

5 YEARS OF
FUTURE

Future

HOORAY!

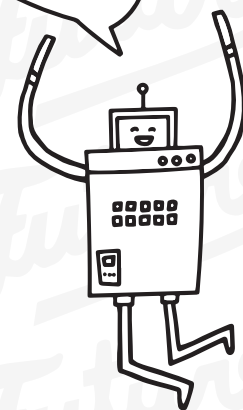


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Introduction

When Bluum and the J.A. and Kathryn Albertson Family Foundation (JKAF) decided to launch a fellowship program for Idaho new school leaders in 2015, they quickly settled on Amanda Cox as one of their first recipients.

Amanda had a clear vision for a school that would be diverse by design, embed itself in the local community, and create a strong, nurturing, inclusive culture. Early in her fellowship, Cox decided to join forces with the other Bluum fellow at the time, Brad Petersen, who was planning a school focused on Science, Technology, Engineering, and Math.

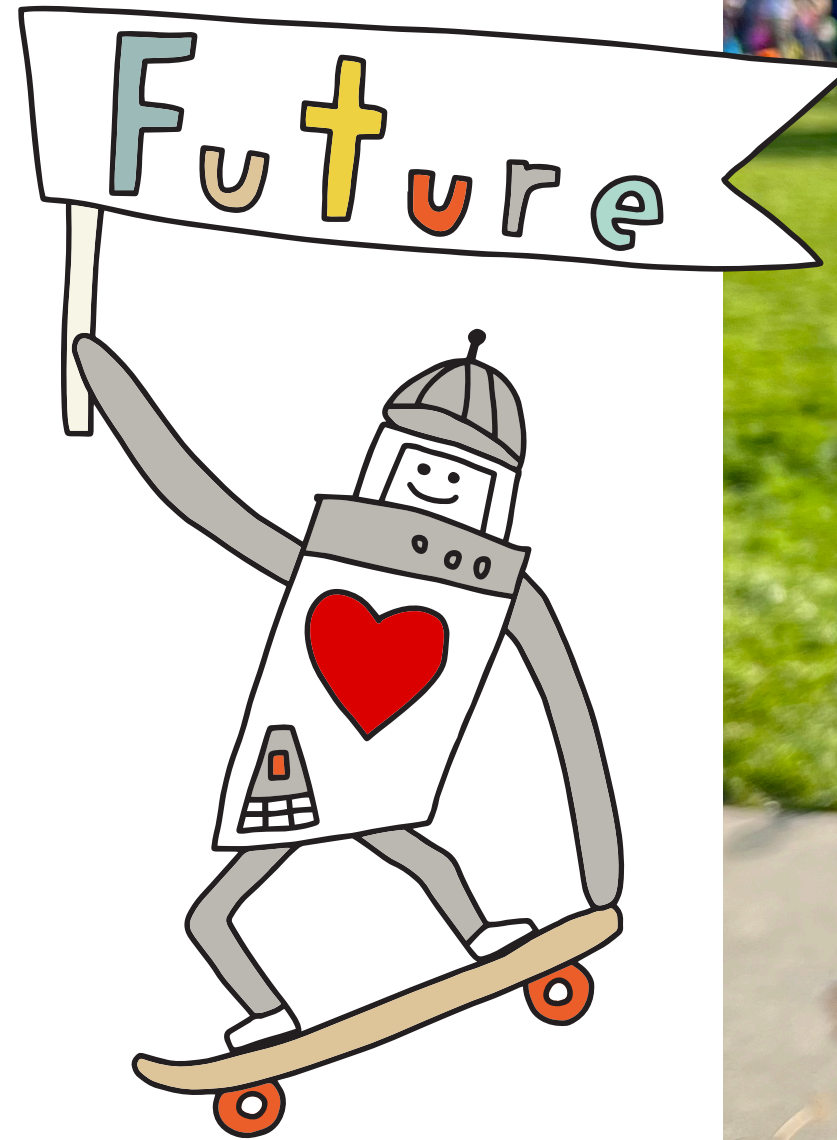
Combining the strong culture Amanda envisioned with Brad's STEM idea led to the creation of Future Public School, which recently concluded its fifth year of operation.

The school has evolved significantly from those early planning days. Petersen departed for Michigan in 2020 to help his wife pursue a business opportunity. Future today focuses more on an intentional, inclusive, holistic culture than on STEM. The school has a broader emphasis on project-based learning, and students are referred to as engineers by the staff, because engineers are problem-solvers, creators, and collaborators.

Despite the major obstacle presented by the COVID-19 pandemic, Future today is a thriving, vibrant place, where a visitor quickly senses that the diverse staff and student body alike are pulling in the same direction.

And Future's academic record is strong, putting it among the top echelon of public schools in Idaho. Students who might have struggled at other schools thrive at Future. Cox and her team attribute the school's success to a blend of culture, focus, and the strong community partnerships forged over the years.

That's clear to Future's key supporters as well.





"I am extremely proud of Amanda and the team she's assembled to lead that school," said Roger Quarles, JKAF's executive director. "Future Public School has been one of the most beneficial, rewarding projects we've ever done."

