B. District Interview Protocol

This appendix presents the protocol we used to gain a district perspective on private giving at schools within each district. The information we obtained from district staff members was used in our analysis described in Chapter 4, and ultimately led to our conclusions presented in Chapter 5.

I. Private Support in District

1. How does your district attract private resources? What are the different fund-raising organizations?

2. Does your district have a designated person responsible for private giving?

3. Has your district used a professional fund-raising organization to raise private support? If so, what is the name of the organization?

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

5. Who are the private givers to the district (for example, parents, philanthropic foundations, local businesses, religious organizations, colleges, corporations, other givers)?

6. How would you describe the local business environment? Are there local companies that are particularly active givers?

7. What types of private support does your district receive?

   • In-kind (volunteer time, material donations, school-to-work, other types of support)
   • Monetary (donations, percentage of sales, paid endorsements, user fees, leasing of facilities and services, other types of support)

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

9. What share of the district budget is attributed to private monetary support? Attributed to in-kind support?
10. What percentage of the district’s flexible budget is attributed to private monetary support?

11. How are private resources (donations, training, volunteer time, funds, other resources) allocated to schools in the district?

12. At what levels does your district allocate private resources (school, classroom, teacher, and/or student level)?

13. For what purposes are the private resources used?

14. To what extent are private resources given for short-term versus long-term uses?

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, other restrictions)?

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

17. 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?

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

19. How has the role of private support in this district changed over time, if at all? What is the impetus for the changes?

20. We’re particularly interested in the political climate and whether that facilitates or impedes your efforts. Please comment.

II. Schools in District

21. What makes individual schools more or less successful in bringing in private resources?

22. How does private giving differ at the school level versus the district level (different givers, different focus on in-kind versus monetary giving, other differences)?
23. What is the relative quantity of private resources received directly by the district versus directly by the individual schools?

24. Which schools in your district are particularly successful in attracting private support (including monetary and in-kind support)? Is it okay for us to contact them?