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**Sent via Certified Mail – Return Receipt Requested**

**Date:** January 12, 2025

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**Office of the Illinois Attorney General**

**Attn: Opinions Bureau**

500 South Second Street  
Springfield, IL 62701

**Subject:** Request for Attorney General Guidance on Whether Referendum-Related Polling & Surveying Constitutes "Prohibited Political Activity" Under the State Officials and Employees Ethics Act

**To:** Office of the Illinois Attorney General  
Public Integrity Bureau / General Law Bureau

Dear Attorney General Raoul:

I am writing to request a formal opinion or written guidance from your office regarding the applicability of the [State Officials and Employees Ethics Act](#) (5 ILCS 430), specifically the statutory definitions and restrictions concerning "prohibited political activity," as they relate to the use of taxpayer resources for surveying potential or actual voters and for planning, conducting, or participating in public opinion polls connected to a ballot referendum.

Per (5 ILCS 430/1-5) "Prohibited political activity" means:

(4) "Planning, conducting, or participating in a public opinion poll in connection with a campaign for elective office or on behalf of a political organization for political purposes or for or against any referendum question."

(5) "Surveying or gathering information from potential or actual voters in an election to determine probable vote outcome in connection with a campaign for elective office or on

behalf of a political organization for political purposes or for or against any referendum question.”

Together, these provisions establish that polling or voter-survey activities tied to a referendum - especially when used to shape messaging, assess voter sentiment, or guide campaign strategy - are strictly prohibited political activities when carried out with taxpayer funds, public equipment, or employee compensated time.

The language in the [Model Ethics Ordinance](#) guidelines published by the Attorney General’s office suggests that polling/surveying commissioned and paid for by a local government body likely falls under “prohibited political activity”. However, there’s **no publicly available AG opinion** explicitly ruling on whether public-opinion polling or surveying potential voters on prospective referendums generally violates the Ethics Act.

## Background

These Ethics Act provisions appear highly relevant to recent Township High School District 214 activity as reported in the Daily Herald article titled [“After public polling, District 214 may scale back potential referendum ask”](#) **(Enclosed)**

According to the article, District 214 commissioned public-opinion polling and a community outreach campaign plan that relates directly to a possible upcoming referendum. According to [board documents from June 26, 2025](#), this polling and surveying of potential or actual voters was conducted with public resources under an \$80,000 contract with EO Sullivan, a political consulting firm. **(Enclosed)**

Documents obtained from that meeting also include Presentation to D214 from EO Sullivan Consulting, referencing **“support their plan”, “political experience”, “We have won”, “Dealing with an anti-tax mood”, “Transition to Campaign Committee”** all indications the services are political in nature with the purpose of using public funds to influence the outcome of an election. **(Enclosed)**

In a “Proposal for Consulting Services – Custom Engagement Program” it makes repeated references to election activities including, **“securing community support for the plan”, “we aren’t just developing a winning plan and passing a referendum”, “specialize in community engagement and political campaigns.”** **(Enclosed)**

An internal document titled **“HS D214 Menu Survey Script,”** prepared by EO Sullivan Consulting, sets forth the questions used in a survey that was ultimately administered to the public on behalf of High School District 214. The survey presents respondents with *low*, *medium*, and *high* funding scenarios, each expressly linked to an “average tax increase,” and then asks the direct question: *“Do you support or oppose this funding level?”* This

framing appears designed to measure public support or opposition to specific tax-increase proposals and closely tracks the structure of potential referendum questions.

The Ethics Act expressly prohibits the use of public resources for *“the planning, conducting, or participating in any public opinion polling or survey... designed to measure or influence public opinion in connection with a referendum or election.”* (5 ILCS 430/5-15). When read together with the Act’s ban on using public funds or compensated time *“to influence the outcome of any election or referendum”* (5 ILCS 430/5-5), the statute leaves little ambiguity that taxpayer-funded polling to test voter support for a potential ballot question falls squarely within the category of prohibited political activity.

In the case of District 214, the district authorized and financed a professional opinion-research poll designed to measure voter sentiment, test tax-related funding scenarios, and identify the conditions under which voters would support a potential tax-hike ballot question. These activities constitute surveying voters in connection with a prospective referendum—conduct the Ethics Act identifies as prohibited political activity when undertaken using taxpayer resources or employee work time. Accordingly, the district’s use of public funds to commission and conduct this polling raises a serious question as to whether it crossed the statutory boundary separating permissible governmental information-gathering from impermissible political electioneering at public expense.

### **Request for Clarification**

Given the potential statewide implications for local governments, and because District 214’s actions raise immediate compliance concerns, I respectfully request guidance on the following:

1. Does a public body’s commissioning of polling that is specifically related to a ballot referendum constitute “prohibited political activity” under the State Officials and Employees Ethics Act?
2. If the polling is used (directly or indirectly) to shape referendum messaging, strategy, public communications, or campaign decision-making, does this constitute an impermissible use of public funds or employee compensated time?
3. What criteria should be applied to determine whether polling related to a ballot question is considered political in nature?
4. If such polling is prohibited, what remedies or enforcement mechanisms apply to a school district or its officials who authorize or participate in this activity?

Because District 214’s actions may involve the misuse of taxpayer funds for political purposes—and because intentional disregard of the Ethics Act could constitute official

misconduct under 720 ILCS 5/33-3—I respectfully request that your office review this matter and provide appropriate guidance.

Thank you for your attention to this important issue. I appreciate any clarification your office can provide to ensure consistent compliance with Illinois ethics laws.

Sincerely,

**Brian Costin**

**Deputy State Director**

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News

## After public polling, District 214 may scale back potential referendum ask



Survey results released by Northwest Suburban High School District 214 show replacement of building mechanicals, such as these old boilers, are among the public's top priorities. But some school board members remain skeptical that a tax increase to fund the work would pass. *Courtesy of District 214*



Christopher Placek

Posted November 14, 2025 6:50 pm

Survey data shows public support for a potential referendum in Northwest Suburban High School District 214 — but at a much lower level than the district's potential \$900 million ask — while some school board members

remain skeptical a tax increase could pass at the ballot box.

Online and in-person questionnaires completed at a public engagement session in recent weeks found a majority of the 1,717 respondents favored spending \$400 million on facility upgrades — characterized as the “low” option of three possible funding levels.

It would yield a yearly tax increase of roughly \$198 for the owner of a \$396,500 house, district officials estimate.

A separate phone survey of 547 people also ranked that option highest.



Nearly 30 members of a community committee convened by the district favored the so-called “medium” funding level, which would pour \$600 million into renovations at a \$310 annual tax impact. The group is composed of parents, teachers, residents, business owners, elected officials and civic leaders.

The highest funding level envisioned \$800 million worth of upgrades at a \$421 annual tax impact, though the district’s facility plan contemplates a maximum of \$912.5 million in upgrades.

The district’s community engagement consultant that conducted the polling, EO Sullivan, has recommended officials reduce the proposed funding levels for what is considered “medium” and “high” as they prepare to take another round of surveys.

The process formally launched with the hiring of the consultant in June but is expected to ramp up as school board members decide whether to pursue what would be the Arlington Heights-based district’s first referendum in more than five decades.

“We know based on this feedback that top funding level that was tested is not going to work,” Collin Corbett, a strategist with EO Sullivan, told board members Thursday night. “We’re going to have to lower those funding levels as we move forward to this next phase of the process.”

Survey data from phone, online and in-person polls showed projects on infrastructure, mechanicals, and safety, security and accessibility were ranked as the highest priorities. Work to modernize main school building entrances, build three new swimming pools and improve collaborative learning areas were rated lowest.

Corbett also recommended removing the lowest-rated projects from consideration.

Some board members questioned the survey results and whether they reflected public sentiment in the district. Others suggested the upcoming March 17, 2026, election would be too soon for a potential referendum; to get on the ballot, board members would have to take action at their Dec. 11 meeting.

Frank Fiarito said he couldn't support going out for a referendum without additional community meetings to outline the specific facility needs at each school. He says he's concerned people may not be receptive to another tax increase.



Frank Fiarito

"We saw firsthand how bad some of our facilities are in certain places. But to me, personally, I saw some of what we saw as being wants and some of it being needs," said Fiarito, of Mount Prospect. "And we truly do have needs in our

district. And whether they were not taken care of 10 years ago, 15 years ago, 25 years ago — that's water under the bridge now. We have to look to the future and not look at what we didn't do many years ago."

The comment triggered a pointed response from Bill Dussling, the board's longest-tenured member of 27 years.

"We have spent a lot of money over the years — and I've been part of that — spending that money to keep this place running," said Dussling, of Arlington Heights. "So I take great exception to the fact that you're talking about us not doing our job when you weren't here. That bothers me. Because I've been here and we've done our job. And we've done our job damn well."



Bill Dussling



Superintendent Scott Rowe said the district has spent \$196 million on renovations across the district over the last decade.

“We are listening, and the feedback really, really matters,” Rowe said. “We are not committing to a referendum. We are engaged in a conversation with the community for feedback so we can shape our path forward and address the needs of our buildings.”



