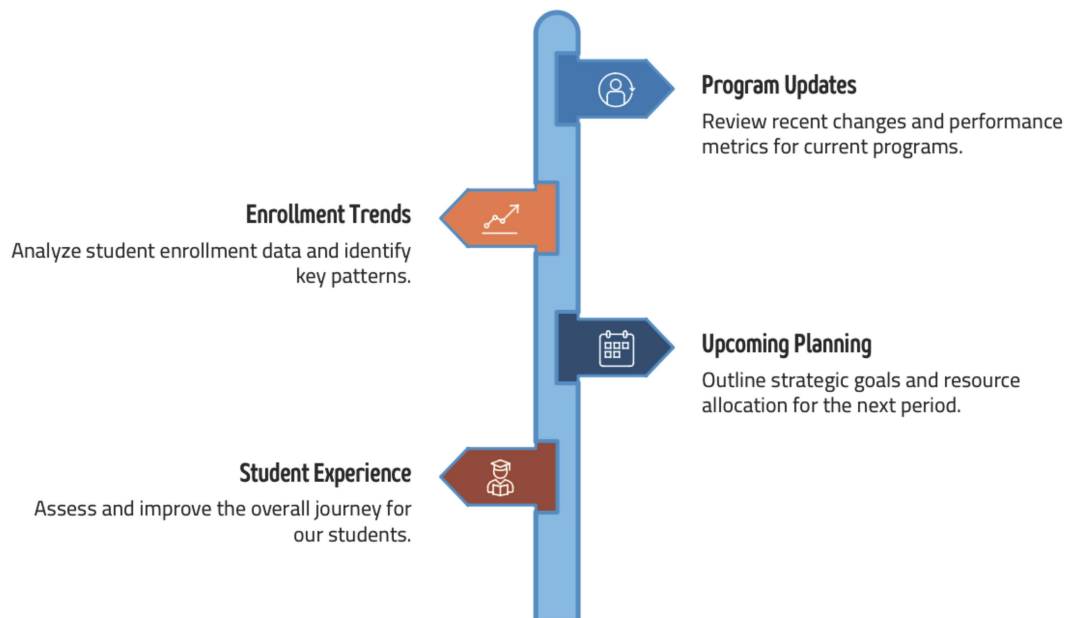
Digital Communication: Website & ClassDojo

Innovation Learning leverages both our website and ClassDojo to ensure families have easy, consistent access to program information. Our website serves as a central hub for enrollment, program details, schedules, and important updates, allowing families to access key information at any time. Complementing this, ClassDojo provides real-time communication, including daily updates, reminders, and highlights from the program, creating a transparent and engaging connection between families and our staff. Together, these platforms ensure communication is both accessible and timely, supporting a strong partnership with Barrington Public Schools families.





District & School Communication: Innovation Learning is committed to maintaining strong, ongoing communication with school and district leadership. Our Area Director serves as the primary liaison and meets regularly with school principals and/or district representatives, based on Barrington Public Schools' preferred cadence. These meetings may include:



At the site level, Site Coordinators maintain daily communication with school staff, ensuring alignment with school-day priorities and responsiveness to student needs.

Policies Governing Dismissal, Attendance, Allergies, and Medication Administration

Innovation Learning maintains clear, consistent policies for student dismissal, attendance tracking, allergy management, and medication administration. These protocols are designed to ensure student safety, build family confidence, and align fully with Barrington Public Schools' expectations. We will implement these procedures across all sites — Nyatt, Primrose Hill, Hampden Meadows, and Sowams — strictly adhering to Rhode Island licensing requirements, Barrington Public Schools' specific protocols, and the RFP's mandate for robust safety, health, parent, and school communication mechanisms.

Dismissal and Authorized Pickup

All students will be released exclusively to adults authorized by their parent or guardian through the secure Playground platform. Families will designate approved pickup individuals and provide contact information during registration. Site staff will meticulously verify identities at pickup, requesting photo identification when unfamiliar with an adult. Students will only be released to unlisted individuals with prior written parental authorization as per program policy.

Attendance Procedures

Students are checked into the after-school program immediately following school dismissal. Innovation Learning staff reconcile daily attendance using Playground, ensuring all scheduled students have arrived safely. If a scheduled student is unaccounted for, staff will promptly follow established site procedures, including contacting the school office, classroom teacher, or parent/guardian. Electronic check-out at pickup creates a verifiable record of attendance, arrival, dismissal, and authorized release.

Extracurricular Activities & Schedule Changes

We will collaborate with Barrington Public Schools to establish clear procedures for students participating in school-sponsored extracurricular activities. Students may be signed out for approved activities and signed back into the program upon return, provided this process is coordinated with the school and communicated by the family. Families are required to notify program staff of any schedule changes, absences, or early pickups to maintain accurate attendance records and ensure all students are accounted for.

Allergies and Health Information

Comprehensive allergy, dietary, and medical information is collected during registration and securely stored in Playground for access by appropriate staff. This information is reviewed prior to program commencement to inform snack practices, activity planning, staff awareness, and emergency response. Staff receive training on allergy recognition and documented care instructions, ensuring prompt communication with families and school personnel regarding any health concerns. Procedures will align with school expectations and Rhode Island child care requirements.

Medication Administration

Innovation Learning strictly adheres to all applicable Rhode Island licensing requirements, Barrington Public Schools protocols, and parent authorization guidelines for medication administration. Medication is only administered upon fulfillment of written authorization, documentation, proper storage, labeling, and staff training requirements. Emergency medications, such as inhalers or epinephrine auto-injectors, are managed according to the student's documented health plan, licensing, and school procedures. All administrations are documented, and families are notified per established protocols.

Collectively, these meticulously designed policies ensure that all students are consistently supervised, accurately accounted for, and comprehensively supported from their program entry until their safe release to an authorized adult. Innovation Learning's strategic integration of the Playground platform, rigorous staff procedures, transparent family communication, and seamless coordination with school personnel establishes a reliable and secure system, instilling confidence in both families and Barrington Public Schools regarding daily program operations.



Licensing and Compliance

Innovation Learning is fully committed to operating the Barrington Public Schools after-school program as a Rhode Island Department of Human Services (DHS)-Licensed Program. This decision is based on the RFP's clear requirement to identify our proposed operating status. Our extensive experience across multiple states, where we are either licensed or license-exempt, demonstrates our robust dedicated licensing and compliance infrastructure.

This infrastructure supports all facets of regulatory adherence, including new program launches, state-specific requirements, comprehensive staff file management, health and safety documentation, background clearances, training records, and incident reporting. We will leverage this expertise to ensure the Barrington program meets all applicable DHS requirements well before students begin attending, working closely with Rhode Island DHS and Barrington Public Schools to review, document, and approve each program site: Nyatt, Primrose Hill, Hampden Meadows, and Sowams.



Our compliance extends to all Rhode Island DHS health, safety, staffing, training, and reporting mandates. This includes meticulous attention to licensing applications, site approvals, staff qualifications, student ratios, background checks, emergency records, medication procedures, and mandated reporter obligations. We will also align our work with Barrington's specific safety and operational expectations, coordinating on program spaces, emergency procedures, arrival/dismissal processes, and staff clearances.



- ❶ Innovation Learning's Rhode Island licensing process will also be supported by our Director of School Partnerships, who is based just across the border in Massachusetts and brings years of experience operating licensed programs in Rhode Island. This regional knowledge will be a meaningful asset to the Barrington partnership, particularly during program launch, licensing coordination, staff onboarding, and early communication with district and school leaders. Having leadership familiar with Rhode Island's licensed child care environment, while also being geographically close to Barrington, will help ensure a responsive, well-coordinated, and successful implementation.

A detailed Rhode Island DHS licensing timeline is included on the following page. Innovation Learning will begin the licensing process immediately upon award, including coordination with Rhode Island DHS, review of approved program spaces at each Barrington elementary school, preparation and submission of required licensing materials, completion of staff BCI/fingerprinting and background clearances, and implementation of all required health, safety, staffing, training, and reporting procedures.

Proposed Rhode Island DHS Licensing Timeline

June 2026: Initial Coordination & Site Review

Immediate engagement with Rhode Island DHS to confirm licensing steps, documentation, and inspection requirements. Concurrent coordination with Barrington Public Schools on designated spaces and emergency procedures.

July 2026: Background Checks & Staff Training

Completion of all necessary BCI checks, fingerprinting, and staff clearances. Comprehensive staff training on health, safety, supervision, mandated reporting, and emergency preparedness. Site readiness coordination with BPS.

By August 15, 2026: Clearance Documentation to BPS

Provision of all required BCI/fingerprinting documentation for employees to Barrington Public Schools, as per RFP requirements, prior to August 15 and ongoing for new hires.

June–July 2026: Application & Documentation

Preparation and submission of all required licensing materials, including program information, site details, staffing plans, health and safety procedures, and emergency plans. Staff recruitment and site leadership identification also commence.

July–Early August 2026: DHS Site Review & Corrections

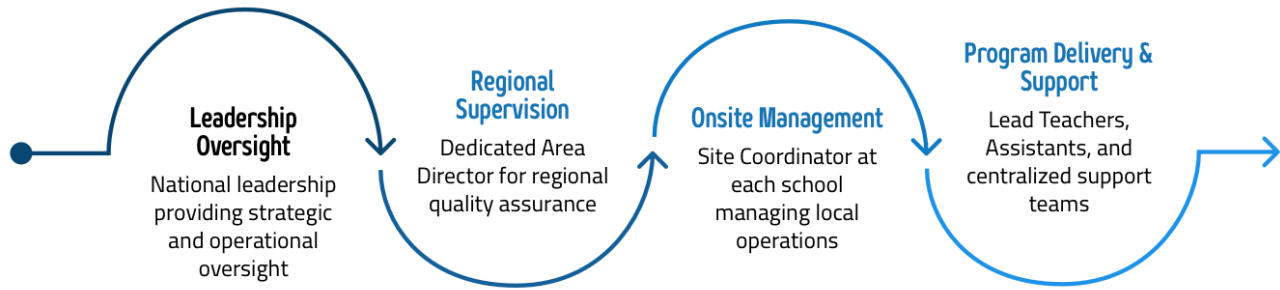
Participation in DHS site visits and inspections. Prompt resolution of any corrective actions, documentation updates, or space adjustments identified by DHS, in coordination with Barrington Public Schools.

