

Title Page & Abstract

An Interview with Joshua (Josh) Cauhorn

Part of the Abraham Lincoln Presidential Library
Illinois Public School Funding Oral History project

Interview # EF-A-L-2018-067

Joshua Calhoun, who discussed his research on Illinois school funding while at Loyola University, was interviewed on the date listed below as part of the Abraham Lincoln Presidential Library's *Education is Key-Alternatives in Education Oral History project*.

Interview dates & location:

Date: Nov 7, 2018 Location: Chicago, Illinois

Interview Format: Digital audio

Interviewer: Philip Pogue, ALPL volunteer

Transcription by: _____

Edited by: _____

Total Pages: _____ Total Time: 1:16 / 1.27 hrs

Accessioned into the Abraham Lincoln Presidential Library Archives on April 3, 2019.

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

Interview being
processed

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Abstract

Joshua Cauhorn, *Illinois Public School Funding*, EF-A-L-2018-067

Biographical Information Overview of Interview: Josh Cauhorn was born in Chicago, Illinois in 1986. He grew up in Avilla, Indiana and graduated from East Noble High School in 2005. Josh then attended Huntington University, majoring in teacher education and English, graduating in 2009. Josh returned to Chicago taking a teaching position at Chicago Hope Academy, a newer non-denominational Christian High School which stressed diversity and high academic standards. Josh taught English, debate, logic, and writing at Hope for three years. He then attended Loyola University Law School, where he earned a J.D. law degree. He was hired at Burke, Warren, MacKay, and Serritella, where he worked at the time of this interview. Josh also has been a Mercy Home Associate Board Member, served on the Regional Strategy Team for Illinois Leaders for Educational Equity, and is a member of the Chicago Hope Board of Directors. He has earned numerous awards in the legal field and serves as an instructor and coach at Loyola University in the Philip H. Corboy Fellowship Advocacy. He has published *Turning Streams into a River: The Case for Integrating Preschool into the School Funding Formula* (2013) and *The Search for the Magic Formula: History of Illinois School Funding Reform* (2015).

This interview covers the historical and judicial review published by the University of Pennsylvania's *Journal of Law and Social Change*, which examined the issue from the 1970 Illinois State Constitution through 2014, leading to legislation creating a new funding evidence-based model in 2017. This historical review explored the vague language found in the 1970 Illinois State Constitution's Article X and the Constitution's education clause on the role of state funding. Also discussed were the national court cases that led to a major Illinois state funding reform of 1973 and what Cauhorn characterized as a golden age in state funding. He then discussed a period of steady erosion in state funding that led to the greater use of the property tax to provide for school district funding. Thus, the zip code and local wealth became a key factor in district school funding. This led to greater equity and adequacy issues. He also discussed the patches made which attempted to keep state funding available to the poorest school districts, and the many court cases aimed at forcing increased state funding, the reasons for the Illinois Supreme Court declining to rule on requiring increased state funding, and the 2014 Education Funding Advisory Council that eventually was successful in finding a legislative solution in 2017. Cauhorn also reviewed the Property Tax Extension Limitation Act (PTELL), the choice of funding methods for school districts, the poverty grant calculation, Chicago Public School funding and block grants and the unsuccessful effort to amend Article X of the State Constitution (1991).

Subject Headings/Key Words: Illinois State Constitution of 1970; Illinois Constitution's Article X (Education Clause); court cases dealing with school funding issues; PTELL (Property Tax Extension Limitation Act); Augenblick and Meyers work on funding reform; 2017 education funding legislation; Education Funding Advisory Board; Education Funding Advisory Council

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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