



Vol IX, Issue II, Q-2 2020 April | May | June

## Community Engagement

*Turning Your Nonprofit Into A Powerhouse!*

### The 21st Century Charter Schools Initiative

Introduction | Structure & Characteristics  
Funding | Public Opinion | Waiting for Superman

**Make a Donation**

#### Deuteronomy 11: 19 (KJV)

<sup>19</sup>And ye shall teach them your children, speaking of them when thou sittest in thine house, and when thou walkest by the way, when thou liest down, and when thou risest up.

#### Isaiah 28: 9-10 (KJV)

<sup>9</sup>Whom shall he teach knowledge? and whom shall he make to understand doctrine? them that are weaned from the milk, and drawn from the breasts.  
<sup>10</sup>For precept must be upon precept, precept upon precept; line upon line, line upon line; here a little, and there a little:

#### Introduction

Charter schools operate in a different manner than traditional public schools. The main purpose is having an alternative means within the public school system to increase innovation in learning creative ways outside the traditionalism of the public system. Another purpose is having the teachers, both new in the system and ones that have experience, be responsible for their own education program and teaching methods.

Charter Schools in the United States offer primary or secondary education without charge to pupils who take state-mandated exams. These charter schools are subject to fewer rules, regulations, and statutes than traditional state schools, but receive less public funding than public schools, typically a fixed amount per pupil. They are non-profit entities, and can receive donations from private sources. The number of American charter schools has grown from 500 in 16 states and the District of Columbia to an estimated 6,400 in 2013-14.

#### Structure & Characteristics

Two principles are claimed to guide American charter schools: operational autonomy and accountability. Affirming students, particularly minority students in urban school districts, whose school performance is affected by social phenomena including stereotype threat, acting white, non-dominant cultural capital, and a "code of the street" may require the charter to create a carefully balanced school culture to meet peoples' needs in each unique context.

#### Funding

Generally, Public schools are funded by the government, while charter schools are funded through sponsors and grants. According to the National Center for Education Statistic and the Common Core of Data that collects public and secondary education expenditures and revenues data, approximately \$487.6 billion dollars was collected in revenues in 2005 fiscal year. The expenditures totaled \$424.6 billion also in 2005. Seventy percent of the funding was spent on instructions and instructional-related activities, while only eighteen percent was spent on the operation of the schools. Unlike public education, charter schools are awarded grants on a three-year cycle instead of year to year like public schools.

#### Public Opinion

Historically, Americans have been hesitant to the idea of Charter schools, often with more opposition than support. However, openness to Charter schools has been increasing especially among minority communities who have shifted opinions higher than the national average. A 2011 Phi Delta Kappa International-Gallup Poll reported that public support for charter schools stood at a "decade-high" of 70%.

#### Waiting for Superman

*Waiting for "Superman"* is a 2010 documentary film from director Davis Guggenheim and producer Lesley Chilcott. The film analyzes the failures of the American public education system by following several students as they strive to be accepted into a charter school.

Throughout the documentary, different aspects of the American public education system are examined. Things such as the ease in which a public school teacher achieves tenure, the inability to fire a teacher who is tenured, and how the system attempts to reprimand poorly performing teachers are shown to have an impact on the educational environment. Teaching standards are called into question as there is often conflicting bureaucracy between teaching expectations at the school, state, or federal level. The film has earned both praise and negative criticism from commentators, reformers, and educators.

[see The Advocate Magazine for References](#)  
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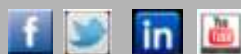
Always feel welcome to contact us directly with any questions, comments, or great ideas!

*Jack Johnson*

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Young persons from the prison pipeline  
and help redirect and restore their lives;

To Teach

New and fledgling nonprofit organizations to become  
fundable, to thrive, and to maintain compliance;

To Train

Qualified Juvenile Justice Professionals with a passion  
for effective careers in the Juvenile Justice system.

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& COMMUNITIES TO ACHIEVE THEIR FULL POTENTIAL