Prior to Program Launch: Final DHS Approval

Securing final DHS approvals before program opening. Confirmation of staff assignments, ratios, emergency procedures, attendance systems, and all family-related documentation for operational readiness.

Should a district-based exemption be deemed applicable by Rhode Island DHS and Barrington Public Schools, Innovation Learning assures that we would still uphold equivalent high standards for health, safety, staffing, training, supervision, and reporting. Our unwavering commitment, regardless of licensing status, is to deliver a safe, compliant, well-documented, and professionally supervised program, instilling full confidence in Barrington families and school leaders.

Staffing Model & Organizational Structure



Innovation Learning utilizes a proven operational structure that blends the strength and resources of a national provider with the responsiveness and relationship-driven approach typically associated with local partners. Our model delivers consistent staffing support, strong daily program management, and ongoing quality oversight, while remaining deeply connected to the communities we serve.

For Barrington Public Schools, this local connection is especially meaningful. Members of our partnership team, including our Director of School Partnerships, are based in nearby Massachusetts and bring decades of experience working with children and school communities in the region. This ensures that, while Barrington Public Schools benefits from the systems, training, and infrastructure of a national organization, the day-to-day experience feels personal, responsive, and rooted in strong, trusted relationships. Our regional and national team are listed on the following pages.

Main Contact

Kim Christopher – Director of School Partnerships

Email: kchristopher@innovationlearning.com

Phone: 720-975-5117

Education

- Bachelor of Science, Human Development and Early Childhood – Wheelock College

Relevant Experience

- Executive Leadership, MetroWest YMCA (oversight of OST and early learning programs)
- National Director of District Partnerships, AlphaBEST Education (195+ programs, multi-state oversight)
- Associate VP of Childcare, Hockomock YMCA (multi-site program leadership)
- Executive Director of Partnership Development, Springboard Education
- Regional Manager, Knowledge Learning/Champions (multi-state operations)

Dr. Brett Prilik – Founder & Executive Director

Email: bprilik@innovationlearning.com

Phone: 303-523-1543

Education

- Doctor of Education (Ed.D.), Education – University of Northern Colorado
- Master of Education (M.Ed.), Learning and Behavioral Disorders – Buffalo State College
- Bachelor of Science, Anthropology/Education – University of Buffalo

Relevant Experience

- 20+ years of leadership in education, youth development, and program operations
- Founder & Executive Director, Innovation Learning (multi-state before/after school programs)
- Senior Vice President, Springboard Education (national OST provider)
- School Administrator/Principal, Adams County School District
- Director of Education Program Development, Denver Area Youth Services
- Experience launching and scaling multi-site programs, developing academic models, and leading partnerships with school districts

Bryan Foster – Chief Operating Officer

Email: bfoster@innovationlearning.com

Phone: 866-239-3661

Education

- Master of Education, Educational Leadership & Policy Studies – University of Texas at Arlington
- Master of Education, Elementary Education – Arizona State University
- Bachelor of Science, Business & Marketing – University of Phoenix

Relevant Experience

- Executive Director, Central Florida Preparatory School
- Principal/Executive Director, Charter One Schools
- Instructional Leader, Florence Unified School District
- Teacher, instructional coach, and athletic program leader

Elizabeth Kleinbeck – Assistant Director of Operations

Email: ekleinbeck@innovationlearning.com

Phone: 253-777-8181

Education

- Bachelor of Science, Social Services / Family Studies – Central Washington University

Relevant Experience

- District Operations Director, YMCA (Greater Seattle)
- Family & Recreation Director / Senior Program Director, YMCA
- Program Director & Supervisor, YMCA

Tiffany Bliss – Director of Licensing and Compliance

Email: tbliss@innovationlearning.com

Phone: 720-957-5546

Education

- Bachelor of Science, Business Administration – Western Governors University

Relevant Experience

- Regional Vice President, Right At School (multi-state OST operations)
- Regional Director, Right At School (expanded to 60 districts, 605 schools)
- District Manager, KinderCare Education (large-scale childcare operations)

Chris Snyder – Director of Training and Quality Assurance

Email: csnyder@innovationlearning.com

Phone: 717-682-9349

Education

- Master of Education, Sport Management & Administration – Millersville University
- Bachelor of Arts, Communication with Business Concentration – Shippensburg University

Relevant Experience

- Senior Vice President, Franchise Operations & Education, i9 Sports (260+ locations)
- Senior Vice President of Operations, i9 Sports (scaled national network across 38 states)
- Director, Coaching and Coach Education, United States Olympic Committee
- Manager of Coaching Education, US Lacrosse

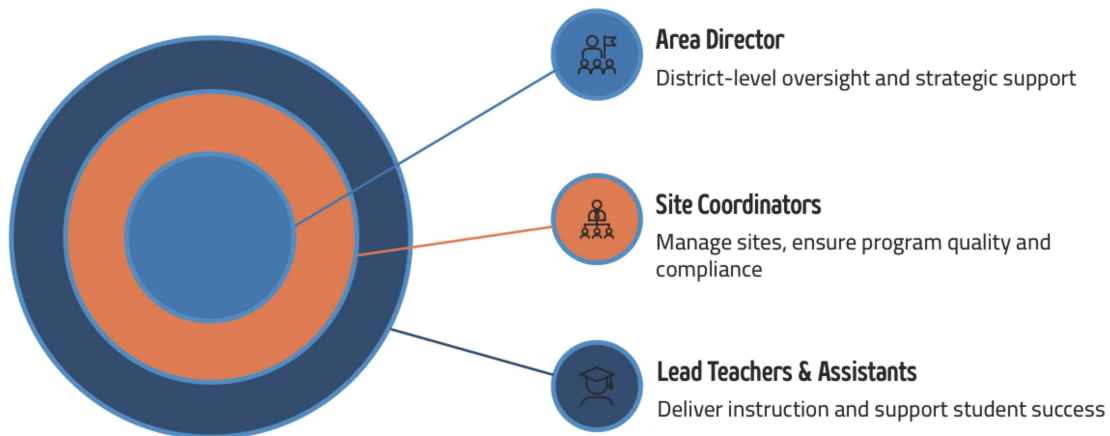
Local Staffing Structure

Innovation Learning's staffing structure is designed to ensure consistent, high-quality program delivery across every school while maintaining clear accountability and robust support at the district level. This model emphasizes dedicated on-site leadership combined with experienced district-level oversight, fostering an environment of excellence and continuous improvement.

At each school site, a dedicated **Site Coordinator** leads daily operations, supported by **Lead Teachers** and **Program Assistants**. This on-site team works cohesively to create a safe, engaging, and well-managed daily experience for all students, implementing curriculum and managing activities. Their direct presence ensures immediate attention to student needs and program flow.



Complementing the site teams, an experienced **Area Director** provides crucial district-level oversight. This individual manages all Barrington Public Schools programs, delivering ongoing supervision, staff development, and quality assurance across multiple sites.



This structured approach not only clarifies roles and responsibilities but also establishes a clear chain of support and communication, from the individual program assistant to the district-level director, ultimately benefiting the students and school community.



Area Director (TBD – Local Hire)

Program Oversight Leader: Innovation Learning will assign a dedicated Area Director to oversee the Barrington Public Schools programs. This individual will serve as the primary operational supervisor and will provide ongoing coaching, staffing support, and quality assurance.

Minimum Qualifications: Bachelor's degree in education, youth development, or related field (preferred), youth program management experience, staff supervision experience, experience operating school-based programs.

Responsibilities: Supervision of Site Coordinators, regular site visits, staff coaching and mentoring, program quality monitoring, staffing support, school leadership communication, MA EEC licensing compliance oversight.

Area Directors typically bring: 5+ years youth program experience, school-based program experience, staff supervision experience, training and coaching experience, MA EEC licensing familiarity.

Pay Range: \$70-80,000/year



Site Coordinators (TBD - Local Hire)

Minimum Qualifications: Associate's or Bachelor's degree preferred (education, child development, recreation, or related field), experience working with elementary-age students, supervisory experience preferred, strong communication skills.

Relevant Experience: Innovation Learning Site Coordinators typically have professional backgrounds such as after school program coordinators, teacher assistants or paraprofessionals, youth program supervisors, early childhood educators, and recreation program leaders. Typical experience includes 3–7 years youth supervision, program coordination, behavior management, and family communication.

Responsibilities: The Site Coordinator will manage daily program operations, supervise staff, ensure student safety, maintain attendance records, communicate with families, coordinate with school administration, support student behavior management, ensure MA EEC licensing compliance, implement Innovation Learning curriculum, and manage program supplies and logistics. Site Coordinators serve as the primary on-site leader and main contact for school administrators.



Lead Teachers

Minimum Qualifications: Experience working with youth, strong group management skills, experience supporting academic activities, ability to lead enrichment activities.

Typical Backgrounds: Education majors, teacher assistants, youth development professionals, recreation leaders, behavioral support staff.

Responsibilities: Lead Teachers will deliver daily programming, support homework assistance, lead enrichment activities, supervise students, support behavior management, and maintain program routines.



Program Assistants

Minimum Qualifications: Experience working with children preferred, ability to supervise students, positive communication skills.

Responsibilities: Program Assistants support student supervision, activity transitions, program logistics, and safety monitoring.

Background Checks, Compliance, and Staffing Ratios

Innovation Learning is deeply committed to ensuring a safe and supportive environment for all students in Barrington Public Schools. Our robust policies and procedures rigorously adhere to, and often exceed, all Rhode Island Department of Human Services (DHS) licensing requirements for background checks, staffing compliance, and staff-to-student ratios, ensuring peace of mind for parents and school administration alike.



Rigorous Background Checks

All Innovation Learning employees assigned to Barrington Public Schools undergo comprehensive background and clearance checks as mandated by Rhode Island DHS. These checks include the Child Abuse and Neglect Registry, National FBI Fingerprint Criminal History, RI state criminal, and state/national Sex Offender Registries, plus interstate checks for those who have lived outside RI in the past five years. These crucial clearances are renewed every five years, ensuring continuous safety and compliance. We provide all required documentation to Barrington Public Schools before August 15th annually and immediately for any new hires.



