Appendix *How are the Children*? A Study of the Effectiveness of a Social-emotional Learning Curriculum for High School Students

A REPORT OF A RANDOMIZED EXPERIMENT CONDUCTED IN THE ROCK ISLAND MILAN SCHOOL DISTRICT

April 2025

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Reference this report: Jaciw, A. P., Dowling, R., Waltower, M., Lin, L., & Zacamy, J. (2025). *How are the Children?* A Study of the Effectiveness of a Social-Emotional Learning Curriculum for High School Students: A Report of a Randomized Experiment Conducted in the Rock Island Milan School District. (Empirical Education report number: Empirical_HATC-7043-FR1-2025-O.2) Empirical Education Inc. https://www.empiricaleducation.com/how-are-the-children/

Appendix A: Scope and Sequence

CHILDREN

Scope and Sequence

Setting Up Your Essential Agreements 5 Days Setting Up Your Getting to Know Each Other 3 Days Classroom Social Emotional Learning (SEL) 7 Days Competencies and Project Based Learning (PBL) 7 Days Mapping Out the Student Experience 1 Day PBL Break Lesson Length Unit Lesson Length Storytelling and Development 10 Days Storytelling and Overview of Story Arc 10 Days Bring Your Story to Life 10 Days Self-Awareness, Responsible Development Tools for Powerful Storytelling 10 Days Decision-Making PBL Break Lesson Length Decision-Making Unit 2: Making a Plan 1 5 Days Self-Management, Relationship Skills PBL Break Lesson Length Bays Unit 2: Making a Plan 1 5 Days Self-Management, Relationship Skills PBL Break Lesson Length Bays Unit 2: Making a Plan 1 5 Days Belationship Skills	Getting Started	Lesson		Length
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PBL Break	Post-Production	Media Literacy	4Days	Relationship Skills
Capstone Showcase 7 Days	DRI Break	Lesson		Length
	PDL Dreak	Capstone Showcase	•	7 Days



Scope and Sequence- Thurgood Marshall Learning Center

THURGOOD MARSHALL LEARNING CENTER

Home of the Titans!

Getting Started	Lesson	Links	Length
detailing otailtea	Essential Agreements	See Lesson Slides PDF to Print or Download	5 Days
Setting Up Your Classroom Teacher Guide	Getting to Know Each Other	See Lesson Slides PDF to Print or Download	3 Days
<u>Student</u> <u>Workbook</u>	Social Emotional Learning (SEL) Competencies and Project Based Learning (PBL)	See Lesson Slides PDF to Print or Download Project Template	5 Days
	Mapping Out the Student Experience	See Lesson Slides PDF to Print or Download	1 Day
	Lesson	Links	Length
PBL Break Teacher Guide Student	Film Kit Introduction	See Lesson Slides PDF to Print or Download	7 Days
<u>Student</u> <u>Workbook</u>	Documentary and Reflection	<u>See Lesson Slides</u> <u>PDF to Print or</u> <u>Download</u>	2 Days

Unit	Lesson	Links	Length	SEL Competencies
Unit: Pre-Production	Making a Plan I	 <u>Slide Presentation</u> <u>PDF to Print or</u> <u>Download</u> <u>Pre-Production Key</u> <u>Elements List</u> <u>Pre-Production Checklist</u> 	5 Days	
<u>Teacher Guide</u> <u>Student</u> <u>Workbook</u>	Making a Plan II	 <u>Slide Presentation</u> <u>PDF to Print or</u> <u>Download</u> <u>Blocking Exploration</u> <u>Shot Sheet</u> <u>Storyboard Worksheet</u> <u>Pre-Production Goals</u> <u>Checklist</u> 	6 Days	Self-Management, Relationship Skills

