

Let Leaders Grow

BLUUM 20
18

Annual Report



WE BELIEVE

that school choice helps families, children, and educators achieve more and do better.

WE ARE COMMITTED

to ensuring that Idaho's children reach their fullest potential by cultivating great leaders and innovative schools.

ABOUT BLUUM

Bluum is a nonprofit organization helping Idaho become a national model for how to maximize learning opportunities for children and families.

Bluum empowers and supports educators who take risks and put children first by:

- Developing innovative leaders
- Growing successful school models
- Sharing research and learning innovations
- Providing school support and management help

GROWING SCHOOL LEADERS TO CREATE HIGH-QUALITY SCHOOLS

Bluum's mission is to create, grow and support high quality schools across Idaho. It doesn't matter to us whether they're private, public charter, or district innovation. Quality is our focus, because quality is what counts. Key to school quality is school leadership. According to the Stanford education economist Eric Hanushek:

"Highly effective principals raise the achievement of a typical student in their schools by between two and seven months of learning in a single school year, ineffective principals lower achievement by the same amount."

We believe our new school strategy can help transform education in Idaho if we can help recruit, prepare and support a growing team of educators to become the inspirational school leaders we need for the present and near-term future.

That's why, in 2016, we launched the Idaho New School Fellowship. Over the past two-plus years, we have provided three cohorts of fellows with paid, one- or two-year fellowships, giving them the time and access to expertise to create and execute plans to open high-performing public charter schools in communities across the Gem State.

Some are native or long-time Idahoans. Others have moved here from across the country to realize a dream they all hold in common: to create innovative, high-performing schools that prepare a diverse group of students to thrive in a rapidly-changing world.



BLUUM FELLOWS AIM TO CREATE INNOVATIVE, HIGH-PERFORMING SCHOOLS THAT PREPARE A DIVERSE GROUP OF STUDENTS TO THRIVE IN A RAPIDLY-CHANGING WORLD.

Two of our fellows opened Future Public School in Garden City in August of 2018. Two more schools will come online for the 2019-20 school year. These schools are as varied as the backgrounds of their founders, but have in common an unwavering commitment to excellence that will serve as an example to district-run, charter, and private schools across the state.

We want you to meet our fellows, because their stories are as inspirational as they are varied. These extraordinary individuals fill us with optimism about the future of education in our beautiful state. They also set a high bar for future fellows.

MEET OUR FELLOWS

Amanda Cox and Brad Petersen

When Future Public School opened its doors in 2018 to 256 kindergarten to third-grade students (it will eventually serve students through eighth grade), it marked the culmination of one dream and the beginning of another for Amanda Cox and Brad Petersen, the school's leaders and co-founders.

Amanda and Brad came to Idaho for the New School Fellowship from different states and backgrounds, but quickly found they shared a passion for educating underserved students. This made their decision to work together to open a school natural to both of them.

THE SCHOOL MODEL THEY DECIDED TO IMPLEMENT IS FOCUSED ON "DEVELOPING ENGINEERS FOR THE FUTURE AND OUR COMMUNITY"

"We believed we could get farther together than each working independently," Amanda said.

The school model they decided to implement is focused on "developing engineers for the future and our community" through a curriculum focused on science, technology, engineering, and math

(STEM). Brad and Amanda's driving passion is serving children in a low-income area, who might not otherwise have access to a high-quality educational experience.

Earlier teaching experiences led the two educators to this place. Amanda was raised in the Pacific Northwest. Her parents didn't attend college, and she didn't have "a traditional path to college." She attended Whitworth University in Spokane. There, she majored in sociology and became interested in exploring disparities in educational opportunities, which she had experienced first-hand.

"Some kids have opportunities and are learning at higher levels based mostly on the neighborhood they come from," she said. "I wanted to understand this, and my own story more deeply. Why is this true? Why is the system set up this way?"

At Whitworth, Amanda learned about Teach for America (TFA), and recognized that becoming a corps member would give her an opportunity to work, on a classroom level, at reducing those disparities. She signed up, and taught at a school in North Carolina where all the students were African American. "It opened my eyes even wider to the disparities that exist," she said.





Amanda stayed on after her two-year TFA commitment ended, and had great success boosting the learning of her students. “They outperformed their white counterparts in the district, and all the other kids in our school,” she said. This showed her that, while overcoming educational inequities is relentlessly hard work, it can be done.

From TFA, Amanda moved on to Harvard University, where she earned a graduate education degree. She then returned to TFA in a teacher leadership development role, and learned from a friend in Idaho about the new fellowship program Bluum was launching.

“I have deep passion for supporting adults in their development, especially teachers, so being in a leadership role felt like a great fit,” Amanda said.

Brad majored in English at Brigham Young University’s campus in Rexburg, Idaho, then signed up for TFA and taught fourth grade at the original KIPP school in Houston. There, he, like Amanda, successfully improved the educational trajectory of his students, most of whom came from low-income families. The experience cemented his commitment to keep working with similar populations.

“I loved my students and their families. It was an amazing time and experience,” Brad said.