DHS Staffing Compliance & Monitoring

Innovation Learning meticulously maintains evidence of compliance with all RI DHS staffing requirements for licensed school-age programs. This commitment ensures our facilities are safe, staff are appropriately trained, and children are cared for in a nurturing environment with suitable activities and resources. We maintain comprehensive staff files, training documentation, staff schedules, and emergency preparedness records. We fully comply with DHS monitoring expectations, providing access to records and program spaces for inspection and complaint investigation.

Staff-to-Student Ratios: For the Barrington program, Innovation Learning will staff each site in accordance with Rhode Island DHS school-age ratio requirements, and whenever feasible, will exceed the minimum standard by targeting a 1:12 staff-to-student ratio. This enhanced ratio ensures more individualized attention and greater supervision for every child.

Grade Level	RI DHS Maximum Ratio	RI DHS Maximum Group Size	Innovation Learning Target Ratio
Kindergarten	1:13	26	1:12
Grades 1–3	1:13	26	1:12
Grades 4–5	1:13	26	1:12

Since the Barrington program will serve students in grades K–5 only, Innovation Learning will consistently apply the school-age ratios across all program locations. We will strategically group students to support safety, supervision, developmental appropriateness, and overall program quality.

Facilities and Materials Plan

Innovation Learning is deeply experienced in successfully integrating high-quality after-school programming within existing school environments. Our planning prioritizes safety, organization, and seamless coordination with school-day operations, ensuring every site is fully prepared for daily activities while respecting Barrington Public Schools' facilities and schedule.

At each elementary school, Innovation Learning primarily requires access to core shared spaces. We understand that any use of additional facilities is contingent upon prior approval from the Director of Finance & Operations.



Primary Program Spaces

- Cafeteria or approved multipurpose room
- Playground or designated outdoor area



Additional Spaces (By Approval)

- Gymnasium
- Library or art room
- Specific classrooms or other building areas

The specific physical space requirements at each site are determined by projected enrollment, licensed capacity, student age groups, staffing ratios, and the unique layout of each school.

Comprehensive Materials and Equipment Provided

Innovation Learning is responsible for providing all necessary materials, equipment, and supplies to support our diverse after-school program. These resources are carefully selected to foster academic reinforcement, creativity, problem-solving, physical activity, and social-emotional development, ensuring inclusive participation for all students.



Academic & Literacy Support

Homework supplies, literacy games, math challenges, and curriculum resources.



STEM & Maker Activities

Hands-on STEM kits, engineering challenges, and creative maker materials.



Arts & Crafts

Supplies for creative expression, drawing, painting, and crafting projects.



Recreation & Physical Activity

Sports equipment, cooperative games, and resources for SPARK-based activities.

To maintain organization, Innovation Learning will provide secure storage cabinets at each location, coordinating with school and district leadership for appropriate placement that avoids interference with school-day functions. Each site will also be equipped with a dedicated program telephone for direct contact during operating hours. Our central and regional support staff manage an off-site office, providing comprehensive administrative, operational, billing, and compliance assistance.

As a respectful partner, Innovation Learning staff are committed to restoring all occupied spaces to their original condition daily. This includes cleaning up materials, repositioning furniture, securing supplies, and promptly reporting any facility concerns. We recognize that our use of BPS facilities is non-exclusive, and our successful operation in shared environments is built on strong communication, meticulous planning, and daily respect for the school environment, its staff, and students.



Pricing & Affordability

Innovation Learning is committed to providing high-quality, accessible programming for Barrington families through a transparent and flexible pricing model. Our structure allows families to select the schedule that best meets their needs, while ensuring predictable monthly costs and no additional fees for early release days. This consistency helps families plan ahead with confidence, knowing that their monthly tuition will not fluctuate based on the number of school days in a particular month. We also prioritize affordability by supporting subsidy-eligible families, offering flexible enrollment options, and working with Barrington Public Schools to determine whether facility rent contributions can instead be used to further reduce parent fees.

Monthly Tuition

All monthly after-school rates include early dismissal days at no additional cost, providing consistency and value for families.

Program	1 Day	2 Days	3 Days	4 Days	5 Days
After School	\$150	\$200	\$262	\$320	\$360
Bridge Hour (1 Hour Only)	\$51	\$86	\$120	\$147	\$167

Flexible Attendance Options (Drop-In & Same-Day Rates)

To support families with varying schedules, Innovation Learning offers flexible attendance options proportional to monthly rates:

Drop-In Rates

PM Drop-In Daily Rate: **\$24**

Early Release PM Drop-In: **\$37**

Same-Day Rates

PM Same-Day Rate: **\$29**

Early Release PM Same-Day: **\$45**



Full-Day & Vacation Programming (when needed)

Full-Day Rate (School Closures, Vacation Weeks, Summer): \$55/day

Commitment to Affordability & Access

Innovation Learning is committed to ensuring that all families have access to high-quality out-of-school time programming. To support this commitment, we offer:

10%

Sibling Discount

15%

First Responder & Military Discount

50%

School/District Staff Discount

Barrington Public Schools Staff

Scholarships

One Full Scholarship Per School

Awarded in partnership with school leadership

Sliding Scale

Offered based on demonstrated financial need

DHS Voucher

We will pursue DHS voucher acceptance to support eligible families

Facility Rent or Additional Family Affordability Support

Innovation Learning is prepared to structure the financial model in the way that best supports Barrington Public Schools' goals for sustainability, affordability, and family access. As part of our proposal, Innovation Learning can provide a monthly facility rent payment of \$2,500 per school for each of the 10 operating months of the school year. Across the four elementary schools, this would represent a total annual facility rent contribution of \$100,000.

Option 1 — Facility Rent Model

$\$2,500/\text{month per school} \times 4 \text{ schools} \times 10 \text{ months} = \$100,000$ annual contribution paid directly to Barrington Public Schools as facility rent.

Option 2 — Family Fee Reduction Model

Apply some or all of these funds toward reduced parent fees instead of facility rent — lowering tuition for families, supporting CCAP-eligible families, expanding scholarship access, or reducing monthly costs across the program.

Innovation Learning welcomes the opportunity to work with BPS to determine whether a facility rent model, family fee reduction model, or blended approach would best serve Barrington students and families.

Proposed Annual Operating Budget

Innovation Learning's proposed annual operating budget for the Barrington Public Schools partnership reflects a strategic investment in program quality and long-term sustainability. This budget is built on a philosophy of prioritizing student experience and community trust from day one, recognizing that initial investment in high-quality staffing, curriculum, and family engagement leads to stronger enrollment retention and sustained growth.

Budget Assumptions

Program Scope

Covers 4 elementary school sites operating for 10 months of the school year.

Facility Contribution

Includes a facility rent payment of \$2,500/month per site, totaling \$100,000 annually.

Enrollment & Staffing

Assumes an initial average enrollment of 30 students per site, supported by a staffing model featuring part-time Site Coordinators and shared operational support.

Enrollment & Revenue Projections

Our revenue projections are based on conservative enrollment estimates and the flexible pricing structure presented previously. The estimated annual gross revenue is derived from average monthly tuition across our proposed program options.

Item	Assumption
Number of Sites	4
Average Enrollment Per Site	30
Estimated Total Enrollment	120
Average Monthly Revenue Per Student	\$275
Other Annual Revenue (Drop-ins, Registration, etc.)	\$20,000
Operating Months	10
Estimated Annual Gross Revenue	\$350,000

Year 1 Operating Expenses

Our expense categories prioritize staffing, program quality, and essential operational support to ensure a robust launch and ongoing excellence for students and families. We view our year 1 costs as an investment in the long-term success of our relationship with a district.

Expense Category	Annual Cost
Part-Time Site Coordinators (4)	\$92,000
Program Staff	\$220,000
Payroll Taxes & Benefits	\$32,000
Curriculum & Program Supplies	\$24,000
Snacks & Food Program	\$20,000
Licensing & Compliance	\$10,000
Technology & Playground Platform	\$8,000
Insurance	\$15,000
Training & Professional Development	\$5,000
Marketing & Family Outreach	\$6,000
Facility Rent (4 sites × \$25,000/year)	\$100,000
Total Estimated Operating Expenses	\$552,000

Operating Summary & Investment Philosophy

Item	Amount
Estimated Revenue	\$350,000
Estimated Expenses	\$552,000
Estimated 1st-Year Investment	(\$202,000)



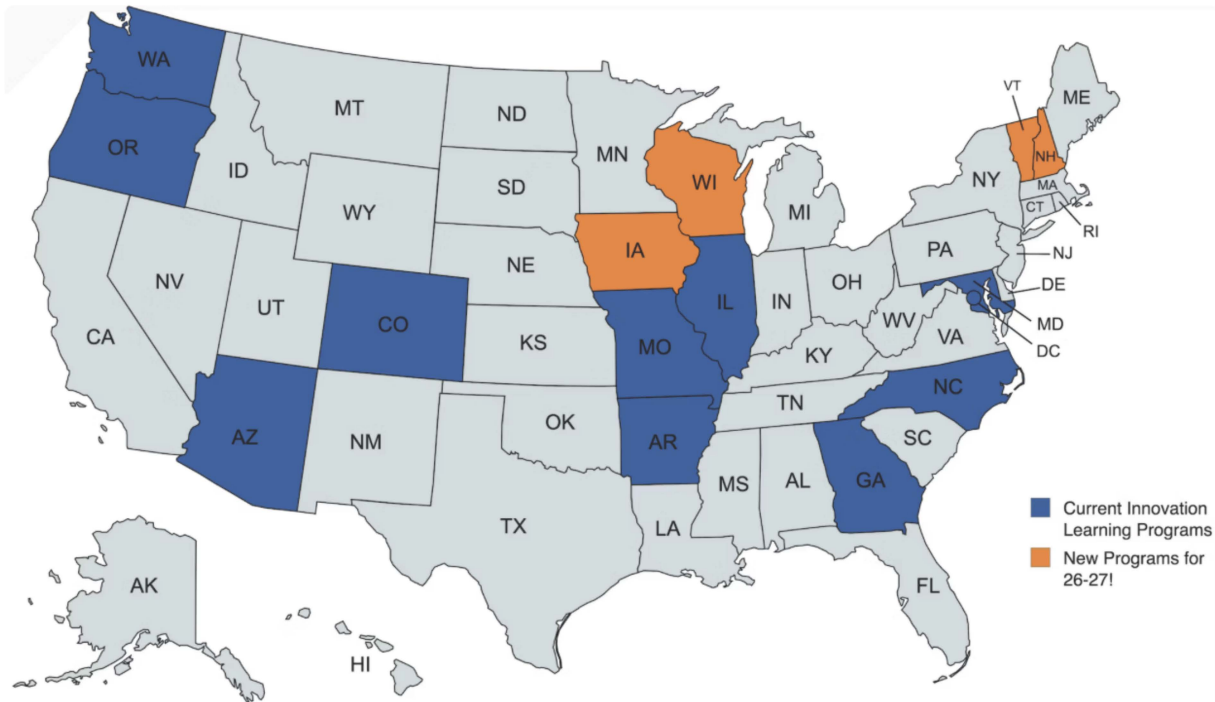
Innovation Learning views the launch of new district partnerships as a long-term investment. Our startup budgets are intentionally designed to prioritize strong staffing, comprehensive training, high-quality materials, and family engagement from day one. While new programs often operate at a planned deficit during initial implementation, our extensive experience has shown that early investment in quality directly contributes to stronger enrollment retention, improved family satisfaction, and ultimately, sustainable program growth.

