



## CASE STUDY

# Chicago Public Schools (CPS)

Chicago Public Schools (CPS) is committed to ensuring that social and emotional learning (SEL) is a core component of every student's educational experience from Pre-K through 12th grade. CPS has defined three pillars for the infusion of SEL into the fabric of its schools: (1) creating a positive and proactive school climate in which SEL is present in all practices and procedures; (2) adult awareness, modeling, and integration of social-emotional competencies in their teaching practices; and (3) explicit and integrated student instruction in social-emotional competencies. SEL is a key component of the CEO's five-year action plan for the district.

In 2012 CPS convened a cross-content area task force on SEL integration. The task force built knowledge within the central office on a framework for SEL theory and practice and committed to support SEL implementation across all content areas. CPS uses the Illinois SEL standards to guide their implementation strategy, and SEL is embedded in several districtwide initiatives, including Multi-tiered Systems of Support (MTSS), REACH Students (the district's new teacher evaluation system), and the Suspensions and Expulsions Reduction Plan.

### SEL Implementation Strategy



CPS began systematic implementation of SEL in 2012 within the Department of Youth Development and Positive Behavior Supports (PBS). During the school year district leaders refined their definition of SEL and how it should integrate with current CPS practices in line with the district's strategic plan. They

selected Second Step, an evidence-based SEL program, for explicit social and emotional skills instruction for grades K-8. The department provided Second Step materials and contracted with the Committee for Children, the program's developer, to provide professional development to principals and teachers in select schools. Although school leaders could continue or

### DISTRICT INFORMATION

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[www.CPS.edu](http://www.CPS.edu)

Barbara Byrd-Bennett, Ed.  
*Chief Executive Officer*

Enrollment: 400,545

#### Race/Ethnicity

Asian: 3.6%  
Black: 39.3%  
Latino: 45.6%  
White: 9.4%

#### Other Subgroups

Free/Reduced Lunch: 85%  
Limited English Proficiency: 16.3%  
Disabilities: 13.1%

#### Schools: 664

Elementary (primary-8th grade): 480  
High Schools: 174  
Combination: 10

#### Staff: 41,579

Teachers: 22,519  
Central/Regional: 1,558  
Citywide (Facility Ops, Transportation and Food Service): 4,904

#### SEL Leadership

Karen Van Ausdal,  
*Executive Director, Office of Social and Emotional Learning*

adopt other programs, district resources were focused on supporting Second Step implementation. Several schools continue to use other programs such as Responsive Classroom and Positive Action.

Further demonstrating district leaders' commitment to SEL, in September 2013 the Department of Youth Development and Positive Behavior Supports was renamed the Office of Social and Emotional Learning (OSEL), and Karen Van Ausdal was named executive director. Under the umbrella of SEL, are using School-Connect as their explicit instruction resource. In several high schools, ninth-graders attend the Methods for Academic and Personal Success (MAPS) class to develop SEL skills and study skills to help with the transition to high school. In other high schools, explicit SEL instruction is provided in advisories or core content courses. This office provides districtwide leadership for MTSS, school culture and climate, student behavior and mental health, restorative practices, and student discipline policy and practice. After the department reorganization, OSEL continued providing professional development by introducing teachers and principals to the SEL framework and supporting schools implementing Second Step.

*"We were investing in rolling out programs and in professional development, but we needed SEL expertise in the form of specialists at the network level to work on fidelity of implementation and to provide support and guidance to schools."*

As the third largest school district in the country, CPS has 664 schools serving more than 400,000 students. Schools are organized into 16 networks. Each has a chief, staff, and organizational autonomy for leading the 25 to 50 schools within the network. According to Van Ausdal, during Year 2 of implementation (2013-14), "We were investing in rolling out programs and in professional development, but we needed SEL expertise in the form of specialists at the network level to work on fidelity of implementation and to provide support and guidance to schools. We wanted to invest in building capacity as close to the school site as possible."

Although CPS has gone through several years of budget reductions, Van Ausdal recommended and received

district funding to hire 14 network SEL specialists beginning with the 2014-15 school year. Along with providing on-site professional development for teachers, counselors, deans, and others, the network SEL specialists have been instrumental in increasing the SEL expertise of network and program administrators. The specialists help these leaders to make important connections between SEL and Common Core State Standards (CCSS), MTSS, high-quality instruction, and academic and behavioral outcomes. "Many teachers are now beating the drum for SEL" says Van Ausdal.

