



**SOMETHING TO MAKE ME FEEL**  
*SOLID AND WHOLE*

**Co-creating the Goucher Prison Education  
Partnership Alumni Internship Program**



# TABLE OF CONTENTS

<b>PART 1: INTRODUCTION AND PROGRAM OVERVIEW</b>	<b>4</b>
I. <u>Introduction: How to Use this Toolkit</u>	5
II. <u>Goucher Prison Education Partnership Alumni Internship Program [GPEP-AIP]</u>	6
III. <u>A Method for Redress: The Center for Restorative History</u>	9
IV. <u>What Is Restorative History?</u>	10
V. <u>Putting Words into Action: A Restorative History Framework</u>	11
<b>PART 2: INTERNSHIP PRACTICES</b>	<b>15</b>
I. <u>Institutional Assessment</u>	16
II. <u>Strategic Partnerships</u>	18
III. <u>Co-creation</u>	20
IV. <u>Mutual Capacity-Building</u>	22
V. <u>Structural &amp; Policy Change</u>	24
<b>PART 3: INTERNSHIP TOOLBOX</b>	<b>27</b>
I. <u>Restorative History: Foundational Questions</u>	28
II. <u>Reflection Tool</u>	30
III. <u>Backwards Design</u>	31
IV. <u>Budget and Financial Commitment</u>	35
V. <u>Program Organization &amp; Internship Experience Guide</u>	36
VI. <u>Mentorship Training</u>	39
VII. <u>Internship Plan Template</u>	42
VIII. <u>Evaluation &amp; Feedback</u>	44
IX. <u>References, Resources &amp; Credits</u>	51



**Programs such as GPEP Alumni Internship Program are truly pivotal avenues for system-impacted individuals. We are shut out from so many rooms and opportunities in society upon reentry . . . . But with programs like these, we are given what we need to succeed. . . . Most of the people who are system-impacted naturally possess drive, determination, and motivation to climb themselves out of their circumstances. There is just never a ladder provided.”**

*— Joseph Clark*

*GPEP Alumni Internship Program Intern, 2023*





# PART 1

## Introduction & Program Overview

- I. How to Use this Toolkit
- II. Goucher Prison Education Partnership Alumni Internship Program (GPEP-AIP)
- III. A Method for Redress: Center for Restorative History
- IV. Putting Words into Action: A Restorative History Framework

# INTRODUCTION: HOW TO USE THIS TOOLKIT

This toolkit offers a reflective guide for institutions considering creating an internship for system-impacted individuals.\* This work requires thoughtful preparation and commitment, as institutions can unintentionally harm the very people they intend to support. After examining our institution's experiences co-creating an internship program with formerly incarcerated students, we offer this toolkit, which is made up of three parts.

## PART 1. INTRODUCTION & PROGRAM OVERVIEW:

In this section we introduce our internship program, the Goucher Prison Education Partnership-Alumni Internship Program (GPEP-AIP) and a brand-new method for centering museum practices squarely on redress, developed by the Center for Restorative History (CRH).

## PART 2. INTERNSHIP PRACTICES:

Here we distill lessons learned from our three-year pilot internship program to outline five concrete practices to encourage reflection, provide institutional assessments, and offer guidance in creating a program.

## PART 3. INTERNSHIP TOOLBOX:

This section provides specific tools for implementing and managing an internship program with system-impacted individuals based on principles of redress.

Please use this toolkit in any way you see fit. You don't need to work through it sequentially. Jump around, use the tools, dive into one section—it's up to you!

*\*A note on preferred terminology:*

*Throughout this toolkit, you will notice that we use the terms “system-impacted,” “formerly incarcerated,” and “returning citizen” to describe people who have experience in the carceral system. We use these terms consciously based on interns' preferences, emphasizing the humanity of individuals first and their relationship to the carceral system second. Additionally, system-impacted seeks to highlight the broader, structural conditions that affect individuals prior to, during, and after incarceration. Language evolves faster than we can document its change, and this toolkit represents a particular moment in time. We understand the weight and power of words and seek to center the humanity of all people.*

## GOUCHER PRISON EDUCATION PARTNERSHIP ALUMNI INTERNSHIP PROGRAM (GPEP-AIP)

In 2019 the Center for Restorative History collaborated with the Goucher Prison Education Partnership (GPEP) to create the first yearlong museum internship exclusively dedicated to formerly incarcerated individuals in the United States. As a division of Goucher College, GPEP is one of just a handful of liberal arts programs in the United States offering a bachelor's degree to incarcerated students; it enrolls about 130 students in two Maryland state prisons each year. The GPEP Alumni Internship Program builds on these opportunities by providing yearlong, on-site or virtual, paid Smithsonian internships to former GPEP students who have been released.

The intention of the GPEP Alumni Internship Program is to provide a professional career ladder for system-impacted individuals where one currently does not exist in the field. In doing so, it seeks to redress the exploitative relationship between institutions and the carceral labor system whereby millions of dollars in goods (furniture, office supplies, textiles, and more) are procured each year from low- or no-pay prison labor. By opening up opportunities to these individuals, the internship program enriches the diversity of cultural institutions.

Comprehensive in scope, the GPEP Alumni Internship Program tackles issues of redress at every level of museum work, including everyday workplace practices and institutional policies that unwittingly limit who has access to the profession and whose knowledge is recognized within our national story.

## KEY COMPONENTS OF THE GPEP ALUMNI INTERNSHIP PROGRAM:

- **1–2 years professional experience** with a livable stipend to defray costs of living and technology needs in the Washington, D.C., Maryland, and Virginia area. Interns are provided with a minimum yearlong internship with opportunities for extension. The annual cost to support one full-time intern, including tech and professional development allowances, in 2023 was \$44,600.
- **A small annual cohort** ensures each intern receives a high quality of support and adequate resources.
- **Mentors guide interns’ learning experiences**, offering tailored support and weekly check-ins. Program mentors receive yearlong coaching from staff trained in working with system-impacted individuals to help interns as they navigate the unique challenges of reintegrating into the workforce.
- **Flexible projects** allow interns to align their work with learning goals, including rotations in multiple departments, and options to work 100% virtually.
- **Enrichment activities** to explore the museum field widely and develop professional skills. These include personalized workshops in resume writing, technology training, digital communication, financial literacy, and the use of professional networking platforms. Where needed, the program has also collaborated with nonprofits dedicated to re-entry, including the U.S.-based Center for Employment Opportunities.
- **Inclusive federal background investigation** protocols to enable Smithsonian credentialing. This requires advocacy for long-term policy change.
- **Professional growth opportunities** to attend high-level meetings, conduct informational interviews, and attend all-staff gatherings.
- **A dedicated Center for Restorative History subcommittee** that manages the day-to-day function of the internship program and provides a central hub where interns can track their personal progress and access any additional administrative support they may need.
- **Ongoing evaluation processes** to ensure responsiveness in internship program planning. This includes subcommittee members regularly checking in with interns and mentors to ensure that learning opportunities are meeting the intern’s needs, that the coaching is appropriately supporting mentors, and that there are ample opportunities to provide feedback on the program writ large (e.g., timeline, stipend amounts, supplemental training needs, etc.). There is also an anonymous survey sent out twice annually and an exit interview with interns and mentors respectively.
- **Post-internship job placement** support to help set up alumni for success.



## THE GPEP ALUMNI INTERNSHIP PROGRAM...

- **Confronts legacies of injustice that our institutions have perpetuated**
- **Privileges the knowledges of system-impacted individuals to transform museum practices**
- **Challenges our national narrative to include knowledge produced by those impacted by the carceral system**
- **Provides yearlong professional experience in a wide variety of fields, including design, graphics, IT, project management, and curatorial**





## A METHOD FOR REDRESS: THE CENTER FOR RESTORATIVE HISTORY

The GPEP Alumni Internship Program is hosted by the National Museum of American History's Center for Restorative History (CRH). Importantly, the CRH and the GPEP Alumni Internship Program were both founded in 2019, and the GPEP-AIP interns played a critical role in the early development of the CRH's model for redressive museum practice. At its core, Restorative History offers a paradigm shift for museum practice that is comprehensive in scope, tackling interpretation, collections, education, design, and programming with the goal of addressing exclusions and exclusionary policies impacting public understandings of our past and present. The CRH does this by centering the knowledge and expertise of communities, working in partnership with them to address and document historical harms, evaluate current needs, and identify institutional obligations in an effort to make history more relevant, accurate, and inclusive.