Rather than minimizing startup costs at the expense of program quality, Innovation Learning focuses on creating a stable and engaging student experience immediately. This approach builds trust with families, who are more likely to remain enrolled and recommend the program when they consistently experience relationship-driven staff, safe environments, meaningful enrichment, and reliable operations.

Operating across four Barrington sites creates opportunities for future operational efficiencies as enrollment grows, including shared resources and coordinated training. Innovation Learning approaches partnerships with a long-term perspective, aiming to build trusted, high-quality community programs that grow stronger and more impactful each year.



Innovation Learning is proud of its extensive track record, currently operating 87 programs across 10 states and Washington, DC, through successful partnerships with public school districts, charter schools, and educational organizations nationwide. To further demonstrate our impact and reliability, letters of reference from our district partners have been included as attachments at the end of this proposal, providing direct insight into the quality of our programs and the strength of our partnerships.



School District References: Our partnerships with school districts underscore our ability to integrate seamlessly within existing educational frameworks, delivering consistent, high-quality extended learning experiences. Each reference reflects a successful collaboration built on trust, strong communication, and a shared commitment to supporting student growth and family needs.



Aurora Public Schools

Contact: Diana Isom, After-School Programming Advocate

Type of Work: Before/After School; Summer Programming; Early Childhood

Dates: 2023 - Present

Address: 15701 E 1st Avenue, Aurora, CO 80011

Phone: 720-955-7107

Email: disom@aurorak12.org



Montgomery County Public Schools

Contact: Jen Strouble, Out of School Time Coordinator

Type of Work: Academic Intervention Services; Summer Programming

Dates: 2023 - Present

Address: 850 Hungerford Drive, Rockville, MD 20850

Phone: 240-740-3978

Email: Jennifer_r_strouble@mcpsmd.org



Medford School District

Contact: Jeanne Grazioli, Superintendent

Type of Work: After School; Summer Programming

Dates: 2021 - Present

Address: 680 Biddle Road, Medford, OR 97504

Phone: 541-842-3627

Email: Jeanne.grazioli@medford.k12.or.us



Mercer Island School District

Contact: Fred Rundle, Superintendent

Type of Work: Before/After School; Summer Programming

Dates: 2021 - Present

Address: 4160 86th Ave SE, Mercer Island, WA 98040

Phone: 206-236-3295

Email: [fred.rundle@](mailto:fred.rundle@merceraislandschools.org)

merceraislandschools.org



Reference Letters



CEED/Division of the Superintendent

15701 E. First Ave.
Suite 212
Aurora, CO 80011

AURORA
PUBLIC SCHOOLS
— Power Your Potential —

Phone: 303-344-8060

February 18th, 2025

To Whom It May Concern:

I am writing to provide a letter of recommendation for Innovation Learning, which has been providing before and after-school care services in our district since August 2024. In their first year partnering with our district, Innovation Learning has demonstrated strong organizational capabilities and a commitment to quality service.

Innovation Learning successfully established and operates eight before and after-school care sites across our district. Their ability to efficiently launch multiple locations while maintaining consistent service quality speaks to their operational expertise and resource management capabilities.

One of Innovation Learning's notable strengths is their receptiveness to feedback and their prompt response to any concerns or communication issues that arise. This commitment to continuous improvement and stakeholder satisfaction has contributed to positive relationships with our school communities.

The effectiveness of their services is perhaps best evidenced by the fact that all eight sites have expressed their desire to continue their partnership with Innovation Learning. This unanimous satisfaction from our schools reflects the reliable and valuable service they provide to our families.

Throughout their contract period, Innovation Learning has consistently met all contractual obligations and demonstrated professional conduct in their operations. Their dedication to providing quality before and after-school care has made them a valuable partner in serving our district's families.

Please feel free to contact me if you require any additional information.

Sincerely,



Diana Isom
After-School Programming Advocate
Aurora Public Schools
Email: disom@aurorak12.org
Phone: 720-955-7107

aurorak12.org

**MONTGOMERY COUNTY PUBLIC SCHOOLS**

www.montgomeryschoolsmd.org

MARYLAND



May 6, 2024

To Whom It May Concern:

I am pleased to write this reference letter in support of the Innovation Learning program implemented in Montgomery County Public Schools. Innovation Learning is a quintessential part of the Out of School Time program offered in three schools daily.

Innovation Learning stands out for its commitment to fostering not only academic growth but also personal development and community engagement. The program offers a diverse range of activities and opportunities tailored to meet the interests and needs of its participants. Whether through academic support sessions, creative workshops, or projects, Innovation Learning provides a nurturing and inclusive environment where students can thrive.

One of the most impressive aspects of Innovation Learning is the dedication and expertise of its staff. They demonstrate a genuine passion for empowering young people and are adept at cultivating a sense of belonging and self-confidence among program participants. Through mentorship, encouragement, and personalized support, they inspire students to set ambitious goals and work diligently towards achieving them.

Furthermore, I have consistently observed how involvement in Innovation Learning positively impacts students' academic performance, attitudes towards learning, and overall well-being. Participants develop essential skills such as teamwork, leadership, and resilience, which are invaluable not only in school but also in life beyond the classroom.

Sincerely,

Jen Strouble
Out of School Time Coordinator

850 Hungerford Drive • Rockville, Maryland 20850



February 9, 2022

To Whom It May Concern:

It is my pleasure to provide a written reference for Innovation Learning.

In the spring of 2019, our district went through a proposal process and Innovation Learning came out on top. This is our third year in a partnership agreement, and it has gone very well. They started with us after a long 40-year relationship with the YMCA, and the transition has been very successful for families and students. The staff have been very professional and easy to work with.

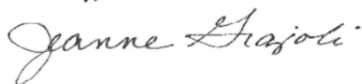
One of their stand out strengths is the fact that they recruit and provide quality staff with strong communication skills, which got us off to a great start. Our area director has been top notch. If there is any hint of a problem, they jump right in to problem solve. Any potential issues are resolved ahead of time, and each school year, our district does not receive one complaint about the program. Another strength is their program model.

Innovation Learning is not viewed as an aftercare program; they have provided new and enriching experiences for our students. The curriculum, technology provided, and activities planned keep students engaged.

Since they have taken over, the school principals have felt a sense of relief. They have shared that they feel that they can focus less on the afterschool program (although important) but has saved them time from dealing with issues. Their staff has reached out to receive training on how to do certain things that would have fallen on the principal in the past.

I have no doubt that Innovation Learning would add value to any school or district. Should you have any questions regarding our district's experiences, please do not hesitate to contact me for further comment.

Sincerely,



Jeanne Grazioli
Deputy Superintendent



MERCER ISLAND SCHOOL DISTRICT #400

4160 86th AVE SE • Mercer Island, Washington 98040

www.mercerislandschools.org

BUSINESS SERVICES

Tyrell Bergstrom, Executive Director of Finance
tyrell.bergstrom@mercerislandschools.org
206-236-3295

Karen Hubbert, Business Specialist
karen.hubbert@mercerislandschools.org
206-236-3310

March 18, 2022

To Whom It May Concern:

It is my pleasure to write a written recommendation for Innovation Learning.

From the initial RFP process, Innovation Learning won over our evaluators by the thoughtfulness and thoroughness of their programming and design. The evaluation team universally recommended Innovation Learning to move forward. This is our first year working with Innovation Learning after working with another vendor for close to 30 years.

The management team at Innovation Learning has been an absolute pleasure to work with in terms of communication and coordination. Their pre-planning for vacation camps and additional enrichment programming has been a breath of fresh air. On the same topic, their ability and willingness to add additional enrichment opportunities provides the District and our families a consistent platform that we have been seeking for several years.

Their onsite staff have been phenomenal in terms caring for students and managing to standup a brand-new program in the midst of the pandemic and adjusting to Washington State Health regulations. Our custodial staff in our four locations where we house Innovation Learning have sung their praises in regard to the care, cleanliness and tidiness with which they operate on a daily basis. Their efforts to connect with the building leadership has helped build a strong relationship that we hope will continue for a long time.

Sincerely



Tyrell Bergstrom
Executive Director of Finance and Operations

Non-Discrimination Statement

Innovation Learning does not discriminate on the basis of race, color, religion, creed, national origin, ancestry, sex, gender, gender identity or expression, sexual orientation, age, disability, marital status, veteran status, citizenship status, socioeconomic status, language, family structure, or any other category protected by federal, state, or local law.

Innovation Learning is committed to providing inclusive, equitable, and welcoming programs for all eligible students, families, and employees. We comply with applicable civil rights laws, including Title VI, Title VII, Title IX, the Americans with Disabilities Act, Section 504 of the Rehabilitation Act, and all applicable state and local non-discrimination requirements.

Our programs are designed to support students of diverse abilities, needs, backgrounds, cultures, languages, and family structures. We expect all staff, contractors, volunteers, and participants to help maintain a safe, respectful, and inclusive environment where every child feels a sense of belonging and has the opportunity to participate fully in the program community.



Summary of Legal Claims

Innovation Learning affirms that, during the past five years, the organization has not been involved in any litigation related to contracts or projects for services comparable to those contemplated in this Request for Proposals. Innovation Learning has not been subject to any lawsuits, insurance settlements, or out-of-court settlements related to the operation of before-school, after-school, child care, enrichment, or comparable school-based services.