CPS is also collaborating with CASEL on an SEL project supported by a federal Investing in Innovation (I3) grant. As a participant in this project, CPS receives funds for CASEL consultants and district employees to support 28 elementary schools in implementing PATHS, an evidence-based SEL program. These grant activities will provide approximately \$500,000 in services and supports through spring 2017, not reflected in the CPS SEL budget. The American Institute for Research (AIR) is studying the impact of this initiative on 19,997 students.

CPS is aligning and integrating SEL with several district initiatives to improve academic success, school and classroom culture, mental and behavioral health, and school safety. OSEL provides many additional supports to schools beyond the training and coaching they receive through the evidence-based SEL program providers.



Examples include:

- **Safe and Civil Schools/CHAMPS:** This schoolwide model focuses on positive behavior supports, classroom management, and individualized interventions through Response to Intervention (RTI).
- **School Site Behavioral Health Teams:** Staff from local children's hospitals help schools develop teams

to review individual students' social and emotional/behavioral health.

- **Restorative Practices Coaching:** A practitioner from a community-based organization helps build capacity at the school one day a week by leading or co-leading professional development, morning meetings, peace circles, peer juries, and other practices. Approximately 100 schools participated during the 2014-15 school year.

OSEL works with high schools through an integrated curriculum approach, focusing on school climate support and individualized coaching provided by the network SEL specialists. Many high schools use these approaches to address school climate and culture as well as student behavior. District staff have created a toolkit for advisories that incorporates SEL, used by many schools. In the future CPS may adopt an evidence-based SEL program at the high school level.

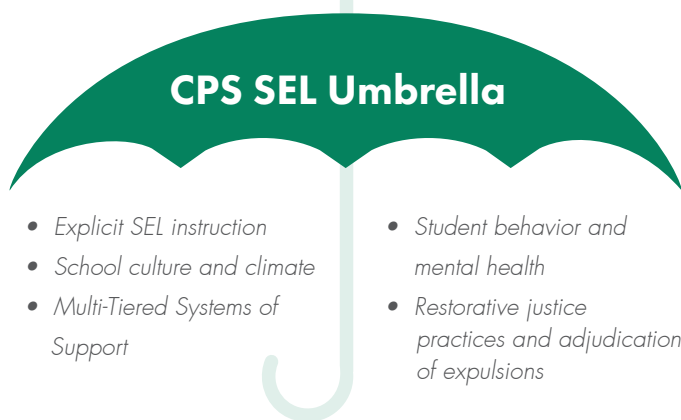


### **Have a clear vision and develop the “fire power”<sup>1</sup> to influence district budgeting decisions.**

Van Ausdal became director of OSEL at the beginning of the second year of SEL implementation (2013-14). As an initial step, she and her team clarified their vision for districtwide SEL. They designed the network SEL specialist position, determining that it would be a way to provide systemic SEL in every school and classroom in the district. During her first year Van Ausdal also built SEL expertise, trust, and relationships at the district level. Nine months into her position, Van Ausdal requested an ongoing budget augmentation of approximately \$2 million to provide for the 14 network SEL specialists. Her request, which matched the district's priorities, was granted for the 2014-15 school year, at the same time that CPS faced a \$1 billion deficit and had made \$740 million in District Office and operational spending over the past five years.

**Don't create a new structure – Restructure!** CPS leaders analyzed the district's needs, current programs, and resources and chose not to add a new department but to restructure existing departments, eventually deciding to use SEL as the central guiding principle for many district programs. This was cost-effective, and the unifying nature of this structure reduces confusion in the classroom, schools, and community.