Community-based work is abundant and becoming more common. Restorative History does not seek to replace these practices, but to offer a framework for those community projects committed to redress. It suggests that we begin this work by acknowledging the museums' role in perpetuating harm (past and present) and take responsibility to redress that harm through dedicated partnership with the communities that have been historically excluded from our institutions. We invite you to learn more about [Restorative History](#) and what it means to reorient museum practice and community engagement toward redress and to harness history as a tool for justice.

## WHAT IS RESTORATIVE HISTORY?

Restorative History is a theory, a method, and a practice. Drawing on the principles of restorative justice, Restorative History addresses the needs of historically harmed communities\* by examining the past to understand the root causes of historical harms. It turns to community-based knowledge to define the best path forward, and it spotlights communities across the country that continue to resist historical exclusions. Restorative History works with these diverse voices to make public history a practical tool for justice that confronts the past and ongoing impacts of systemic harm.

*\*A historically harmed community is a group of people who have experienced one harm or multiple harms repeatedly over a long period of time. This harm usually arises because of systemic oppression. Examples of historically harmed communities in the United States are BIPOC people (Black, Indigenous, and other people of color); LGBTQ+ people (who identify as lesbian, gay, bisexual, transgender, queer, and more); people with disabilities; working-class people; people from regions without equal access to education and museums; and people who have intersecting identities within these communities. Historically harmed communities are overrepresented in the U.S. carceral system, making the GPEP Alumni Internship Program core to the mission of the Center for Restorative History.*



## **PUTTING WORDS INTO ACTION: A RESTORATIVE HISTORY FRAMEWORK**

Using the principles of restorative justice, Restorative History’s methodology specifically brings institutions and harmed communities together to collectively answer a set of four questions: What harm has been done? What are the community’s stated needs? What are the institution’s obligations to meet those needs? What are the root causes of that harm?

This practice cedes authority to historically harmed communities to shape the scale and scope of each project. The following page describes this process in relation to the GPEP Alumni Internship Program.

## WHAT HARM HAS BEEN DONE?

The CRH staff collaborates with system-impacted GPEP Alumni Internship Program interns to investigate historical harms that result in ongoing systemic oppression within our institution and the historical narrative. Through critical engagement with curatorial and education teams, interns have identified gaps in interpretation and analysis which excluded or diminished their communities' knowledges. Interns have also helped us identify how the institution perpetuates harm through workplace culture and policies that limit access and require interns to revisit traumatizing experiences.

## WHAT ARE THE COMMUNITY'S STATED NEEDS?

By developing deep and long-term relationships, Restorative History creates space for interns to identify their needs. In the first year, interns requested that the program be expanded from four months to at least one year to meet employers' requirements for one year of experience. Interns also identified the need for specialized training outside the institution and for the creation of strategic partnerships to assist with job placement.

## WHAT ARE THE INSTITUTION'S OBLIGATIONS TO MEET THOSE NEEDS?

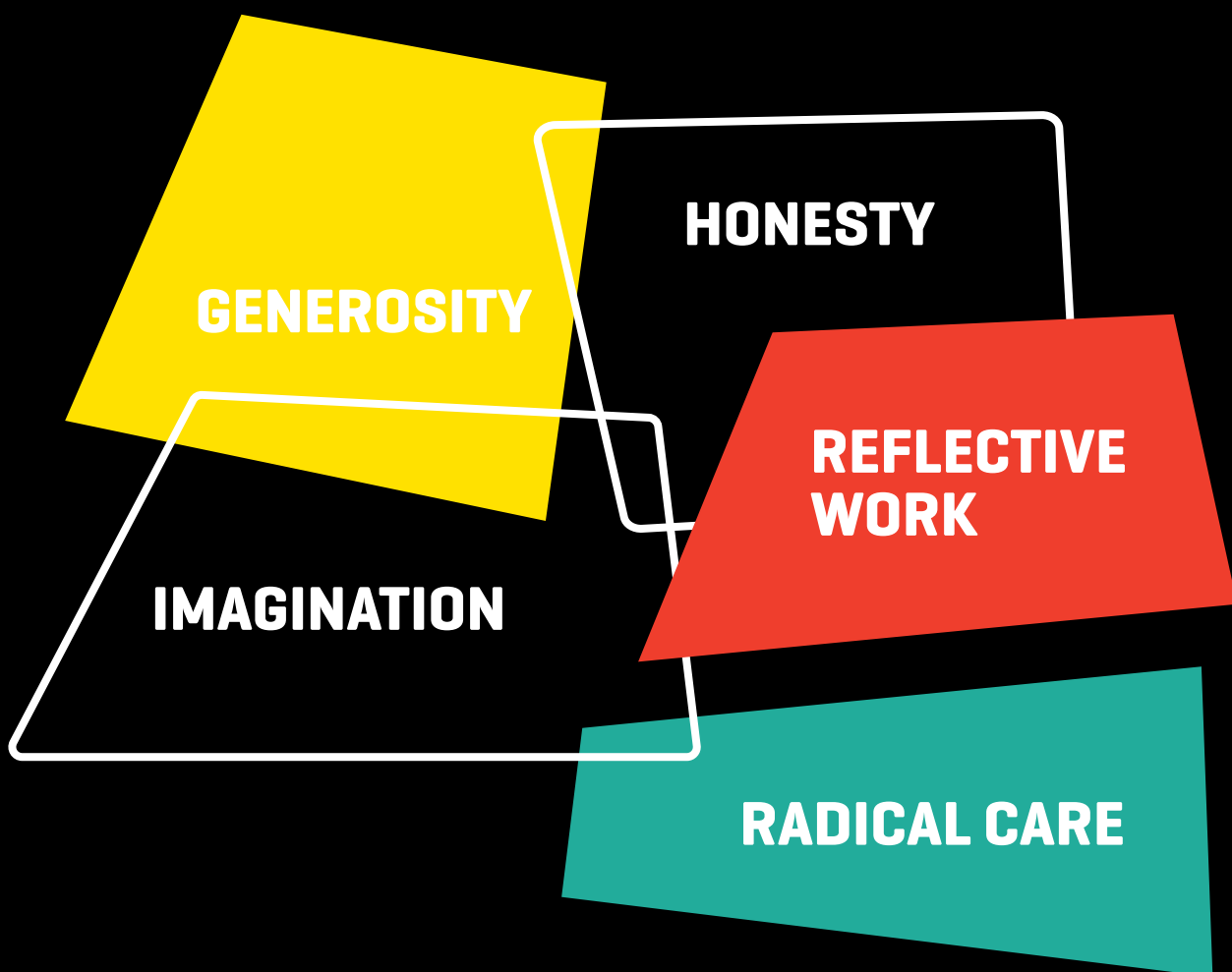
Restorative History acknowledges that some wrongs can never be fully repaired. Understanding this, the GPEP Alumni Internship Program collaborates with interns to identify the best path forward. For example, we expanded the term of the program to one year, worked with the security department to create greater flexibility in credentialing, and extended our professional networks to include employment services, training institutes, and other Smithsonian museums and centers. When roadblocks are met, the GPEP Alumni Internship Program honestly communicates with its partners and interns to prevent creating false hope and promises that we cannot fulfill.