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**High School District 214**  
2121 South Goebbert Road  
Arlington Heights, Illinois 60005  
847-718-7600 | [www.d214.org](http://www.d214.org)

**Dr. Scott Rowe**  
Superintendent

Date: June 12, 2025  
To: Board of Education  
From: Patrick Mogge, Director of Community Engagement and Outreach  
Subject: Recommendation to Engage EOSullivan for Community Feedback on Facility Needs Planning

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**Background:**

In response to the Board's charge from the February 27, 2025, Board of Education Workshop to identify a communications partner to support community engagement related to the district's long-term capital improvement needs, the administration conducted a thorough search and interview process involving eight firms with expertise in community engagement and referendum planning. Based on this review, the administration recommends entering into a consulting agreement with EOSullivan.

The firm brings deep experience in public sector engagement, strategic communications, and facilitating community-led planning processes. By working with EOSullivan, the district will be equipped to engage the community regarding facility needs and gather meaningful feedback to help shape the path forward. Engaging with EOSullivan does not constitute a decision to place a referendum on the ballot. The firm's role is to support transparent, inclusive outreach so the Board can determine whether its priorities align with the expectations of taxpayers and community stakeholders.

**Administrative Considerations:**

EOSullivan's engagement model follows a four-phase structure designed to build broad-based community understanding and support:

- **Phase 1: Preparation and Committee Launch**  
The consultant will work with the district to establish a community committee, identify key influencers, develop messaging, and begin initial online engagement.
- **Phase 2: Exploration and Community Input**  
A "menu" of potential facility projects and funding mechanisms will be developed. Public engagement will include community events and a combination of scientific and anecdotal surveys.
- **Phase 3: Testing and Plan Refinement**  
Community-driven plan options will be presented and tested through additional engagement, with feedback used to refine the direction.
- **Phase 4: Final Plan and Public Education**  
A final, consensus-driven plan will be shared with the community. Public education efforts will support understanding and awareness. The district may evaluate ballot timing and requirements if a referendum is deemed necessary in the future, but no such decision is being made at this time.

The total cost of the engagement services is \$80,000, with an additional \$10,000 for polling. Funding for the project will come through the Community Engagement and Outreach Department budget.

EOSullivan will guide the process with a focus on transparency and community input, ensuring that if a referendum becomes necessary, it is based on well-informed public feedback and shared priorities.

**Recommendation:**

That the Board of Education approve an agreement with EOSullivan Consulting in the amount of \$80,000, with \$10,000 for polling, to support the district's community engagement efforts across four key phases. The administration recommends this partnership as a proactive step to engage the community regarding our facility needs and gather feedback, not as a commitment to a referendum, but as part of a collaborative, informed decision-making process.

## HIGH SCHOOL DISTRICT 214

### PROPOSAL FOR CONSULTING SERVICES – CUSTOM ENGAGEMENT PROGRAM

March 7, 2025

*This Agreement contains proprietary information and may not be distributed to any other entity or person not associated with or in the employment of HIGH SCHOOL DISTRICT 214.*

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## SITUATION ANALYSIS

High School District 214 (hereinafter: D214) is seeking to engage the community in a collaboration to determine the future of their school district and potential community buy-in for the enhancements and investments necessary to achieve that vision. They are looking for a partner to help them develop and execute a comprehensive communication strategy, conduct community engagement, generate a consensus plan, conduct an education campaign, and secure community support for the plan.

EOSullivan Consulting (hereinafter: EOS) is an Illinois-based firm that specializes in driving consensus. As a former state legislator, Ed Sullivan spent 14 years at the forefront of the toughest issue debates in Springfield, where he became known as the consensus-maker for bringing all parties together to achieve progress. Sullivan also spent 24 years leading in local government as an assessor, earning him the standing as one of the foremost property tax experts in Illinois. With a passion for improving education in our home state, EOS is excited for the opportunity to partner with D214.

## WHY EOS?

EOS specializes in bringing school districts and their communities together. This is needed more than ever in this era of division, misinformation, and anger. We aren't just developing a winning plan and passing a referendum—we're setting up school districts for long term success.

If you are simply looking for a consulting company to sell your plan to your community, we're happy to discuss how we could assist, but we are likely not the best option for you. Our main competitor uses "community engagement" language but really just tries to get your community on board with what you want. If this is what you prefer, we respect that.

If, instead, you are ready to truly engage your community, we are the best fit for you. We are called to districts that have seen the biggest challenges, the most division, and even multiple referendum failures in the past, because our process works. We bring your entire community together, helping each side listen to the other and collaborating on a consensus path forward that allows entire communities to celebrate their schools together.

In addition to being more affordable than our competition, there are three advantages that truly set us apart:

- We Are Local & Know Illinois: Not only are we located here in Illinois and invested in our home state, we've spent decades working in every community throughout this state. We know how the residents of your district think, what matters to them, and what will earn their support. We have relationships with key influencers in and around your district. And we will be with you, by your side, instead of simply supporting you remotely or sending subcontractors. None of our competitors can say that.
- We Bring Local Government & Political Experience: Our competitors come from other fields, like architecture firms and polling companies, and don't specialize in community engagement and political campaigns. The EOS-Cor partnership brings unmatched experience in all aspects of this process, allowing us to ensure every decision you make is one that will play favorably now and into the future.
- We Conduct True Community Engagement: Putting out a mail survey or holding a few sparsely attended committee meetings is not community engagement. We have developed a process that truly engages your entire community, not just those with ties to your district, so they feel fully involved in the process and you can confidently make decisions you know are aligned with your community's wishes.



## OUR UNIQUE DATA GATHERING PROCESS

Our team of data experts are sought after nationally for their ability to accurately model public opinion and predict voter behavior, conducting data work for hundreds of clients including school districts, municipalities, colleges, and other government entities and civic organizations. This includes conducting over 250 surveys in the Chicagoland region as well as conducting engagement programs in multiple languages to ensure every community member has the opportunity to participate in the process.

These experts have developed a three-track process by which we gather data during community engagement, helping us engage as many district residents as possible while giving the board and administration the scientifically accurate data needed to make decisions.

- Intuitive: Nowadays, unfortunately, most people make decisions based on their intuition—their immediate, gut reactions. We must track the community's intuitive feelings throughout this process to know where people stand before being educated. We use several methods to gather this data, primarily scientific surveys.
- Informed: The more people become informed, the more they tend to be supportive. We need to identify how individuals feel after being educated so we can predict how public opinion will change as they learn more. We gather this data through multiple methods, especially a community committee.
- Passionate: Strongly passionate individuals in the community can influence others to their position. As a result, it is vital we identify the level of passion within segments of the community supporting or opposing specific things. This data is gathered throughout, though one of the best methods is through public forums.

## OUR PROVEN COMMUNITY ENGAGEMENT APPROACH

Our approach is based on the tried-and-true engagement funnel, both to maximize community engagement and to arrive at a consensus final plan.

Phase 1: Engagement begins by making the public aware of the effort, educating them on the district's challenges and opportunities, and allowing them to provide general feedback so we can ensure their concerns are addressed and priorities included when we narrow feedback to specific projects.

Phase 2: We then work with the district and district's experts to create a menu of potential individual projects, infrastructure solutions, funding methods, and funding levels. We gather feedback from the community on each item contained in the menu to learn their priorities and willingness to fund a corresponding plan.

Phase 3: Armed with community feedback, we again work with the district and district's experts to narrow to specific options for the community to consider. This drives consensus on a final plan.

Phase 4: Equipped with the data from the community engagement and survey research, we will work with the administration, the district's experts, and the board to determine the best possible course forward and finalize the plan. We then publicize the final plan and conduct a community education program to educate the public on the plan, answer their questions, and motivate people to vote so their voices are heard.



## THE METHODS WE WILL USE

Below is a detailed explanation of the methods we will use to conduct this community engagement effort. The exact plan will be customized in coordination with the district.

### MESSAGING

It is imperative we consistently educate the public and influencers on the positive accomplishments of the district, the need to invest in the schools, and areas they would see improvement if those investments are made. This will lead to a stronger relationship between residents and their schools, increased favorability for the school district, and community investment in the engagement process and final plan.

To accomplish this, we will work with the district to develop effective messaging that will be used by all individuals and entities involved in this effort. We will provide direct support and training to ensure everyone is comfortable with the messaging and effective in its delivery. We will help the district engage key influencers directly so they are equipped to answer any questions they may receive. And we will assist the district in developing necessary marketing materials by providing content for brochures, flyers, a website portal, social media posts, and videos.

### PUBLIC ENGAGEMENT

The public needs to see there are opportunities for them to attend engagement sessions, whether in person or virtual. For those who attend, these are excellent opportunities to be part of this community-driven effort. For those who do not attend, they are comfortable knowing the process was transparent and collaborative.

Engagement sessions are public, town hall style events held at various in-person locations as well as virtual and conducted on different days of the week and/or different times so all community members have the opportunity to attend. These sessions are often also translated into different languages, though some districts prefer to have specific town halls specially for non-English speaking community members.

The town halls start with a presentation based on the messaging, detailing the district's needs and challenges then presenting the potential projects, funding solutions, funding methods, and funding levels from the menu. Then there is a break where attendees can review boards with details for all projects under consideration and staff near to answer questions. The event then concludes with a public Q&A, and all attendees are encouraged to share their priorities and thoughts via digital and/or paper feedback forms.

### COMMUNITY COMMITTEE

For this process to be successful, we need a committee of dedicated individuals who will provide direct input throughout the entire process. The committee will be made up of a cross-section of district stakeholders: parents, students, taxpayers without children in the schools, business leaders, teachers, and administration.

