

Title Page & Abstract

An Interview with Anthony (Tony) Sanders

Part of the Abraham Lincoln Presidential Library
Education is Key – Public School Funding Oral History project

Interview # EF-A-L-2020-036

Anthony Sanders, Superintendent of the Elgin School District, the state's second largest, was interviewed on the date listed below as part of the Abraham Lincoln Presidential Library's *Education is Key – Public School Funding Oral History project*.

Interview dates & location:

Date: Jun 2, 2020 Location: Elgin, Illinois Administrative Center

Interview Format: Digital audio

Interviewer: Philip Pogue, ALPL volunteer

Transcription by: _____

Edited by: _____

Total Pages: _____ Total Time: 1:34 / 1.57 hrs

Transcript being
processed

Accessioned into the Abraham Lincoln Presidential Library Archives on April 5, 2021.

The interview is archived at the Abraham Lincoln Presidential Library in Springfield, Illinois.

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Abstract

Anthony Sanders, *Education is Key-Funding*, EF-A-L-2020-036

Biographical Information Overview of Interview: Anthony (Tony) Sanders was born in Albuquerque, New Mexico, the son of school teachers. He attended schools in New Mexico and Nevada before moving to Springfield, Il as a high school sophomore, graduating from Springfield High School in 1986. He attended Lincoln Land Community College and then the University of Illinois Springfield (Sangamon State) with an emphasis in Communications, graduating in 1991. From 1992-2005, Tony worked for the State of Illinois in a variety of positions, including the State Board of Education. In 2006 Tony became the Chief Communications Officer for the St. Louis Public Schools. He then accepted a similar position for Elgin Area School District U-46 in 2007. Four years later Tony became Chief of Staff and in 2014 the Chief Executive Office/Superintendent for the district. Tony earned a Masters in Business Administration from the New York Institute of Technology, and his Superintendent Endorsement from Aurora University. While at Aurora he is finishing his Ed. D. degree. Tony has received an honorary doctorate from Judson University and in 2015 participated at a White House summit on school discipline. At the state level, Tony has been involved with the Evidence Based School Funding formula, School Equity, COVID-19 Swat team, English Learners programs, and Early Childhood expansion.

Dr. Sanders examines Illinois's school funding from his diverse experiences at the Illinois State Board of Education, St Louis Public Schools and through positions at Elgin U-46, the second largest school district in Illinois. He looks at the problems created with the prior school aid formula, the revenue needed to provide an adequate education which was frozen at \$6,119, the pro-ration of general state aid which unfairly hurt the poorest districts, and the efforts to fix the funding problem that eventually led to the adoption of the Evidence Based Funding model (EBF). Tony also discusses the cutbacks needed when the Elgin School District budget was out of balance by \$40 million and the positive impact that passage of EBF had on school districts. He reviewed the sources of district funding, impact of TIF districts and other subjects, including a legislative effort to have Illinois recognize the district as being centrally in Cook rather than Kane County, plus the impact that the COVID-19 pandemic had on the school district such as the adoption of remote learning, additional expenses, summer school and the impact on graduation.

Subject Headings/Key Words: Elgin Area School District U-46; history of former Illinois school aid formulas; Evidence Based School Funding Model; recruiting bilingual teachers; impact of COVID-19 pandemic;

Notes to the Reader: Readers of the oral history memoir should bear in mind that this is a transcript of the spoken word, and that the interviewer, interviewee and editor sought to preserve the informal, conversational style that is inherent in such historical sources. The Abraham Lincoln Presidential Library is not responsible for the factual accuracy of the memoir, nor for the views expressed therein. We leave these for the reader to judge.

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