PBL Break	Introduction to Interviews & Interview Tips & Tricks Lesson Gearing Up For Filming	 <u>Slide Presentation</u> <u>PDF to Print or</u> <u>Download</u> <u>Links</u> <u>See Lesson Slides</u> <u>PDF to Print or Down</u> <u>PDF – Jeopardy Key</u> <u>PDF – Filming Guide</u> <u>PDF – Filming Guide</u> <u>PDF – Filming Protocom</u> 	lines lines in cols ments	Length 8 Days
Unit	Lesson	Links	Length	SEL Competencies
Unit: Production	Making B-Roll Happen More on Telling	 <u>Slide Presentation</u> <u>PDF to Print or</u> <u>Download</u> <u>Problem Analysis</u> <u>Worksheet</u> <u>Slide Presentation</u> PDF to Print or 	4 Days 4 Days	Relationship Skills, Responsible Decision Making
	The Story	Download	Links	Length
PBL Break		Team Project	LIIIKS	20+ Days
Unit	Lesson	Links	Length	SEL Competencies
	Post Production 1	 <u>Slide Presentation</u> <u>PDF to Print or</u> <u>Download</u> <u>PDF</u> <u>Post-Production</u> <u>Team Roles</u> 	4 Days	
Unit: Post-Production	Post Production 2	PDF Film Editing <u>Guide for</u> <u>Chromebooks</u>	4 Days	Self Awareness, Social Awareness, Relationship Skills
	Media Literacy	 <u>Slide Presentation</u> <u>PDF to Print of</u> <u>Download</u> <u>PDF Post</u> <u>Production Peer</u> <u>Review</u> 	4 Days	

DBI Break	Lesson	Links	Length
PDL Dreak	Executing Team Project		7 Days

Appendix B. Fidelity of Implementation Matrix

Unit(s) level(s)			Compon			Sample level		Data collection details			
Definition	Unit of implementation	Score for levels of implementation at unit level	Threshold for adequate implementation at unit level	Next-Higher Unit, Score, and Threshold for next-higher level	Score for levels of implementation at component level	Threshold for adequate implementation at component level	Threshold for the sample	Data source(s)	Data collection (who, when)	Expected sample for fidelity measure	Expected years of fidelity measurement
		er Professional L teacher training	-								
2 days of training prior to implement- tation	Implementing teachers	2: attends both days 1: attends 1 day only 0: attends 0 days	Threshold=score of 2	UNIT: SCHOOLS 1: 80% (RIHS)/60% (TMLC) treatment teachers have score of 2 0: <80% (RIHS)/<60% (TMLC) treatment teachers have score of 2				Sign-in sheets	Program staff at the beginning of the treatment year	All teachers in treatment condition	2023-24 (impact year) 2024-25 (follow- on year)
				Threshold=1							

Unit(s) level(s)			Compon	ent level	Sample level			Data collection details			
Definition	Unit of implementation	Score for levels of implementation at unit level	Threshold for adequate implementation at unit level	Next-Higher Unit, Score, and Threshold for next-higher level	Score for levels of implementation at component level	Threshold for adequate implementation at component level	Threshold for the sample	Data source(s)	Data collection (who, when)	Expected sample for fidelity measure	Expected years of fidelity measurement
Inc	dicator 2: Period	lic teacher coach	ning								
4 virtual coaching sessions each implement- tation period	Implementing teachers	2: attends 3-4 sessions 1: attends 1-2 sessions 0: attends 0 sessions	Threshold=score of 2	UNIT=SCHOOLS 1: 80% (RIHS)/60% (TMLC) treatment teachers have score of 2 0: <80% (RIHS)/<60% (TMLC) treatment teachers have score of 2				Sign-in sheets	Program staff at each coaching session	All teachers in treatment condition	2023-24 (impact year) 2024-25 (follow- on year)
				Threshold=1							

Unit(s) level(s)			Component level		Sample level		Data collection details				
Definition	Unit of implementation	Score for levels of implementation at unit level	Threshold for adequate implementation at unit level	Next-Higher Unit, Score, and Threshold for next-higher level	Score for levels of implementation at component level	Threshold for adequate implementation at component level	Threshold for the sample	Data source(s)	Data collection (who, when)	Expected sample for fidelity measure	Expected years of fidelity measurement
Measurin	g Across Indicat	ors for Key Com	ponent 1								
					Levels of implementation for the component as a whole 2: School has score of 1 on both indicators 1: School has score of 1 on only 1 indicator 0: School has score of 1 on 0 indicators	Threshold for adequate implementation at component level=Score of 2	Threshold for adequate implemen- tation at sample level=at least 50% of schools have a score of 2				