The committee will be tasked with the responsibility of actively gathering input from their contacts within the community and sharing that feedback with the district. We will hold at least one meeting of the community committee during each phase to provide them information, answer their questions, and solicit their feedback.

In Phase 4, once the plan is complete, oftentimes this committee transitions into a community-based committee to take the lead on informing the public of the final plan, especially if that plan becomes a referendum.



## SCIENTIFIC SURVEY RESEARCH

A successful process and outcome is driven by unbiased data. Using surveys, we can gather that data in a way that accurately reflects the opinions of every member of the district. *(Note: Most of our clients prefer phone surveys for their accuracy and cost effectiveness, so that is what is included in this proposal. We have extensive experience conducting all types of surveys, including mail, text, and online, so if another method is preferred by the district we can adjust as necessary.)*

We recommend conducting two surveys. The first, called a menu survey, is taken during Phase 2. It tests opinions of the full list of potential projects, funding solutions, funding methods, and funding levels, both their individual levels of support and priority ranking. This survey also tests the favorability of the school district. The second, called an options survey, is taken during Phase 3. It tests the final options, both their individual levels of support and priority ranking. If desired, survey respondents can be given the option to take the survey in English or Spanish.

## FINAL PLAN & REFERENDUM DEVELOPMENT

Equipped with the data from the public engagement, community committee, and survey research, we will work with the administration, the district's experts, and the board to determine the best possible course forward and finalize the plan. This includes determining funding options/levels and which projects should be funded.

We will then work with the district's board and local counsel to craft the ballot question. We will also help the district determine when to put the referendum on the ballot, using our knowledge of the political landscape and ability to predict the makeup of electorates.

## COMMUNITY EDUCATION

Once the plan is finalized by the administration and board, we must actively work to educate the public on how this community-driven plan was developed, the challenges the plan overcomes, and the benefits the plan will achieve for students and the community.

Working with the district, we will directly engage the public using a variety of methods. This includes a series of in person and virtual town hall style events open to all members of the public. It includes tours of the district's facilities most impacted by the plan. It includes scheduling district representatives to speak at local government, civic organization, and community group meetings. And it includes providing information directly to school-related organizations, such as PTAs, booster clubs, and foundations.





## COMMUNICATIONS & MARKETING

Unfortunately, because members of the public lead busy lives, they often don't have time to come to you for information—you must bring your information to them as conveniently and concisely as possible. That is why we must conduct effective communications and marketing efforts to ensure our informational message is heard by as many residents as possible.

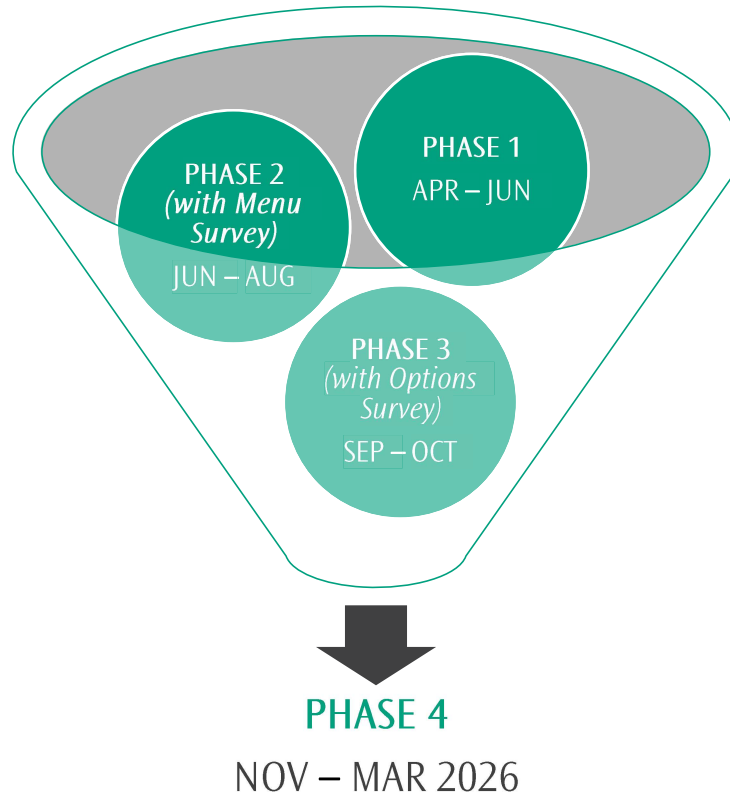
We will work with the district to develop a plan, budget, and calendar for these outreach efforts. This plan will utilize the district's current communications channels, including newsletters, emails, social media, fliers, and articles. The plan will also include paid channels such as detailed mailings, interactive tele town halls, and social media boosts, if budget allows since these channels have associated costs.

In addition, we will assist the district in expanding its online presence regarding the informational message by providing a content calendar with suggested social media posts and counseling the district on digital advertising strategies and how to effectively monitor online conversations and when to respond to comments.

Finally, our public relations team will work to secure media coverage for the district, including news stories, interviews with district leaders, and opinion pieces such as op-eds and letters to the editor. Using our relationships with local and regional media, we will actively build and strengthen media relationships for the district, monitor coverage, and assist the district with responding to all related inquiries.



## TIMELINE & DELIVERABLES



*Note: Based on scheduling of public presentations and board meetings, the timeline could alter in detail but not in substance. A more detailed timeline will be developed in partnership with the district.*

### PHASE 1 (APRIL 2025 – JUNE 2025)

- Develop Community Engagement Messaging
- Actively Push Messaging Internally and Externally
- Create Community Committee
- Hold 1<sup>st</sup> Meeting of Community Committee, with Presentation Based on Messaging
- Put Presentation from 1<sup>st</sup> Committee Meeting on Website Along with Feedback Form
- Actively Encourage Members of the Public to Provide Their Feedback Via the Online Feedback Form
- Develop Report of Phase 1 Activities to Inform Phase 2 Activities
- (Administration) Report to Board on Phase 1 Activities at Public Board Meeting

### PHASE 2 (JUNE 2025 – AUGUST 2025)

- Develop Menu of Potential Projects, Infrastructure Solutions, Funding Levels, & Funding Mechanisms
- Hold 2<sup>nd</sup> Committee Meeting, with Presentation Based on Menu
- Execute Menu Survey
- Put Presentation from 2<sup>nd</sup> Committee Meeting on Website Along with Feedback Form
- Hold 3-5 Public Engagement Sessions



- Develop Report of Phase 2 Activities to Inform Phase 3 Activities
- (Administration) Report to Board on Phase 2 Activities at Public Board Meeting

### **PHASE 3 (SEPTEMBER 2025 – OCTOBER 2025)**

- Develop 3 Options at Various Funding Levels (low/medium/high)
- Hold 3<sup>rd</sup> Committee Meeting, with Presentation on 3 Options
- Execute Options Survey
- Develop Report on Phase 3 Activities to Inform Final Plan
- (Administration) Report to Board on Phase 3 Activities at Public Board Meeting

### **PHASE 4 (NOVEMBER 2025 – MARCH 2026)**

- Develop Final Plan with List of Projects & Corresponding Funding
- Develop Ballot Question
- Develop Informational Messaging
- Hold 4<sup>th</sup> Committee Meeting, with Presentation on Final Plan Based on Informational Messaging
- Publicize Final Plan Using Informational Messaging
- Board Publicly Deliberates and Approves Final Plan & Ballot Question
- Conduct Community Education Program



## EXPERTISE & SUCCESS

Since 2018, EOS has run 23 community engagement programs in Illinois that led to referendums, posting a 91% win rate with a 25% margin of victory, securing nearly \$1.5 billion in funding for Illinois school districts. In the November 2024 election, EOS won 4 out of 5 school referendums and the loss was by literally one vote.

### We Win After Previous Failed Referendums Efforts

- Barrington District 220 was unsuccessful in passing a referendum in 2019 due to coordinated community opposition. With our assistance, they overwhelmingly passed a \$147 million referendum in 2020 with over 61% of the vote. We achieved this success by running an effective targeted campaign to specific subsets of voters in the four different counties within the district. (We have since passed a second referendum for D220, securing them another \$64 million in 2024.)
- Wheaton District 200 had to make certain upgrades to their facilities to comply with state and federal mandates, but the community had rejected the work as part of referendums in 2013 and 2017, generating significant opposition. We helped the district repair their relationship with the community in 2018 and passed a referendum 72% to 28% that allowed them to move forward. This was the largest margin of victory (44%) of any referendum in the county. (We have since passed a second referendum for D200, securing them \$151.5 million by a margin of 68% to 32% in 2024.)

### We Win In High Minority Population Districts

- Berkeley School District 87 faced aging infrastructure, overcrowding, inadequate spaces, and significant life safety and security needs because this tier-1 school was funded at only 59% of their needs. Over months of community engagement in 2020, we brought parents, community leaders, and taxpayers together to pass a \$105 million referendum with 66% of the vote that will enhance education in the district for generations.
- Wheeling District 21 sought significant funding for facility improvements in 2018. This \$69 million referendum was extra challenging because it was a tax increase in a lower-income community frustrated with property taxes. We were successful and voters overwhelmingly approved the referendum 73% to 27%. The winning margin, 46%, was the largest margin of victory of any referendum in the county and surrounding region.