**Align SEL with improving student achievement and school safety, culture, and climate.** CPS has a clear and targeted approach to SEL. Although some in the district still need convincing that SEL is more than nurturing and “being nice,” district leaders, staff, and the community are tying SEL to positive student outcomes. For example, [restorative justice practices](#), which come under the SEL umbrella, are known to improve school

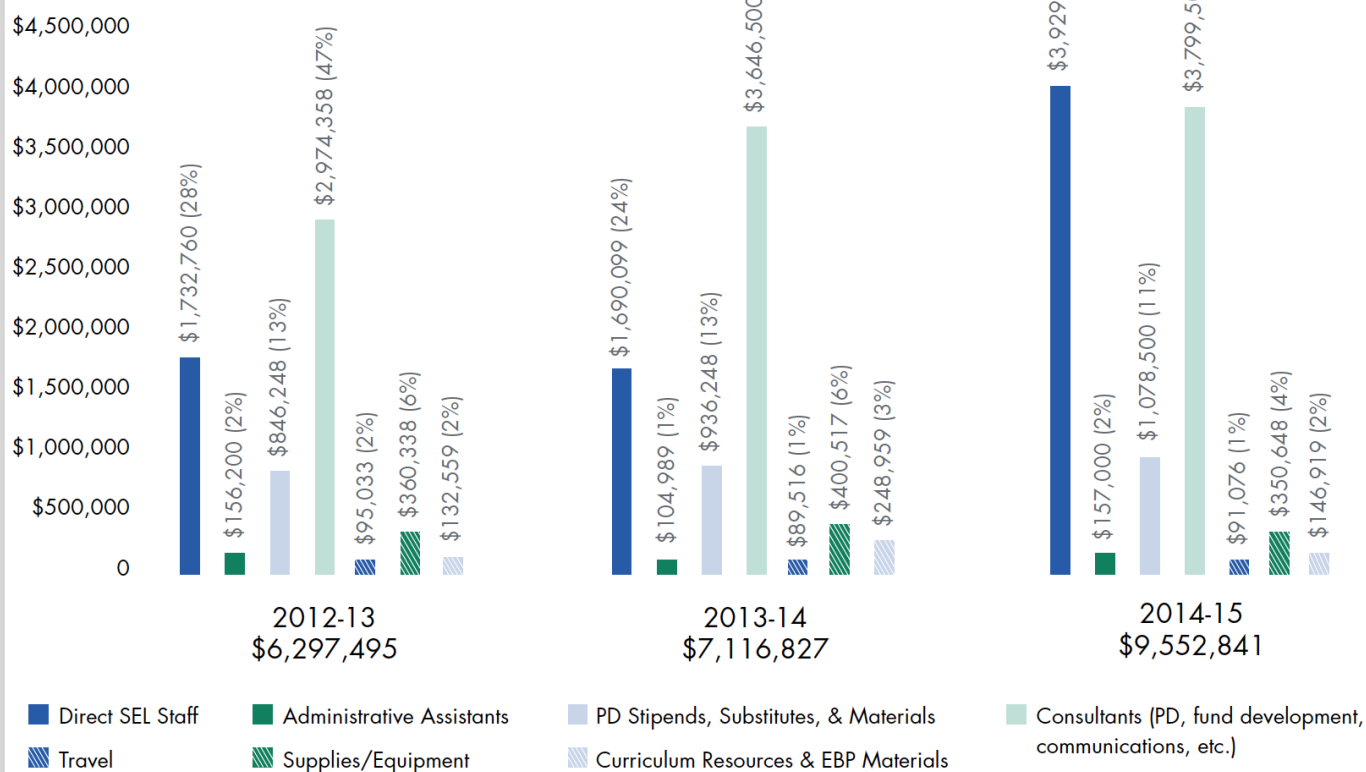


CPS has demonstrated that a large school district can bring systemic SEL implementation to scale. Although it will take additional years to meet the district's goals for SEL, CPS has created a promising system for integrating SEL across all 664 schools. From including SEL in the district's strategic plan, to developing an SEL department that brings many important aspects of schooling under an SEL umbrella, to providing network SEL specialists who teach and coach at schools, CPS is clearly focused on implementing SEL to improve academic achievement in a safe and developmentally appropriate environment.