Innovation Learning further affirms that it has not defaulted on any contract, has not had any contract terminated for fault or convenience, and has not had any liquidated damages or other contractual penalties assessed against it during the past five years.

Innovation Learning is committed to operating with transparency, accountability, and strong partnership practices. Should any matter arise in the future that requires disclosure under the terms of the agreement, Innovation Learning will notify Barrington Public Schools in accordance with contractual and legal requirements.



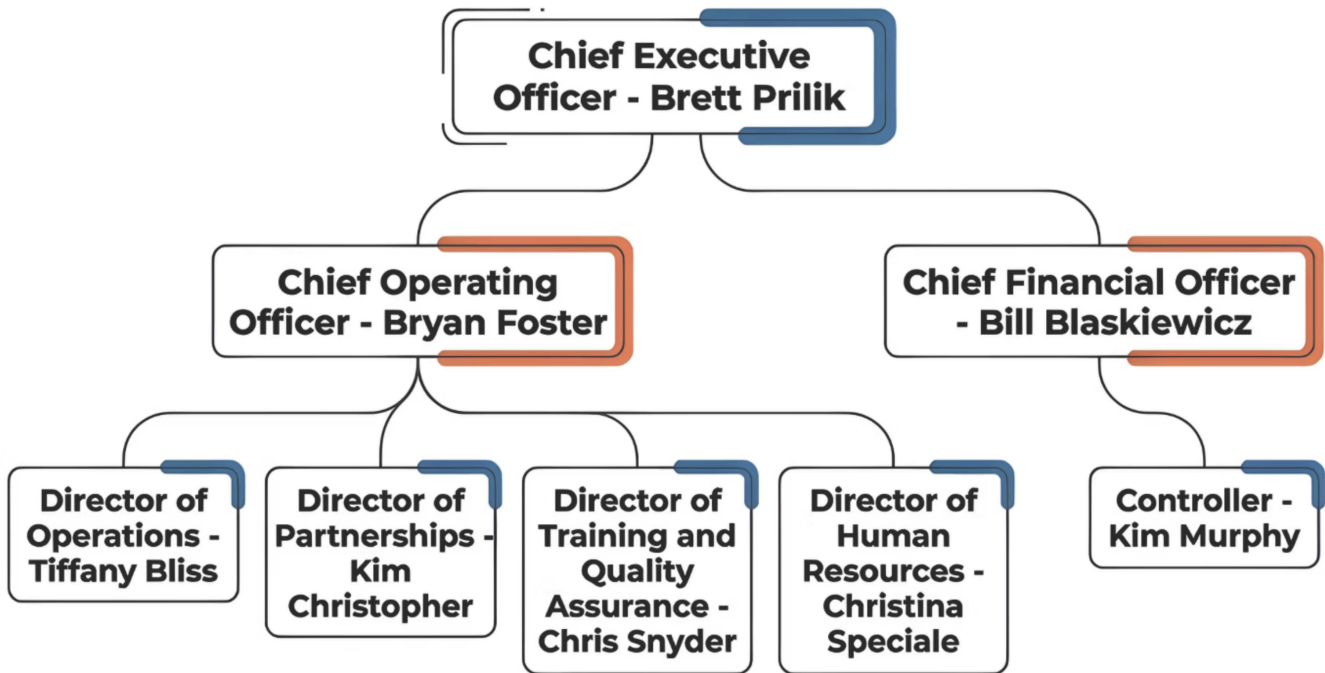
The Certificate of Insurance included below is provided as a sample to demonstrate Innovation Learning's current insurance structure and coverage capacity. Upon award and prior to the start of services, Innovation Learning will provide Barrington Public Schools with an updated Certificate of Insurance that meets the requirements of the RFP. If approved, Barrington Public Schools will be added as an additional insured on a primary and non-contributory basis, and Innovation Learning will include any required waiver of subrogation language in favor of Barrington Public Schools, as required by the final agreement.

ACORD®		CERTIFICATE OF LIABILITY INSURANCE		DATE (MM/DD/YYYY) 3/20/2026															
THIS CERTIFICATE IS ISSUED AS A MATTER OF INFORMATION ONLY AND CONFERS NO RIGHTS UPON THE CERTIFICATE HOLDER. THIS CERTIFICATE DOES NOT AFFIRMATIVELY OR NEGATIVELY AMEND, EXTEND OR ALTER THE COVERAGE AFFORDED BY THE POLICIES BELOW. THIS CERTIFICATE OF INSURANCE DOES NOT CONSTITUTE A CONTRACT BETWEEN THE ISSUING INSURER(S), AUTHORIZED REPRESENTATIVE OR PRODUCER, AND THE CERTIFICATE HOLDER. IMPORTANT: If the certificate holder is an ADDITIONAL INSURED, the policy(ies) must have ADDITIONAL INSURED provisions or be endorsed. If SUBROGATION IS WAIVED, subject to the terms and conditions of the policy, certain policies may require an endorsement. A statement on this certificate does not confer rights to the certificate holder in lieu of such endorsement(s).																			
PRODUCER The Horton Group 10320 Orland Parkway Orland Park IL 60467			CONTACT NAME: PHONE (A/C, No, Ext): 708-845-3000 FAX (A/C, No): E-MAIL: certificates@thehortongroup.com ADDRESS:																
INSURED Innovation Learning, LLC 7332 S Alton Way Ste 13-D Centennial CO 80112			INSURER(S) AFFORDING COVERAGE <table border="1"> <thead> <tr> <th>INSURER</th> <th>NAIC #</th> </tr> </thead> <tbody> <tr> <td>INSURER A : StarNet Insurance Company</td> <td>40045</td> </tr> <tr> <td>INSURER B : Wesco Insurance Company</td> <td>25011</td> </tr> <tr> <td>INSURER C : ACE American Insurance Company</td> <td>22667</td> </tr> <tr> <td>INSURER D :</td> <td></td> </tr> <tr> <td>INSURER E :</td> <td></td> </tr> <tr> <td>INSURER F :</td> <td></td> </tr> </tbody> </table>			INSURER	NAIC #	INSURER A : StarNet Insurance Company	40045	INSURER B : Wesco Insurance Company	25011	INSURER C : ACE American Insurance Company	22667	INSURER D :		INSURER E :		INSURER F :	
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COVERAGES CERTIFICATE NUMBER: 353951543 REVISION NUMBER:																			
THIS IS TO CERTIFY THAT THE POLICIES OF INSURANCE LISTED BELOW HAVE BEEN ISSUED TO THE INSURED NAMED ABOVE FOR THE POLICY PERIOD INDICATED. NOTWITHSTANDING ANY REQUIREMENT, TERM OR CONDITION OF ANY CONTRACT OR OTHER DOCUMENT WITH RESPECT TO WHICH THIS CERTIFICATE MAY BE ISSUED OR MAY PERTAIN, THE INSURANCE AFFORDED BY THE POLICIES DESCRIBED HEREIN IS SUBJECT TO ALL THE TERMS, EXCLUSIONS AND CONDITIONS OF SUCH POLICIES. LIMITS SHOWN MAY HAVE BEEN REDUCED BY PAID CLAIMS.																			
INSR LTR	TYPE OF INSURANCE	ADDL SUBR INSD WVD	POLICY NUMBER	POLICY EFF (MM/DD/YYYY)	POLICY EXP (MM/DD/YYYY)	LIMITS													
A	COMMERCIAL GENERAL LIABILITY ☒ CLAIMS-MADE ☒ OCCUR GEN'L AGGREGATE LIMIT APPLIES PER: ☒ POLICY ☐ PRO-JECT ☐ LOC OTHER:		HHN 8513759-11	8/1/2025	8/1/2026	EACH OCCURRENCE \$ 1,000,000 DAMAGE TO RENTED PREMISES (Ea occurrence) \$ 100,000 MED EXP (Any one person) \$ 5,000 PERSONAL & ADV INJURY \$ 1,000,000 GENERAL AGGREGATE \$ 3,000,000 PRODUCTS - COMP/OP AGG \$ 3,000,000 \$													
A	AUTOMOBILE LIABILITY ☐ ANY AUTO ☐ OWNED AUTOS ONLY ☒ HIRED AUTOS ONLY ☐ SCHEDULED AUTOS ☒ NON-OWNED AUTOS ONLY		HHN 8513759-11	8/1/2025	8/1/2026	COMBINED SINGLE LIMIT (Ea accident) \$ 1,000,000 BODILY INJURY (Per person) \$ BODILY INJURY (Per accident) \$ PROPERTY DAMAGE (Per accident) \$ \$													
A	UMBRELLA LIAB ☒ OCCUR EXCESS LIAB ☐ CLAIMS-MADE DED ☒ RETENTION \$ 0		HHN 8513759-11	8/1/2025	8/1/2026	EACH OCCURRENCE \$ 1,000,000 AGGREGATE \$ \$													
B	WORKERS COMPENSATION AND EMPLOYERS' LIABILITY ANY PROPRIETOR/PARTNER/EXECUTIVE OFFICER/MEMBER EXCLUDED? (Mandatory in NH) If yes, describe under DESCRIPTION OF OPERATIONS below	Y/N N/A	WWC3800616	7/18/2025	7/18/2026	☒ PER STATUTE ☐ OTHER E.L. EACH ACCIDENT \$ 1,000,000 E.L. DISEASE - EA EMPLOYEE \$ 1,000,000 E.L. DISEASE - POLICY LIMIT \$ 1,000,000													
A C A	Professional Liability Cyber Abuse/Molestation		HHN 8513759-11 D96350971 HHN 8513759-11	8/1/2025 8/2/2025 8/1/2025	8/1/2026 8/2/2026 8/1/2026	Each Claim/Aggregate \$1M/\$3,000,000 Aggregate 2,000,000 Each Claim/Aggregate \$1M/\$3,000,000													
DESCRIPTION OF OPERATIONS / LOCATIONS / VEHICLES (ACORD 101, Additional Remarks Schedule, may be attached if more space is required) Additional insured on a primary and non-contributory basis with respect to the general liability coverage when required by written contract.																			
CERTIFICATE HOLDER			CANCELLATION																
Proof of Insurance			SHOULD ANY OF THE ABOVE DESCRIBED POLICIES BE CANCELLED BEFORE THE EXPIRATION DATE THEREOF, NOTICE WILL BE DELIVERED IN ACCORDANCE WITH THE POLICY PROVISIONS. AUTHORIZED REPRESENTATIVE 																

Innovation Learning Leadership

Organizational Chart

K Required Attachments
(Not found in proposal narrative)



On-Site & Regional Leadership

- **Area Directors:** Provide regional oversight, visit sites regularly, support staffing, and uphold quality standards.
- **Site Coordinators:** Run daily school-site operations, including staffing, safety, family communication, and program delivery.
- **Lead Teachers & Program Assistants:** Deliver daily activities and provide direct student supervision.