Quarles cited community partnerships Cox has forged with Garden City government and the adjacent Boys and Girls Club as one of the school's most compelling features.

"Who would have thought you could have had the collaborative approach to educating children that they do?" Quarles said. "The partnerships with the Boys and Girls Club and Garden City are one-of-a-kind. Oftentimes schools try to do it all alone. Future understands that if you want to go fast, go alone, if you want to go far go together."

The "school of kind hearts," as Future staff and students call it, is diverse by design, with a student population from a variety of racial, ethnic, national, and religious backgrounds. Sixth-grader Mohammad said staff and students honor and value that diversity.

"I'm an Arab, and at Future we celebrate our holidays as well as Hanukkah and lots of other holidays," he said. "If you're from other places you feel welcomed and you get to share where you're from and have an opportunity to be proud of that. I feel like I can be myself here."

And fourth-grader Coltrane, in his second year at Future, had this to say about the school: "This isn't just a normal school. I have really just enjoyed my past two years here. My experience here has been very amazing and joyful."

Many schools have a set of core values that adorn classroom and hallway walls. Few schools, however, engrain those values in their students and staff as effectively as Future. Talk to students and you quickly realize that the values hold real meaning for them: Joy. Honor. Wonder. Bravery. Craftsmanship.

This report celebrates Future at five. We will take a brief look back at how the school and its partnerships came to fruition, and how Cox and her team deliberately built a strong, intentional culture that persisted through COVID and is evident in every classroom, in the hallways, and in the Boys and Girls Club next door.

We will look at Cox's vision for the future, as well as the concerns she and her staff express about the challenges that lie ahead, as Garden City continues to gentrify and Idaho's low school funding necessitates an endless scramble for money.

Let's start with Future's creation story.

Origins and first years

When Bluum began reviewing applications in 2015 for the first-ever recipients of their Idaho New School Fellowship, two names quickly rose to the top: Amanda Cox and Brad Petersen. They were selected from among 44 candidates across 13 states.

“They just stood out because of their backgrounds, their passion, and their vision,” said Terry Ryan, Bluum’s chief executive officer.

The two-year fellowship, which launched in the summer of 2016, included full participation in the KIPP Fisher Fellowship, provided Cox and Petersen with advanced leadership training and access to the local expertise needed to launch a successful school in an underserved Idaho community. This included help developing a financial model, start-up funding, access to experts in charter school facilities, navigating the charter school authorizing process, and hands-on residencies in high-performing charter schools in Idaho and across the country.

In addition to support from the J.A. and Kathryn Albertson Family Foundation, the educational duo received support from New Schools Venture Fund, The Louis Calder Foundation and 4.0 Schools’ Tiny and Pathway fellowships.

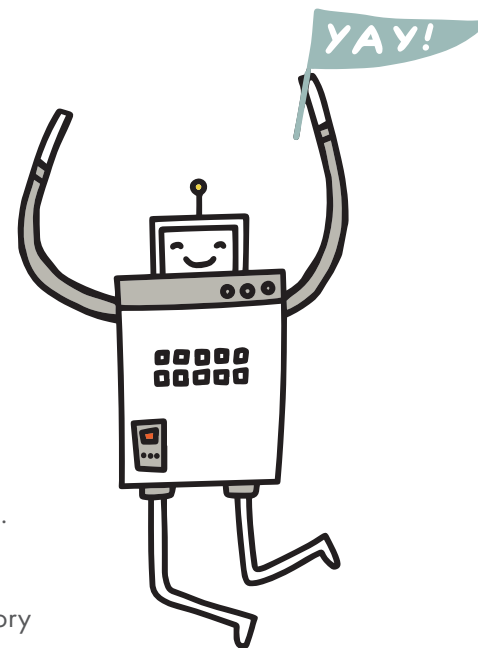
Although Cox and Petersen entered the fellowship planning to open two separate schools operating under very different models, they quickly found they shared a passion for educating underserved students. They decided to meld their ideas and work together to open a single school they decided to name Future Public School.

“We believed and knew that the best teams go farther together. It was a benefit to everyone for us to team up and combine forces” Cox said.

They shared a driving passion for 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. Cox was raised in the Pacific Northwest. Her parents didn’t attend college, and she didn’t have “a traditional path to college.” After receiving her associate degree at a local community college, she attended Whitworth University in Spokane, Washington. Within three semesters she completed her bachelor’s degree, majoring in sociology and becoming more urgent about exploring and working towards 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, Cox 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 was selected for TFA, 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.

She 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.

“My own grandfather was taken to an Indian Boarding School. This was an incredibly oppressive practice,” Cox said. “Schooling was used as a tool for harm. I’ve also experienced how school can be used as a tool for liberation and freedom, as a pathway for a life of choice.”

From TFA, Cox moved on to Harvard University, where she earned a graduate Education degree. She then returned to TFA in an administrative role, and learned from a friend in Idaho about the new fellowship program Bluum was launching.

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

“I was compelled by this idea of community and connection and kinship, and how do we prepare our young students and leaders to be well equipped with academic skills to lead, yes, but also to be positioned to serve and lead wherever they end up.”