### **SEL Budget Strategy**

CPS has invested heavily in social and emotional learning. Van Ausdal shared several budgeting lessons that other school districts of any size can apply:

## CPS SEL Expenditures 2012-2015



AISD's primary expenditures in the first years of SEL implementation were SEL specialists and direct SEL staff, which combined, account for 54 to 69 percent of the district's annual budget each year. SEL Specialists remain the largest expenditure, even as the district's SEL budget tripled over four years from \$690,416 to a little over \$2 million.

climate, student attendance, and students' mastery of SEL competencies, including social awareness and relationship building. These are all conditions that have been shown to improve student achievement. In addition, improved school attendance increases the income the district receives from the state.

**Focus SEL expenditures on classroom and school implementation.** Network SEL specialists spend 75% of their time on school campuses. As both professional developers and coaches, they have a pivotal role in working with principals and staff to set goals, develop knowledge and skills, and drive SEL implementation. Key to the success of CPS's districtwide SEL initiative is fostering adult SEL in schools and networks. Positioned within each network, the network SEL specialists can align site SEL implementation with the culture of that network. As an added bonus, the specialists gather implementation data for each school, and the data are used to make network and district decisions.

**Invest in building internal capacity and expertise as quickly as possible.** As the district began implementing SEL, OSEL used external providers to conduct the majority of the initial training for school leaders and teachers. Using consultants to provide professional development is not financially feasible as the district expands to engage all schools and teachers across the district. CPS is planning to develop teacher leaders' SEL knowledge and capacity by incorporating a training-of-trainers component for their evidence-based SEL programs.

### Sustaining SEL

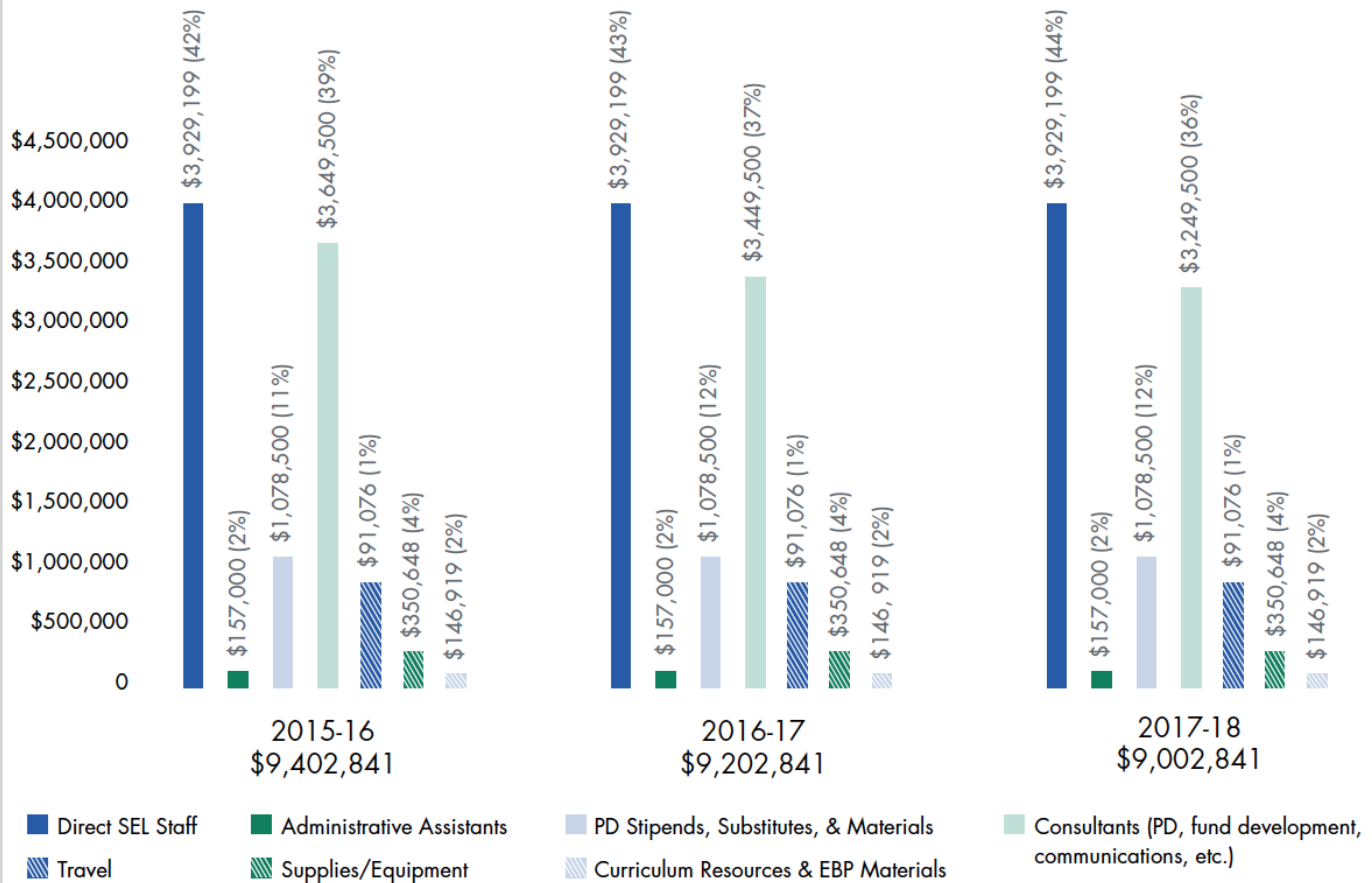
CPS has developed financially sustainable strategies for implementing districtwide SEL. As part of CASEL's Collaborating Districts Initiative (CDI), CPS receives an annual grant of \$250,000 for three years from NoVo Foundation and the support of two CASEL consultants, who provide technical assistance (up to 50 days per school year). This amount is small compared to the