Centralized Support Teams

We also maintain centralized teams that provide the infrastructure behind every program:

- **Operations:** Manages logistics and administration.
- **Human Resources:** Handles recruitment, onboarding, and staff support.
- **Family Support:** Provides direct help and communication for parents and guardians.
- **Program Development:** Designs and strengthens curriculum and activities.
- **Training & Quality Assurance:** Ensures staff are prepared and programs meet standards.
- **Finance & Administration:** Oversees billing, financial health, and administrative systems.

Dr. Brett Prilik, Ed.

3713 Charterwood Dr.
Highlands Ranch, CO. 80126
(303)523-1543
bprilik@innovationlearning.com

Education Business and Program Development • Fiscal Growth • Organizational Leadership

Career Overview/Profile/Summary

Entrepreneurial, mission driven leader with more than 20 years of experience in launching, developing, and growing education and health related programs and organizations in the non-profit, for-profit, and public education sectors. Strengths in developing strategic partnerships and alliances with national education association leaders, school district administrators, politicians, universities and community stakeholders to establish schools, treatment programs, and two successful nationwide for-profit companies. Experience in all facets of operations, including business development, raising capital, project management, team leadership, data driven decision-making, fiscal management, sales, content marketing, fundraising, licensing and accreditation.

HIGHLIGHTED PROFESSIONAL EXPERIENCE

INNOVATION LEARNING

Founder, Executive Director & President

Centennial, CO

December 2015 – Present

Senior Executive of a nationwide for-profit education company offering STEM education, tutoring and before and after school programs.

- Responsible for original business plan development, academic model and successful program implementation.
- Developed the academic model and infrastructure to support multi-state, multi-site organization.
- Charged with direct and complete operational oversight of the organization, reporting to the Board of Directors.
- Responsible for the recruitment of a world class education leadership team to offer a unique, individualized model.
- Lead from start-up to partnerships with 50 schools in Colorado, Kansas City, Illinois and Arizona.

SPRINGBOARD EDUCATION IN AMERICA

Senior Vice President

Lexington, MA

July 2007 – December 2015

Senior executive of a nationwide for-profit education company in the before and after school space. Oversaw all aspects of program execution, helping to guide the company from start-up to maturity.

- Reported directly to the Board of Directors and CEO
- Responsible for Partnership Development, to lead company from start-up to maturity.
- Developed the academic and programmatic model, working with over 100 schools in 14 states and DC.
- Provided quality programming for over 6,000 students, overseeing accreditation and program evaluation.
- Developed an infrastructure to support multi-state, multi-site organization.
- Facilitated sale of the company to a multinational social impact fund headquartered in the UK.

ADAMS COUNTY SCHOOL DISTRICT 50

Special Education Coordinator & Principal

Westminster, CO

July 2003 – July 2007

School district administrator charged with establishing a model for special education programs for low incidence disabilities that was both fiscally sustainable and could provide successful outcomes for students. Secured private funds and public revenue to design and develop school-based programs for children with Autism and Developmental Disabilities. Orchestrated, planned and oversaw curriculum and business development. Executed sound fiscal management, growing revenue exponentially.

- Established academic and treatment related services and developed long-term contracts with 10 separate school districts.
- Charged with successfully obtaining licensing, accreditation and for developing the academic model.
- Recognized by the National Center for Learning Disabilities for developing positive outcomes for students.
- Generated over \$5,000,000 in revenue per year from the sales of contracts to outside school district partners.
- Developed a grant funded teacher training partnership with the University of Nebraska.

DENVER AREA YOUTH SERVICES (DAYS)
Director of Education Program Development

Denver, CO
June 1996 – June 2003

Established the education department of a large non-profit organization as a multi-million-dollar annual revenue source. Built a network of schools and treatment related programs for at-risk youth and students with disabilities.

- Successfully secured over \$5,000,000 in corporate and federal grant funding.
- Served as thought leader and face of the organization,
- Designed, established and operated 5 schools for at-risk youth and youth with disabilities.
- Lead the development of the first approved on-grounds school in Colorado for incarcerated youth.

RELATED EXPERIENCE

Springboard Education in America, Lexington, MA.	Board Member	April 2015 – April 2016
H & R Educorp, Highlands Ranch, CO.	Consultant	July 2003 – May 2007
University of Northern Colorado, Greeley, CO.	Adjunct Faculty	August 2001 – May 2003
Colorado State SEAC, Denver, CO.	Co-Chair	August 2000 – June 2002
Denver Public Schools, Denver, CO.	Administrative Internship	August 2000 – May 2001

EDUCATION

Ed.D. Education, University of Northern Colorado, CO - 2007
M.Ed., Learning and Behavioral Disorders, Buffalo State College, NY - 1994
BS. Anthropology/Education, University of Buffalo, NY - 1992

Bryan D. Foster

bdfoster7@icloud.com • 1801 Westerham Ave. St. Cloud, Florida 34771 • 321.424.2558

Objective & Intention Statement

My commitment to nurturing strong relationships with others lays the foundation to infect positive change, growth engineering, and ever-present leadership characteristics within an organization. My success compass is navigated with elevated expectations of self and equally high for others entrusted to my care. My legacy is grounded in the positive impacts I intentionally strive for with all stakeholders. I will be an instrument in helping others build their confidence to become better today than yesterday, while coaching the courage to try. Moving organizations towards excellence is my resolute foundation and is best captured in the principle of leaving people, processes, and products better than I found them. This is my objective and my responsibility.

Education

University of Texas at Arlington

Master of Education in Educational Leadership & Policy Studies

Arizona State University

Master of Education, Elementary Education

University of Phoenix

Bachelor of Science in Business & Marketing

Certifications

- Standard Professional Principal PreK-12 Arizona Certification
- Standard Professional Elementary Education, K-8 Arizona Certification
- Structured English Immersion (SEI) Endorsement, K-12 Arizona

Experience

Innovation Learning | Centennial, CO

Chief of Staff *June 2022 – Present*

- Implemented Entrepreneurial Operating System (EOS) across organization
- Full P&L accountability from budgeting to expense allocation and forecasting
- System-wide program implemented to increase communication between field-based employees and school partners
- Operations field director supervising Regional and Area Directors nationwide
- Implemented system-wide brand measures to ensure consistency and continuity between partners sites and all departments

Central Florida Preparatory School | Apopka, Florida

Executive Director *June 2021 – June 2022*



- Increased reenrollment marketing initiative - seat occupancy trend increased by 38% - faster than any year in the 30 years the school has been operational
- Instituted campus wide A.N.C.H.O.R.S. leadership program reducing challenging behaviors by 40%
- Scratch-based kitchen lunch program rollout increasing participation three times over vs. prior years
- Unique program creation and offering for specialty courses: STEM, Culinary, Videography, Bio-medical
- Budget analysis and creation to track business growth and profitability measures

Charter One: American Classical Charter Academy | St. Cloud, Florida

Executive Director/Principal *June 2016 – March 2021*

- Increased enrollment over 500% during a national pandemic
- Marketed locally to ignite young “classical” education brand
- Entrusted to develop a new market within our C-1 portfolio in Florida
- Negotiated contracts to reduce food expenses by 30% for families
- Instituted a contract campus revenue share strategic program
- Facilitated innovative school defense system as an exclusive national campus test
- Direct liaison between ACCA Board of Directors and Osceola County School District

Charter One: American Leadership Academy Anthem | Florence, Arizona

Director/Principal

- Lead Title-1 campus to its first “A-grade” from Arizona Department of Education
- Increase enrollment to full capacity using grassroots marketing campaigns
- Top 10% Pinal County schools in academic achievements
- R.A.I.S.E. leadership model campus 2017
- Observations and Personal Learning Plans developed for site staff
- Used effective “teach and think” method to reduce student discipline by 25 percent
- Implemented Effective Elements of Instruction increasing student engagement by 65 percent
- Author of Teach University alternate pathway program for rural area teacher recruitment

Florence Unified School District, Magma Ranch K-8 | Florence, Arizona

T.O.S.A. *July 2014 – June 2016*

- Reduced discipline referrals for K-8 students by 40% using a PBIS model
- Established mentorship program increasing desired student behavior
- Implemented student attendance contracts to increase seat time for chronic absenteeism
- Athletic Director for afterschool sports activities for K-8 sports program
- Sat as LEA representative for IEP and 504 meetings
- Duty roster implementation for staff before and after school to monitor student safety
- Instituted home visit intervention protocol to bridge relationships with families at Magma

Master Teacher *July 2014 – June 2016*

- Implemented TAP model of instruction for teachers campus-wide
- Mentored teacher development through direct and indirect observations
- Initiated and directed the curriculum efforts of a three-year campus-wide Accelerated Grammar Program
- Directed all professional development for the K-8 campus



- Initiated Professional Learning Communities (PLC) across campus to direct data instruction and best practices using Galileo

Classroom Teacher/Team Leader *July 2011 – June 2014*

- Developed S.O.A.R. program to attract and retain high performing and gifted students
- Innovated video gaming lesson plans for mathematics that taught 4th & 5th grade standards
- Differentiated learning opportunities to reach all students
- Model classroom for colleagues across campus to teach effective classroom management structure
- District Coach for 4th grade staff across Florence Unified District to provide professional development sessions

Get Unplugged | Queen Creek, Arizona

Founder & Owner Operator *April 2001 – January 2009*

- Authored curriculum based fundraising programs for schools focusing on Arizona science standards
- Inventor of Dr. Boo Boo Gone character that increased sales 110%
- Developed sales tracking and lead generation systems organizing contacts

Krispy Kreme | Sacramento, California

District Manager *December 1999 – March 2001*

- Opened new market locations: Sacramento I, Sacramento II, Modesto
- Set new first month sales record in race to one million in revenue
- Managed all aspects of the P&L statement
- Hired, trained, and mentored all store personnel including store managers

Zuka Juice/Jamba Juice | Washington, Oregon Markets

Franchise Business Consultant *February 1997 – December 1999*

- Authored P.L.A.N.S. business model for Northwest Territory franchise owners
- Trainer “Orientation Workshop” for new employees for 35 locations in Northwest Territory
- Taught franchise owners to market products using out of the box sales approaches
- Facilitated innovative marketing program increasing sales by 125% in Salt Lake City
- Instituted food cost tracking program to better manage P&L cost of goods

Accomplishments

- Charter One & ALA Administrator & Administrative Team of the Year 2019
- 2 Time Scholastic Summer Reading Contest #1 in Arizona 2016 & 2017
- Top 10 Scholastic National Summer Reading Contest winner across the United States 2017
- Arizona Mathematics Partnership Study
- Qualified Evaluator Certified
- Certified Employee of the Year Florence Unified School District 2014
- Mentee Teacher of the Year Florence Unified School District 20

Kimberley Christopher

Uxbridge, MA

Kjchris2023@gmail.com

+1 781 879 6271

Work Experience

Director of School Partnerships **Innovation Learning** **September 2025 – Present**

Lead district and school partnership strategy to expand Innovation Learning's footprint across priority regions. Build and manage relationships with superintendents, district leaders, and school administrators to support extended learning initiatives.