### We Win In Anti-Tax Communities

- McHenry District 156 had ambitious plans in 2018, but their community had overwhelmingly rejected three previous referendums (by 30% in 2013, by 46% in 2010, & by 42% in 2010). With only 3 months to run our program, we passed their \$44 million referendum by nearly 13% (56%-44%). Making this more impressive, two other referendums were on the ballot in that area and both lost by large margins (31%-69% and 39%-61%).
- Lake Zurich District 95 needed over \$100 million in funding in 2018 to provide safer, healthier, 21st-century learning environments for students. Our efforts were wildly successful, with the referendum winning by an over 2-to-1 margin (68%-32%). This was the largest bond issue approved in Lake County in years, and at the time one of only six school district referendums to succeed in Lake County since 2010.

### We Win In Unique Districts & Divided Communities

- Harper College was seeking \$180 million in funding. The district's size, about the size of a congressional district, combined with their very limited campaign budget, made this effort especially challenging. Despite the uphill battle, we were able to win overwhelmingly, 62%-39%. The 2018 winning margin of 23% was over double Harper's winning margin in 2008, and it was achieved while spending 10% less than the previous decade's campaign.
- Elmwood Park District 401 had crumbling elementary schools nearing 100 years old. Years of attempts to bring the community together to identify a solution had been unsuccessful, as this district is split down the middle by train tracks and incredibly divided. We successfully brought these factions together to agree on a consensus plan, then worked with the community to pass the corresponding \$55 million referendum with 62% of the vote.





### We Win Complicated DSEB and Limiting Rate Increase Referendums

- McLean County Unit 5 had been deficit spending for years, relying on costly working cash bonds and cutting programs to stay afloat. The district needed to pass a significant 88-cent education rate increase. Our community engagement process educated the public on the district's needs and what led to this crisis, helping them identify funding priorities. Voters approved the referendum 59% to 41% in 2023 and programs were restored.
- Lemont District 210 needed additional funds to modernize classrooms and replace aging infrastructure and mechanicals at their high school. As a more sustainable solution, the district pursued a Debt Service Extension Base (DSEB) increase in 2022. With limited time, we helped the district educate taxpayers how the DSEB increase would impact them, leading to voters approving the referendum 52% to 48%

## EOS TEAM

EOS has an entire team, internal and external, that works together to provide the services detailed in this agreement. For ease of communication, the below team members have been assigned as the primary points of contact for the roles listed and they will communicate with the rest of our team as needed. EOS retains the right to adjust our team as necessary to ensure we are providing the best possible support to our clients.

- |  |  |
|--|--|
| • Ed Sullivan: Strategy & Influencers  | • Ryan Kilduff: Operations             |
| • Collin Corbett: Strategy & Messaging | • Lane Davis: Communications & Content |
| • Rich Carter: Community Engagement    | • Abe Levy: Data & Technology          |

## TEAM QUALIFICATIONS

**Rich Carter (Operations, EOSullivan Consulting)** – Rich Carter has led community engagement operations at EOSullivan Consulting since 2019, assisting dozens of local governments in Illinois with efforts to develop a plan for the future that is driven by the community. Prior to 2019, Carter led communications and outreach efforts for several high-profile statewide and federal officials, designing and successfully implementing positive messaging campaigns. He was most recently Deputy Chief of Staff/Communications for Illinois Lt. Governor Evelyn Sanguinetti and previously served as Spokesman for former Illinois Comptroller Leslie Geissler Munger and former U.S. Rep. Don Manzullo, who served the people of Northern Illinois for 20 years. Carter also previously led the Comptroller's Public Affairs Team that provided outreach as the primary liaison between our state's Chief Financial Officer and thousands of local governments, non-profit organizations, business groups, and civic organizations throughout the State of Illinois. Carter is an effective media and public affairs strategist because he knows how reporters and editors think. From 1988 to 1997, he advanced from municipal reporter to political writer to news editor, eventually managing 15 journalists and running the news operation for the Northwest Herald, then a 35,000-circulation daily newspaper in McHenry County, Illinois. He was recognized 10 times for his exceptional news stories by the Associated Press, Illinois Press Association, Suburban Newspapers of America, and National Newspaper Association. Carter resides in Cary, IL with his wife, Michelle, and four children.

**Ed Sullivan (Owner, EOSullivan Consulting)** – As a former state legislator, Ed Sullivan spent 14 years at the forefront of the toughest issue debates in Springfield, where he became known as the consensus-maker for bringing all parties together to achieve progress. Sullivan also spent 24 years leading in local government as a township assessor, earning him the standing as one of the foremost property tax experts in Illinois. With a passion for improving education in our home state, Sullivan is excited for the opportunity to partner with D214. Sullivan received numerous honors during his legislative career. He was named Public Official of the Year by the Illinois Association of Chiefs of Police, Legislator of the Year (The Acorn Award) by the Nature Conservancy, Legislator of the Year by the Staffing Services Association of Illinois, and Lifesaver of the Year by the Illinois Poison Center. He received the "Guardian of Small Business" award five times from the National Federation of Independent Businesses – Illinois. He was named a "Champion



of Free Enterprise” by the Illinois Chamber of Commerce five times. The Illinois Farm Bureau gave him their “Activator Award” for being a “Friend of the Agriculture” six times. He also received the Outstanding Legislator Award from the Illinois Bankers Association, the Lung Health Champion Award from the Respiratory Health Association, the Legislative Leadership Award from the Illinois Association of Park Districts, and an award for Outstanding Leadership from the Associated Fire Fighters. His wife, Trish, is a Family Nurse Practitioner. They reside in Libertyville with their two children.

**Collin Corbett (Owner, Cor Strategies)** – Collin Corbett is an entrepreneur, political strategist, and adventure-seeker from Palatine, Illinois. Having founded a number of successful businesses and organizations, Collin is most known for launching Cor Strategies from nothing. Starting with local school board and municipal races, he has since built Cor into one of the largest political companies in Illinois. Since 2009, this Midwest-based political solutions company has served nearly 1,000 campaigns, organizations, and businesses. Collin is dedicated to making a positive impact on his home state of Illinois, creating numerous organizations throughout the state and speaking frequently at school government classes and civic organizations. In other community activities, Collin has served as a mentor to up-and-coming entrepreneurs and local high school students through several mentorship non-profits. He has served in leadership roles in his church and on numerous boards. In 2015, he received “The Outstanding Young Person of Illinois” Award from the Illinois Jaycees. Collin resides in Palatine with his wife, Abbey, their son, Teddy, and their rescue dog, Dustin.

## EOS REFERENCES

- Dr. Jeff Schuler | 630.682.2002 | [jeff.schuler@cusd200.org](mailto:jeff.schuler@cusd200.org)  
*Superintendent of Wheaton Community Unit School District 200 During Successful Referendum*
- Dr. Terri Bresnahan | 847.593.4300 | [Bresnahan.terri@ccsd59.org](mailto:Bresnahan.terri@ccsd59.org)  
*Superintendent of Berkeley School District 87 During Successful Referendum*
- Dr. Kaine Osburn | 847.251.3587 | [osburnk@avoca37.org](mailto:osburnk@avoca37.org)  
*Superintendent of Lake Zurich Community Unit School District 95 During Successful Referendum*
- Dr. Brian Harris | 630.639.9874 | [Illinibri87@gmail.com](mailto:Illinibri87@gmail.com)  
*Superintendent of Barrington Community Unit 220 School District During Successful Referendum*
- Dr. Mary Ticknor | 630.243.3260 | [mticknor@lhs210.net](mailto:mticknor@lhs210.net)  
*Superintendent of Lemont Township High School District 210 During Successful Referendum*



## PROJECT COST

*Billing structure to be determined in consultation with client. We can break down billing monthly, by project, or lump sum.*

**Total Cost: \$80,000 for Consulting, Plus \$10,000 for Surveys**

### Cost By Project:

- Public & Committee Engagement: \$30,000
- Messaging: \$20,000
- Final Plan & Referendum Development: \$10,000
- Surveys: \$10,000 for 2 Automated Phone Surveys with Modeling/Weighting
- Community Education: \$20,000

*Note on Services: Covered in this Agreement is the cost of our time, expertise, and travel expenses, plus the cost for surveys. Not covered is any additional paid outreach the district wishes to pursue, such as mailings, texting, digital ads, etc. Should these services be needed, we will provide pricing and a detailed budget for the district to approve prior to any expenditures.*

## TERMS

- All pricing good for 45 days from date of proposal.
- Agreement terms are from date of signature until project completion.
- Client will be billed based on determination between EOS and D214 to be agreed upon in writing.
- Client will reimburse EOS for mutually agreed upon expenses. Expenses will be included on the following invoice. Proper documentation of each expense will be available at any time upon request.
- D214 and EOS reserve right to terminate this Agreement with 30 days' notice without cause.