Petersen majored in English at Brigham Young University’s campus in Rexburg, Idaho, then was selected 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 Petersen 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!”





A year before the school opened in 2018, Cox and Petersen ran a pilot summer program to test out some of their ideas. They partnered with nearby Anser Charter School and the Boys & Girls Club to provide classroom space and meals for the summer camp. About 40 prospective students attended.

“It was a ‘will this curriculum work at all or what changes need to be made’ type of camp,” said Dynisha Smith, a founding Future board member who helped Cox run the camp. “It was great. It was a fun time.”

Another key partner in the summer programming was the local Boys and Girls Club’s Moseley Center, located next door to the Future building, which was then under construction. “We were using some of their space and we were working with kids that were participating in the Club and that partnership was so critical to us from the beginning,” Cox said. “The partnership just made so much sense. Where else would we end up than in the backyard of the Boys and Girls Club?”

Colleen Braga, executive director of the Boys and Girls Clubs of Ada County, said she was enthusiastic about the concept for Future as soon as she heard about it from JKAF’s Quarles, who said the Foundation and Bluum were eager to locate a charter school in Garden City.

“I said, ‘well, you can’t do anything in Garden City without the Boys and Girls Club being involved, because that’s where all the kids are,’” she said.

Future opened in 2018 for students in kindergarten through third grade.

For its first 18 months, Future did what most new schools do: worked on getting its culture, routines and rituals firmly in place, and ironing out the inevitable wrinkles any start-up faces. The school added fourth grade at the start of the 2019-20 school year, the first step in the plan to add a grade each year until the school would eventually serve students in grades K-8.

In the first quarter of 2020, however, Future suffered the blow of COVID-19, which had a major impact on schools across the country. Cox and her team scrambled to make alternate plans for educating kids remotely.

Compounding that challenge was Petersen’s decision a month before COVID hit to leave the school and move to Michigan with his wife Betsy, to be nearer family and to help her with a suddenly flourishing social-emotional materials and children’s book writing business.

“We still remain great friends. Starting a school together is no easy feat and our relationship is one that I’ll always hold sacred,” Cox said.

Petersen agreed. He said he still follows Future closely and is proud of how far it has come. “It’s a proof point for what’s possible in Idaho and across the country,” he said in a recent interview.

The COVID disruption

Dealing with the COVID disruption was a huge challenge for Cox and her team, but she said she takes pride in how the school continued being responsive to its community and serving families' individual needs.

During the first months of the pandemic, in the last third of the 2019-20 school year, Future offered remote learning with teachers leading classes, as well as an option for families to do parent-guided learning at home with portfolios submitted to demonstrate learning.

For the 2020-21 school year, when many schools remained closed to in-person learning, Future offered three pathways. Two were the same as the previous spring, and the third was live school in the Future building with social distancing and other health and safety protocols firmly in place.

"Despite all of the challenges I don't think we could have asked for a better school community during that time," Cox said. "Families essentially self-selected, so that the number of seats we had in the building we filled with kids whose families needed that option, and a lot of other folks self-selected virtual."

It wasn't what Cox and her team had in mind when they planned the school's trajectory, but they made the best out of a tough reality.

"We asked ourselves, how do we stay on the pathway to this vision we have while also making some space to grieve?" she said. "This is what we expected these years to be, and they aren't going to be that, so how do we make the best of it?"

Parents at Future agreed the school did its best under extremely challenging conditions. Kimberly Sanchez, whose daughter was a first-grader when COVID hit, said despite the disruptions caused by the pandemic, the family benefited by being able to have her daughter learn inside the building.

"It made a big difference, her being here at the school where there were actual teachers and staff members that know what's going on and how to teach," she said.

A survey the school conducted during the 2020-21 school year found that 95% of Future parents felt that the school demonstrated "excellent leadership under difficult circumstances" during the height of the pandemic. Ninety-eight percent of parents said they were satisfied with the school.

Although in person classes resumed at Future for the 2020-21 school year, for those who felt comfortable, it was still far from a normal year. A significant number of families opted to stay with the remote option.

Even the 2021-22 school year suffered from the tail end of COVID. Although school was fully in-person, a lot of students and staff contracted the disease and missed extended periods of time.

As that school year started, the general sentiment across the country was that "we are over the hump, masks are coming off, things can go back to normal," Cox said. "And then reality proved to be completely the opposite. It was incredibly turbulent."





Natashia Sylvia, a sixth-grade teacher who has been at Future since the year before it opened, said she feels proud of how the school handled the COVID challenges. “We were really thoughtful in how we supported kids’ learning and kept them learning and at a level that we had promised families,” she said. “We also did a lot to support teachers through an incredibly difficult time.”

Data support Sylvia’s assertion that kids kept learning at an impressive pace through the pandemic. Future is part of Bluum’s consortium of partner schools that utilize NWEA MAP, a nationally-normed assessment tool, to measure whether students are learning and growing at high levels. At the end of the 2022 school year, six out of seven grade levels were exceeding the 90th percentile for growth in math and five out of seven grade levels were exceeding the 90th percentile for literacy.

