A. School Principal Interview Protocol

This appendix presents the protocol we used to obtain school principals’ perspectives on private giving at their schools. The information we obtained from them was used in our analysis described in Chapter 4, and ultimately led to our conclusions presented in Chapter 5.

I. School Private Support

1. How has the role of private support—in-kind and monetary—changed over time in this school, if at all? What is the impetus for the changes?

2. What is the most important factor for a school to raise private support (for example, school personnel, active parents, thriving business community, or other factors)?

3. What is your role in attracting private support? How do you attract private resources to your school?

4. What organizations, if any, operate at your school to attract private support? (Interviewer probed for the following: PTA, PTO, booster club, LEF, school council, or other organization.)

5. What are the roles of the various organizations? How do the various organizations interact with each other? To what extent do the various organizations complement or compete with each other?

6. What mechanisms do the different organizations use to attract private resources? (Interviewer probed for the following: school fund-raisers, grants, mailings, personal contacts, phone solicitation, professional fund-raiser, other mechanisms). How do the mechanisms differ for different organizations?

7. If your district has a foundation, how does the school interact with the foundation?

8. Are there specific individuals within or outside of these organizations who are particularly involved in attracting private support to your school (for example, a particular parent or teacher)? Can we contact them?
9. Who are the private givers to your school? (Interviewer probed for the following: parents, philanthropic foundations, local businesses, religious organizations, colleges, corporations, other givers). How long has each of the givers been involved with your school?

10. How would you describe the local business environment? Are there local companies that are particularly active givers? Do local businesses tend to support a single school or more than one school in a neighborhood?

11. What types of private support does your school receive?

- What types of in-kind support? (Interviewer probed for the following: volunteer time, material donations, technical assistance, other types of support.)
- What types of monetary support? (Interviewer probed for the following: donations, percentage of sales, paid endorsements, user fees, leasing of facilities and services, other types of support.)

12. What is the quantity (or relative ranking) of the different types of in-kind and monetary private support?

13. What share of the school’s budget is attributed to private monetary support? Attributed to in-kind support?

14. Does private giving tend to be discretionary or targeted? If discretionary, what percentage of the school’s flexible budget is attributed to private monetary support?

15. Do private revenues tend to be more or less restricted in their use than public resources? What types of restrictions exist on the use of private resources (legal, targeted, any other)?

16. To what extent are private resources given for short-term versus long-term uses? Has the emphasis changed over time? Are programs generally re-funded?

17. Once private resources reach your school, how are decisions made about how they are allocated?

18. At what levels are they allocated (for example, school-wide improvements, or classroom, teacher, and/or student level)?

19. For what purposes are the private resources used? (Interviewer probed for the following: professional development, salaries, materials and supplies, curriculum enhancement programs, athletics, school maintenance, scholarships, other purposes.)
20. To what extent are private resources used to fund a lot of small projects at the school versus a few large projects? Has the emphasis changed over time?

21. What are the legal facilitators or hindrances to the collection and use of private support?

22. What are the downsides to collecting private resources? What kinds of equity issues, if any, are raised by the collection of private support? Are there circumstances under which you have, or would have to, refuse a contribution?

23. To what extent do private resources provide leverage for additional public and private support? To what extent do private resources crowd out public support?

24. For schools that receive categorical support, such as Title 1 funds, interviewers asked whether the collection of categorical aid influences efforts to collect private resources.

II. District Role

25. What support, if any, does your district provide to your school in its efforts to raise private support?

26. What is the relative quantity of private resources you receive from district efforts versus school efforts to obtain private support?

27. Do you act independently or do you work with other schools in your efforts to raise private support?