Drive district-wide and multi-school partnership opportunities aligned to academic enrichment, SEL, and whole-child outcomes.

Collaborate cross-functionally with operations, program, and regional teams to ensure high-quality implementation and partner satisfaction.

Support growth through strategic pilots, renewals, and scalable partnership models.

MetroWest YMCA **February 2025 – September 2025**

Provided executive leadership for educational and extended learning programs serving children and families across the MetroWest region.

Oversaw before and after school programs, early learning initiatives, and school-based partnerships.

Led strategic planning, staffing, budgeting, and compliance to ensure program quality and sustainability.

Partnered with school districts, municipalities, and community organizations to expand access to high quality learning experiences.

Advanced equity focused programming aligned with community needs and the YMCA mission.

National Director of District Partnership

AlphaBEST Education-Massachusetts

October 2021 to February 2025

Operational oversight of programs in MD, VA, MA, and RI., 195 before and after school programs and EAL learning programs

Oversight of four direct reports, 25 indirect, and over 7000 students.

Maintain budgets, district and school partnerships, family and guardian relationships, and licensing compliance.

Associate VP of childcare

Hockomock YMCA-North Attleboro, MA

August 2015 to October 2021

Oversight and operational management of thirteen before and after school programs. three childcare centers and three preschools.

Work collaboratively with the schools' administration and YMCA staff to ensure a high-quality, safe, and engaging program is happening.

Three emergency childcare locations initiated during the pandemic.

Collaborated internally with YMCA department to support philanthropy, community partnership and membership initiatives.

Executive Director of Partnership Development

Springboard Education, Lexington, MA

August 2013 to August 2015

Collaborate and lead a team of talented professionals to assist in the development of Springboard programs nationally.

Responsible for the identification and pipeline development of potential revenue sources.

Responsible for a 2 million development pipeline, including new and existing partnerships with a 1000 FTE target.
Responsible for establishing timelines and schedules associated with program development and implementation.
Represent Springboard Education at local, state, and national trade shows and conventions. Oversight and maintenance of online CRM software
Develop and execute the RRP & RFQ process

Manager of Business Development

Knowledge Universe/ Champions

January 2012 to August 2013

Established new partnerships within three school districts in the Northeast, totaling over 750,000 in top-line revenue.

Responsible for a 3 million sales pipeline, including new and existing school-based partnerships with a 1 million annual sales target.

Work in partnership with clients to ensure alignment to core competencies, 21st century learning, and STEM initiatives within their school communities.

Attend and participate in national and local trade schools and conferences.

Collaborate with internal teams to develop programming that is strategically aligned with the mission and goals of the client's needs.

Client Service and School Partnership Manager

Knowledge Learning Corporation March 2011 to January 2012

Champions March 2011- January 2012

Client Services

Managed 70+ client based partnership with private, public, and charter schools. Created and maintained local and national partnerships with the School Board.

Associations, Superintendent & Business administrators associations, and local affiliates, including Kiwanis and Chambers.

Maintained a 100% client retention rate.

Successfully implemented over 30 contract renewals.

Collaborated with clients to develop programming that supported their community and school district goals.

Renewed and maintained contractual agreements with clients. Renewing over 30 contracts within my first year.

Established 500K in additional revenue dollars through new program partnerships and internal growth.

Partnered with Local operations and client partner to achieve NAEYC accreditation in our School Readiness preschool-based program in Connecticut.

Regional Manager

Knowledge Learning Corporation-New England

May 2007 to March 2011

Operational territory management of Massachusetts, Connecticut, New Hampshire & New York. Managed a team of 4 Area Managers and over 30 program locations throughout the New England and New York region.

Financial management of a 3.5 million dollar annual budget. With a gross margin profit of 44%.

Maintained and delivered contracts and contract renewals for 70 accounts.

Collaborated with clients to grow internal business (\$200,000) and external business(\$300,000).

93% client retention rate.

Increased our exposure within each community by developing solid partnerships with local community based organizations, including chambers of commerce, business associations, and parents' lead groups.

Area Manager

EdSolutions/ Knowledge Learning Corporation

October 2000 to May 2007

Managed the delivery of quality extended day programming for over 13 site locations.

Responsible for the management of 40 staff members.

Maintenance of state licensing regulations for school-age & preschool programming,
Marketing, recruitment, interviewing, and training of new staff.
Train staff on program operations, teaching strategies, accounting, and state
regulations.
Management and cost-effective carry out of site budgets which range from \$100,000 to \$500,000, depending on site
and density of program.
Management of bookkeeping and accounts receivable.
Proficient working knowledge of how to leverage additional resources for low
income families.
Create and maintain various grant funded programs.
Customized and implemented federally funded programs under the No Child Left Behind Act.
Primarily serving students in urban communities throughout Massachusetts, Rhode Island, and
New York.

Site Manager

Explore Inc

October 1999 to October 2000

Responsible for the daily operations of the program according to state licensing
standards.

Manage three on-site employees.

Planned and implemented a monthly curriculum and community service projects for 30-50 students aged five to
thirteen.

Communicated effectively with school personnel and parents.

Maintained site inventory and purchased nutritious snacks and consumables
supplies.

Gained proficient knowledge of state licensing requirements, including safety and documentation standards.

Education

Bachelor of Science in Human Development and Early Childhood

Wheelock College - Boston, MA

May 1999

Additional Information

CERTIFICATIONS and SKILLS National
Safety Council/Green Cross CPR &
FIRST AID instructor qualified, Action
Selling certified
Crucial Conversations Trained

Elizabeth Kleinbeck

Regional Operations Director

Address Covington, WA 98042

Phone 253-777-8181

E-mail Sweitzere@yahoo.com

Skills

Self-Motivated
Adaptive Team Leader
Logistical Problem Solver
Multitasking Abilities
Operations management
Verbal and written communication
Performance Analysis
Coaching and mentoring
Staff training/development

Work History

2022-05 - Current East Coast Regional Operations Director

Innovation Learning LLC , Covington, WA

- Define, implement and revise operational policies and guidelines.
- Oversee day-to-day production activities in accordance with business objectives.
- Monitor budget and utilized operational resources.
- Devise new promotional approaches to boost customer numbers and market penetration while enhancing engagement and driving growth.
- Work collaboratively with functional leaders to implement new procedures and corrective actions to improve quality.
- Achieve team goals through formalized training plans, coaching and performance management.

2020-03 - 2022-05 District Operations Director

YMCA of Greater, Seattle, WA

- Designed, built and managed new standards for school-aged programming and summer camps at the YMCA.
- Created and strengthened community relations with school administrations and parents.
- Drove operational direction, administrative and cost efficiency and coordination of security program initiatives on behalf of clients.
- Streamlined company processes and procedures while enhancing customer satisfaction.
- Managed, trained and motivated personnel to continuously improve knowledge and abilities in the school-aged childcare field.
- Trained new hires to perform cross-training exercises with experienced workers.
- Collaborated with other departments to align training programs with organizational goals and objectives.

2019-04 - 2020-03 Family and Recreation Director

YMCA, Kent, WA

- Designed, built and managed new standards for school-aged programming and summer camps at the YMCA.
- Created and strengthened community relations with school administrations and parents.
- Drove operational direction, administrative and cost efficiency and coordination of security program initiatives on behalf of clients.
- Streamlined company processes and procedures while enhancing customer satisfaction.
- Managed, trained and motivated personnel to continuously improve knowledge and abilities in the school-aged childcare field.
- Spearheaded design and implementation of multiple training courses to establish successful onboarding of new employees.
- Monitored and evaluated training performance to determine quality and cohesiveness.

2018-08 - 2019-04 Senior Program Director

YMCA, Sammamish, WA

- Strengthen community relations with school administrations, PTSAs, vendors, and parents increase number and size of programs in areas including Before and After School Enrichment, Camp,
- Create and maintain contracts, invoices and relationships with community partners in accordance with association guidelines
- Oversee, develop and reach a budget \$1.8 million
- Fundraise with staff campaign and community partners
- Assist in leading and planning Association Wide workgroups and trainings with youth development focus
- Developed and organized routine and special programming by factoring in slot timing, demographics and other important parameters.
- Addressed and resolved technical, financial and operational concerns by working with team members and directors.
- Oversaw staff development through leading in-depth trainings, workshops, seminars and other learning opportunities.

2013-09 - 2018-08 Program Director III

YMCA, Snoqualmie, WA

- Oversaw the supervision and facilitation of before and after school enrichment, licensed care, and mini sports
- Organized, scheduled, and led large annual branch events (Healthy Kids Day, Halloween, etc.)
- Hired, trained and coached front line staff
- Raised Funds for Staff Campaign and educated community in campaign
- Wrote and managed a budget of \$1million
- Improved success of program by making proactive adjustments to operations.
- Developed School-Aged Enrichment and Summer Camp programs from ground up, laying out framework and defining roles.
- Improved program offerings based on changing trends, audience feedback and directives from stakeholders.