## CONDITIONS

- Completion of projects contingent on timely communication from client.
- During the term of this Agreement, EOS and its employees will not perform services, whether compensated or voluntary under the employment of EOS or independently, that shall conflict with any activities of D214 or cause to sully the goodwill of, or put into disrepute, D214 or its agents or clients.
- In the performance of its services, EOS shall comply with all laws applicable to the performance of such services and otherwise applicable to D214, its board members and employees, including, but not limited to, the State Ethics Act and laws governing lobbying, political activities, and the use of public funds. EOS shall comply with any D214 Board Policies regulating ethics and gift bans.
- All information and materials related to D214 and its operations are the property of D214 and will be treated as confidential information; EOS will not disclose any confidential information during or after the terms of this Agreement.
- Both parties agree that the duties and services outlined in this Agreement do not include any type of lobbying and/or government relations activities with the State of Illinois. If both parties agree that lobbying services are needed, then a separate and independent agreement would be executed and both parties would register with the Illinois Secretary of State's office, Index Division and follow all applicable Illinois laws and regulations.



- Client agrees to allow reasonable use of its name and work resulting from this Agreement for EOS's promotional efforts.
- Each Party ("the Indemnitor") will defend, indemnify, and hold harmless the other Party, the other Party's affiliates, subsidiaries, and related companies, and its trustees, members, officers, directors, agents, representatives, and employees, and each of their respective successors (collectively, the "Indemnitees") against any and all third party claims, suits, losses, damages, suits, fees, judgments, costs, and expenses (collectively referred to as "Claims"), including reasonable attorney's fees incurred in responding to such Claims, caused by any act, omission, negligence, or breach of this Agreement by the Indemnitor in connection with the performance of the Services.
- In no event shall either party be liable to the other for special, indirect, incidental, or consequential damages, including, without limitation, loss of use or loss of profits, regardless of whether such damages are caused or allegedly caused by breach of Agreement, tort or otherwise (including negligent or willful act or omission, warranty, indemnity, or strict liability).
- **Certifications.** As required by the Criminal Code, 720 ILCS 5/33E-11, by executing this Agreement, EOS certifies that it is not barred from contracting with any unit of State or local government as a result of a violation of any criminal statute including, but not limited to, the bid rigging (Section 33E-3) or bid rotating (Section 33E-4) provisions of the Criminal Code. EOS agrees that if this certification is false, D214 may declare the Agreement void. EOS further certifies that it will provide a drug free workplace as required by the Illinois Drug Free Workplace Act, 30 ILCS 580/1 et seq.
- **Equal Employment Opportunity.** EOS agrees to fully comply with the requirements of the Illinois Human Rights Act, 775 ILCS 5/1-101 et seq., including, but not limited to, the provisions of sexual harassment policies and procedures pursuant to Section 2-105 of the Act. EOS further agrees to comply with all federal Equal Employment Opportunity Laws, including, but not limited to, the Americans with Disabilities Act, 42 U.S.C Section 1201 et seq., and rules and regulations promulgated thereunder.
- As required by Illinois law, in the event of EOS's non-compliance with the provisions of this Equal Employment Opportunity Clause, the Illinois Human Rights Act or the Rules and Regulations of the Illinois Department of Human Rights ("Department"), EOS may be declared ineligible for future contracts or subcontracts with the State of Illinois or any of its political subdivisions or municipal corporations, and the Agreement may be canceled or voided in whole or in part, and such other sanctions or penalties may be imposed or remedies invoked as provided by statute or regulation. During the performance of this Agreement, EOS shall agree as follows:
  - a. That it will not discriminate against any employee or applicant for employment because of race, color, religion, sex, sexual orientation, marital status, national origin or ancestry, citizenship status, age, physical or mental handicap unrelated to ability, military status, or an unfavorable discharge from military service or arrest record status; and further that it will examine all job classifications to determine if minority persons or women are underutilized and will take appropriate affirmative action to rectify any such underutilization.
  - b. That, if it hires additional employees in order to perform this contract or any portion thereof, it will determine the availability (in accordance with the Department's Rules) of minorities and women in the areas from which it may reasonably recruit and it will hire for each job classification for which employees are hired in such a way that minorities and women are not underutilized.
  - c. That, in all solicitations or advertisements for employees placed by it or on its behalf, it will state that all applicants will be afforded equal opportunity without discrimination because of race, color, religion, sex, sexual orientation, marital status, national origin or ancestry, citizenship status, age, physical or mental handicap unrelated to ability, military status, or an unfavorable discharge from military service.





- d. That it will send to each labor organization or representative of workers with which it has or is bound by a collective bargaining or other agreement or understanding, a notice advising such labor organization or representative of EOS's obligations under the Illinois *Human Rights Act* and the Department's Rules. If any such labor organization or representative fails or refuses to cooperate with EOS in its efforts to comply with such Act and Rules, EOS will promptly so notify the Department and D214 and will recruit employees from other sources when necessary to fulfill its obligation thereunder.
- e. That it will submit reports as required by the Department's Rules, furnish all relevant information as may from time to time be requested by the Department or D214 and in all respects comply with the Illinois *Human Rights Act* and the Department's Rules.
- f. That it will permit access to all relevant books, records, accounts and work sites by personnel of D214 and the Department for purpose of investigation to ascertain compliance with the Illinois *Human Rights Act* and the Department's Rules.
- g. That it will include verbatim or by reference the provisions of this clause in every subcontract it awards under which any portion of the contract obligations are undertaken or assumed, so that such provisions will be binding upon such sub. In the same manner as with other provisions of the Agreement, EOS will be liable for compliance with applicable provisions of this clause by such sub; and further it will promptly notify D214 and the Department in the event any sub fails or refuses to comply therewith. In addition, EOS will not utilize any sub declared by the Illinois Human Rights Commission to be ineligible for contracts or subcontracts with the State of Illinois or any of its political subdivisions or municipal corporations.
- This typewritten Agreement constitutes the entire Agreement of the Parties and supersedes all prior or contemporaneous written or oral negotiations, correspondence, understandings, and agreements, between the Parties respecting the subject matter hereof. Any changes, additions, stipulations, or deletions including correcting lining out by any party to this Agreement or signator to this Agreement will not be considered agreed to or binding on any party unless such modifications have been initialed or otherwise approved in writing by all parties to this Agreement. No waiver of any of the provisions of this Agreement shall be deemed, or shall constitute, a waiver of any other provisions, whether or not similar, nor shall any waiver constitute a continuing waiver. No waiver shall be binding unless executed in writing by the party making the waiver.

## ACCEPTANCE

In Witness Whereof, the parties hereto agree to the deliverables, scope, cost, and terms & conditions of this Agreement. Client representative is duly authorized to enter into this Agreement.

### EOSULLIVAN CONSULTING

### HIGH SCHOOL DISTRICT 214

Signature:\_\_\_\_\_

Signature:\_\_\_\_\_

Printed Name:\_\_\_\_\_

Printed Name:\_\_\_\_\_

Title:\_\_\_\_\_

Title:\_\_\_\_\_

Date:\_\_\_\_\_

Date:\_\_\_\_\_





# Community Engagement for High School District 214

Mr. Ed Sullivan & Mr. Collin Corbett



**Why engaging the  
community is vital to  
a successful project.**



**When a community  
collaborates, they're  
more likely to support  
**THEIR** plan.**



A photograph of a community meeting taking place in a room with bookshelves. In the foreground, a man in a dark suit and glasses is seated at a table, looking towards the right. He is holding a pen over a large sheet of paper. On the table, there is also a spiral notebook and a pen. In the background, several other people are seated at tables, looking in the same direction. The room has bookshelves filled with books and other items. The lighting is bright, and the atmosphere appears to be a formal community gathering.

SULLIVAN  
CONSULTING

# COMMUNITY DRIVEN

Our innovative program helps bring communities together to collaboratively solve the problems they face...



A photograph of a community meeting taking place in a school cafeteria. Several people are seated at tables, some with orange chairs. In the background, a large screen displays a presentation slide. The slide has a blue header with the text "STRONGER TOGETHER" and "Better Than Ever" in a script font. Below this, it says "Glen Elgin School District" and "Community Engagement". The room has large windows and a brick wall. A green banner with the text "SULLIVAN CONSULTING" is overlaid on the top left of the image.

SULLIVAN  
CONSULTING

# COMMUNITY DRIVEN

...by fostering a  
COMMUNITY-DRIVEN  
PLAN.



# WHY EOS?

1. We Are Local & Know Illinois
2. We Bring Local Government & Political Experience
3. We Conduct True Community Engagement

# EOS TEAM

- **Ed Sullivan** EOS founder, former State Rep. and Libertyville resident
- **Collin Corbett** Cor Strategies founder and Palatine resident
- **Rich Carter** EOS Operations Director, D214 Alum (Hersey HS)

## Advisor

- **Dr. Victoria Stockton** Bellwood D88 Superintendent



# Challenge: Making Decisions with So Many Project and Funding Options

## **EOS Solution: We Conduct True Community Engagement**

Our award-winning engagement process equips you with data on every single decision point, from which projects to prioritize to which funding methods are most palatable to the community. We will help the administration and board confidently make decisions.

# Challenge: Fostering Community Consensus

## **EOS Solution: We Have Won in D214**

We have extensive experience in the district, working with other elected officials and local governments, including helping D21, D57, and Harper College run successful programs. We have also handled negative local and national public opinion.



# Challenge: Dealing with an Anti-Tax Mood and Potentially Tough Economy

## **EOS Solution:**

### **We Bring Vast Local Government & Political Experience**

We have unmatched experience, serving in elected office in IL and working on over 750 campaigns and referendums in this state.

We've been successful in some of the toughest districts as well as during economic downturns and COVID.