While at KIPP, he had also founded and developed an educational technology company. Despite his passion for entrepreneurship, he preferred the inspiration he gained from being around students and their infectious curiosity and joy. So when Brad heard about the Bluum fellowship:

“My reaction was whoa, this is perfect. I get to go back to Idaho, be an entrepreneur by opening a school and be around students? Sign me up!”



In several years, when Future Public School is operating at full capacity, grades K-8, it will serve 576 students. Each grade will have two teachers and additional “learning engineers” to provide extra help in the classroom.

The school offers free transportation and a free meal program, which helps remove two of the most significant barriers families with limited resources often face when choosing a school for their children. The school also provides all-day kindergarten to help children catch up.

Future Public School’s diversity is paying dividends. “I’ve received so much feedback from parents and kids already, that kids are learning about different kinds of people and families – they’re learning academics and real life,” Amanda said.

“Parents tell me they’ve never seen their kids so excited to wake up and go to school every day.”

Brad and Amanda comprised the first cohort of New School Fellows. Despite not having earlier cohorts from whom to learn, they said the fellowship has been valuable, for more than just the gift of time provided by two paid years to plan the school.

“The fellowship is an amazing opportunity for educators who want to take on a leadership role,” Brad said. “You will be tested and challenged beyond your wildest expectations. You’ll grow as a leader and as a member of the community.”



IN THEIR OWN WORDS

"This school was a miracle and the answer for everything that we need. Walking in that door, (it shows) anything is possible. Everything is possible, no matter where you come from, what is going on with your life." - Sara, Future Public School Parent



SCHOOL FACT

In several years, when Future Public School is operating at full capacity, grades K-8, it will serve 576 students. Each grade will have two teachers and additional “learning engineers” to provide extra help in the classroom.

[MEET MORE FELLOWS](#)

Monica White and Matt Strong

Monica White and Matt Strong are pillars of the Caldwell community. So when they announced in the summer of 2017 that they were quitting their Caldwell School District jobs – she as principal of the district’s alternative school, he as vice-principal – to join the Bluum fellowship and open a new career and technical education (CTE) middle and high school, it sent shock waves through the community.



“Our first visit after we quit our jobs was to Mayor Garret Nancolas, and when we told him we were leaving the district to open a new school somewhere in Canyon County, he said ‘You are not leaving Caldwell,’” Monica recalled with a chuckle.

The backing of Caldwell’s influencers, coupled with Bluum’s connections to education reformers across the country helped Matt and Monica secure land and financing to build a new school building adjacent to an industrial park in Caldwell. Both educators have a passion for working with kids who struggle in more traditional schools, so running their own school targeted to that population is a dream come true – literally. Elevate Academy, serving students in grades 6-12, will open in the fall of 2019.

“You can make such a big difference in the lives of these kids,” Monica said. “You just have to rearrange things and offer different kinds of opportunities. This will be life-changing for a lot of people.”



Monica came to the world of alternative schools almost by accident. A graduate of Boise State University, she began her education career as a physical education teacher and coach in New Plymouth. After receiving her Master’s in Education Leadership from Montana State University, Monica was hired by the Caldwell School District as a middle school vice-principal. She eventually advanced to principal, before being recruited to a central office job during a period of upheaval in the school district.



But she discovered that she cared most about connecting with young people, and pined to return to a school building. Matt Strong, who was a referee back when she was a coach (“I used to yell at him a lot back then. Still do,” she said), urged her to come fill the principal vacancy at Canyon Springs High School, where he was vice-principal.

“He told me I’d be amazed at the impact I could have in that environment. He said ‘we can rock this building if you come here,’” Monica said.

She jumped at the opportunity.

Matt had come to Canyon Springs by a slightly less circuitous route. A graduate of Eastern Oregon University and Boise State (where he received a Master's in educational leadership in 2009), he had been a teacher and football coach before becoming the alternative school's vice-principal in 2011. There, he discovered his passion for working with at-risk youth, a passion he was able to share with Monica.

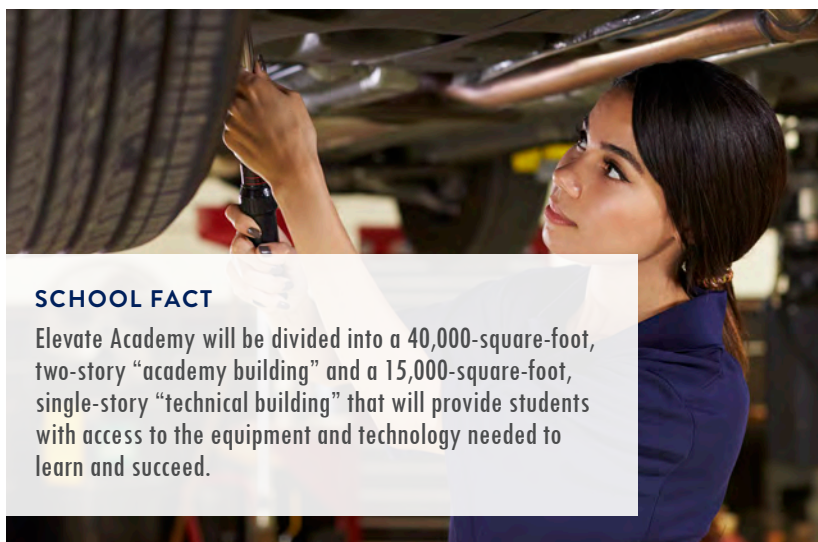
Elevate Academy will offer students opportunities to specialize in welding and manufacturing, construction management, culinary arts, graphic arts, health professions (nursing), criminal justice, firefighting (land and structure), and business/marketing.