This focus on individual and overall class growth has translated to students meeting or exceeding statewide averages the last two years for literacy and Math on the Idaho ISAT (end of year state assessment in 3rd-6th grade).

Year five – 2022-23 – finally felt back to some semblance of normal. Cox said in the life of a new school, year three is typically “the magic year” when everything clicks into place and teaching and learning hit their stride. For Future, year five feels like that year, Cox said.

One major component of a Future education that was delayed by COVID was implementation of Quest, the school’s project-based inquiry approach to learning.

“Full implementation of Quest was originally a big priority for year three as a school that we just had to say no to,” Cox said. “It’s fully functioning now.”

One major change Cox and her board made was to delay the rollout of seventh and eighth grade in the wake of the COVID pandemic. Original plans were for Future to add a grade each year through 2024, until it served as an elementary and middle school. But realities of operating a school prompted a change in those original plans. Inaugural third-graders in 2018 were sixth-graders last year, and learned they would have to go elsewhere for grade seven and eight.

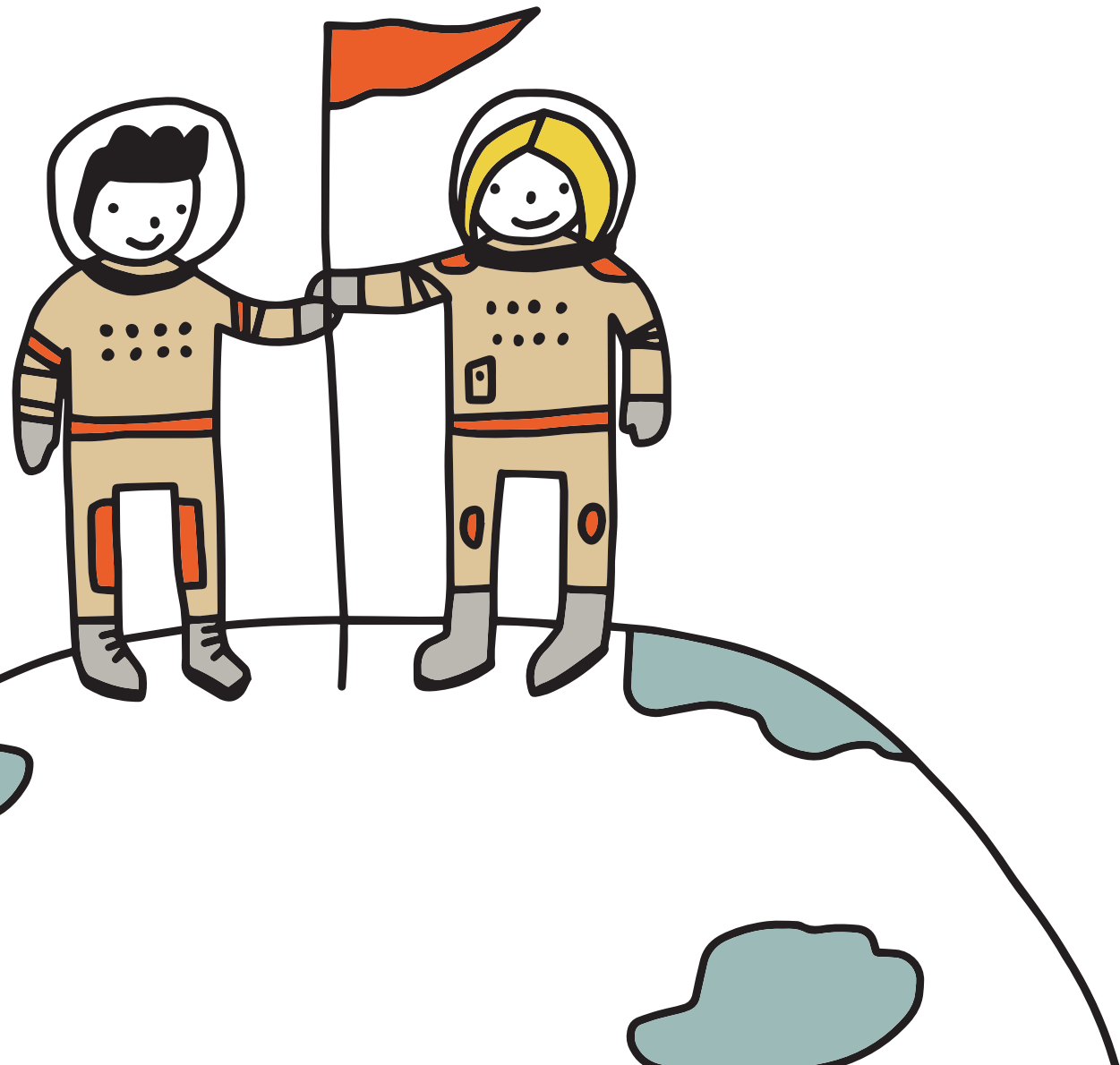
Cox said a major reason for pausing the expansion at the upper grades was to add more students in the early grades. She said staff realized and saw in their academic data that the longer students stayed at Future, the better they did, so adding more students earlier would increase the odds of academic success.