## WHAT ARE THE ROOT CAUSES OF HARM?

Restorative History works with interns to investigate both structural root causes of harm and future systemic changes needed within public history institutions. The program is designed to redress the fact that the Smithsonian Institution benefits from low-wage prison labor by using UNICOR, a government-owned corporation, as a preferred vendor. The GPEP Alumni Internship Program acknowledges the exploitative nature of low-wage prison labor and aims to redress this practice by providing livable stipends and technology allowances, 1-2 years of workplace experience, robust mentorship, and professional development support to system-impacted individuals.

**We invite you to test these models out and modify them as needed. Let your own creativity and that of the communities you work with guide the path forward to a better future.**

**No institution has all the answers for redressing the nation’s harms, and the ideals of Restorative History often come up against the challenges of doing public history work in a federal institution. To sustain this work, the CRH prioritizes the following core values at every stage:**





**One of the most valuable aspects of the GPEP Alumni Internship Program for me was the strong sense of community fostered by the dedicated GPEP Alumni Internship Program team. Regardless of the paths I pursued in my career, I never felt isolated or unsupported. . . . This sense of community served as a constant source of encouragement and empowerment, allowing me to navigate unfamiliar spaces with confidence and reassurance.”**

*—Sanford Barber*

*GPEP Alumni Internship Program Intern, 2023*





# PART 2

## Internship Practices

This section explores the practices integral to the creation of the GPEP Alumni Internship Program.

- I. Institutional Assessment
- II. Strategic Partnerships
- III. Co-Creation
- IV. Mutual Capacity-Building
- V. Structural and Policy Change

# INSTITUTIONAL ASSESSMENT

Using the principles of Restorative History, institutions interested in developing a redressive internship program must be ready to cede authority, change practices, and prioritize co-creation with interns. Committing to this course of action means first assessing the institution’s capacity to ethically and collaboratively carry out this work.

The GPEP Alumni Internship Program was created at a national, quasi-federal institution, which brings a particular set of opportunities and challenges. This assessment is not a one-size-fits-all approach, as an institution’s size, location, people served, funding levels and sources, and public or private status will influence a museum’s capacity to create a redressive internship program. The following are some of the key factors to consider relative to your institution:

	GENERAL	GPEP ALUMNI INTERNSHIP PROGRAM
<b>Strong relationships with system-impacted students</b>	Developing an internship program with system-impacted individuals requires trust and strong relationships with relevant, local programs.	Our staff members had existing connections with the Goucher Prison Education Partnership. This relationship provided a foundation for co-creation with the GPEP staff and students.
<b>Support from senior leadership</b>	Commitment from leadership to shift priorities, allocate resources, and navigate institutional bureaucratic practices is necessary for a redressive internship program.	Our museum leadership supported the program conceptually and with early funding. They advocated for the program across the institution and supported our efforts to reevaluate or change institutional policies that were harmful to the community.
<b>Staff committed to redressive practice and trained in mentoring interns</b>	Staff trained in redressive practice, such as Restorative History, generate a mentor-intern relationship that is built on mutual respect and exchange of knowledge, prioritizing the interns’ needs and vision for the future.	Interns begin their internship experience within the Center for Restorative History and then participate in rotations with mentors across the museum. Every mentor is trained in redressive mentorship practice, and regular evaluation check-ins provide interns space to share critical feedback.
<b>Stable funding to provide livable wage stipends and technology allowances</b>	Stable funding is the key to program sustainability and to meeting intern needs.	We worked with senior leadership to secure funding streams for one-year internships with paid, livable-wage stipends and allowances for technology needs. Our program size is scaled to the allotted funding.





## PAUSE & REFLECT

**Is your institution prepared to engage in the reflective work, time, and resource allocation necessary to create a redressive internship program? Assess your institution's readiness with the following tools:**

- **Restorative History: Foundational Questions**
- **Reflection Tool**



**That's the whole purpose of the GPEP Alumni Internship program—for us coming home to gain knowledge, attain resources, gain networks, and to build ourselves a solid foundation. Doing that at the Smithsonian and through history made me feel like I was more included in society.”**

*—Christian Taylor*

*GPEP Alumni Internship Program Intern, 2020*

## STRATEGIC PARTNERSHIPS

Partnerships—within and outside of the institution—are key to the work of Restorative History and redressive museum practice. Collaboration with key stakeholders can serve to advance common goals, hold the institution accountable, and help to continually assess and improve our work through honest feedback.

The GPEP Alumni Internship Program began because of the relationship forged between the National Museum of American History and Goucher College's Goucher Prison Education Partnership. In this collaboration, the GPEP staff and student alums have been key partners in co-creating the internship.

**To support the interns' career goals and professional growth, the GPEP Alumni Internship Program also generates new partnerships with:**

- **Colleagues across the institution** who participate in informational interviews or mentor the interns during their rotations
- **Institutional offices that are key stakeholders**, including the Security and Information Technology offices that facilitate the institutional background check process and network access for interns
- **External organizations and individuals** that offer skill trainings, job searching, and other relevant resources, including financial planners, the Center for Employment Opportunities, and Columbia University's Justice Through Code



## PAUSE & REFLECT

**What existing relationships do you or your institution have that will support this work? What strategic relationships will be crucial to form so that your institution will remain ethical and accountable?**

**Using the following tools, assess your relationships:**

- **Restorative History: Foundational Questions**
- **Reflection Tool**



**[This program] gives returning citizens a real chance at advancement in not only being a member of society but also gives them a new perspective to look at a sustainable life and having something of value to work for. Internships like these put people in the presence of others who can assist in propelling them to another level.”**

*—GPEP Alumni Internship Program Intern, 2021*

## CO-CREATION

Co-creation challenges the traditional structures that uphold institutions as the primary authorities of knowledge. This practice values and prioritizes the knowledge, expertise, and needs of community partners through every step of the collaborative process.

The GPEP Alumni Internship Program was designed through a co-creation process. This entails establishing the program's goals, metrics, structure, core tenets, and evaluation together with interns. Co-creation also undergirds the iterative practice to evaluate and improve the program based on interns' needs. This might require quickly changing the internship plan or mentor, working to change policies and standard practices that impede a successful internship experience, or even pausing the program to assess harm and a path forward.

**The program's core tenets are a key product of the co-creation process. The first cohort of interns developed these three core tenets based on their vision for the future of the program:**

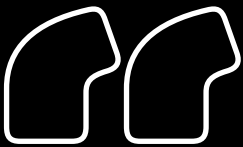
- **Self-Disclosure:** Interns decide how they will self-identify and if they will disclose their participation in the GPEP Alumni Internship Program or their time away. For example, when interns meet with staff they can identify as a GPEP-AIP intern or as an NMAH intern. Mentors and other staff must respect that if an intern identifies as a GPEP-AIP intern to one person, it does not mean they necessarily will choose to do so with everyone. Therefore, the right to self-disclose must be respected in every new interaction.
- **Balancing Structure and Flexibility:** Interns and mentors co-create a workplan that balances structure and flexibility. For example, the internship should set clear expectations for communications and scheduling, while also offering meeting options that consider additional time needs such as parole meetings, care responsibilities, or classes.
- **Focusing on the Future:** Interns and mentors work together to plan for the future, supporting career and life goals.



## PAUSE & REFLECT

**Are you ready to cede institutional authority and uplift community needs and knowledge production? How will you implement co-creation with key community stakeholders? As you explore co-creation, use the following resources to guide your collaborative process and internship structure:**

- **[Backwards Design Template](#)**
- **[Program Organization & Internship Experience Guide](#)**
- **[Internship Plan Template](#)**
- **[Evaluation & Feedback](#)**



**The internship is helping to build a foundation academically, professionally, and in life so I don't go back [to prison] and so I have something to make me feel solid and whole."**

*—GPEP Alumni Internship Program Intern, 2020*

## MUTUAL CAPACITY-BUILDING

Museums are built on the objects, stories, and knowledge that communities share. Recognizing this invaluable contribution, mutual capacity-building seeks to, in turn, offer museum resources, assets, skills, and knowledge to support community partner needs. This exchange is central to institutional accountability and efforts to redress past and present harm.