"When we met with Mayor Nancolas, he asked us to visit businesses and industries and ask them what they needed from the education system, and what students need to know and be able to do when they leave school," Monica said.

Monica and Matt spent 45 days doing just that. They got an earful. Young people need to understand that work is a 40-hour, five-day-a-week commitment.

They can't be staring at their phones all day when they're at work. They need to be literate enough to read instruction manuals, and they need to be able to write and speak well enough to communicate effectively with their colleagues. They need basic math skills required by the particular industry in which they're working.

**YOUNG PEOPLE NEED TO BE ABLE TO
WRITE AND SPEAK WELL ENOUGH
TO COMMUNICATE EFFECTIVELY
WITH THEIR COLLEAGUES.**



SCHOOL FACT

Elevate Academy will be divided into a 40,000-square-foot, two-story "academy building" and a 15,000-square-foot, single-story "technical building" that will provide students with access to the equipment and technology needed to learn and succeed.

The fellowship has been invaluable, in that it has given them time to plan meticulously, and to learn from others. "The biggest gift is the gift of time," Monica said. "What it has done is make the program so much stronger than it would have been if we'd done it as a second, nighttime job."

MEET MORE FELLOWS

Stephen Lambert

Stephen Lambert ended his distinguished, 24-year military career in 2014, retiring as an Air Force colonel. Academia was woven throughout his military career, including a post at the U.S. Air Force Academy, as an assistant professor of military arts and sciences.



So when it came time to leave the military, Lambert knew he wasn't destined to become a commercial airline pilot or defense contractor. Teaching was in his blood. He saw teaching young people as an extension of the oath to support and defend the constitution he took when he entered the military.

Educating young minds, in his view, is a way of taking up the challenge James Madison issued in Federalist Paper 55: that the Republic will only survive if its citizens are filled with virtue and knowledge. "It used to be that the K-12 public school system had a civic duty or function to fulfill that calling Madison talked about as the father of our constitution," Steve said. What better way to continue honoring the oath he swore than "raising up the next generation of citizens who will learn what it means to be stewards of this great experiment in liberty?"



A constitutional scholar steeped in the classics, Steve was drawn within weeks of his retirement to the Barney Charter School Initiative (BCSI), which supports the launch of K-12 charter schools across the country. The initiative's website says its schools "will train the minds and improve the hearts of young people through a rigorous, classical education in the liberal arts and sciences, with instruction in the principles of moral character and civic virtue."



Steve helped launch Atlanta Classical Academy, a BCSI school, in 2014. He became its principal in 2017. Shortly thereafter, he learned that a group of Idahoans was looking into launching a BCSI school. BCSI flew him to Idaho to consult with the group planning a school, and while visiting the state he learned about Bluum's Idaho New School Fellowship.

Steve hails from Arizona, and he and his wife consider the Mountain West to be home. The appeal of helping launch a school similar to Atlanta Classical Academy in the Gem State had immediate appeal.

"When I learned there was a significant partner like Bluum involved, it was a no-brainer," he said. "If every state had a Bluum, the charter school movement would explode."

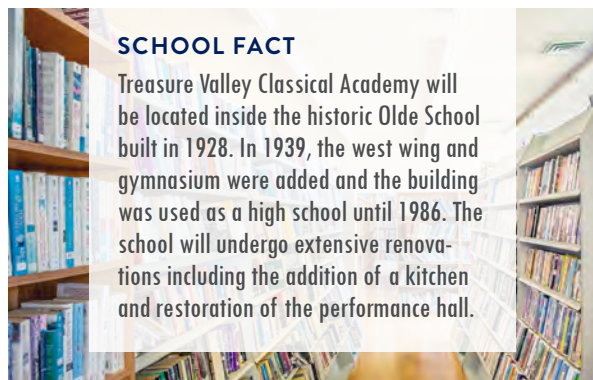
In August 2019, Treasure Valley Classical Academy will open in Fruitland (a town on the Idaho/Oregon border), in the long-vacant middle school in the heart of town. Built in 1928, the brick-and-masonry school building seems perfectly suited to house a school where students are immersed in a classical education. A \$4.2 million renovation will have the school ready for opening day in the fall of 2019.



What, in Lambert's view, is a classical education? It's rigorous, it's academic, and it's broad, as opposed to the specialized offerings of many school programs these days.

