

# 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

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EMPOWERING EDUCATORS THROUGH EVIDENCE AND INSIGHT

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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



## Scope and Sequence

Getting Started		Lesson	Length
Setting Up Your Classroom		Essential Agreements	5 Days
		Getting to Know Each Other	3 Days
		Social Emotional Learning (SEL) Competencies and Project Based Learning (PBL)	7 Days
		Mapping Out the Student Experience	1 Day
PBL Break		Lesson	Length
		Film Kit Introduction	7 Days
Unit	Lesson	Length	SEL Competencies
Unit 1: Storytelling and Development	Introduction to Documentary	10 Days	Self-Awareness, Responsible Decision-Making
	Finding Your Story	10 Days	
	Overview of Story Arc	10 Days	
	Tools for Powerful Storytelling	10 Days	
	Bring Your Story to Life	10 Days	
PBL Break		Lesson	Length
		Documentary & Reflection Week	5 Days
Unit 2: Pre-Production	Making a Plan I	5 Days	Self-Management, Relationship Skills
	Making a Plan II	5 Days	
	Introduction to Interviews & Interview Tips & Tricks	5 Days	
PBL Break		Lesson	Length
		Gearing Up For Semester II	8 Days
Unit	Lesson	Length	SEL Competencies
Unit 3: Production	Introduction to B-Roll	4 Days	Relationship Skills, Responsible Decision Making
	Writing the Script and Telling the Story	4 Days	
PBL Break		Lesson	Length
		Executing Team Project	20+ Days
Unit	Lesson	Length	SEL Competencies
Unit 4: Post-Production	Post Production 1	4 Days	Self Awareness, Social Awareness, Relationship Skills
	Post Production 2	4 Days	
	Media Literacy	4Days	
PBL Break		Lesson	Length
		Capstone Showcase	7 Days



## Scope and Sequence- Thurgood Marshall Learning Center

### THURGOOD MARSHALL LEARNING CENTER

Home of the Titans!

Getting Started		Lesson	Links	Length
Setting Up Your Classroom <a href="#">Teacher Guide</a>  <a href="#">Student Workbook</a>	Essential Agreements	<ul style="list-style-type: none"><li>• <a href="#">See Lesson Slides</a></li><li>• <a href="#">PDF to Print or Download</a></li></ul>	5 Days	
	Getting to Know Each Other	<ul style="list-style-type: none"><li>• <a href="#">See Lesson Slides</a></li><li>• <a href="#">PDF to Print or Download</a></li></ul>	3 Days	
	Social Emotional Learning (SEL) Competencies and Project Based Learning (PBL)	<ul style="list-style-type: none"><li>• <a href="#">See Lesson Slides</a></li><li>• <a href="#">PDF to Print or Download</a></li><li>• <a href="#">Project Template</a></li></ul>	5 Days	
	Mapping Out the Student Experience	<ul style="list-style-type: none"><li>• <a href="#">See Lesson Slides</a></li><li>• <a href="#">PDF to Print or Download</a></li></ul>	1 Day	
		Lesson	Links	Length
PBL Break <a href="#">Teacher Guide</a> <a href="#">Student Workbook</a>	Film Kit Introduction	<ul style="list-style-type: none"><li>• <a href="#">See Lesson Slides</a></li><li>• <a href="#">PDF to Print or Download</a></li></ul>	7 Days	
	Documentary and Reflection	<ul style="list-style-type: none"><li>• <a href="#">See Lesson Slides</a></li><li>• <a href="#">PDF to Print or Download</a></li></ul>	2 Days	
Unit	Lesson	Links	Length	SEL Competencies
Unit: Pre-Production <a href="#">Teacher Guide</a> <a href="#">Student Workbook</a>	Making a Plan I	<ul style="list-style-type: none"><li>• <a href="#">Slide Presentation</a></li><li>• <a href="#">PDF to Print or Download</a></li><li>• <a href="#">Pre-Production Key Elements List</a></li><li>• <a href="#">Pre-Production Checklist</a></li></ul>	5 Days	Self-Management Relationship Skills
	Making a Plan II	<ul style="list-style-type: none"><li>• <a href="#">Slide Presentation</a></li><li>• <a href="#">PDF to Print or Download</a></li><li>• <a href="#">Blocking Exploration Shot Sheet</a></li><li>• <a href="#">Storyboard Worksheet</a></li><li>• <a href="#">Pre-Production Goals Checklist</a></li></ul>	6 Days	