# Challenge: High Overall Price Tag

## **EOS Solution: We Have Dealt with Large Projects**

Because D214 is geographically large, a final plan with a reasonable taxpayer impact could look intimidating when looking at the total cost. We have dealt with similar situations including Harper College, Wheaton D200, McLean D5, Lake Zurich D95, and Barrington D220.



# **Challenge: Running Engagement Program While Allowing Staff to Focus on Primary Responsibility of Educating Students**

## **EOS Solution: We Are Local**

We don't support you remotely or send subcontractors. We are located just outside the district with a team member who graduated from D214. We will be by your side the entire time, working hand-in-hand with your team and board.

# OUR UNIQUE DATA GATHERING PROCESS

## Data is Gathered in Three Tracks:

1. **Intuitive:** Primarily through scientific methods like professional community surveys.
2. **Informed:** Primarily through a community committee.
3. **Passionate:** Primarily through public engagement sessions.



# OUR PROVEN COMMUNITY ENGAGEMENT APPROACH

4-Phase Process: Our approach is based on the tried-and-true engagement funnel, both to maximize community engagement and to arrive at a consensus final plan.

This process includes targeted messaging (adjusted in each phase), community and committee engagement (virtual and in-person), survey research, PR & marketing services, and referendum/plan development.

# **We Will Develop a Custom Plan in Coordination with D214**

What follows is our recommendation based on information the district has made available.



# PHASE 1

## June – July 2025

We will ensure the public is aware of the work the district has done to date and gather overall feedback on the district's challenges and opportunities while beginning to push positive and persuasive messaging.

- Develop Messaging
- Create Community Committee & Hold First Meeting
- Engage the Public Online
- Identify Key Influencers & Inform Them of Engagement



# THE IMPORTANCE OF MESSAGING

We must consistently educate the public and influencers on the positive accomplishments of the district, the need to invest in the schools, and areas they would see improvement if those investments are made.

To accomplish this, we will develop effective messaging that will be used by all individuals and entities involved in this effort.

Messaging will be in D214's voice while using language we've seen work best in this community. For instance, tweaking "flexible learning" to something like "future-ready learning."



# ASSEMBLING YOUR D214 COMMUNITY COMMITTEE

**Why:** For this process to be successful, you need a committee of dedicated individuals who will provide direct input throughout the entire process.

**Who:** The committee should be made up of a cross-section of D214 stakeholders: parents, students, taxpayers without children in the schools, community and business leaders, teachers, and administration.

**What:** The committee will be tasked with the responsibility of actively gathering input from their contacts within the community and sharing that feedback with the district at 4-5 community committee meetings.



## **PHASE 2**

### **August – September 2025**

Identify the community's priorities and willingness to fund potential projects and infrastructure solutions.

- Develop Menu of Potential Projects, Infrastructure Solutions, Funding Mechanisms, and Funding Levels
- Execute Menu Survey
- Conduct 1-2 Community Committee Meetings
- Hold At Least 3-4 Public Engagement Sessions



## D214 MENU PROJECTS

The projects for the seven buildings identified in the facility assessment plan, plus any additional projects that should be tested.

- Mechanicals
- Life Safety
- Theatres
- Outdoor Athletics
- Learning Spaces
- Career Pathways
- Student Supports

## D214 MENU FUNDING

The potential funding sources identified by PMA, plus the following levels with taxpayer impacts.

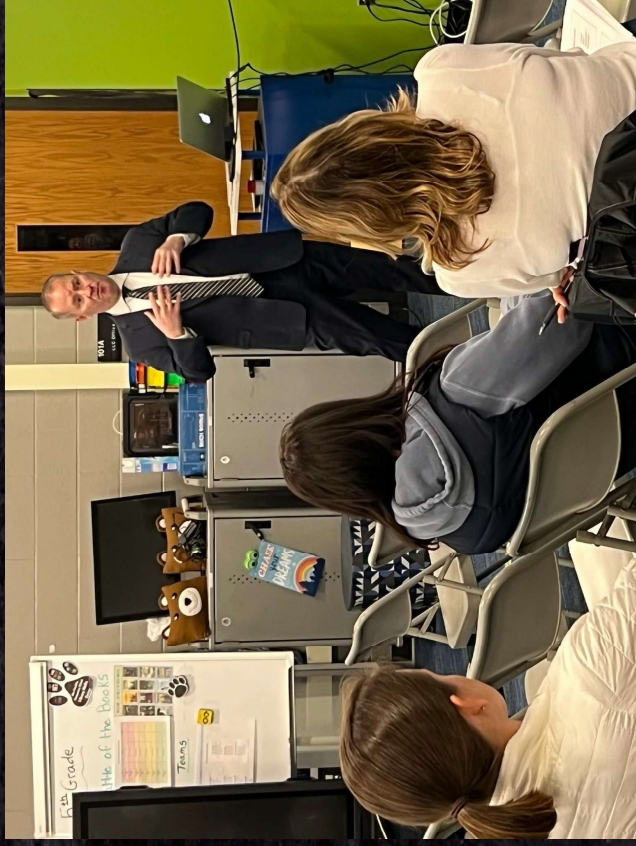
- Fund Balance
  - DSEB
  - Life Safety Bonds
  - Referendum Bonds
- Funding Levels:

- Low
- Medium



**SULLIVAN**  
CONSULTING

# COMMITTEE MEETINGS & PUBLIC ENGAGEMENT SESSIONS





# MENU SURVEY

Mount Prospect D57 Menu Survey | EOSullivan Consulting | Field Dates: Monday, June 24 - Saturday, June 29

Age	
≤ 44	36%
45 - 64	35%
65 +	29%

Gender	
Male	47%
Female	51%
Prefer Not to Answer	2%

Ethnicity	
White	75%
Hispanic	13%
Black	6%
Asian	4%
Another Ethnicity	2%

Ideology	
Conservative	31%
Moderate	28%
Liberal	42%

D57 Connection	
Current	39%
Previous	34%
No Connection	27%

D57 Opinion	
Very Favorable	51%
Somewhat Favorable	32%
Somewhat Unfavorable	5%
Very Unfavorable	4%
Unsure / No Opinion	8%

Potential Projects	Strongly Support	Somewhat Support	Somewhat Oppose	Strongly Oppose	Unsure / No Opinion	Rank
Full Day Kindergarten	47%	25%	14%	10%	4%	1
Classroom Improvements	39%	35%	8%	13%	5%	2
Innovative Spaces	37%	32%	12%	14%	5%	8
Music & Art Spaces	47%	23%	15%	12%	4%	4
Athletics	35%	30%	15%	16%	4%	6
Student Resources & Supports	47%	27%	12%	10%	4%	5
Lunchrooms & Multipurpose Spaces	34%	24%	21%	15%	5%	10
Infrastructure & Mechanicals	34%	35%	11%	14%	7%	7
Safety & Security	37%	33%	14%	12%	4%	3
Space, Circulation & Layout	30%	30%	18%	16%	6%	9

Potential Solutions	Strongly Support	Somewhat Support	Somewhat Oppose	Strongly Oppose	Unsure / No Opinion	Rank
Renovation + Expansion	34%	33%	14%	13%	6%	2
Addition + Expansion	26%	36%	13%	18%	7%	3
New School + Expansion	28%	26%	15%	27%	4%	1
Unsure / No Opinion						4

Potential Funding Levels	Strongly Support	Somewhat Support	Somewhat Oppose	Strongly Oppose	Unsure / No Opinion	Rank
No New Funding	16%	17%	24%	35%	8%	4
Low Funding Level	24%	40%	12%	19%	6%	1
Medium Funding Level	16%	32%	19%	28%	5%	2
High Funding Level	23%	18%	17%	38%	4%	3
Unsure / No Opinion						5

# PHASE 3

## October – November 2025

Develop final options with the community to drive consensus on a final plan.

- Develop 3 Options at Various Funding Levels
- Conduct at Least 1 Community Committee Meeting
- Execute Options Survey
- Potentially Hold Another Round Of Public Engagement Sessions



# BARRINGTON 220 (OPTIONS CONTENT)

## OPTION 1

- Addresses:
  - Safety & Security
  - New Auditorium at Barrington High School
  - Music Rooms
- Does Not Address:
  - STEAM Labs
  - Middle School Science Classrooms
  - Fine Arts Classrooms
  - Mechanical Systems
  - Plumbing
  - Fine Arts Programming Enhancements
  - Windows, Doors & Flooring
- Estimated Cost:
  - \$46.1 Million
- Approximate Tax Impact:
  - \$170/yr (for a \$500,000 home)



# BARRINGTON 220 (OPTIONS CONTENT)

## OPTION 2

- Addresses:
  - Safety & Security
  - New Auditorium at Barrington High School
  - Music Rooms
  - STEAM Labs
  - Middle School Science Classrooms
  - Fine Arts Classrooms
  - Plumbing
- Does Not Address:
  - Mechanical Systems
  - Fine Arts Programming Enhancements
  - Windows, Doors & Flooring
- Estimated Cost:
  - \$60 Million
- Approximate Tax Impact:
  - \$221/yr (for a \$500,000 home)



# BARRINGTON 220 (OPTIONS CONTENT)

## OPTION 3

- Addresses:
  - Safety & Security
  - New Auditorium at Barrington High School
  - Music Rooms
  - STEAM Labs
  - Middle School Science Classrooms
  - Fine Arts Classrooms
  - Plumbing
  - Mechanical Systems
  - Fine Arts Programming Enhancements
  - Windows, Doors & Flooring
- Does Not Address:
  - N/A
- Estimated Cost:
  - \$75.5 Million
- Approximate Tax Impact:
  - \$289/yr (for a \$500,000 home)



## **PHASE 4**

### **December 2025 – March 2026**

IF going to referendum, finalize and publicize the community-driven plan, educate the public on the advantages of the plan, and encourage the community to vote.