“The decision was also centered on how do we build and refine what we’re doing right now before we think about expansion, and build a strong elementary program before expanding beyond that,” Cox said.

In the fall of 2023, Future intends to engage its board and families in a conversation about possible middle school expansion. Any expansion would have to include a capital campaign to fund a building addition and support programmatic costs.

Quests

During a March visit to Future, students were eager to share with a visitor the Quests they were working on. Joud, a fourth-grader, talked at length about her class's Quest, examining "how humans interact with the natural world." Walls around the school are adorned with examples of student work highlighting Quests. Each Quest culminates with a class project.



Here are a couple of examples of Quests undertaken during the 2022-23 school year,

A fall third-grade Quest titled "What is Home?" focused on these essential questions:

- **What does it mean to have a home: what is home, who has a home, how do homes look different around the world/in our own community?**
- **What about people who don't have a home?**
- **How does your family influence your idea of home?**
- **Is home a place or a feeling?**

The Quest sent engineers on many field trips to explore architecture and engineering in the area, which is undergoing rapid change and a construction boom. They also received classroom visits from guest experts. Their culminating project was to create a home for "clients" (teachers in disguise) who had specific design challenges that students were working on.

One client needed an affordable housing solution for the homeless. Another had a home that was being built in the foothills that needed to withstand wildfire risk. A third was looking for an art deco home.

Engineers created blueprints and 3D models for their clients who returned several times to review the plans and participate in feedback sessions.

A fifth-grade Quest focused on the meaning of stories. Essential questions included:

- **How is culture and history represented in stories?**
- **Whose stories are untold or underrepresented?**
- **What mediums are effective to tell stories now and in the past?**
- **How do people use their imaginations to create stories that entertain, explore feelings and explain the world?**

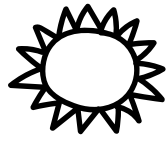
During the Quest, fifth-grade classes had visits from local visual artists, poets, stop motion animators, art professors, and actors. "We went downtown to explore how a popular graffiti artist tells stories with his gigantic wall murals in Inspiration Alley," said fifth-grade Lead Teacher Paul Johnson. "We also interviewed our own families and other people in the community to learn more about stories who are often missing in our society."

The culminating project consisted of engineers creating podcasts "where they told a story of a fictional character in our society whose story is missing in our books, movies, and shows," Johnson said. The idea was inspired by a visit fifth-graders made to Radio Boise.

"We are refining some of these podcasts in collaboration with the good folks at Radio Boise to actually hit the airwaves soon," Johnson said.

Values

Future's values permeate its sunlight-filled building. **Joy. Honor. Wonder. Bravery. Craftsmanship.**



Joy



Honor



Wonder



Bravery



Craftsmanship

Matt Kuzio, the school's founding board chair, said he can feel those values come alive every time he walks into the school building. As the board and leadership team conducted more than a dozen site visits to schools across the country before opening Future, they noticed that in strong schools, you could sense the culture within 10 minutes.

That's how Future feels today. "When you walk into Future, you immediately recognize the core values," Kuzio said. "You understand that there's this energy there and then there's this joy there. There's this commitment to community that is incredibly powerful."

One way to test that feeling is to ask students about their school's core values. In some schools, the response is blank stares. But ask Future students about the values and they can expound on their meaning at length. Let's hear from several, in their own words about which of the values holds most meaning for them.

Joud, grade 4: "For me, craftsmanship is really meaningful, because all the work we do on projects gets showcased. We get to exhibit everything we do and it shows how each and every one of us is different and makes different creations, and how we all have the same value."