The interns bring perspectives and expertise to the museum that are often absent or have been historically undervalued. They not only collaborate to build the program, but they change the public history field and challenge dominant narratives of American history through their research and lived experiences. The GPEP Alumni Internship Program seeks to reciprocate by using the breadth of Smithsonian resources to support the students throughout their internship and career pursuit.

### **The interns bring unique perspectives and expertise to the museum by:**

- Co-creating the internship program
- Contributing skillsets and expertise to museum initiatives, exhibitions, and programs
- Leading a paradigm shift to challenge whose vision drives our national narrative
- Breaking open the museum field to redefine who belongs
- Contributing to the creation of the Center for Restorative History

### **The museum reciprocates by:**

- Using institutional resources to provide livable stipends and technology allowances
- Creating career pathways and professional networks using institutional connections
- Supporting intern needs and goals with quality mentorship and professional development
- Pushing for structural change within the institution to better serve our interns



## PAUSE & REFLECT

**What are your interns' needs? What resources does your institution have to meet those needs?**

**Consider the following tools as you develop your approach to mutual capacity-building:**

- **[Backwards Design Template](#)**
- **[Internship Plan Template](#)**



**My biggest award is being able to pass on my professional skills to my daughter, allowing me to break a generational curse. I often share these lessons with my family, friends, and community. In retrospect, this internship is not only benefiting me but also those around me.”**

*— Sanford Barber*

*GPEP Alumni Internship Program Intern, 2021*

## STRUCTURAL & POLICY CHANGE

As a systemic intervention, Restorative History can help transform policies to effectively meet the partner's needs while also redressing past and current practices that perpetuate harm. Programs like the GPEP Alumni Internship Program require structural change to core museum operations, including finance, budget allocation, security clearances, and staffing.

Structural change often requires deconstruction in order to move forward. It may require a methodical approach or a radical shift, but it is typically slow and faces numerous challenges. It is important to be transparent with your community partners about your institution's bandwidth and willingness to undergo systemic change while also consistently assessing potential harm.

STRUCTURAL/POLICY CHALLENGES	POSSIBLE RESPONSES
<p><b>Institutional system for stipend disbursement is inconsistent and causes delays, which is harmful to interns who need financial stability</b></p>	<p>Work closely with colleagues in stipend department to mitigate any issues</p> <p>Wait until the first payment is received to begin the internship full time</p> <p>Advocate for a new stipend policy that takes different community needs into consideration</p> <p>Explore other options for financial compensation that avoid the stipend system</p>
<p><b>Background investigations are a barrier to employment and other opportunities for system-impacted people with records, and the process itself can be re-traumatizing for community members</b></p>	<p>Work with security office to create more inclusive federal background investigation protocols in the short term</p> <p>Pause program and evaluate if protocols fail or an intern is harmed during the process</p> <p>Consistently meet with stakeholders to create a pathway for a long-term background investigation solution</p>
<p><b>Funding is unstable and affects program sustainability</b></p>	<p>Work closely with institutional teams (finance, development, leadership, etc.) and external partners or donors to secure funding</p> <p>Pause or stop program when resources do not align with mission or instability is harming community partners</p>
<p><b>Limited staff dedicated to provide robust internship support</b></p>	<p>Designate trained staff to the program</p> <p>Form a program subcommittee that collectively manages intern mentorship rotations, strategic partnerships, museum policy changes, and that adapts the internship to mitigate unintended harms generated by the program</p> <p>Ensure that dedicated staff have the time and bandwidth to respond quickly and effectively to intern needs</p>





## **PAUSE & REFLECT**

**What structures and policies are in place at your institution that may harm your community partners? Which ones have your partners identified? How will you address these structures and policies?**

**Using the following resources, examine your institution's structures and policies:**

- **[Budget & Financial Commitment Template](#)**
- **[Program Organization & Internship Experience Guide](#)**



**I see this experience in everything I do. . . . I never felt at any point that I could not be my true, authentic self. I never felt as if my past was an issue. I never felt that I was being judged in any way. . . . I always felt in control: I didn't feel like my moves were being monitored, I felt like part of the team, and my experience, opinions, background—everything that I had to contribute—was valued and appreciated. You take what you learn [in the GPEP Alumni Internship Program] to navigate through life, not just the workplace, [and] I've passed resources and knowledge onto other people.”**

*— Ramieka Robinson*

*GPEP Alumni Internship Program Intern, 2022*



# PART 3

## Internship Toolbox

The toolbox offers hands-on guidance for the development of a redressive internship program with returning citizens. The tools can be used individually or as a unit to support your particular needs.

- I. Restorative History: Foundational Questions
- II. Reflection Tool
- III. Backwards Design
- IV. Budget and Financial Commitment
- V. Program Organization & Internship Experience Guide
- VI. Mentorship Training
- VII. Internship Plan Template
- VIII. Evaluation & Feedback
- IX. References, Resources, & Credits

# RESTORATIVE HISTORY: FOUNDATIONAL QUESTIONS

Use this series of questions to determine if your institution is ready to work through a restorative history framework and what next steps might need to happen to engage in this work.

<b>PHASE I: PROJECT CONCEPTION</b>	<b>REFLECTIONS &amp; NEXT STEPS</b>
<b>In your initiative, program, or museum project, are you planning to work with a community who has been historically harmed?</b>	
<b>Is your project focused on redress work, including an acknowledgement of harm and a discussion of institutional obligations to change harmful policies and practices?</b>	
<b>Is your initiative, program, or museum leadership aware of your intention to pursue this project?</b>	
<b>Is your institution willing to reprioritize away from products and materials for cultural institutions and work toward building reciprocity with the community?</b>	
<b>Will you be able to devote staff time for a two- to three-year minimum commitment to continually build trust with the historically harmed community?</b>	
<b>Will you be able to devote sustainable funding to build trust and sustain relationships with the historically harmed community, inclusive of travel, workshops, and meals?</b>	

**PHASE II:  
PROJECT DEVELOPMENT**

**REFLECTIONS & NEXT STEPS**

**Do you already have contacts within the community who are willing to work with you?**

**Have you met with—or are you willing to meet with—a variety of stakeholders within this community, representing a range of opinions or experiences?**

**Have members of this community expressed interest in this project?**

**Have you committed to collaborating in partnership with this community, through efforts such as co-curating, co-collecting, and co-creation of programming, if applicable?**

**Does your project additionally include mutual capacity-building with the community?**

**Have you worked with the community to determine harms, needs, obligations, and what they are hoping to get out of the project?**