district's investment of more than \$9 million for the third year of SEL implementation (2014-15). With district funding to support ongoing work, OSEL is charged with expanding school-level implementation and demonstrating and communicating its effectiveness.

District leadership, staff expertise, and support for SEL is growing, and efforts continue to define SEL and put effective programs and approaches in place. Van Ausdal is focusing on increasing the reach, (i.e., the number of schools and teachers engaged), and the depth of SEL across the district. She believes this will be accomplished at current funding levels through the effective use of current staff and a growing cadre of other staff within the district.<sup>2</sup> The expectation is that as the capacity and effectiveness of CPS's SEL team, including the network SEL specialists, grows, the number of principals and teachers applying SEL in their schools and classrooms will also increase.

SEL implementation has been designed around integration with Common Core State Standards, REACH Students, discipline procedures, and school climate improvement so that staff, students, and parents do not see SEL as one more added program but as a unifying practice that contributes to improving outcomes. By partnering with leaders and professional developers of other programs and initiatives to incorporate SEL, SEL training and promotion will increase without affecting the district's SEL budget. In addition, CPS is collaborating with community-based organizations and agencies on restorative practices and Tier II and Tier III (of the Response to Intervention model) behavioral and mental health assessments and interventions. By building SEL community knowledge and engagement, Van Ausdal is sowing seeds to grow the constituency, which is essential for the long-term sustainability of SEL.

### CPS Projected SEL Expenditures 2016-2018



As all schools are implementing during year 5 (2015-16), the purchase of evidence-based programs is for replacement only. Consequently, AISD's total expenditures drop from \$1.8 million in 2014-15 to \$1.5 million in 2017-18.



In a 2012 issue of the Harvard Social Policy Review, Stephanie Jones and Suzanne Bouffard write:

“The principles of social and emotional development and learning described [previous page] —continuity over time, interconnectedness with academics, salience of relationships, importance of culture and climate— highlight the need for SEL approaches to be integrated and embedded in ways that are both deep and wide.”<sup>3</sup>

CPS’s strategy of supporting principals and teachers to integrate SEL in schools and existing classroom practice aligns with the recommended practices in the article.

CPS provides 81.5% of SEL funding. Most of this goes to professional development and service delivery. Ideally Van Ausdal would like to see a mix of 75% local district funding and 25% state, federal, and foundation grant funding. She sees great advantage in applying federal, state, and foundation grants toward innovation and broadening the impact of SEL in CPS. Her plan is to continue to apply for and collaborate on grants that will help to advance CPS in realizing its SEL vision and mission.