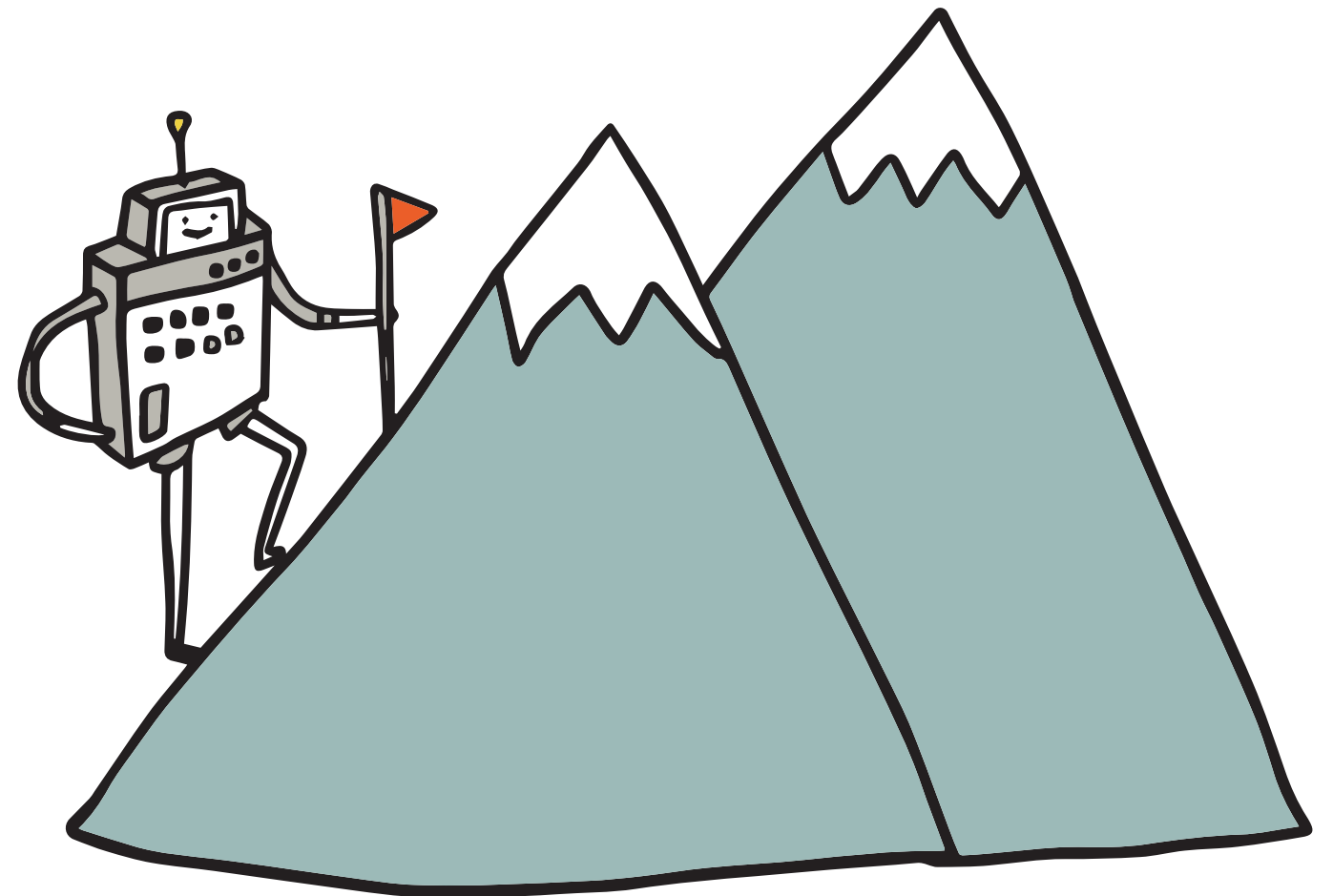
Sarah, grade 4: "Definitely bravery. They make it really fun to try new things in this school, and they give you a lot of encouragement if you're nervous about it."

Coltrane, grade 4: "Joy, because here they encourage you to be fully yourself, and I try to be very open-minded and enthusiastic, and joyful. It allows me to be my best self."

Mohammad, grade 6: "Craftsmanship is a big part of our school. We do a lot of designing and building here. We have made robots, used a whole classroom to build an arcade. It's fun and you learn a lot doing it."

Ami, grade 6: "The one that stands out to me is joy because every time I even go downstairs, or just look anywhere, I see smiles on people's faces. And I feel like the teachers make the activities fun to the point that it's exciting to learn things. Yeah, joy really stands out in this school and the people here."

Mileny, grade 6: "I'd say bravery. I feel like every single day different people are trying something new. We also have gotten more comfortable talking really honestly in front of other people."





Diverse by design

Future’s values don’t begin and end with five words. At the heart of its mission is another, all-encompassing value embedded in the school’s DNA and permeating every aspect of its programs: diversity by design.

In a state where conservative values predominate, and diversity isn’t always seen in a positive light, Future stands out as proudly diverse, on multiple levels. Some 16 percent of the school’s students qualify for special education services.

Future’s diverse student body includes Latinos, refugees from Syria and Iraq, as well as members of the Bantu community that spans much of northeastern Africa.

The school also serves a large population of refugee and immigrant families. One in five Future students report a home language other than English. The most predominant home languages are Arabic and many East African languages within the Bantu community.

The school’s diversity is what attracted many families and staff to the school, and what helps keep its retention of both so high.

“Future’s very intentional decision to be a diverse by design school was, in my perception, unique to the Idaho scene,” said Gabi Netter, who served as Future’s relationship manager at the New Schools Venture Fund, an early funder of the school. “We were seeing a number of diverse by design schools across the country, and Future stood out as doing this really thoughtfully.”

Demographic Comparisons

	Future	Idaho	Difference
English Language Learners	17%	8%	+9%
Special Education	16%	10%	+6%
Free-Reduced Lunch	51%	36%	+15%
504 Plan* <small>*Behavior Plan, Medical Need</small>	10% (n=40)	no data available	
Racial Diversity	37% students of color / 63% white	22% students of color / 78% white	+15% / -15%

(All numbers are approximate and based on historical data)

It did so in a state where the political environment is not always friendly to such endeavors. Cox has steadfastly held her ground through some challenging times, said Ian Connell, entrepreneur in residence at the Charter School Growth Fund, another early funder. Connell worked with Cox and Petersen in the school's early days. He has remained a strong advocate for the school even though he no longer works directly with Future.

"Amanda's vision has come under attack at different times and for different reasons over the years. Issues around diversity, critical race theory, and others," he said. "She stood by her beliefs. I have a ton of respect for her for doing that. It's hard enough to do that in a place where it's more politically diverse than Idaho, but it feels like she was maybe out on a limb there. But she consistently said 'this is what I believe. This is what fits in our academic program, and this is why it's best for all kids.'"