"What we are trying to do is grow well rounded human beings who can do just about anything they want to do. In that sense I passionately believe our school is good for all."

Steve is confident that many of his graduates will be admitted to highly selective colleges and universities. But, he stressed, that's not the main objective of Treasure Valley Classical Academy. "This academic curriculum will prepare them to be very competitive. Is that our objective? No, it is not. Our objective is to build human beings, it is not to be a college factory."



SCHOOL FACT

Treasure Valley Classical Academy will be located inside the historic Olde School built in 1928. In 1939, the west wing and gymnasium were added and the building was used as a high school until 1986. The school will undergo extensive renovations including the addition of a kitchen and restoration of the performance hall.

The Bluum fellowship has been a major asset as Steve gears up to open the school. "The charter world is a lonely fight and anyone who has been involved in starting or leading a charter school knows that in the education industry you have precious few allies. It is tremendously empowering when you have institutions like Bluum willing to assist you and help you thrive."

Helping school founders build communities of support is perhaps Bluum's most valuable contribution. "They have created a rich culture of inter-connectivity of like-minded

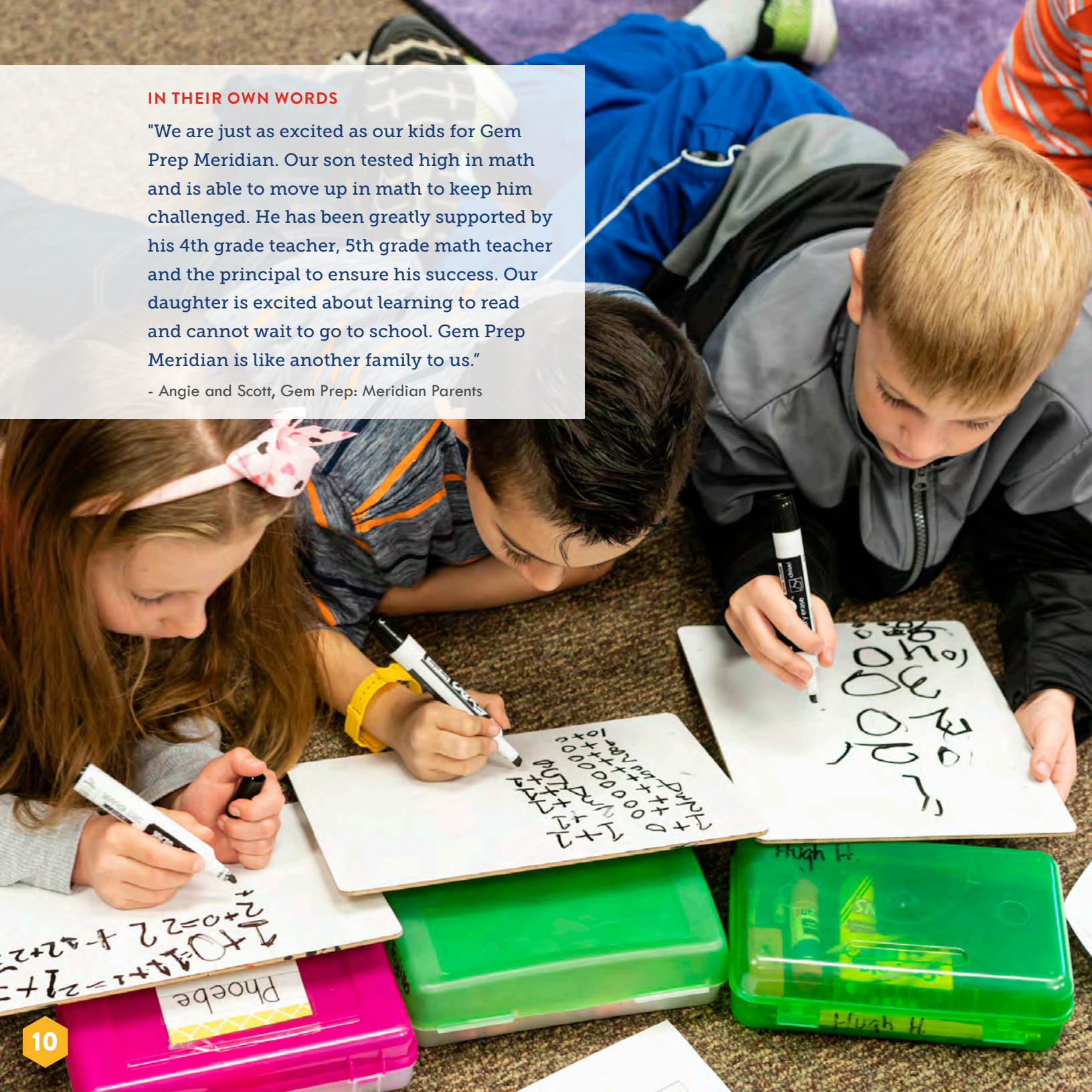
individuals and organizations. You can network and find folks who are part of the effort and build teams of partners in support of your vision," Steve added.