*By building SEL community knowledge and engagement, Van Ausdal is sowing seeds to grow the constituency, which is essential for the long-term sustainability of SEL.*

Broadening stakeholder engagement and increasing support for SEL is essential in CPS. Because the district is under mayoral control, its leadership can and has changed frequently, with large swings in priorities and funding when a new CEO takes command. This increases the importance of communicating about SEL and its accompanying benefits to the community in order to build a supportive SEL constituency. Van Ausdal plans to increase parent engagement related to SEL over the next few years. Leaders and staff are intentionally nurturing student knowledge and support of SEL. In one [video](#), for example, third-grader Asean Johnson explains SEL and describes how SEL is implemented at Marcus Garvey Elementary School. A few months after filming this video, Johnson spoke publicly against closing his school (in the face of budget cuts), displaying social and emotional competence beyond his years. He is largely credited with having the school board reverse their decision to close the school.

When asked how she would advise other districts planning and sustaining districtwide SEL, Van Ausdal said:

“As you plan for sustainability of SEL, you need to first make a case for the importance of SEL and have folks understand the intimate link between students’ social and emotional development and their academic development. SEL should be part of the strategic planning process. The core mission of schools is to serve the whole child, and therefore we must build an integrated approach into professional development, into curriculum, into pedagogy, and into the links we make with family and community. Also, expect all schools to be intentional about SEL implementation and have that as part of their work plan every year.”

Good advice!





# District Resource Center

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## Resources

1. "When I came on board, we had a set amount of money, and we had to take our vision and fit it into that amount of money. As our vision unfolded and I had the firepower to ask for a pretty significant investment, our budget changed significantly to allow for those 14 additional people on our staff." Karen Van Ausdal, Sustainability Interview, 3/6/15.
2. "In the past year we have built the expertise at the district office and the networks. We have provided a lot of training and exposure for senior CPS leadership and network leadership, along with outreach and partnering to different departments. Many leaders are now beating the drum for SEL." Karen Van Ausdal, Sustainability Interview, 3/6/15.
3. Jones, S., Bouffard, S. (2012). Social and Emotional Learning in Schools, From Program to Strategies. Society for Research in Child Development Social Policy Report, Volume 26, number 4, (pp. 1-22).

*This case study was conducted by the Collaboration for Academic, Social, and Emotional Learning (CASEL) with funding from the Robert Wood Johnson Foundation. The purposes of the funded project, Identifying Effective Financial Strategies to Sustain Social and Emotional Learning, were to document different districts' approaches to sustaining social and emotional learning (SEL) and to create financial models (scenarios) and planning tools that districts can use to determine how to sustain SEL long-term.*