	Unit(s) level(s)				Compon	ent level	Sample level	Data colle		ection details	
Definition	Unit of implementation	Score for levels of implementation at unit level	Threshold for adequate implementation at unit level	Next-Higher Unit, Score, and Threshold for next-higher level	Score for levels of implementation at component level	Threshold for adequate implementation at component level	Threshold for the sample	Data source(s)	Data collection (who, when)	Expected sample for fidelity measure	Expected years of fidelity measuremen
Key Com	ponent 2: HATC	Curriculum									
Ind	dicator 1: SEL R	esource Provisio	n								
SEL curriculum/ resources rrovided to teachers	Program	1: Provided all participating teachers with SEL resource access 0: Did not provide all participating teachers with SEL resource access	Threshold=score of 1					Training records and distribu- tion email records	Program staff at the beginning of the treatment year		2023-24 (impac year) 2024-25 (follow on year)
Inc	dicator 2: PBL R	esource Provisio	n								
PBL module resources provided to teachers	Program	1: Provided all participating teachers with SEL resource access 0: Did not provide all participating teachers with SEL resource access	Threshold=score of 1					Training records and distribu- tion email records	Program staff at the beginning of the treatment year		2023-24 (impac year) 2024-25 (follow on year)

	Unit(s) level(s)				Compon	ent level	Sample level		Data collection details			
Definition	Unit of implementation	Score for levels of implementation at unit level	Threshold for adequate implementation at unit level	Next-Higher Unit, Score, and Threshold for next-higher level	Score for levels of implementation at component level	at component	Threshold for the sample	Data source(s)	Data collection (who, when)	Expected sample for fidelity measure	Expected years of fidelity measurement	
Measuring	g Across Indicat	ors for Key Com	ponent 2		Levels of		Threshold					

For Reporting Only											
	Finding for this component for the sample	Met sample threshold at the component level (Yes/No)	No. of units measured and no. of units in sample	Year of measurement							
Key Component 1, Year 1	Overall: Fidelity MET	Yes	25 teachers	2023-2024 SY							
Key Component 2, Year 1	Overall: Fidelity MET	Yes	25 teachers	2023-2024 SY							

Appendix C: Teacher Interview Protocol

PARTICIPANT BACKGROUND INFORMATION

Date / Time of Interview			
Interviewer	[name]	[name]	
Notetaker	[name]	[name]	
Condition	Treatment	Control	
Grade			
Unique population	Special Ed	ELL	No

WELCOME AND CONSENT

Treatment Group

Thank you for making time for today's interview. My name is [name of interviewer] and this is [name of notetaker]. Our research company, Empirical Education, serves as the external evaluator for the How Are the Children study and we are working with your district and Connect With Kids to evaluate the impact and implementation of the How Are the Children curriculum. We hope to understand how you implemented How Are the Children in your classroom and how you think the curriculum impacted your students and your classroom.

Control Group

Thank you for making time for today's interview. My name is [name of interviewer] and this is [name of notetaker]. Our research company, Empirical Education, serves as the external evaluator for the How Are the Children study. As a member of the business-as-usual condition, your experience will help us to understand the typical experience of students during [advisory] [second block]. We would also like to hear your thoughts on social emotional learning and the needs of your students.

All

With your permission, this interview will be recorded and transcribed so that we can review and analyze your responses accurately. The recordings will be kept in a secure file that only researchers and transcribers have access to. Your responses will be confidential. The Connect with Kids staff and your school and district administrators will not have access to this recording or transcription and will not be able to identify you or your answers.

Are you willing to give me permission to record this interview in both video and audio?

(IF YES) Okay thank you very much. We will start the recording now. [Notetaker, start recording.] Can you just confirm, while the recording is on, that you have agreed to being recorded?

(IF NO) That's fine, it would be helpful for us to have an audio recording to refer to when analyzing data to ensure your words are captured accurately - would it be okay if we turned off our video cameras, and recorded the audio of this interview?

ALL: If at any point you do not understand a question or need me to repeat the question, please do not hesitate to ask. Would you like to ask me any questions before we begin?

INTERVIEW PROTOCOL FOR TREATMENT GROUP TEACHERS

Curriculum

1) What made you want to participate in the How Are the Children study?

- 2)
- a) What made you want to try out and implement the How Are the Children curriculum?
- b) Was there a particular challenge you were hoping the curriculum could address?
 - i) **[If Special Ed]** As a special education teacher, are there unique SEL goals that you have for your students? Are there any unique challenges that need to be addressed?
 - ii) **[If ELL]** As an ELL teacher, are there unique SEL goals that you have for your students? Are there any unique challenges that need to be addressed?
- c) How would you describe the school climate, or the quality and character of school life, at [Rocky] [Thurgood Marshall]?
- 3) Can you tell us about any previous experiences that you had with teaching social emotional learning?
- 4) What do you think of the overall school climate around topics like social emotional learning at your school?
 - a) Is social emotional learning something that is valued?
 - b) Are there other barriers or facilitators that need to be addressed?
- 5) How was the opportunity to create a documentary received by your students?
 - a) What did you students think of the opportunity to participate in storytelling?
- 6) How did you feel about the support provided by your administration?