That unwavering commitment has also attracted a loyal cadre of families and staff. Founding board member Dynisha Smith, who is Black, said she was eager to send her daughter to Future because she felt confident she would have a very different and more positive experience there than Smith had growing up and attending district schools in Idaho.

"I didn't want her to have the same experience I had in the social aspect of things," Smith said. "Consistently being the only black student in a class, being the spokesperson for your community. When you get to junior high, you're reading something (with a racial element) and your teacher says, 'Hey, you're Black, what do you think about this?'"

"So when I heard Amanda and Brad talking about doing something with a charter school, really trying to build a school for students who were in the minority, whether that was racially or gender identity, or sexual identity or just like academically, that was the most intriguing part."

Sixth-grade teacher Natasha Sylvia, who is also a Black native Idahoan, echoed Smith's sentiments. Future's commitment to diversity, equity, and inclusion in ways that went far beyond lip service, attracted her to Future and has kept her there from day one to the present.

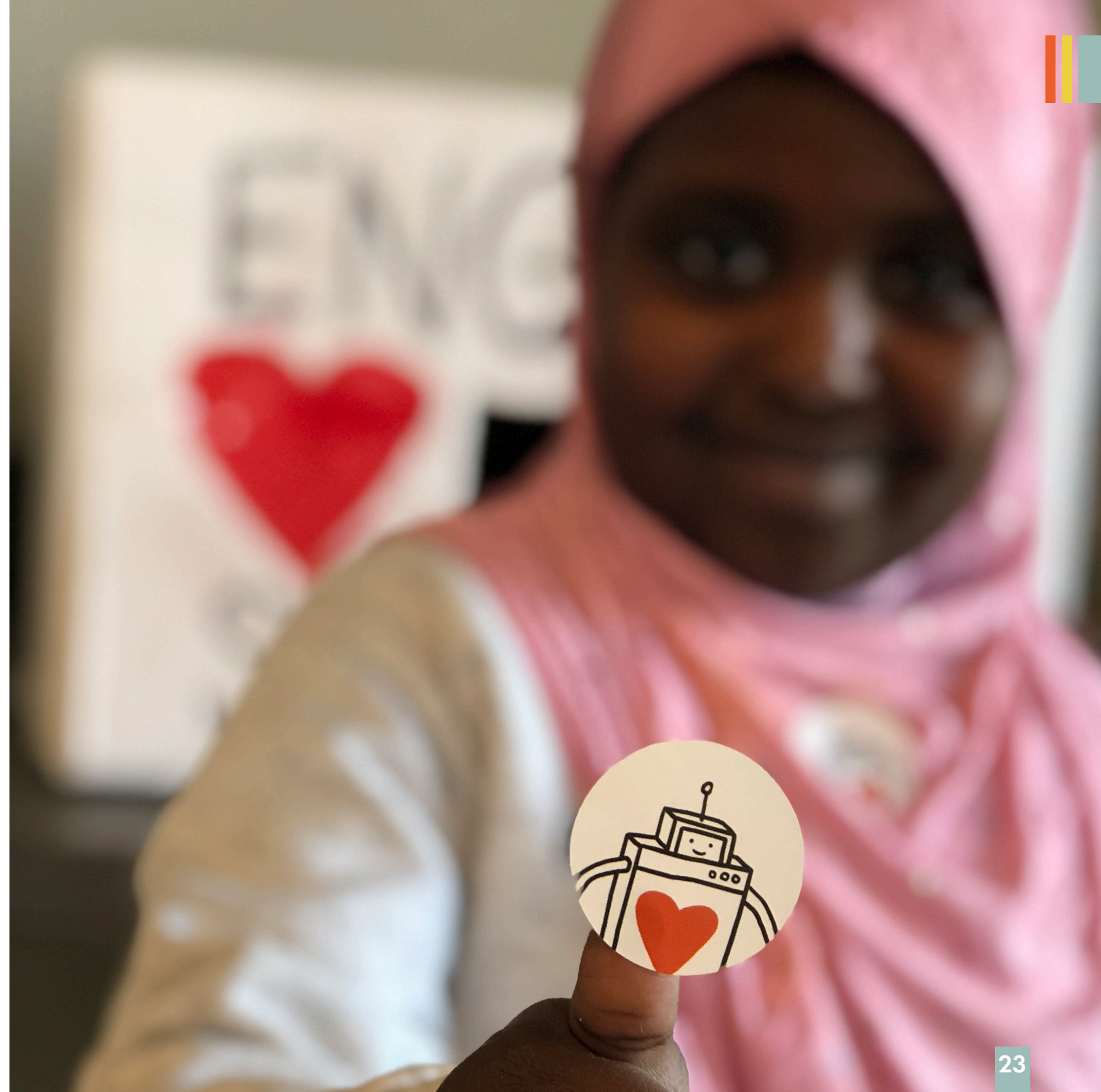
From the first time she met Cox and Petersen, she was impressed by their commitment. "At the summer camp before the school opened, Amanda told me that this was going to be a really transformative school that centered on giving kids opportunity who maybe don't have access to a lot of the things that kids from higher socioeconomic background have access to in Idaho," she said.