**Will you be able to provide what the community is hoping to get out of the project?**

**Have you researched root causes of harm, fully incorporating community-based knowledge and perspectives?**

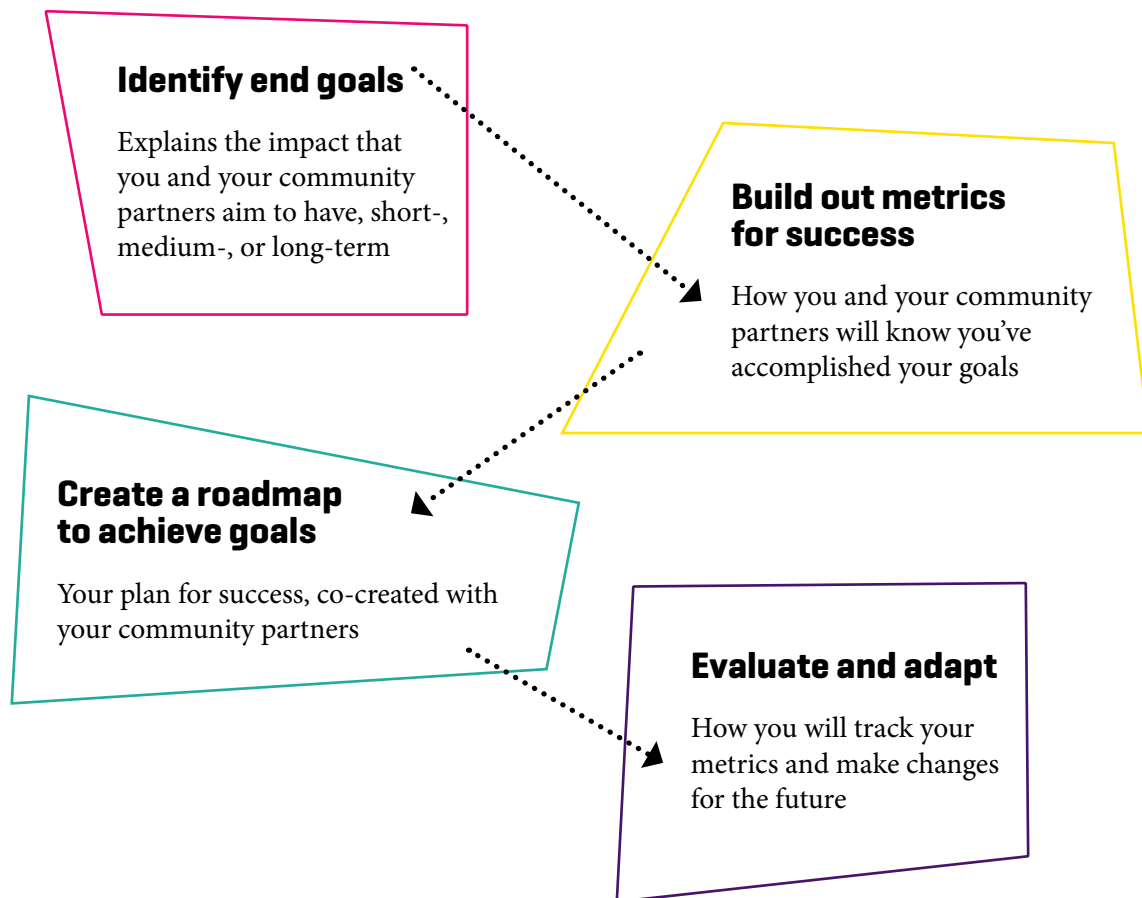
# REFLECTION TOOL

Is your institution prepared to create a redressive internship program? Use the following questions to guide your reflection:

<p><b>Consider your community.</b></p> <p>How will you co-create with your community partners?</p> <p>Do you have a welcoming space for system-impacted people?</p> <p>Who will support this program in your institution? Who might oppose it?</p> <p>Are people in your institution willing to challenge assumptions? Does your institution have the resources to challenge assumptions?</p> <p>Do you have short-term and long-term buy-in for the program?</p> <p>What kinds of emotional support will your institution or community provide for you and the interns as you do this work?</p>	<p><b>Consider your preparedness.</b></p> <p>What are your resources (financial, staffing, training, support, crisis, etc.)?</p> <p>Can you provide yearlong paid internships?</p> <p>Can you provide technology stipends?</p> <p>Have you anticipated your challenges? How will you handle them?</p> <p>How much flexibility do you have to accommodate an intern's needs or handle an unanticipated issue?</p> <p>How will you integrate the interns into your institution?</p>
<p><b>Consider your commitment.</b></p> <p>What are your goals?</p> <p>Do you anticipate any staff turnover that could affect the stability of the program?</p> <p>Do you have short-term or long-term funding for this program?</p> <p>Will you be able to devote dedicated staff time for a two- to three-year minimum commitment to continually build trust with the intern community?</p>	<p><b>Consider your positionality and place.</b></p> <p>Should your institution be the one to do this work?</p> <p>What motivates your institution to create this program and how does it relate to your institution's current mission and vision?</p> <p>What benefits might your institution provide?</p> <p>What harm might your institution cause?</p> <p>Are there organizations already doing this work that you can partner with or support?</p> <p>Are there other ways to get involved?</p>

## BACKWARDS DESIGN

The backwards design process is one way to build out your program by working through the following four steps:



The Center for Restorative History used the backwards design process to build out the GPEP Alumni Internship Program. After creating the basic shape and structure for the program, the CRH collaborated with interns to alter the program goals and assessment processes to meet their needs, including individualizing the roadmap for each intern.

## DEVELOPING METRICS

Writing a metric can be tricky because it needs to be observable and measurable, but, thankfully, the acronym CABD can help: Context + Audience + Behavior change\* + Degree of mastery

CONTEXT	AUDIENCE	BEHAVIOR CHANGE	DEGREE OF MASTERY
<b>By 6 months into the internship</b>	GPEP Alumni Internship Program interns	will have drafted their internship experience for their resume	with at least 3 bullet points containing no grammatical errors and using action verbs.
<b>By week 4 of the internship</b>	GPEP Alumni Internship Program interns	will be able to apply the principles of restorative history	to a theoretical proposal for a program or exhibit relevant to their interests.
<b>By the end of mentor training</b>	GPEP Alumni Internship Program internship mentors	will identify and have an implementation plan for	at least 4 trauma-informed internship practices.

\*Note: behavior change can refer to:

- *Attitudes: advocate for, appreciate, report feeling, believe, choose, support, respect*
- *Skills: collaborate, research, draft, build, create, prepare, interpret, communicate*
- *Knowledge: define, describe, discover, explain, identify, understand*



Fill out the following template for your program using guiding questions below. These components should be co-created with your interns and should account for the shared exchange of resources, assets, skills, and knowledge between you and your partners.

<p><b>Goal:</b> What impact do you aim to have?</p>	<p><b>Metrics:</b> How will you know that you've accomplished your goal?</p>	<p><b>Roadmap:</b> What steps will be necessary to meet your metrics?</p>
<p>The GPEP Alumni Internship Program will provide integrated, supported opportunities for select formerly incarcerated scholars of GPEP to be set up for success in future job placements and professional endeavors.</p>	<p>By the end of the internship, interns will have an increased network of professional support.</p>	<p>Coach interns to conduct informational interviews with colleagues. Co-draft and practice interns' professional pitch. Compose a spreadsheet with the intern to track their meetings with colleagues and key takeaways.</p>

## **GPEP ALUMNI INTERNSHIP PROGRAM GOALS & METRICS**

The following goals and metrics are the product of backwards design, co-created with GPEP-AIP interns across several cohorts.

### **The GPEP Alumni Internship Program will provide integrated, supported opportunities for select formerly incarcerated scholars of GPEP to:**

1. learn and practice professional skills;
2. explore the museum field;
3. understand how history as an approach can be integral in all professions; and
4. be set up for success in future job placements and professional endeavors.

Additionally, the GPEP Alumni Internship Program will expand the museum's and the Smithsonian's understanding and practice of Diversity, Equity, Accessibility, and Inclusion (DEAI) work, including valuing the presence and perspectives of people who were formerly incarcerated and improving the responsiveness and flexibility of internship programming to include this audience's unique needs.

### **By the end of the internship, interns will report:**

- Increased comfort and/or confidence in professional settings
- Increased knowledge of professional skills, including critical thinking and problem-solving, oral and written communications, teamwork and collaboration, digital technology, leadership, professionalism and work ethic, career management, and global and intercultural fluency
- Increased understanding of history and the museum field overall
- Increased network of professional support
- Consistent feelings of support and welcome by mentors and the overall museum community
- Feeling supported in the next steps of their career
- Increased confidence in sharing knowledge, experience, and expertise in professional settings

### **Overall, once the GPEP Alumni Internship Program has been founded and piloted, the program will have:**

- Demonstrated support through access to further funding, internal and/or external
- Demonstrated interest throughout the museum and the Smithsonian
- Consistently and responsively supported interns' individual needs
- Consistently provided a welcoming and supportive learning environment
- Sought out and incorporated solutions to unexpected challenges, for future interns
- Supported redress work in museums
- Demonstrated ability to significantly adjust or halt the program based on interns needs

## BUDGET AND FINANCIAL COMMITMENT

Securing stable funding and resources is a key component of creating a successful redressive internship program. It is important to allocate funding in a way that addresses community partner needs.