Coaching/training

- 7) Thinking back to the training that Connect with Kids provided over the summer and during implementation, in what ways did you feel prepared to implement the curriculum in your classroom?
 - a) Did you feel prepared to implement the lessons?
 - b) Did you feel prepared to facilitate discussions with students?
 - c) How did you feel about the video production piece?
 - d) In what ways did you not feel prepared to implement the curriculum in your classroom?
- 8) What did you think of the quarterly coaching and reflection sessions?
 - a) Did these sessions improve your ability to implement the curriculum? If so, how?
- 9) Were their opportunities for you to collaborate with your colleagues during training and implementation?a) Do you think the development of a community of practice would be beneficial?
- 10) Is there any additional training that you would have liked to receive throughout the year (e.g., on specific content or units, or specific PBL breaks)?

Implementation

11) Now that you have implemented the curriculum, what are your thoughts on the curriculum?

- a) In what ways did the curriculum address the challenges you mentioned above?
- b) In what ways did it not address the challenges you mentioned above?
- 12) What would you say went well in your implementation of the curriculum?
 - a) What do you think your students gained from their participation in the curriculum?
- 13) What difficulties did you face in implementing the curriculum?
 - a) What, if any, recommendations do you have to address these difficulties?
- 14) How did the changes made during implementation (e.g., adding a credit, reducing implementation to 4 days) impact your implementation?
 - a) Was the addition of Darion and Coles/production team virtual sessions helpful?
 - b) Do you think your students found this technical assistance useful?
- 15) Overall, do you feel that implementing the curriculum was worth the time and effort?
 - a) Do you think that not having a typical advisory period impacted your students? How so?

INTERVIEW PROTOCOL FOR CONTROL GROUP TEACHERS

- 1) What made you want to participate in the How Are the Children curriculum?
 - a) Was there a particular challenge you were hoping the curriculum could address?
 - i) [IF Special Ed] As a special education teacher, are there unique SEL goals that you have for your students? Are there any unique challenges that need to be addressed?
 - ii) [IF ELL] As an ELL teacher, are there unique SEL goals that you have for your students? Are there any unique challenges that need to be addressed?
 - b) How would you describe the school climate, or the quality and character of school life, at [Rocky] [Thurgood Marshall]?
- 2) Can you tell us about any previous experiences that you had with teaching social emotional learning?
- 3) Do you feel your students gained social emotional learning skills like decision making, relationship skills, self-awareness during [your advisory] OR [your second block]? If so, how?
- 4) Thinking beyond How Are the Children, how has your school addressed social emotional learning?
- 5) What do you think of the overall school climate around social emotional learning?
 - a) Is this something that you think is valued at your school?
 - b) Are there other barriers or facilitators that need to be addressed?
- 6) What would your hopes be for a social emotional learning curriculum for students?
- 7) [RIHS ONLY] Can you tell us what your students typically do during advisory?
 - a) What do you use advisory time for?
 - b) Do you think that advisory time, in its current usage, is an effective use of time?
- 8) How aware were you of the How Are the Children curriculum being implemented in other advisory classes? What have you heard?

Appendix D. List of Referable Disciplinary Offenses

Arson

Bomb Threat/False Alarm Bullying Cheating Defiance/Disrespect/Insubordination/Non-comp Disruption **Dress Code Violation** Enrichment Forgery Gambling Gang Affiliation Display Gang/Cult/ Activity Harassment - General Harassment - Racial Harassment - Sexual Horseplay **ID** Conditions Inappropriate Display of Affection Inappropriate Location/Out of Bounds Lying Pornography Property Damage/Vandalism Skipping Class Skipping Saturday School Skipping school detentions Sleeping in class Tardy **Technology Violation** Theft/Burglary

Threat of Violence

Truancy

Use/Possession Mult. Firearms

Use/Possession of Combustibles

Use/Possession of Handgun

Use/Possession of Other Weapon

Use/Possession of Rifle

Use/Possession of Shotgun

Use/Possession of Tobacco

Use/Possession Other Firearm

Use/Possession/Sale of Alcohol

Use/Possession/Sale of Drugs

Verbal Altercation

Violence W/ No Serious Injury

Violence With Serious Injury