- Develop Final Plan and Ballot Question
- Determine Best Election for Referendum
- Conduct Final Community Committee Meeting and Transition to Campaign Committee
- Publicize Final Plan Through Community Education Program



## **PHASE 4**

### **December 2025 – March 2026**

Finalize and publicize the community-driven plan, educate the public on the advantages of the plan, and (if pursuing referendum) encourage the community to vote.

- Develop Final Plan and Ballot Question
- Determine Best Election for Referendum
- Conduct Final Community Committee Meeting and Transition to Campaign Committee
- Publicize Final Plan Through Community Education Program



# VILLA PARK D45 (TOWN HALL PHOTOS)





# EDUCATIONAL VIDEOS

Mount Prospect D57



D57 Building Brighter Futures



D57 Building Brighter Futures

Wheaton-Warrenville CUSD200



Facilities Friday - Science Classrooms

Mike Klafeta  
Science Teacher at Franklin Middle School



Barrington CUSD220



Dr. Craig Winkelman  
SUPERINTENDENT OF SCHOOLS

BARRINGTON  
220  
PUBLIC SCHOOLS DISTRICT



SOUTH EXTERIOR



# NORTHBROOK D27 (TOWN HALL AND FULL DETAILS MAILLERS)

**NORTHBROOK SCHOOL DISTRICT 27**

**JOIN US!**

at one of our **upcoming referendum informational sessions** to learn more about the plan for our schools!

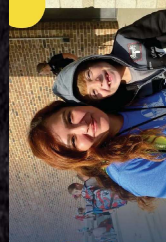
**FEB. 18** 6:30pm: Hickory Point  
4500 Hickory Point Drive  
50100-1400

**FEB. 19** 6:30pm: Wood Oak  
17500 Wood Oak Road  
50100-1400

**FEB. 24** 6:30pm: VIRTUAL  
Register Here

**NB27OR6/REFERENDUM**

**This sustainable and responsible plan addresses our community's high expectations!**



**AT NORTHBROOK SCHOOL DISTRICT 27**

**WE ARE EDUCATING STUDENTS TO SUCCEED IN A CHANGING WORLD.**

However, if we are going to be able to maintain small class sizes while providing our students and teachers with learning environments that support high achievement, **we will need additional funding.**

**That's why our community has come together to create a plan that sustainably addresses our facility needs.**

Over the next year, the plan will appear on the ballot for the voters of our schools. This consensus plan will appear on the ballot for the voters of our schools to establish a debt or bond extension election to establish a debt or bond extension election to establish a debt or bond extension election. This would allow the district to:

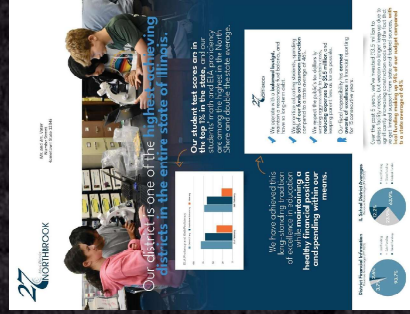
- ✓ Sustainably Address Our Facility Needs
- ✓ Level Set Our Schools Learning Environments For All Students



**27 NORTHBROOK**

Learning environments that support high achievement

**NB27OR6/REFERENDUM**



**AT NORTHBROOK SCHOOL DISTRICT 27**

**WE ARE EDUCATING STUDENTS TO SUCCEED IN A CHANGING WORLD.**

However, if we are going to be able to maintain small class sizes while providing our students and teachers with learning environments that support high achievement, **we will need additional funding.**

**OUR FACILITIES CAN'T HOLD US BACK**

\$17 million in state-mandated health and safety improvements are required.

**Classroom furniture and fixtures**

Classroom furniture and fixtures are critical to the learning environment. Our district is currently in need of replacement for its classroom furniture and fixtures. This is a critical need for our district as we continue to grow and expand our facilities.

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**This sustainable and responsible plan addresses our challenges now and into the future, ensuring our schools continue to meet our community's high expectations.**

**This Plan Sustainably Addresses Our Facility Needs**

Our district has been successful in meeting our community's high expectations for our schools. However, we are facing challenges that require a sustainable and responsible plan to address our facility needs. This plan will address our facility needs in a sustainable and responsible manner, ensuring our schools continue to meet our community's high expectations.

**This Plan Will Make Our Schools Even Safer and Improve Learning Environments for All Students**

Our district is committed to providing a safe and secure learning environment for all students. This plan will address our facility needs in a sustainable and responsible manner, ensuring our schools continue to meet our community's high expectations. This plan will address our facility needs in a sustainable and responsible manner, ensuring our schools continue to meet our community's high expectations.

**NB27OR6/REFERENDUM**

SULLIVAN  
CONSULTING

# RECOGNIZED FOR SUCCESS

INS PRA  
COMMUNICATIONS  
AWARDS



## AWARD OF MERIT

CUSD 200 MIDDLE SCHOOL CAPITAL FACILITIES  
PROJECTS COMMUNITY ENGAGEMENT CAMPAIGN

THIS CERTIFICATE IS PROUDLY PRESENTED TO

*Ed Sullivan*

E. O. SULLIVAN CONSULTING



*Amy Melinder*  
Amy Melinder  
INS PRA PRESIDENT



**SULLIVAN**  
CONSULTING

# QUESTIONS?

**Learn More:** [EOSullivanConsulting.com](https://EOSullivanConsulting.com)

**Contact:** [Ed@EOSullivanConsulting.com](mailto:Ed@EOSullivanConsulting.com)



## HS D214 Menu Survey Script

Field Dates: October 15-20, 2025

### Survey Script

Hello, you're being called to participate in an important nine-minute survey on your high school district, District 214.

If you would like to give your opinion, which is collected anonymously and will not be shared with any outside parties, please stay on the line for all twenty-two questions or your response will not count.

Question 1:	What is your age?	CODE
PRESS 1 if you are 44 or younger.		1
PRESS 2 if you are between 45 and 64.		2
PRESS 3 if you are 65 or older.		3
Question 2:	What is your gender?	CODE
PRESS 1 if you are male.		1
PRESS 2 if you are female.		2
PRESS 3 if you prefer not to answer.		3
Question 3:	What is your ethnicity?	CODE
PRESS 1 if you are White.		1
PRESS 2 if you are Hispanic.		2
PRESS 3 if you are Black.		3
PRESS 4 if you are Asian.		4
PRESS 5 if you are another ethnicity.		5



**Question 4:**            **Would you generally consider yourself to be more conservative, moderate, or liberal on matters of public policy?**            **CODE**

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PRESS 1 for conservative.	1
PRESS 2 for moderate.	2
PRESS 3 for liberal.	3

**Question 5:**            **What is your connection to District 214?**            **CODE**

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PRESS 1 if you have children currently attending District 214 schools.	1
PRESS 2 if you previously had children attend District 214 schools.	2
PRESS 3 if you do not have children who have attended District 214 schools.	3

**Question 6:**            **In which high school boundary do you reside?**            **CODE**

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PRESS 1 for Buffalo Grove High School.	1
PRESS 2 for Elk Grove High School.	2
PRESS 3 for John Hersey High School.	3
PRESS 4 for Prospect High School.	4
PRESS 5 for Rolling Meadows High School.	5
PRESS 6 for Wheeling High School.	6
PRESS 7 if you are unsure.	7

**Question 7:**            **What is your opinion of your high school district, District 214?**            **CODE**

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PRESS 1 if you have a very favorable opinion.	1
PRESS 2 if you have a somewhat favorable opinion.	2
PRESS 3 if you have a somewhat unfavorable opinion.	3
PRESS 4 if you have a very unfavorable opinion.	4
PRESS 5 if you are unsure or have no opinion.	5

**Question 8:**            **High School District 214 is a center of educational excellence where students discover their future. At District 214, we encourage every student to explore world-class academic and co-curricular opportunities that will inspire them to find their passion and reach their potential.**            **CODE**

However, our aging infrastructure is deteriorating, and some of our school facilities are no longer meeting our community's standards. Our youngest building is 52 years old, with our oldest built in 1957, and our facility quality

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is not equal across the district, with half of our schools enjoying newer facilities while the other half does the best they can with what they have.

Our comprehensive facility assessment, conducted by external experts, identified over \$850 million in needed improvements that are not cosmetic—they are necessary to keep our students and teachers safe, warm, and dry.

Our district takes pride in not having gone to referendum in over 50 years, but if we are going to give our students, teachers, and communities the facilities they deserve, it's time to get serious about improving our school buildings. That's why our community has begun an open, transparent process to develop a plan for the future of District 214.

The next eleven questions are regarding potential individual projects the community may consider.

**Do you support or oppose investing in Safety, Security & Accessibility?** This would provide improved facilities including modern fire alarms to replace obsolete systems, asbestos mitigation in multiple schools, new doors and hardware that are more secure and ADA compliant, and enhanced safety through improved traffic flow, but it would be costly due to outdated systems, building materials and equipment. This has been estimated to cost \$59 million.