Consider the following examples of funding components for an internship program budget:

<b>FUNDING COMPONENT</b>	<b>REASON</b>	<b>GPEP-AIP EXAMPLE</b>
<b>Stipends</b>	To meaningfully participate in their internship, every intern requires adequate funding to cover food, housing, commuting, and more.	We provide interns with a livable wage for the area. For the DC region in 2023, this meant around \$41,600 for the year, or \$20 per hour for a full-time internship.
<b>Technology Allowance</b>	Interns need access to dependable technology at home, including high-speed internet and a laptop.	We provide a \$2,000 technology allowance to cover WiFi, laptops, cameras, headphones, or any other technology needs.
<b>Professional Development Funds</b>	Interns need additional professional development opportunities throughout their internship or as they transition out of their internship.	We budget for an additional \$1,000 per intern to cover professional development costs, such as conferences or workshops throughout their internship. The funds can also support interns to complete a post-internship capstone project that is co-designed to serve both the museum and the intern's professional goals.



## PROGRAM ORGANIZATION & INTERNSHIP EXPERIENCE GUIDE

Museums and public history institutions offer a unique environment for an internship, encompassing departments from curatorial to graphic design and skills from IT to research.

In their yearlong internship at the museum, GPEP Alumni Interns start with Center for Restorative History mentors before rotating to mentors across the museum. These diverse rotations provide interns with a range of experiences as they build professional skillsets. Throughout the internship, the Center for Restorative History remains the central hub for managing redressive GPEP-AIP internship practices.

Use the tools below to review the organization of the GPEP-AIP and follow the guiding questions to map out what an internship experience could look like at your institution.

## **CENTER FOR RESTORATIVE HISTORY GPEP ALUMNI INTERNSHIP PROGRAM HUB**

The interns start with the CRH at the beginning of their internship as they get acclimated to the institution and begin to explore their interests.

Throughout the internship, the CRH remains the central hub for GPEP-AIP redressive practices: Facilitating Professional Development; Overseeing Mentorship; and Changing Structures and Policies.

### **FACILITATING PROFESSIONAL DEVELOPMENT**

**Workshops:** The GPEP Alumni Internship provides workshops in resume and cover letter writing, professional communication, interviews, job applications, career planning, and more. Mentors and interns collaborate to build skillsets and expertise.

**Projects:** GPEP Alumni Interns have contributed to projects spanning departments, including creating, installing, and opening a groundbreaking exhibition on the murder of Emmett Till; managing the museum reopening in the COVID-19 pandemic; and producing special events.

### **OVERSEEING MENTORSHIP**

**Mentorship Training:** For the GPEP Alumni Internship, mentors are trained in Trauma-Informed Internship Practice, and the CRH meets with mentors and interns regularly to guide them through the internship.

**Mentor Rotations:** GPEP Alumni Interns have done rotations in IT, Project Management, the Director's Office, Design, Education, and Curatorial, among many more functions.

### **CHANGING STRUCTURES AND POLICIES**

**IT Access:** The GPEP Alumni Internship Program worked closely with the Office of the Chief Information Officer to ensure interns could have access to the network.

**Background Investigations:** The GPEP Alumni Internship Program worked closely with the institution's security office to create more inclusive federal background investigation protocols in the short term. This component requires significant attention to create a stable pathway in the long term.

**Can the intern access the network to meaningfully participate in their internship?**

**Are there structures or policies in place that might prevent the intern from getting a badge or might harm them?**

**Changing Structures and Policies**

**What will be the central hub for a redressive internship at your institution?**

**What resources [funding, areas of expertise, etc.] does your institution have to share with interns?**

**What internship projects would be beneficial to the intern's learning goals?**

**What skills are the interns interested in building?**

**Facilitating Professional Development**

**How will you train mentors and equip them with the proper tools to mentor a system-impacted intern?**

**What rotations can the intern do throughout the internship to build their professional experience?**

**Overseeing Mentorship**

## MENTORSHIP TRAINING

Like in all professional learning programs, it is critical to set mentors up for success so that they can, in turn, set interns up for success. The GPEP Alumni Internship Program accomplishes this through a thoughtful mentorship-selection process and clear expectation-setting as well as purposeful relationship-building, including consistent check-ins and multiple types of support. The GPEP Alumni Internship Program also provides comprehensive mentor training before interns start working alongside their mentors.

**Thoughtful mentorship-selection process:** In selecting mentors for GPEP Alumni Internship Program interns, the CRH considers mentors' commitment to the program's goals and core tenets in addition to their expertise areas and previous experience with mentorship.

- **Reflection Questions:** Is this a colleague who practices patience, flexibility, and reflection? Fosters positive relationships? Understands the importance of co-creation, and respects people of all backgrounds?

**Clear expectation-setting:** As part of the GPEP Alumni Internship Program, mentors commit to baseline responsibilities, such as creating a welcoming, professional internship environment, providing professional guidance to their interns, and developing a meaningful learning experience. Mentors are also expected to uphold the co-created core tenets of the program: interns' self-disclosure about their previous experiences, balancing structure and flexibility to accommodate individual needs, and focusing on the future by supporting interns' goals.

- **Reflection Questions:** What baseline responsibilities will your mentors be expected to accomplish? How will you go about co-creating the core tenets of your program—with your interns, mentors, community? How will these expectations be shared with your mentors?

**Consistent check-ins:** The GPEP Alumni Internship Program aims to model best practices for and with the internship mentors, which means demonstrating reliability and accountability. Through consistently checking in with mentors, the GPEP Alumni Internship Program provides opportunities for mentors to ask questions, seek guidance, share celebrations, and advocate for themselves and their interns, and the GPEP-AIP can track potential themes in informal mentor feedback to determine if any additional resources are necessary.

- **Reflection Questions:** How will you plan to check in with mentors—via email? informal, in-person conversations? surveys? How often will you check in with mentors, and how will you use the information they share to best support mentors and interns?

**Support:** Though internships are designed to be learning experiences for the interns, mentors learn through these experiences, too. To support this learning, the GPEP-AIP collaborates with both mentors and interns to identify growth areas and develops resources for support. For example, the GPEP Alumni Internship Program has an Internship Plan Template as well as Evaluation and Feedback templates.

- **Reflection Questions:** What sort of support would you want to provide your mentees? Will you have the capacity to provide that support? Who will be the decision-makers about the content within your support resources?

## COMPREHENSIVE TRAINING

All mentors benefit from training when learning how to be an effective mentor. We emphasize the following three themes during GPEP Alumni Internship Program mentor training:

1. **Trauma-Informed Internship Practice (TIIP):** More typically discussed in the medical, social work, and education fields, TIIP aims to increase successful outcomes by considering, both in planning and facilitating, how trauma may affect interns' and mentors' experiences. There are six principles of Trauma Informed Practice (see chart below):
2. **Compassionate Feedback:** GPEP Alumni Internship Program interns have reported that receiving feedback can be particularly stressful but can be managed more easily when delivered compassionately. Some examples are having a consistent feedback schedule, establishing a shared vocabulary, leading with questions, and honoring boundaries while prioritizing impact over intent. Framing devices and "I" statements can help, too.
3. **Acknowledging Differences and Challenging Assumptions:** Unconscious biases block our ability to see someone else holistically and beyond stereotypes. Some examples of biases are underestimating someone's ability or experience ("You know how to do that?") or judging what they "should" already know ("Okay, just set up a quick Zoom call."). All mentors should receive anti-bias training. Additionally, GPEP Alumni Internship Program interns have shared that returning citizens may experience discomfort when making eye contact, difficulty with asking questions and self-advocacy, uncertainty interacting with different genders, and challenges adapting to life, personal and professional, without as much structure. Again, while this is true for many, it is not true for all. Mentors should keep these common challenges in mind, but not assume that the intern with whom they are working shares all these experiences, and should instead get to know them for the unique human being that they are.