"There is something about this educational experience at Future that other kids in Idaho aren't getting. Because we put that at the center of everything that we do."

Parents feel equally adamant about the importance of diversity as a cornerstone of the school. "I come from a mixed-race family, and I think that acceptance and kindness to humanity should be taught at an early age and this school is fantastic about integrating all the different nationalities, races, and ethnicities," said Kaylah Dunn, who has a second-grader and a sixth-grader at the school.

Nikki Giles, who has a fifth-grader at Future, said honoring and learning about religious and social practices of other cultures has been a wonderful feature of being part of the Future community.

"I think it is fantastic to open their minds about how to not appropriate something, but to appreciate it and learn about other cultures and beliefs without being infiltrated by media portrayals," she said.





Partnerships

Another attribute that makes Future stand out from many other schools is the depth of community partnerships it has forged. The two most notable are with the Boys & Girls Club and Garden City government. Those two partnerships allowed the school to be built on a small parcel of land, because cafeteria, gym, and outdoor play space needs were met by the Club and the city, respectively.

With funding from JKAF, the Club was able to build an expanded cafeteria onto its existing building to serve Future students. The city conveyed the land to the Club as part of the deal, receiving in exchange public access through Club property to the Boise River Greenbelt.

When Future opened in August of 2018, with 256 students in grades K-3, the school had in place a fully formed, fee-free partnership with the Boys and Girls Club next door. Because the school had been built on a small parcel of land, it lacked space for a gymnasium or cafeteria. The Club had a state-of-the-art kitchen with a healthy meals initiative in place, a large cafeteria, and an enormous gym.

"Future was being built on something like a one-acre plot, and as plans progressed, we discussed the fact that we provide meal programs here, we have a gigantic gymnasium, we have a lot of amenities that are empty during the day during the school year," said Colleen Braga of the Boys and Girls Club. "We talked about what a good fit it would be if we shared resources."

From day one, Future was able to use those spaces during the school day. The Club also provided a safe place for students to go after school if their parents worked late and needed after-school care.

The arrangement benefitted the Boys and Girls Club as well, because during the summer, when the school stands empty, the Club's summer programming is in full swing with 300 children a day attending, and the school is used for overflow.

"Summer is our busiest time of year here at the Moseley Center," Braga said. "It's a huge help to us to use their classrooms during the summer because we have limited classroom space at the Club. We've got big areas like a teen center and the gym, but when it comes to doing small group activities, 10 to 20 kids, it's great having that classroom space."

Why has the partnership been so smooth and seamless? "Any partnership is reliant on having a great deal of trust and transparency and the same values and the same desire to put mission above everything else. And I think that's why it works so well," Braga said.

Partnering with Future made sense to city leaders as well. Garden City Mayor John Evans said there were a couple of key reasons he liked the three-way partnership. First, he said, the club provided a safe place for children to gather under supervision after school if their parents worked hours that extended beyond the school day.

Second, Future promised to serve a significant number of Garden City kids, many of them from lower-income families. "They operate at capacity, which tells me something," Evans said. "It's just an impressive place. Amanda is a good operator. The school runs smoothly. The demeanor of the school is all positive and welcoming to all students."

Future tomorrow

Clearly, Future has much to be proud of after its first five years. How do the next five years look to Cox and her staff?

There are some areas of concern. One is the ongoing gentrification of Garden City. Scores of new apartments are being built close to the school, some replacing mobile home parks where people of modest means could afford to live. Several Future families who lived on the block where the school is located have already been displaced.

This poses a direct challenge to the school's diverse-by-design model, and will require creative thinking, and transportation solutions, if Future is to remain a beacon of diversity.

Sustainability under current state funding models also worries Cox and her leadership team. Idaho funds public education at one of the lowest rates of any state in the nation, and while legislation in recent years has brought charter schools closer to funding parity with district-run schools, gaps still exist.

On top of that, philanthropists often want promising school models to spread their influence by growing or replication, something Cox is reluctant to do. Her ambition is to run one excellent school as well and efficiently as possible.

Lauren Tassos, Future's director of operations as well as a founding parent and board member, said the sky's the limit if the funding conundrum can be resolved. "We have evidence our model is working, and it gives me goosebumps to think where we will be in 10 years if we can find funding," she said. "But there is the challenge of being a standalone school that wants to keep doing what it's doing so well."

Roger Quarles of JKAF said Future needn't worry about the foundation's long-term commitment. "We don't care if she has one or 20 schools. It's really what she wants to do, and how she goes about doing it that's going to differentiate her from her peers" Quarles said. "We love their school. We love what they do. We really, really appreciate her as the leader."

Despite some concerns, Cox feels optimistic about Future's next five years. "We're stabilizing and institutionalizing, but we're continuing to innovate and iterate," she said.

“We’re not satisfied with having reached status quo where kids are learning and things are going well. We can’t ever stop that reflection and iteration process.”

- Amanda Cox



Future



futurepublicschool.org