

# Title Page & Abstract

An Interview with William (Bill) Phillips Ed.D

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

Interview # EF-A-L-2020-038

William (Bill) Phillips, Associate Professor of Educational Leadership at the University of Illinois Springfield, 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 29, 2020    Location: University of Illinois-Springfield

Interview Format: Digital audio

Interviewer: Philip Pogue, ALPL volunteer

Transcription by: \_\_\_\_\_

Edited by: \_\_\_\_\_

Total Pages: \_\_\_\_\_    Total Time: 1:30 / 1.5 hrs

Accessioned into the Abraham Lincoln Presidential Library Archives on ( 3/26/2021 ).

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

Interview being  
processed

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## Abstract

### William Phillips, *Education is Key—Funding*, EF-A-L-2020-038

**Biographical Information Overview of Interview:** Bill Phillips was born in June 1946 in Benton, Illinois, and grew up in Chenoa, the son of school teachers. He spent a few months in Norway as a foreign exchange student during high school and attended Illinois State University, where he majored in history and German. Upon graduation in 1968, he got married, taught school in Pontiac for a year, then was drafted into the United States Army. He served in Vietnam in 1970. Dr. William Phillips is an Associate Professor of Educational Leadership at the University of Illinois Springfield. He had earned degrees from Illinois State University (BA & MA) and the University of Illinois (Doctor of Education). He served as chairman of the Reorganization Committee of the Illinois Association of School Business Officials, and serves on the State Board of Education Task Force on Reorganization (1999 & 2006). Dr. Phillips also has served a school district Superintendent in the Metro East area.

Dr. Phillips looked at the content of a University of Illinois-Springfield school finance course and how it can be taught both in person or via online work. The course work also varies with the makeup of the class, whether it be teachers, principals, or those seeking superintendent or business official endorsements. He discussed how school districts are funded (local, state, and federal), the role of the property tax and county sales tax, levies, school budgets, bond sales, fund transfers, corporate personal property replacement tax, tax caps, state aid school funding formulas, and building expenditure reporting required by the new Every Student Succeeds Act (ESSA). Dr. Phillips also reviewed the goals of the current school funding formula (Evidence Based), the impact of the COVID-19 shutdown, and how tougher school funding challenges for 2020-21 will impact school operations. Phillips examined the reasons for the decline in school reorganizations (costs of salary mergers) and the reorganization desire by some in the General Assembly who submit reorganization bills. Upcoming school challenges were covered, including pension costs and possible pension cost shifting, a new minimum wage, statewide teacher shortages, costs from the pandemic, remote learning, and possible property tax freezes.

**Subject Headings/Key Words:** University of Illinois-Springfield; school finance course during pandemic; school district funding sources; Illinois's Evidence Based School Funding model; Illinois school reorganizations from 2017-2020; pension costs for educators; decisions on reopening schools; Corporate Personal Property Replacement tax; Illinois teacher shortage

**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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