



Primary Goals

- First, to maintain a mechanism that trains and equips LGBTQ youth of color to be on staff at the Ruth Ellis Center, prioritizing people from the community guiding the work of the agency.
- Second, to provide an intensively supportive first-time employment experience that combines trauma informed care with typical work environment expectations.
- Next, to practice transferrable skills that LGBTQ youth of color can utilize in their education and work moving forward.
- Last, the Summer Internship offers a structured opportunity for LGBTQ youth of color to generate income.

Principles of Work

Positive Youth Development: Refers to intentional efforts of other youth, adults, communities, government agencies, and schools to provide opportunities for youth to enhance their interests, skills, and abilities into their adulthoods. This is a strength based approach that understands youth as integral in an agency's functioning.

Harm Reduction: Reducing how much harm an individual, group or system experiences by "meeting them where they are at." This requires understanding the realities of current conditions and offering options for self-determination in place of imposing personal ideals. (originally developed in the substance abuse field)

Transformative Justice: A general philosophical strategy for responding to conflicts that incorporates education, counseling and social justice. Restorative Justice and a critical consciousness around power and oppression are the foundation of this principle.

Trauma Informed Care: Services that are informed by and sensitive to trauma related issues that face survivors. This can be applied at all levels; interpersonal, programming and policy.

Eligibility of Participants

Detroit or Highland Park residents between the ages of 14-24 who identify as lesbian, gay, bisexual, transgender, questioning or an ally. Programming is geared towards LGBTQ youth of color who do not have as many financial resources.



History

The Ruth Ellis Summer Internship started in 2011, having previously graduated 84 LGBTQ youth of color from the Summer Internship. Youth who have been through this program demonstrate critical consciousness in their work, show increased knowledge through the evaluated material in the Participant Program Evaluation and make the decision to be more engaged in the work of the Ruth Ellis Center. Youth are now involved in developing the unit curriculums and leading the Summer Internship Program.

Unit Overview

Unit Title: Realness Sessions

Purpose: To provide a safe learning environment for youth to better understand their social identities; increasing self-esteem, reducing isolation and fostering respect for diversity within the LGBTQ community. Realness is being you, which is paramount.

Learning Goals:

- Name the difference between a personal identity and a social identity
- Understand how biological sex, gender identity, gender expression and sexual orientation fall on a spectrum
- Unlearn assumptions and examine stereotypes related to LGBTQ identity
- Identify examples of intrapersonal, interpersonal and institutional heterosexism
- Commit to undoing heterosexism through an individualized plan determined by youth

Unit Title: Journey Ahead

Purpose: In Journey Ahead, youth develop literacy in their emotions, others feelings, and how those particular emotions shape their external world experiences.

Learning Goals:

- Name and express common emotional experiences in a safe group setting
- Apply the Transitions Framework to past and present life events
- Define and describe the different components of change and transition
- Develop self awareness and foster self esteem by sharing personal goals using S.M.A.R.T goal planning
- Demonstrate active listening skills with effective body language



Citations/Supporting work: Andrus Family Fund & Transitions Framework

Unit Title: LGBTQ+ Professionalism

Purpose: LGBTQ Professionalism curriculum is designed to prepare youth with tools needed to enter the workforce.

Learning Goals:

- Reproduce a valid timesheet weekly
- Identify strengths related to employability and write an effective and job ready résumé
- Examine possible educational and career paths of interest
- Discuss rights and laws related to LGBTQ identity in the workplace
- Review personal strengths through a self-evaluation of existing work skills
- Demonstrate an understanding of how to locate employment tools using web-based searches

Citations/Supporting work: TRiO: Student Support Services

Unit Title: Ruth Ellis Werk

Purpose: Ruth Ellis Werk is designed to give historical context to Ruth Ellis Center. Youth learn about advocacy work and how they can make an impact in the world and in their community.

Learning Goals:

- Explore personal identity through the development of artist development
- Discover and relate practices of advocacy, social justice and activism to the Ruth Ellis Center
- Integrate historical teachings on a project level
- Plan and prepare expression piece through coordination with a project manager
- Describe fundamental frameworks utilized in nonprofit organizations

Citations/Supporting work: University of Michigan Psychology Department, Philosophical Framework of the Community Model, Philly Stands Up!, Best Practices: Positive Youth Development

Unit Title: Cooking Matters (Henry Ford Health System)

Purpose: Cooking Matters provides a customized and enriching cooking experience using the finest local produce to make cooking on a budget healthy and fun

Learning Goals:

- Label each food groups and name benefits to eating a balanced diet



- Locate areas of fresh produce within the community
- Plan healthy meals using a certain budget
- Identify areas of current diet that could be modified to improve long-term health
- Practice and demonstrate proper kitchen etiquette and safe cooking techniques

Lead Facilitator: Julie Fromm & Dameon Wilburn

Curriculum Development team: Cooking Matters

Citations/Supporting work: Cooking Matters developed in partner with Henry Ford Health System

Unit Title: Financial Literacy (Bank of America)

Purpose: Provide youth with tools to understand personal finance

Learning Goals:

- Identify types of banking accounts, interest rates, associated banking fees
- Explain common banking terminology
- Demonstrate ways to budget individual finances
- Apply banking techniques to “real world” scenarios
- Discuss effective ways of saving money and planning for future financial goals

Citations/Supporting work: Bank of America

Unit Title: Problem Solving

Purpose: The Problem Solving curriculum is designed to create a framework for critical thinking. Mock situations will be presented to youth to test their ability to navigate the systems they work within, focusing on solution-based thinking.

Learning Goals:

- Identify areas of independent living that produce barriers to successful daily functioning and explore solutions to those barriers
- Experiment with possible solutions to a presented issue in individual and group settings
- Arrange possible problem solutions in order in terms of practicality
- Assess and self evaluate current life skill strengths and possible areas for improvement
- Recall step-by-step framework to unpacking problems and creating possible solutions

Citations/Supporting work: University of Michigan Psychology Department, Casey Family Foundation, American Management Association



Unit Title: Exploring Our Story: LGBTQ+ African-American Social Justice Ancestry and History

Purpose: *LGBTQ African American History* provides a well-rounded scope of African American history including the recognition of unsung and popular LGBTQ pioneering activist and advocates, [revolutionaries] that have impacted our community.

Learning Goals:

- Develop, cultivate, and nourish a sense of pride and competency of, and for, LGBTQ through written journaling prompts weekly
- Inform and promote a culturally aware perspective about LGBTQ+ identity and the intersection and implication of race by viewing 3 history-oriented films.
- Identify at least 3 historic and present African American LGBTQ+ persons through the use of role-playing, educational resources, and creative writing.
- Examine historical events that played a role in the visibility of LGBTQ+ individuals
- Relate past historical events to the development of laws and rights for LGBTQ+ in the United States and around the world

Citations/Supporting work: Philosophical Framework of the Community Model, Philly Stands Up!, Best Practices: Positive Youth Development

Unit Title: Trauma-Informed Employment Coaching

Purpose: Provide a safe space for one-on-one reflection with an employment coach to unpack the effects of trauma on skills that are often needed to successfully function in a workspace.

Learning Goals:

- Describe personal strengths that can be utilized to overcome barriers presented in a work environment
- Discuss short-term goals, achievements and areas for improvement with personal history in mind
- Identify and give examples of emotional “triggers” that may interfere with employment retention and engage in action planning to reduce the stress of the identified triggers
- Review weekly performance and affirm behavior that is commonly praised in the workforce
- Review and discuss future hopes, dreams and wishes as it relates to career goals

Citations/Supporting work: University of Michigan Psychology Department, Strategies for Success in Career Development