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	PRESS 1 if you strongly support these improvements.	1
	PRESS 2 if you somewhat support these improvements.	2
	PRESS 3 if you somewhat oppose these improvements.	3
	PRESS 4 if you strongly oppose these improvements.	4
	PRESS 5 if you are unsure or have no opinion.	5
<b>Question 9:</b>	<b>Do you support or oppose investing in Classrooms?</b> This would provide better learning environments for students and teachers through more modern furniture and refreshing outdated classrooms with new paint, lights and cabinets, but it would be costly due to aging facilities. This has been estimated to cost \$60 million.	<b>CODE</b>
<hr/>		
	PRESS 1 if you strongly support these improvements.	1
	PRESS 2 if you somewhat support these improvements.	2
	PRESS 3 if you somewhat oppose these improvements.	3
	PRESS 4 if you strongly oppose these improvements.	4
	PRESS 5 if you are unsure or have no opinion.	5
<b>Question 10:</b>	<b>Do you support or oppose investing in STEAM Spaces?</b> This would include updated spaces for Science, Technology, Engineering, Arts and Mathematics programming at all schools, including science labs, art and music rooms, and	<b>CODE</b>
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**theaters, but it would be costly due to aging facilities. This has been estimated to cost \$75 million.**

PRESS 1 if you strongly support these improvements.	1	
PRESS 2 if you somewhat support these improvements.	2	
PRESS 3 if you somewhat oppose these improvements.	3	
PRESS 4 if you strongly oppose these improvements.	4	
PRESS 5 if you are unsure or have no opinion.	5	
<b>Question 11:</b>	<b>Do you support or oppose investing in Mechanicals? This would provide safer and more energy efficient school buildings to keep students and teachers comfortable by investing in mechanical systems, including replacing failing HVAC systems, but it would be costly due to aging mechanical systems. This has been estimated to cost \$200 million.</b>	<b>CODE</b>
PRESS 1 if you strongly support these improvements.	1	
PRESS 2 if you somewhat support these improvements.	2	
PRESS 3 if you somewhat oppose these improvements.	3	
PRESS 4 if you strongly oppose these improvements.	4	
PRESS 5 if you are unsure or have no opinion.	5	
<b>Question 12:</b>	<b>Do you support or oppose investing in Infrastructure? This would provide significant repairs and replacements, including keeping water out of buildings by replacing aging roofs and enhancing the building envelope, replacing windows, and fixing outdated plumbing and electrical, but it would be costly due to deteriorating infrastructure. This has been estimated to cost \$190 million.</b>	<b>CODE</b>
PRESS 1 if you strongly support these improvements.	1	
PRESS 2 if you somewhat support these improvements.	2	
PRESS 3 if you somewhat oppose these improvements.	3	
PRESS 4 if you strongly oppose these improvements.	4	
PRESS 5 if you are unsure or have no opinion.	5	
<b>Question 13:</b>	<b>Do you support or oppose investing in Pools? This would provide new swimming pools at Hersey and Rolling Meadows High Schools and a replacement pool at Wheeling High School to provide aquatic opportunities for students and put these schools at parity with the rest of the district, but it would be costly due to outdated facilities. This has been estimated to cost \$105 million.</b>	<b>CODE</b>

	PRESS 1 if you strongly support these improvements.	1
	PRESS 2 if you somewhat support these improvements.	2
	PRESS 3 if you somewhat oppose these improvements.	3
	PRESS 4 if you strongly oppose these improvements.	4
	PRESS 5 if you are unsure or have no opinion.	5
<b>Question 14:</b>	<b>Do you support or oppose investing in Innovative Spaces? This would provide improvements to collaborative learning areas throughout the district, including learning commons, that facilitate hands on projects, peer learning and informal discussions, but it would be costly due to specialized needs. This has been estimated to cost \$35 million.</b>	<b>CODE</b>
	PRESS 1 if you strongly support these improvements.	1
	PRESS 2 if you somewhat support these improvements.	2
	PRESS 3 if you somewhat oppose these improvements.	3
	PRESS 4 if you strongly oppose these improvements.	4
	PRESS 5 if you are unsure or have no opinion.	5
<b>Question 15:</b>	<b>Do you support or oppose investing in Main Entrances? This would include modernizing main entrances at 1950s and 1960s school buildings with new paint, siding and signage, providing a welcoming feeling that celebrates each school's identity, but it would provide limited academic benefit. This has been estimated to cost \$10 million.</b>	<b>CODE</b>
	PRESS 1 if you strongly support these improvements.	1
	PRESS 2 if you somewhat support these improvements.	2
	PRESS 3 if you somewhat oppose these improvements.	3
	PRESS 4 if you strongly oppose these improvements.	4
	PRESS 5 if you are unsure or have no opinion.	5
<b>Question 16:</b>	<b>Do you support or oppose investing in Student Support Areas, Cafeterias &amp; Kitchens? This would provide optimized spaces for health services, wellness, counseling, and mental health services as well as updated and expanded cafeterias and kitchens, but it would be costly due to the outdated layout of current buildings. This has been estimated to cost \$78 million.</b>	<b>CODE</b>
	PRESS 1 if you strongly support these improvements.	1
	PRESS 2 if you somewhat support these improvements.	2
	PRESS 3 if you somewhat oppose these improvements.	3



PRESS 4 if you strongly oppose these improvements. 4

PRESS 5 if you are unsure or have no opinion. 5

**Question 17:** Do you support or oppose investing in Athletic Facilities? This would include significant renovations to outdoor and indoor athletic spaces to enhance safety and ADA compliance while providing students more opportunities for physical education and athletic competition, but it would be costly due to deteriorating facilities. This is estimated to cost \$100.5 million. **CODE**

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PRESS 1 if you strongly support these improvements. 1

PRESS 2 if you somewhat support these improvements. 2

PRESS 3 if you somewhat oppose these improvements. 3

PRESS 4 if you strongly oppose these improvements. 4

PRESS 5 if you are unsure or have no opinion. 5

**Question 18:** Now, thinking of all ten potential individual projects discussed in this survey, which one would you consider to be the most important? **CODE**

*[Rotate Responses]*

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PRESS # for Safety, Security & Accessibility. #

PRESS # for Classrooms. #

PRESS # for STEAM Spaces. #

PRESS # for Mechanicals. #

PRESS # for Infrastructure. #

PRESS # for Pools. #

PRESS # for Innovative Spaces. #

PRESS # for Main Entrances. #

PRESS # for Student Support Areas, Cafeterias & Kitchens. #

PRESS # for Athletic Facilities. #

**Question 19:** District 214 achieves success while remaining one of the most fiscally responsible districts in Illinois. Compared to our peer districts, we have the 3<sup>rd</sup> lowest overall tax rate, the 2<sup>nd</sup> lowest expense per pupil, and the 2<sup>nd</sup> lowest average administrator salary. **CODE**

We prioritize spending in classrooms, with the 2<sup>nd</sup> highest percentage of expenses spent on instruction compared to our peer districts.

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The new administration has worked diligently the past few years to be even more efficient, including reducing ongoing expenditures by \$7 million, selling unused property, and responsibly spending a portion of our fund balance.

However, we do not have the resources available to address the improvements discussed in this survey. The final four questions are regarding funding those improvements.

The first hypothetical funding level is the Low Funding Level, which would fund some improvements by providing approximately \$400 million in funding for schools, which results in an average tax increase of approximately \$198 per year for the average district home. Do you support or oppose this funding level?

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PRESS 1 if you strongly support this level.	1
PRESS 2 if you somewhat support this level.	2
PRESS 3 if you somewhat oppose this level.	3
PRESS 4 if you strongly oppose this level.	4
PRESS 5 if you are unsure or have no opinion.	5

**Question 20:**      The second hypothetical funding level is the Medium Funding Level, which would fund more improvements by providing approximately \$600 million in funding for schools, which results in an average tax increase of approximately \$310 per year for the average district home. Do you support or oppose this funding level?      **CODE**

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PRESS 1 if you strongly support this level.	1
PRESS 2 if you somewhat support this level.	2
PRESS 3 if you somewhat oppose this level.	3
PRESS 4 if you strongly oppose this level.	4
PRESS 5 if you are unsure or have no opinion.	5

**Question 21:**      The third hypothetical funding level is the High Funding Level, which would fund all improvements by providing approximately \$800 million in funding for schools, which results in an average tax increase of approximately \$421 per year for the average district home. Do you support or oppose this funding level?      **CODE**

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PRESS 1 if you strongly support this level.	1
PRESS 2 if you somewhat support this level.	2
PRESS 3 if you somewhat oppose this level.	3
PRESS 4 if you strongly oppose this level.	4
PRESS 5 if you are unsure or have no opinion.	5



**Question 22:**      **After hearing these three potential funding levels, which do you most prefer?**      **CODE**

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PRESS 1 if you prefer the Low Funding Level.	1
PRESS 2 if you prefer the Medium Funding Level.	2
PRESS 3 if you prefer the High Funding Level.	3
PRESS 4 if you do not support additional funding for schools.	4
PRESS 5 if you are unsure or have no opinion.	5

That concludes our survey. Thank you for your time and opinions, goodbye.