At Bluum, we are confident our fellows will create learning experiences for students that will make communities across our state stronger. As we continue to recruit new fellows, and as their influence grows, they will help transform the education landscape in our state and prepare Idaho's students to thrive in a rapidly-changing world.

IN THEIR OWN WORDS

"We are just as excited as our kids for Gem Prep Meridian. Our son tested high in math and is able to move up in math to keep him challenged. He has been greatly supported by his 4th grade teacher, 5th grade math teacher and the principal to ensure his success. Our daughter is excited about learning to read and cannot wait to go to school. Gem Prep Meridian is like another family to us."

- Angie and Scott, Gem Prep: Meridian Parents





















INVESTMENTS AND EXPECTED GROWTH

The following tables on pages 12 and 13 illustrate the investments and expected growth of our portfolio schools, by school type, year they joined the cohort, grant support amount, and the number of new seats they are committed to creating. The schools highlighted in yellow have completed their expected growth and have concluded their grant support. They are our first portfolio school alumni.

As part of our commitment to ensure Idaho's children reach their fullest potential, we measure portfolio school student outcomes using Northwest Evaluation Association's Measures of Academic Progress (NWEA MAP) assessments in Math and Reading and the Idaho Standards Achievement Test (ISAT) to help us evaluate the academic quality of schools. NWEA MAP is a nationally normed assessment that allows us to compare our schools' achievement to the rest of the country. The results can be found on pages 14 and 15.



OUR INVESTMENTS

	PORTFOLIO SCHOOL	LOCATION	GRANT YEAR	SCHOOL TYPE	PLANNED NEW SEATS
	North Idaho STEM Charter Academy	Rathdrum	2014	Public Charter	372
	Sage International School of Boise	Boise	2014	Public Charter	530
	Upper Carmen Charter School	Salmon	2015	Public Charter	45
	Compass Public Charter School (1 st Expansion)	Meridian	2015	Public Charter	478
	Gem Innovation Schools ¹	Meridian, Nampa & Pocatello	2015	Charter Management Org	1,786
	Idaho Arts Charter School	Nampa	2015	Public Charter	582
	Alturas International Academy	Idaho Falls	2016	Public Charter	538
	Grace Lutheran High School	Pocatello	2016	Private	300
	Pathways in Education	Nampa	2016	Charter Management Org	300
	Treasure Valley Leadership Academy	Nampa	2016	District Innovation	200
	Future Public School	Garden City	2017	Public Charter	576
	St. Ignatius Catholic School	Meridian	2017	Private	488
	Compass Public Charter School (2 nd Expansion)	Meridian	2018	Public Charter	224
	Elevate Academy	Caldwell	2018	Public Charter	487
	Forge International School	Middleton	2018	Public Charter	653
	Treasure Valley Classical Academy	Fruitland	2018	Public Charter	510
	Fellowship Investment		2018		

 This symbol denotes top-ten SAT scores statewide

FOOTNOTES

¹Gem Innovation Schools is Idaho's homegrown Charter Management Organization.

²Charter School Growth Fund, Louis Calder Foundation, Idaho Community Foundation and New Schools Venture Fund

³4.0 Schools, Charter School Growth Fund and New Schools Venture Fund

⁴The Louis Calder Foundation and Anonymous

GRANT AMOUNT	OTHER INVESTMENTS	TOTAL SUPPORT
\$450,000		\$450,000
\$750,000		\$750,000
\$123,015		\$123,015
\$1,093,220		\$1,093,220
\$4,601,500	\$2,327,000 ²	\$6,928,500
\$1,546,230		\$1,546,230
\$1,000,000		\$1,000,000
\$250,000		\$250,000
\$775,000		\$775,000
\$1,000,000		\$1,000,000
\$1,980,000	\$945,700 ³	\$2,925,700
\$1,200,000		\$1,200,000
\$555,000		\$555,000
\$1,250,000		\$1,250,000
\$1,601,000		\$1,601,000
\$1,620,000	\$270,000 ⁴	\$1,890,000
\$360,000	\$40,000	\$400,000

INVESTMENT SUMMARY:



TOTAL BLUUM GRANTS AWARDED:
\$19,794,965



TOTAL 2018 FELLOWSHIP SUPPORT:
\$360,000



OTHER INVESTMENTS:
\$3,582,700



PLANNED NEW SEATS:
8,069



AVERAGE INVESTMENT PER NEW SEAT*:
\$2,453

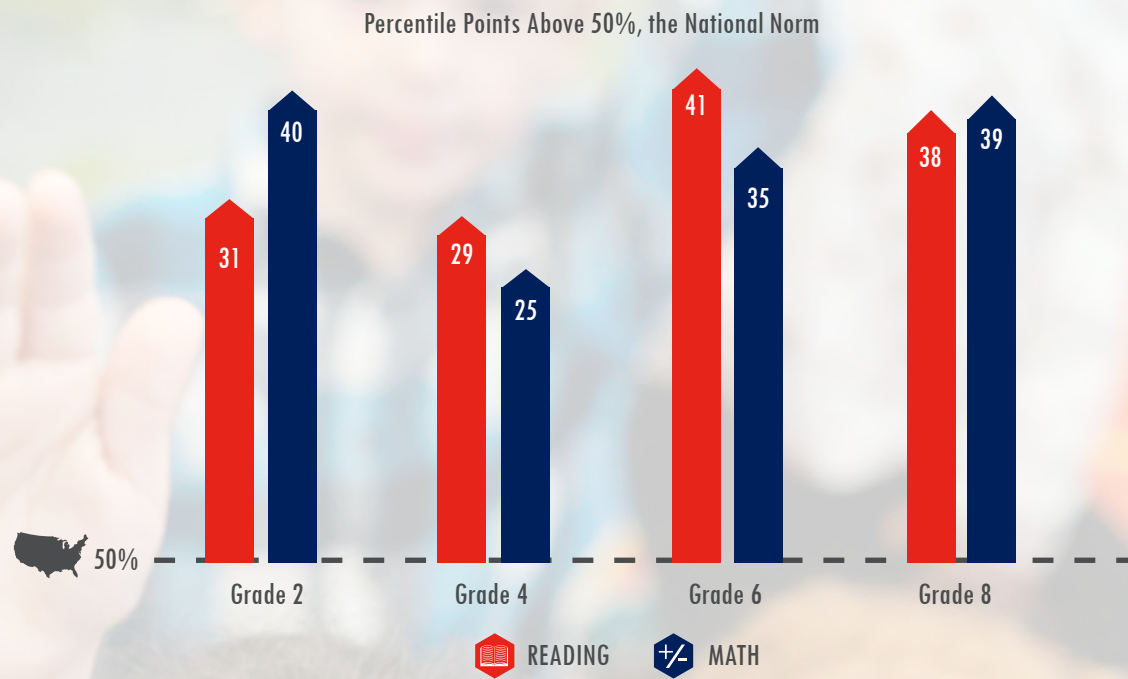
*Indicates average investment per seat by Bluum and the J.A. and Kathryn Albertson Family Foundation.

TOTAL COMBINED INVESTMENTS:

\$23,737,665

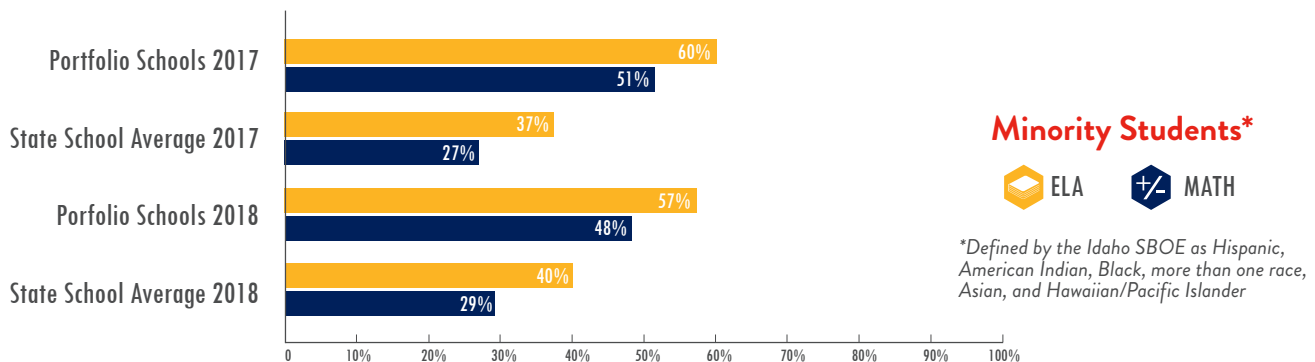
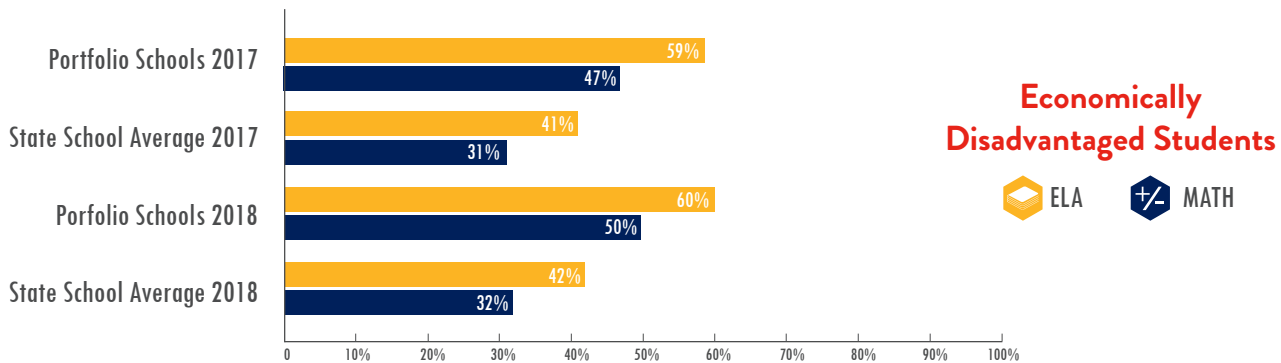
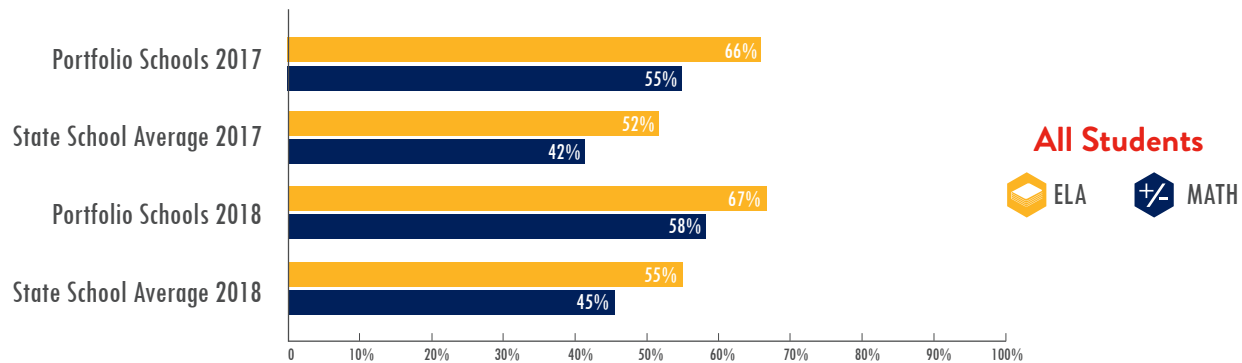
ACADEMIC PERFORMANCE

