

Executive Summary

Monarch School Project, in collaboration with The Jacobs Institute for Innovation in Education at the University of San Diego, conducted a groundbreaking study to show social-emotional learning trends among unhoused youth. As noted in the recently released white paper, *Promoting resilience: Social-emotional learning sustenance in the Monarch School Project* (2022) this innovative three-year study leads research in an often overlooked and underserved population.

Background

For over thirty years, Monarch School Project (MSP) has been fulfilling its mission to nurture resilience in unhoused youth and their families” by providing social, emotional, and academic programming for, on average, 300 unhoused K-12 students, their families, and alumni each year.

Problem and Solution

In 2016, KishaLynn Elliott, Vice President of Operations and Evaluation, identified a lack of data and methods to measure the social and emotional skills of unhoused students. As a result, MSP and The Jacobs Institute worked together to design and implement the SEL Student Growth Study. This three-year study identified and measured essential social and emotional factors of 3rd - 12th grade unhoused students (appendix 1).

Key Findings

Sustenance. MSP students sustained their skills and strengths in social-emotional learning over time. *On a scale of 1-5, students averaged 3.5 across most Social- Emotional Learning constructs.*

Belonging. MSP provides an environment in which students feel engaged, safe, and like they belong. *60% of students maintained or increased their feeling of safety at school. 40% increased their engagement and maintained their feelings of belonging over time.*

Self Esteem. MSP is a place where students can feel good about themselves. *48% of students showed positive changes in their self-esteem.*

Restorative Mindset. Monarch students showed and maintained a high average restorative mindset over time. *Student restorative mindset scores averaged 4 out of a possible 5.*

Learning

Imperative. Social and Emotional programming is an essential component of unhoused student’s education.

Restorative Practices. This study showed the potential of student social and emotional growth particularly through restorative practices.

New to research. A method to evaluate Monarch’s focus on restorative practices was developed in the study and is new to this field of research.

The Monarch School Project, & The Jacobs Institute for Innovation in Education. (2022). Promoting resilience: Social-emotional learning sustenance in the Monarch School Project. [White paper]. The Monarch School Project. [URL Link](#)