	Introduction to Interviews & Interview Tips & Tricks	<ul style="list-style-type: none"> <li>• <a href="#">Slide Presentation</a></li> <li>• <a href="#">PDF to Print or Download</a></li> </ul>	5 Days	
<b>PBL Break</b>	<b>Lesson</b> Gearing Up For Filming	<b>Links</b> <ul style="list-style-type: none"> <li>• <a href="#">See Lesson Slides</a></li> <li>• <a href="#">PDF to Print or Download</a></li> <li>• <a href="#">PDF – Jeopardy Key</a></li> <li>• <a href="#">PDF – Filming Guidelines</a></li> <li>• <a href="#">PDF – Filming Guidelines in Action</a></li> <li>• <a href="#">PDF – Filming Protocols</a></li> <li>• <a href="#">Dev. Plan, Edit Documents</a></li> <li>• <a href="#">PDF – Filming Protocols in Action</a></li> </ul>	<b>Length</b> 8 Days	
<b>Unit</b>	<b>Lesson</b>	<b>Links</b>	<b>Length</b>	<b>SEL Competencies</b>
<b>Unit: Production</b>	Making B-Roll Happen	<ul style="list-style-type: none"> <li>• <a href="#">Slide Presentation</a></li> <li>• <a href="#">PDF to Print or Download</a></li> <li>• <a href="#">Problem Analysis Worksheet</a></li> </ul>	4 Days	Relationship Skills, Responsible Decision Making
	More on Telling The Story	<ul style="list-style-type: none"> <li>• <a href="#">Slide Presentation</a></li> <li>• <a href="#">PDF to Print or Download</a></li> </ul>	4 Days	
<b>PBL Break</b>	<b>Lesson</b> Designing Team Project	<b>Links</b>	<b>Length</b> 20+ Days	
<b>Unit</b>	<b>Lesson</b>	<b>Links</b>	<b>Length</b>	<b>SEL Competencies</b>
<b>Unit: Post-Production</b>	Post Production 1	<ul style="list-style-type: none"> <li>• <a href="#">Slide Presentation</a></li> <li>• <a href="#">PDF to Print or Download</a></li> <li>• <a href="#">PDF Post-Production Team Roles</a></li> </ul>	4 Days	Self Awareness, Social Awareness, Relationship Skills
	Post Production 2	<ul style="list-style-type: none"> <li>• <a href="#">Slide Presentation</a></li> <li>• <a href="#">PDF to Print or Download</a></li> <li>• <a href="#">PDF Film Editing Guide for Chromebooks</a></li> </ul>	4 Days	
	Media Literacy	<ul style="list-style-type: none"> <li>• <a href="#">Slide Presentation</a></li> <li>• <a href="#">PDF to Print of Download</a></li> <li>• <a href="#">PDF Post Production Peer Review</a></li> </ul>	4 Days	

PBL Break	Lesson	Links	Length
	Executing Team Project		7 Days

Appendix B. Fidelity of Implementation Matrix

TABLE 1. FIDELITY OF IMPLEMENTATION MATRIX

Definition	Unit(s) level(s)			Component level		Sample level	Data collection details				
	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
Key Component 1: Teacher Professional Learning											
Indicator 1: Initial teacher training											
2 days of training prior to implementation	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  Threshold=1				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)

TABLE 1. FIDELITY OF IMPLEMENTATION MATRIX

Definition	Unit(s) level(s)			Component level		Sample level	Data collection details				
	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
Indicator 2: Periodic teacher coaching											
4 virtual coaching sessions each implementation 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  Threshold=1				Sign-in sheets	Program staff at each coaching session	All teachers in treatment condition	2023-24 (impact year) 2024-25 (follow-on year)



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Definition	Unit(s) level(s)			Component level			Sample level	Data collection details			
	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
Measuring Across Indicators for Key Component 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 implementation at sample level=at least 50% of schools have a score of 2				

TABLE 1. FIDELITY OF IMPLEMENTATION MATRIX

		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
Key Component 2: HATC Curriculum											
Indicator 1: SEL Resource Provision											
SEL curriculum/ 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 distribution email records	Program staff at the beginning of the treatment year	All teachers in treatment condition	2023-24 (impact year) 2024-25 (follow-on year)
Indicator 2: PBL Resource Provision											
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 distribution email records	Program staff at the beginning of the treatment year	All teachers in treatment condition	2023-24 (impact year) 2024-25 (follow-on year)

TABLE 1. FIDELITY OF IMPLEMENTATION MATRIX

Definition	Unit(s) level(s)				Component level		Sample level	Data collection details			
	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
Measuring Across Indicators for Key Component 2											
					Levels of implementation for the component as a whole 2: Score of 1 on both indicators 1: score of 1 on only 1 indicator 0: score of 1 on 0 indicators	Threshold for adequate implementation at component level=Score of 2	Threshold for adequate implementation at sample level=program-level score of 2				
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 there 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?

## EFFECTIVENESS OF CWK'S HATC 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