**Chicago Public Schools**  
**Social and Emotional Learning Budget and Financial Sustainability Plan**

Chicago Public Schools	Past and Current Years			Future Years (Estimated)		
	SY2012-13	SY2013-14	SY2014-15	SY2015-16	SY2016-17	SY2017-18
Number of Schools Served/Number of SEL Specialists	392 /13	517 /12	516 /26	516 /26	516 /26	516 /26
Number of Teachers Served	1183	6086	10,800	11,000	12,000	12,500
Number of Students Served	150,000	200,000	250,000	300,000	300,000	300,000
<b>Estimated Operating Costs:</b>	<b>SY2012-13</b>	<b>SY2013-14</b>	<b>SY2014-15</b>	<b>SY2015-16</b>	<b>SY2016-17</b>	<b>SY2017-18</b>
SEL Executive Director/Coordinator (salary and benefits)	\$118,803	\$105,000	\$118,803	\$118,803	\$118,803	\$118,803
Specialist (salary and benefits) (25 Specialists 2014-2018)	\$799,857	\$969,899	\$2,987,896	\$2,987,896	\$2,987,896	\$2,987,896
Other Positions (salary and benefits) (4 Managers)	\$814,100	\$615,200	\$822,500	\$822,500	\$822,500	\$822,500
Administrative Assistant (3 Executive Assistants)	\$156,200	\$104,989	\$157,000	\$157,000	\$157,000	\$157,000
Professional development stipends, substitutes, and materials	\$846,248	\$936,248	\$1,078,500	\$1,078,500	\$1,078,500	\$1,078,500
Consultants(PD, fund development, communications, etc.)	\$2,974,358	\$3,646,500	\$3,799,500	\$3,649,500	\$3,449,500	\$3,249,500
Travel	\$95,033	\$89,516	\$91,076	\$91,076	\$91,076	\$91,076
Supplies/equipment	\$360,338	\$400,517	\$350,648	\$350,648	\$350,648	\$350,648
Curriculum resources & Evidence Based Program Materials	\$132,559	\$248,959	\$146,919	\$146,919	\$146,919	\$146,919
<b>Annual Operating Costs</b>	<b>\$6,297,495</b>	<b>\$7,116,827</b>	<b>\$9,552,841</b>	<b>\$9,402,841</b>	<b>\$9,202,841</b>	<b>\$9,002,841</b>
<b>Budget Sources</b>	<b>SY2012-13</b>	<b>SY2013-14</b>	<b>SY2014-15</b>	<b>SY2015-16</b>	<b>SY2016-17</b>	<b>SY2017-18</b>
Local District Funds	\$6,297,495	\$7,116,827	\$9,552,841	\$9,402,841	\$9,202,841	\$9,002,841
Federal Funds	\$1,955,407	\$1,799,000	\$1,799,000	\$1,799,000	\$1,799,000	\$1,799,000
State Funds			\$115,000			
NoVo Foundation grant (anticipated continued support)	\$131,436	\$223,090	\$250,000	\$250,000	\$250,000	\$250,000
<b>Total Budget Sources</b>	<b>\$8,384,338</b>	<b>\$9,138,917</b>	<b>\$11,716,841</b>	<b>\$11,451,841</b>	<b>\$11,251,841</b>	<b>\$11,051,841</b>
<b>Estimated Development Need</b>			<b>(\$2,164,000)</b>	<b>(\$2,049,000)</b>	<b>(\$2,049,000)</b>	<b>(\$2,049,000)</b>



# District Resource Center

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## COST CALCULATOR ASSUMPTIONS

# Chicago Public Schools Model

### Chicago Implementation Summary

Chicago Public Schools organized their SEL implementation around 14 networks to provide professional development and guidance to the 664 schools in CPS. SEL is an integrated strategy for improving academic outcomes and developing safe and supportive school environments. SEL is the umbrella for multi-tiered systems of support, student behavior and mental health, and restorative practices.

- SEL and multi-tiered systems of support are integrated into a single pronged approach to support student learning of the Common Core State Standards.
- Evidence-based programs are used at elementary and middle schools to promote student and teacher social and emotional competence.
- Restorative practices are supported through community providers who provide professional development, coaching and other services.
- A team of network SEL specialists work with principals and staffs to set goals, foster adult SEL skills, and drive implementation at school and network levels.

### Staffing Assumptions:

- 1.0 full time equivalent (FTE) SEL director
- Chicago has 4 SEL coordinators. Student enrollment is factored into this calculation.
- Chicago had 2 SEL specialists in years 1 & 2. Student enrollment is factored in to the calculation for years 1 & 2.
- Beginning in year 3, Chicago added an SEL Specialist for each of the 14 elementary networks. One SEL specialist is provided for each vertical team/network/unit.

## Chicago Cost Calculator Detailed Assumptions

### Fixed Costs

- 1 Executive Director

### Variable Costs

- Student enrollment is factored into number of SEL managers - Chicago has 4 to serve 300,000 students
- Student enrollment is factored into number of SEL Specialists for years 1-2
- Years 3-6: SEL Specialists are the sum of the number of networks (CPS has 16) and others with an enrollment factor (CPS has 10)
- 1.0 FTE Administrative Assistant is provided for Exec Director, plus a .5 FTE Administrative Assistant for each manager. (CPS has 3 total administrative assistants.)
- Student enrollment is factored into projections for professional development stipends, substitutes and materials
- Student enrollment is factored into projections for consultants
  - Consultants include costs for Evidence Based Program providers to provide direct training and training of trainers
- Student enrollment is factored into projections for travel
- Student enrollment is factored into projections for supplies and equipment
- Student enrollment is factored into projections for curriculum materials

### Notes

- For years 2 through 6, a 2% annual salary increase/inflation factor is included for all positions (non-compounded)
- No inflation factor is considered for professional development, consultants, travel, supplies/equipment or curriculum materials.
- Enrollment provided by user remains constant throughout 6 years.