<b>TRAUMA-INFORMED PRINCIPLES</b>	<b>EXAMPLES IN PRACTICE</b>
<b>Safety</b>	Support physical safety, such as a place to lock up belongings and preparing for crowded spaces; emotional safety, such as consistency in scheduling, “I” statements, content warnings, using preferred terminology; and professional safety, such as explaining that mistakes are a part of learning
<b>Trustworthiness + transparency</b>	Lead with honesty; explain processes, especially bureaucratic ones; establish respectful professional boundaries; apologize for mistakes and model accountability for your actions
<b>Peer support</b>	Create a community of peers; encourage interns to reach out to peers; support affinity groups; provide opportunities for peer connection without mentors present
<b>Collaboration and mutuality</b>	Share decision-making; co-create project ideas; provide mentor training and support
<b>Empowerment and choice</b>	Ask for and incorporate intern feedback; model professional boundary-setting; allow for interns to take the lead, especially in front of leadership
<b>Cultural, historical, and gender contexts</b>	Be aware of what you don’t know; privately reflect on your experiences and privileges; reflect on and change the harmful systems that we uphold and perpetuate; interrogate your biases that inform expectations

# INTERNSHIP PLAN TEMPLATE

Before beginning an internship experience, it is critical for interns and mentors to have a common understanding of the logistics, expectations, and goals for the internship, even if, along the way, the intern and mentor decide to change the plan. Interns and mentors knowing where they are going and why will help ensure a successful professional learning experience.

Important considerations when building an internship plan are:

## Logistics

**Intern's Contact Info** What name does the intern typically go by? What's the best method to get in contact with them? What are their best contact hours, and how should the mentor contact them in case of an emergency?

**Mentor's Contact Info** What name does the mentor typically go by? What's the best method for the intern to get in contact with their mentor? What are the mentor's best contact hours, and how should they contact the mentor in case of an emergency?

**Schedule** What are the start and end dates of the internship? What days of the week are they expected to intern, and where will that take place? Will the mentor always be on site with the intern?

**Backup Plans** If the mentor has an emergency or otherwise is not available, who are the intern's backup mentors, and how would they get in contact with their backup mentors?

## Expectations

**Communication Preferences** What are the intern's and mentor's communication needs and preferences? Some examples for communication preferences: face-to-face conversations, written down and provided beforehand, written down during a conversation for future reference, in private, immediate corrections, time to process, etc.

**Clear Guidelines** What is the dress code, and does it change if meetings are in-person or virtual? What sorts of activities are expected to be part of the internship? What should the intern's behavior be like during meetings (participating verbally, in the chat, listening, providing feedback and ideas, asking questions, taking notes, etc.)? Will the intern have opportunities to work with other staff or interns? What is the work culture like in the internship's area of the museum?

**Learning Styles** How does the intern learn best, and how does the mentor teach best? Some examples of learning styles are: auditory (listening to someone explain something); reading/writing (reading about how to do something); visual (looking at visuals of something, such as flowcharts or graphic organizers); empathetic (watching someone else do something); coaching (doing something with a guide); experimenter (trying to do something and then receiving feedback later); interpersonal (talking through something with someone else); introspective (journaling about it).



## Goals

**Objectives and Responsibilities** When planning out the internship, it is critical to know the intern's specific learning goals or objectives: what they want to understand and be able to do at the conclusion of the internship. From there, the intern and mentor determine what tasks the intern will do in order to accomplish their objectives. A helpful framing device is using the sentence starters: "By the end of this internship, I will..." and "I will demonstrate this by..."

**Workshops and Professional Development** What does your intern want to learn more about? What professional skills have you noticed your intern could use some support with? Some examples include: resume writing; cover letter writing; professional communication and emails; job interviews; networking and informational interviews; applying to jobs; understanding their strengths; career planning; goal-setting and project management; professional writing and editing; navigating workplace cultures and conflicts; public speaking.

**Networking** As part of their professional development and to become part of your organization's community, your intern needs to meet people and build relationships. Who at your institution or in your field would be a helpful, supportive professional connection for your intern? Whose work or career would the intern benefit from learning about? Who could be a potential collaborator or co-mentor for a future project?

You can find an example of our internship plan template here: <https://s.si.edu/48EGost>

## EVALUATION & FEEDBACK

Establishing a redressive internship practice requires ongoing flexibility and adaptation. Using the principles of co-creation, the GPEP Alumni Internship Program incorporates progress checks, mentor-mentee evaluations, and anonymous program feedback forms to guide the development of the program. Explore the following evaluation and feedback tools:

### INTERN-MENTOR PROGRESS CHECK

Directions: Mentors, please use these questions to guide a “progress check” discussion with your interns to figure out what to continue, change, and add to your intern’s experience between now and their end date. There are also self-reflection questions for the mentors at the end.

#### Mentor Questions for Interns

1. What professional learning goals have you already accomplished?
2. What professional learning goals are you currently working on?
3. What professional learning goals have you not been able to work on yet?
4. Have there been any obstacles or unforeseen challenges in accomplishing your professional learning goals? How can I help with these challenges? Do we need to adjust some of your learning goals in response to unforeseen obstacles?
5. What are any new professional learning goals that you have discovered since your internship began?
6. What specific support can I provide to help you continue accomplishing your remaining and new professional learning goals?
7. According to the National Association of Colleges and Employers, interns should be developing the following 8 Career Readiness Core Competencies throughout their internship: Career & Self-Development; Communication; Critical Thinking; Equity & Inclusion; Leadership; Professionalism; Teamwork; and Technology. What are 1-2 competencies that you want to strategically develop further in the rest of your internship?

#### Mentor Questions for Self-Reflection

1. What specific support will I need from my team to continue supporting my intern in achieving their professional learning goals?
2. What specific support will I need from the intern program coordinator to continue supporting my intern in achieving their professional learning goals?
3. What mentorship goals do I want to set for myself during the rest of my intern’s experience with me?

## EXAMPLE INTERNSHIP PROGRAM EVALUATION FORM

**Purpose:** Thank you for your participation in the GPEP Alumni Internship Program. This form asks questions about your experience in the internship program. We will use your answers to these questions to improve the program and to continue and grow what's already working well.

**Structure:** There are several yes or no questions as well as scale-based questions that ask you to rank criteria from 1-5. Each question provides additional space for any answers you'd like to explain more fully. There is no requirement or expectation to answer every question. Please allocate 10-25 minutes to fill out this survey, depending on how in-depth you'd like to get with your answers.

**Reporting:** You are not required to submit your name along with your answers, and you are not required to answer these questions.

Please reach out to the program manager with any questions.

### Program Overview

**Please rank your agreement (Strongly Disagree, Disagree, Neutral, Agree, Strongly Agree) with each of the following statements:**

- After participating in GPEP-AIP, I now feel more confident in professional spaces.
- By the end of my internship, I felt comfortable participating in meetings with people at the museum regardless of title or role.
- Throughout my internship experience, I have become more and more able to see myself as a member of professional, corporate workspaces.
- During my internship, I understood my roles and responsibilities as an intern.
- By the end of my internship, I've grown in my appreciation for museums and public history and see their value in my life.
- I could see myself working in the museum field in the future.

### Internship Learning Goals

**What new technical skills did you learn during your internship? Check all that apply.**

- General professional written communication
- Teams – navigating and chat etiquette
- Outlook – navigating and email etiquette
- Grant writing
- Excel and spreadsheet-creation
- PowerPoint and presentation-creation

- Library databases
- Graphic design (Canva, Photoshop)
- Budgeting
- Project proposals

**What professional skills did you learn during your internship? Check all that apply.**

- Time management
- Meeting etiquette
- Professional relationship building and networking
- LinkedIn
- Public speaking
- Email etiquette

**Are there professional learning goals that you were NOT able to develop during your internship?**

Yes – Unsure – No

Please describe any professional learning goals you were not able to work on during your internship.

**Did you encounter any obstacles or unforeseen challenges during your internship?**

Yes – Unsure – No

If you are comfortable, please describe any obstacles or unforeseen challenges you experienced during your internship.

