

REQUEST FOR APPLICATIONS

HEARTS Professional Learning Institute





Introduction

Apply now to be a part of the inaugural Healthy Environments and Response to Trauma in Schools (HEARTS) Professional Learning Institute!

This **2-Year HEARTS Professional Learning Institute** will build the capacity of school teams to implement and sustain a multi-year change process in their schools to implement trauma-informed, healing centered, and racially just school policies, procedures and practices. Participating schools will receive **virtual training, consultation, and ongoing support** and become **part of a larger community of professionals** committed to promoting resilient and equitable learning and teaching environments.

What is HEARTS?

HEARTS is an award-winning program that places **anti-racist, healing-centered approaches** at the core of our work to create more trauma-informed, safe, supportive, and equitable learning and teaching environments. We partner with schools and districts to promote school success by **fostering resilience, wellness, and justice for everyone in the school community.**

HEARTS aims to increase instructional time and decrease time spent on disciplinary actions by:

1. Increasing student wellness, engagement, and success in school
2. Building staff and school system capacities to support trauma-impacted students by increasing knowledge and practice of trauma-informed classroom and school-wide strategies
3. Promoting staff wellness through addressing burnout and secondary traumatic stress
4. Interrupting the school to prison pipeline through the reduction of racial disparities in disciplinary office referrals, suspensions, and expulsions

What does HEARTS mean by “trauma-informed”?

A trauma-informed school consistently applies the six **HEARTS principles** (shown below) at the:

- A. Student level** (e.g. educational practices with students),
- B. Adult level** (e.g. how administrators, staff, and caregivers interact with each other), and
- C. System level** (e.g. classroom procedures and school policies)

HEARTS also asserts that **any trauma-informed approach must actively combat structural racism and other forms of oppression**, ensuring that policies, procedures, and practices promote racial justice and other forms of social justice.



What is the HEARTS Professional Learning Institute?

The HEARTS Professional Learning Institute will build capacity of elementary and middle school staff across the country to implement HEARTS **principles** and approaches. Participants of the two-year HEARTS Institute will gain the knowledge and skills to implement trauma-informed practices, procedures, and policies that are tailored to their local school communities.

A collaboration between [UCSF HEARTS](#) and [ETR Associates](#), the HEARTS Professional Learning Institute is made possible through funding from the [Chan Zuckerberg Initiative](#).

Why should you participate?

As a participant in the HEARTS Institute, you will:

- + Work with a **multidisciplinary team of national experts** who have been leading trauma-informed schools transformation for over a decade
- + **Improve knowledge and skills** among school staff to support all students, including those most impacted by trauma
- + **Improve school systems and procedures** that support staff and student wellness and reduce the need for exclusionary disciplinary practices
- + **Integrate trauma-informed approaches into existing school initiatives** (e.g., Positive Behavioral Interventions and Supports, Social-Emotional Learning curricula, etc.)
- + Be a part of a **national learning community of like-minded professionals** who are committed to transforming their schools into more resilient and equitable learning and teaching environments
- + Earn continuing education credits¹

1. We will work with selected teams to determine if continuing education credits are available for their state and team member professions (e.g., teachers, social workers, administrators, counselors, etc.)

What will you learn?

Participating teams will receive ongoing virtual professional development training, consultation and technical assistance in a peer-to-peer collaborative learning environment.

Learning Objectives

By the end of Year 1 of the Professional Learning Institute, participating teams will be able to:

1. Begin **applying** the HEARTS principles to individual practices and to school-site systems (e.g. classroom procedures, whole-school policies)
2. **Cultivate the community partners** needed to inform and help implement trauma-informed school policies, procedures and practices (e.g., parents/caregivers, community based organizations)
3. Develop site-specific processes for conducting **small tests of change** to continuously improve implementation of trauma-informed practices
4. Develop **site-specific plan** with clear goals and action steps for implementing a multi-year change process at their school site

By the end of Year 2 of the Professional Learning Institute, participating teams will be able to:

1. Begin **implementing a sustainable, multi-year change process** to implement trauma-informed policies, procedures and practice in their schools
2. Secure **buy-in from school district leaders** to sustain HEARTS implementation at their site
3. Hone **skills to provide ongoing training and consultation** to school-site staff in the HEARTS principles and approaches
4. Develop and implement a **plan to evaluate/monitor progress** towards their schools' goals

Who should participate?