2011-08 - 2013-09 Program Supervisor

School Age Child Care, YMCA, Newcastle, WA

- Managed and facilitated a safe, healthy learning environment for before and after school age programs
- Trained, modeled and grew staff development
- Used Listen First skills for concerns from parents and students
- Strengthened and maintained relationship with State Licensing Representative
- Coached team members on productivity strategies to accomplish challenging goals.
- Reserved classrooms and meeting rooms across campus for program activities and managed room list.

Education

2007-09 - 2010-05 Bachelor of Science: Social Services, Family Studies

Central Washington University - Ellensburg, WA

Summary

Dynamic franchise operations executive with experience scaling national networks, optimizing systems, and driving performance across 260+ locations. Proven ability to lead cross-functional teams, implement operational playbooks, scalable programs, and deliver consistent growth through strategic coaching and system alignment. Fluent in building and expanding programming in the youth enrichment space through sound operations and KPI-driven performance management. Currently seeking a full-time role to drive scalable success across the youth enrichment space.

Work Experience

i9 Sports, Tampa, FL (Hybrid/Remote) Lancaster, PA

Sr. Vice President Franchise Operations & Education, 10/2023 to 05/2025

Led operational strategy and training systems for 260+ franchise units, driving revenue growth, customer satisfaction, and franchisee success.

Duties and Responsibilities Include:

- Directed national rollout of new products and programs, aligning innovation with customer insights and operational feasibility.
- Oversaw franchisee onboarding, training, and support systems—ensuring consistent delivery of the i9 Sports Experience.
- Championed system-wide optimization of technology platforms and operational interfaces, improving efficiency and engagement.
- Monitored KPIs across the network, diagnosing performance gaps and deploying targeted coaching strategies to elevate results.
- Partnered with executive leadership to shape company strategy and execution plans, contributing to sustained growth and market leadership.
- Created camp and after school programming and curriculum to match franchisee and customer needs.
- Implemented and enhanced programming and curriculum across all sport programs in various delivery methods from leagues to camps to clinics to afterschool.
- Oversaw state by state implementation strategies for staffing, recruiting and retention.

i9 Sports, Tampa, FL (Hybrid/Remote) Lancaster, PA

Sr. Vice President of Operations, 1/2021 to 10/2023

Starting as the Vice President of Operations in January of 2021 and advancing to the Sr. Vice President of Operations role in January of 2023 to October of 2023, I lead the Operations division of the largest youth multi-sport franchise system in the US. Saw the organization grow from 175 units to over 230 units in 38 states. i9 Sports achieved amazing growth and grew as the largest provider of recreational youth leagues in the US.

Duties and Responsibilities Include:

- Scaled franchise network from 175 to 230+ units across 38 states through strategic coaching and operational excellence.
- Led Franchise Business Coach (FBC) team, transforming it into a high-performance unit accountable for unit-level growth.
- Engineered operational tools and playbooks that standardized delivery and improved financial outcomes nationwide.
- Developed and deployed the “Formula for Success” model, aligning sport delivery with business KPIs and customer experience.

- Lead the development and implementation of all franchisee training curriculum and tools
- Closely monitor KPI's for overall network and individual franchisees; identify trends and root causes and create remedial plans for issues and outliers.
- Partner with President and IMPACT Team to create company strategy and appropriate executional plans.

Coaching The Game, LLC, Lancaster, PA

Founder & Strategic Advisor, 04/2025 to Present

Duties and Responsibilities

- Provide fractional leadership and strategic consulting to sport-based organizations, with a focus on operational alignment and training systems.
- Advising system design, onboarding, and scalable training models for businesses.
- Support executive teams in diagnosing operational challenges and implementing performance-driven solutions.
- Deliver leadership development programs emphasizing accountability and growth.

***Note:** Actively seeking full-time executive role in franchise operations to expand impact and drive scalable success.*

United States Olympic Committee, Colorado Springs, CO

Director, Coaching and Coach Education, 6/2012 to 1/2021

Directed the Coaching and Coaching Education Department for the United States Olympic Committee, serving as a member of the leadership team for the division of Sport Performance. Our coaching education program worked with all 50 + Olympic and Pan-American sports, as well as advising over 20 Paralympic sports organizations. Similar operations to a franchise system, we worked nationally to partner across all organizations to expand the success of Team USA leaders, coaches, athletes and sport organizations.

Duties and Responsibilities

- Led national training and education strategy for Team USA coaches across 50 national governing sport organizations and numerous other businesses.
- Architected scalable frameworks and digital platforms to elevate coaching quality and athlete development.
- Directed development of mobile apps and websites supporting coach education, reaching over 100,000 stakeholders monthly.
- Delivered 15+ national and international presentations annually on training systems, coaching excellence, and performance planning.
- Managed multi-million-dollar budgets and cross-functional teams within the USOPC's largest division.
- Directly rolled out nationwide programs and impactful programming across sponsors and partners in the youth and high performance space of sport and business.

US Lacrosse, Baltimore, MD

Manager of Coaching Education and Training, 5/2009 to 5/2012

Duties and Responsibilities

- Responsible for growth of Coaching Education Program (CEP), tripling number of certified coaches nationwide.
- Oversaw 90+ in-person clinics annually and managed a national team of 75+ coach educators across 35 states.

- Designed and launched the USL Mobile Coach platform, expanding access to training resources for 40,000+ customers.
- Authored training courses and materials including various trainings on leadership and development.

Education & Credentials

Millersville University, Millersville, PA,
M.Ed. Sport Management and Administration

Shippensburg University, Shippensburg, PA,
B.A. Communication with Business Concentration

Core Competencies

- Franchisee Coaching & Development
- KPI Analysis & Performance Strategy
- Operational Systems & Technology Integration
- Onboarding & Training Program Design
- Customer Experience Optimization
- Cross-Functional Team Leadership
- Strategic Planning & Execution
- Scalable Growth Models

Keynote and Presentation Highlights

- i9 Sports National Convention Speaker & Emcee (2021–2024)
- Project Play National Conference Speaker (2021, 2023)
- GE Keynote: *How to Be an Olympian in Your Work* (2018)
- US Youth Soccer, US Figure Skating, USA Hockey, USA Football, US Open Tennis, and more—topics included systems creation, performance planning, and scalable training models.

Board & Advisory Experience

- Board Member, National Council of Youth Sports (2022–2025)
- Chair, USA Football High Performance Committee (2021–2024)
- USOPC Representative, Aspen Institute / Project Play (2013–2021)
- Vice President of Americas, International Council of Coaching Excellence (2012–2017)
- Task Force Member: USOPC Culture Review, US Equestrian, USA Field Hockey, USGA ADM, and more

References

References Upon Request

TIFFANY BLISS

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EXECUTIVE PROFILE

Executive Leader in Hyper-Growth Operations and Strategic Alliances, specializing in the national education and childcare sector. Directly managed a **\$78M operating budget** (50%+ of company total revenue) while driving unprecedented market expansion and **digital transformation**. Engineered a scalable model that delivered **100% client retention** and transformed the Washington region from 2 districts in one state to **60 districts and 605 schools in multiple states**. Proven history of developing **Leadership Bench Strength** and scaling organizational capacity to support billion-dollar trajectory growth through **data-driven strategy**.

CAREER IMPACT & SELECTED ACHIEVEMENTS

- **P&L Management:** Managed operations generating a \$78M annual revenue budget, representing over 50% of the company's total revenue.
- **Hyper-Growth Architecture:** Scaled the Washington market from 2 districts to 29 districts and 210 school locations.
- **Revenue Acceleration:** Drove monthly state revenue from \$116K to a projected \$3.5M through strategic expansion.
- **Talent Development:** Created a pipeline that resulted in over 30 internal promotions to senior leadership and corporate roles.

CORE COMPETENCIES

P&L Management | Digital Transformation | Strategic Partnerships | Data Analytics | Operational Efficiency | Multi-State Oversight | Succession Planning | Client Retention (WA = 100%) | Talent Acquisition & Retention | Risk Mitigation

PROFESSIONAL EXPERIENCE

Right At School	April 2017 – Present
Regional Vice President	April 2022 – Present
● Directed multi-million dollar P&L and operations for a portfolio generating \$78M in annual revenue, maintaining strategic oversight for up to 11 states, and consistently exceeding EBITDA targets. ● Secured and sustained 100% client retention in the Washington market; scaled monthly revenue from \$116K to a projected \$3.5M by leveraging predictive analytics and operational quality improvements. ● Formalized and managed succession planning and talent optimization, accelerating career velocity for over 30 high-potential employees into senior leadership and corporate roles. ● Navigated complex state licensing and labor law compliance across the multi-state region, implementing governance frameworks that achieved Risk Mitigation and protected the corporate reputation.	
Regional Director	April 2017 – March 2022
● Engineered and executed a hyper-growth strategy for the Washington region, expanding the market footprint from 2 initial districts to 60 districts and over 605 school locations. ● Established foundational P&L responsibility and implemented standardized operating procedures for the emerging market, ensuring scalability and consistency for exponential revenue growth. ● Built and led the inaugural field management team, recruiting, training, and mentoring Area Managers to construct the robust operational infrastructure required for large-scale, high-quality programming.	

District Manager

- Delivered consistent double-digit growth across Net Revenue, DOI (Direct Operating Income), and EBITDA, sustaining the positive trajectory for three consecutive years within the multi-unit district portfolio.
- Elevated program quality across the portfolio, ensuring 100% compliance with top-tier ratings, including WA State Early Achievers (QRIS) and achieving NAEYC national accreditation.
- Directed the performance of Center Directors and 600+ educators, driving operational rigor and quality assurance across the multi-unit portfolio.
- Cultivated a high-performance culture and formal mentorship program that successfully promoted 6 Assistant Directors to Center Director roles, establishing a proven pipeline for talent mobility.

EDUCATION & PROFESSIONAL DEVELOPMENT

Western Governors University – Salt Lake City, Utah

- Bachelor of Science Business Administration (Major: Human Resource Management)

TECHNICAL PROFICIENCIES

Systems: ERP/GMS Systems, CRM (Salesforce/HubSpot), Budget Forecasting, and Data Visualization Tools.

Functional: Predictive Analytics, Talent Acquisition & Retention, Performance Management, Regulatory Compliance, Contract Negotiation, Change Management