NWEA MAP Math and Reading for Portfolio Schools 2017-2018



Certain grades in our portfolio schools participate in NWEA MAP assessments in both math and reading, which is a national measure taken by over 9 million students yearly. In 2017-18, there were 2,719 students in portfolio schools that took the MAP assessment in math and 2,704 who tested in reading (see above graph). These students outperformed national averages on MAP by 29 or more percentile points in math and 34 or more percentile points in reading. This graph shows how these students performed on the nationally normed assessment.

ISAT ELA and Math Proficiency 2016-2018



Data from the Idaho State Board of Education shows the Gem State's public charter schools are serving their students well academically, across all student subgroups, with Bluum's portfolio schools leading all schools in all categories for student performance.

GRANTS

BLUUM WINS \$17.1 MILLION CSP GRANT

EXPANDING CHARTER SCHOOL INVESTMENTS



The story of Idaho's public charter schools is a story energized by a can-do entrepreneurial spirit. This spirit is driven by individuals who take personal responsibility for the collective good of their communities.

Their efforts are the very manifestation of the original intent of charter schools: innovation at the local level inspired by citizens who believe that the public schools properly belong to the public, and that education is the community's responsibility. Waiting for someone else to respond is not their way. For a state its size, Idaho has an extraordinary variety of successful charter schools.

Thus, as the nation's fastest growing state, Idaho is primed to build and expand its high-performing charter school sector to meet the various needs of our expanding and diversifying student population.

Awarded \$17.1 million in federal funds to expand and grow high-performing public charter schools, Bluum will lead Idaho's *Communities of Excellence* consortium and will be responsible for allocating the Federal grant support to subgrantee public charter schools through 2019 and 2021 statewide grant competitions. Bluum is joined in the consortium by the Idaho Public Charter School Commission, the Idaho State Board of Education, the J.A. and Kathryn Albertson Family Foundation and the nonprofit charter facilities finance group Building Hope.

Through this private/public *Communities of Excellence* consortium, the federal CSP grant promises to enhance stakeholders' capacity to expand opportunities for students to attend excellent charter schools that meet and exceed state academic standards.

THIS FEDERAL GRANT WILL ALLOW IDAHO'S HIGH-PERFORMING CHARTER SCHOOL SECTOR TO DO ITS PART TO SUPPORT IDAHO'S GROWING COMMUNITIES WHILE PROVIDING NEW SCHOOL OPTIONS FOR PARENTS AND STUDENTS.

This federal grant will allow Idaho's high-performing charter school sector to do its part to support Idaho's growing communities while providing new school options for parents and students.



It is expected that a total of 19 subgrantee schools will participate in this CSP grant over its five-year term. Nine will be start-up public charter schools, while five would be expansion and five would be replication schools. All applicants for grant support must be approved by a public charter school authorizer to be eligible for CSP grant support.

The federal CSP grant was created by an Act of Congress in the 1990s and was reauthorized in 2015 under the Every Student Succeeds Act (ESSA). Since the 1990s the program has allocated more than \$4 billion to open, expand and replicate high quality charter schools across the United States. Other states awarded CSP grants in 2018 include Arizona, Arkansas, Colorado, Delaware, Michigan, New York and North Carolina.