The HEARTS Professional Institute will work with up to five school teams. Teams should represent a single elementary or middle school site (as opposed to a school district). **Eligibility requirements:**

- + School leadership and staff believe that trauma-informed, equity-promoting changes in individual practices as well as system-level procedures/policies are **important, needed, and worth the sustained effort** that will be required from all staff members in order to achieve meaningful and lasting change.
- + School has an established and operational **team** dedicated to **improving school culture/climate**.
- + School has established and is actively working to strengthen **Tier 1 social emotional learning supports** (e.g. Positive Behavioral Interventions and Supports).
- + School has engaged and secured the **support of the School Leadership** team (Letter of Support from Principal is required).
- + School is committed to a **multi-year change process** towards becoming a trauma-informed school that will carry on beyond the two years of the HEARTS Professional Learning Institute.

School sites that meet the above criteria should form a team of 4-6 people to participate in the HEARTS Institute. Teams should be comprised of the following:



Administrator

A school leader who can influence school-wide policies and procedures and who will commit to supporting a culture of change at their school site



Teacher(s)

An educator who delivers “on the ground” teaching in a classroom environment



Student Support Professional(s)

A professional who supports mental health and/or social emotional wellness by working directly with students at the school site on a regular basis



Teacher coach

Teacher coach or person who supports professional development of teachers



Optional

We encourage inclusion of up to two more team members, e.g. classified or paraprofessional staff working at school site, district level administrator who oversees or works directly with the school, special education and/or resource room staff



What are the expectations of Institute participants?

Year 1		
<i>Institute-Led Activities</i>		
Activities	Time Commitment	Team Members
Attend Summer Launch Intensive Professional Development	+ 3 half-days, + Virtual TBD + Either 7/26-7/28 or 8/2-8/4	All participating team members
Attend monthly Professional Development	+ September - June + 1-2 hours/month + Virtual	All participating team members
Attend monthly role-specific group consultation	+ September - June + 1-2 hours/month + Virtual	Separate meetings for: + Administrators + Teachers and teacher coaches + Student support professionals
Engage with asynchronous learning materials	+ 1-3 hours/month	All participating team member
<i>Site Implementation Activities</i>		
Activities	Time Commitment	Team Members
Conduct Trauma-Informed Organizational Assessment	+ By end of September + ~1 hour	All participating team members, culture and climate team
Develop a site-specific plan and document progress towards goals	+ 1-2 hours/month	All participating team members
Discuss trauma-informed implementation at regular team meetings	+ ~1-4 hours/month	All participating team members, relevant school staff
Begin cultivating community partners	+ Ongoing	Administrators, school support professionals
Implement new classroom and school-wide trauma-informed approaches	+ Ongoing	All participating team members
Begin to integrate trauma-informed approaches into existing school activities	+ Ongoing	All participating team members

Year 2

Institute-Led Activities

Activities	Time Commitment	Team Members
Attend Summer Champions Professional Development Institute	+ Date TBD + 3 half-days + Virtual	All participating team members
Attend four Professional Development Trainings	+ September - June + 1-2 hours/month + Virtual	All participating team members
Attend monthly role-specific group consultation	+ September - June + 1-2 hours/month + Virtual	Separate meetings for: + Administrators + Teachers and teacher coaches + Student support professionals
Engage with asynchronous learning materials	1-3 hours/month	All participating team members

Site Implementation Activities

Activities	Time Commitment	Team Members
Conduct Trauma-Informed Organizational Assessment	+ By end of September + ~1 hour	All participating team members, culture and climate team
Revise site-specific plan as needed and document progress towards goals of this plan	+ 1-2 hours/month	All participating team members
Deliver whole-school training to school site	+ 2-4 hours near beginning of school year	Teacher coaches, all staff
Discuss trauma-informed implementation at regular team meetings	+ ~2-4 hours/month	All participating team members, relevant school staff
Continue expansion of classroom and school-wide trauma-informed approaches	+ Ongoing	All participating team members, relevant school staff
Continue to integrate trauma-informed approaches into existing school activities	+ Ongoing	All participating team members, relevant school staff
Develop and begin implementing sustainability plan	+ Ongoing	All participating team members, relevant school staff



Application Process

Item	Key Dates
Deadline for submission of applications	Friday, May 14, 2021
Video conference interviews with candidate teams	May 20 - May 27, 2021
Notification of selected teams	Monday, May 31, 2021

To apply for the HEARTS Professional Learning Institute:

- + Form a team to participate in Institute
- + As a team, complete the online application [HERE](#) that includes a letter of support from the school principal
- + Finalists participate in video conference interview

All applications must be submitted no later than *Friday, May 14, 2021*. All questions regarding the HEARTS Professional Learning Institute should be directed to HEARTS.schools@gmail.com.