For more information on the CSP grant and how to apply, visit bluum.org

OBJECTIVES OF THE IDAHO COMMUNITIES OF EXCELLENCE

- 1) Through a competitive grant process increase the number of quality charter school seats by 8,200 students, especially for our most educationally disadvantaged and rural students, through start-up, replication, and expansion.
- 2) Support the Idaho Public Charter School Commission in expanding its quality authorizing efforts while disseminating and supporting best practices for other Idaho authorizers.
- 3) Evaluate and disseminate widely the successes and lessons of high-quality charter schools to impact the broader education system statewide.

CONCLUSION

THE NEED TO GROW GREAT LEADERS AND GREAT SCHOOLS

In late January 2019, the Center for Research on Education Outcomes at Stanford University, or CREDO, released its study of public charter school performance in Idaho. The report analyzes Idaho charter students' performance using three years of data, beginning with 2014-15 school year and ending with 2016-17 school year. Here is a summary of the report.

Positive Impact

On average, Idaho's charter school students experience annual growth in reading that is equivalent to the students receiving 24 additional days of school in a 180-day school year. In math, the educational gains of charter students are on par with their traditional public school peers.

IDAHO CHARTER SCHOOL STUDENTS OUTPERFORM THEIR TRADITIONAL PUBLIC SCHOOL PEERS BY 30 DAYS OF LEARNING IN READING AND 59 DAYS IN MATH.

Perhaps the greatest benefit is for students in rural charters. Those students outperform their traditional public school peers by 30 days of learning in reading and 59 days in math.

Need to Improve in Educationally Disadvantaged Subgroups

Charter schools in Idaho do little to close achievement gaps among various student subgroups. It is important to note that charters also do not increase these achievement gaps. This is true for Hispanic students, who fall behind their white peers by equal measures in both traditional district schools and public charters.

Charter students in poverty have a 30-day deficit in reading and 47-day deficit in math, while their district peers have a deficit of 47 days in both reading and math. These same trends hold for English Language Learners and students in special education.

17 percent of charter schools have results that are significantly worse than district peers in reading and 20 percent are underperforming in math.



Online Schools Deepen Learning Gaps

CREDO reveals that online charter school students in Idaho, on average, gain less over a year than do students who attend brick-and-mortar charter schools. Online charter students are behind their brick-and-mortar charter student peers by 47 days of learning in reading and 77 days of learning in math.

THE PERFORMANCE OF ONLINE CHARTER SCHOOLS IS SO NEGATIVE THAT IT WIPES OUT THE POSITIVE GROWTH OF BRICK-AND-MORTAR CHARTER STUDENTS IN MATH AND LESSENS THE OVERALL POSITIVE CHARTER IMPACT ON READING PROGRESS.

The performance of online charter schools is so negative that it wipes out the positive growth of brick-and-mortar charter students in math and lessens the overall positive charter impact on reading progress. In other words, if you took out the online charter results, brick-and-mortar Idaho charter schools would look truly stellar.

In Conclusion

While the CREDO results show overall positive student results in Idaho's charter schools, there is also a need to redouble efforts to work at improving student achievement and helping all children reach their fullest potential.

Bluum sees these results as the baseline for our work implementing Idaho's *Communities of Excellence* \$17 million federal Charter School Program grant. In that grant we promised to "increase the number of quality charter school seats by 8,200 students, especially for our most educationally disadvantaged and rural students, through start-up, replication and expansion."

This means that in five years' time we expect to see positive performance impacts among charters for some of our most disadvantaged students. This is baked into the design of our fellowships, our work, and the Federal Charter Schools Program Grant we were awarded.

We believe our new school strategy and the *Communities of Excellence* Federal Charter School Program can help transform education in Idaho if we can help recruit, prepare and support a growing team of educators to become the inspirational school leaders we need for the present and near-term future.

Bluum is working to meet the demand for excellent education choices in the fastest-growing state in America. Idaho can, and must, do better for all of its students, because every child deserves the chance to reach their fullest potential.



2018 BLUUM ANNUAL REPORT ACKNOWLEDGEMENTS

We'd like to acknowledge and thank the many people and organizations that support our work and our portfolio schools. Without these supporters and partners Bluum would not exist. **THANK YOU!**

Supporters

J.A. and Kathryn Albertson Family Foundation
4.0 Schools
Building Hope
Charter School Growth Fund

Idaho Community Foundation
Louis Calder Foundation
National Alliance for Public Charter School
New Schools Venture Fund

OUR TEAM

Staff



Terry Ryan
Chief Executive Officer



Kristen McCarver
Communications Manager



Marc Carignan
Chief Financial Officer



Kim Esterman
Finance & Operations Manager



Suzanne Metzgar
Director of Partner Services



Kurt Kargou
Finance Fellow



Amy Felton-Toth
Director of Federal Grants & Support

Board

Joe Bruno | Building Hope

Marybeth Flachbart | Education Northwest

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Toby Prehn | Cold Chain, LLC

Marta Reyes-Newberry | Reyes-Newberry & Associates

Bill Russell | Northwest Nazarene University

Renita Thukral | National Alliance for Public Charter Schools

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LET LEARNING GROW