**Did you receive support from your mentors and/or from other museum colleagues in working through or overcoming these challenges?**

Yes – Unsure – No

If yes, please describe the support you received to work through or overcome these challenges, and if it was helpful.

If no or unsure, please describe how you would recommend the program, including mentors and other museum colleagues, provide support for a future intern encountering similar challenges.

## Enrichment & Professional Development

According to the National Association of Colleges and Employers, interns should be developing the following 8 Career Readiness Core Competencies throughout their internship. Please rank how much you feel you've developed these skills in your internship.

<b>SKILLS</b>	<b>Didn't grow in this skill</b>	<b>Somewhat grew in this skill</b>	<b>Grew significantly in this skill</b>
<p>Career &amp; Self-Development: The intern proactively develops themselves and their careers through continual personal and professional learning, awareness of their strengths and weaknesses, navigation of career opportunities, and networking to build relationships within and outside of their organization.</p>			
<p>Communication: The intern clearly and effectively exchanges information, ideas, facts, and perspectives with people inside and outside of an organization.</p>			
<p>Critical Thinking: The intern identifies and responds to needs based upon an understanding of situational context and logical analysis of relevant information.</p>			
<p>Equity &amp; Inclusion: The intern demonstrates the awareness, attitude, knowledge, and skills required to equitably engage and include people from different local and global cultures and engages in anti-racist practices that actively challenge the systems, structures, and policies of racism.</p>			
<p>Leadership: The intern recognizes and capitalizes on personal and team strengths to achieve organizational goals.</p>			
<p>Professionalism: The intern knows that work environments differ greatly, understands and demonstrates effective work habits, and acts in the interest of the larger community and workplace.</p>			

Teamwork: The intern builds and maintains collaborative relationships to work effectively toward common goals, while appreciating diverse viewpoints and shared responsibilities.			
Technology: The intern understands and leverages technologies ethically to enhance efficiencies, complete tasks, and accomplish goals.			

**Please rank each enrichment activity according to how helpful you found it.**

<b>ENRICHMENT ACTIVITY</b>	<b>Didn't attend</b>	<b>Not helpful</b>	<b>Somewhat helpful</b>	<b>Very helpful</b>
Collections Stewardship Training				
Collections Health and Safety Training				
Director's Chat				
Tuesday Colloquiums				
Digital Collections Workshop				
Behind-the-Scenes Tours of Exhibits and Collections				
Professional Skills Crash Course				
Navigating Workplace Cultures and Conflicts				
One-on-One Workshops with Program Manager and/or with Your Mentor				
Informational Interviews with Museum Colleagues				
LinkedIn Training				
Professional Headshot Photography Session				





## **General Feedback**

What are ways that this internship program could be improved? For example, what are ways we could improve the onboarding processes, the stipend process, and professional development, etc.?

Please provide any additional feedback about the internship program below.



**This program goes beyond inclusion....  
[Formerly incarcerated] people come home, and we are in the world. We have goals, and we experience significant hurdles. I was locked up for 20 years, and once I got myself together, healed, grew, changed, I knew that I'm going to come out here and do right; I'm going to make something of myself. You don't have to like me or want the best for me, but just know that you're going to be affected because community, it affects everyone.... You don't have to believe that I deserve a second chance; I am still a human being."**

*—GPEP Alumni Internship Program Intern, 2022*



# REFERENCES, RESOURCES & CREDITS

## GLOSSARY

**Harm:** perpetrated by an offending party, an action (or lack of action) that has negative consequences for an individual or a community. In a Restorative History framework, a harm typically contributes to and/or perpetuates lasting historical and systemic inequities.

**Historically harmed community:** A historically harmed community is a group of people who have experienced one harm or multiple harms repeatedly over a long period of time. This harm usually arises because of systemic oppression. Examples of historically harmed communities in the United States are BIPOC people (Black, Indigenous, and other people of color); LGBTQ+ people (those who identify as lesbian, gay, bisexual, transgender, queer, and more); people with disabilities; working-class people; people from regions without equal access to education and museums; and people who have intersecting identities within these communities.

**Internship:** At the Smithsonian, we use the definition of “internship” as set forth in our directives. An internship is a workplace-based learning experience guided by a Smithsonian mentor and related to the intern’s academic or career goals.

**Mentor:** Sometimes referred to as an “internship supervisor,” the primary person responsible for an intern’s professional learning experience.

**Mutual capacity-building:** the growth of the museum’s ability to understand and present a more accurate accounting of history through shared community knowledges, and the museum’s obligation to build the capacity of community partners through skill and human-resource sharing in a way that meets the partner’s stated needs.

**Obligation:** the responsibility of the perpetrator of harm to demonstrate long-term reparative action through engaged public history work, according to the stated needs of the harmed party.

**Redress and repair:** a process that requires offending parties to take responsibility for their actions and for the negative consequences they have caused; typically includes an acknowledgement of harm and a discussion of needs and obligations inclusive of changed behavior. The goal of this process is to set things as right as possible through an exploration of historical root causes and reparative public history work, understanding that sometimes healing and reconciliation are not possible and should be determined by the harmed party.

**Restorative History:** An approach to museum work that uses the power of history as a tool to address the harms of exclusion from our national story in transformative ways. As a theoretical and methodological outgrowth of restorative justice, Restorative History seeks to bring communities together in a 4-step process to: 1) address harms 2) identify needs 3) fulfill obligations and 4) explore root causes through the study of history. In doing so, Restorative History confronts the legacies of injustice that our institutions have perpetuated and pushes us to attempt to right those wrongs in concert with the communities most impacted.

**Restorative Justice:** Restorative justice refers to a process of seeking resolution to an injustice by redressing the harm done to victims, holding offending parties accountable for their actions, and engaging the community in the meaningful resolution of that conflict.

## LINKS & RESOURCES

- [The Center for Restorative History](#)
  - [Restorative History \[explained\]](#)
  - [GPEP Alumni Internship Program](#)
- [The National Museum of American History](#)
- [The Goucher Prison Education Partnership](#)
- Museum as Site for Social Action (MASS Action): [Toolkit](#)
- The Broad: [Diversity Apprenticeship Program Toolbox](#)
- Aspen Institute and Slack: [Rework Reentry](#)
- National Association for Colleges and Employers: [Career Readiness Competencies](#)
- Trauma-Informed Practices
  - Centers for Disease Control and Prevention: [“6 Guiding Principles to a Trauma-Informed Approach”](#)
  - University at Buffalo's Buffalo Center for Social Research: [“What is Trauma-Informed Care?”](#)
- Resources on terminology:
  - Center for NuLeadership: [“An Open Letter to Our Friends on the Question of Language”](#)
  - The Marshall Project—Nonprofit journalism about criminal justice: [“The Language Project”](#)

## COMMUNITY PARTNERS & ACKNOWLEDGEMENTS

As we have emphasized throughout this toolkit, this work takes a village. We are grateful to each and every person whose hard work, diligence, imagination, fortitude, and commitment has made this program possible.

The Center for Restorative History's GPEP Alumni Internship Program is generously supported by Dr. and Mrs. Enrique Segura.

The Center for Restorative History is generously supported by the Henry Luce Foundation, Dr. and Mrs. Enrique Segura, and Acton Family Giving, with federal support from the Smithsonian Asian Pacific American Center Initiatives Pool, administered by the Smithsonian Asian Pacific American Center.

To our co-creators, the interns who are the life of this program: Theresa Adams, Sanford Barber, Christian Taylor, Donalton Marshall, Tariq Price, Olando Bharat, Ramioka Robinson, Joseph Clark, and several interns who chose not to be identified.

To our GPEP Alumni Internship Program Co-Founders: Tsione Wolde-Michael and Caroline Fiertz

To our GPEP Alumni Internship Program Subcommittee: Patty Arteaga, Nancy Bercaw, Alex Hanesworth, Daniela Jiménez, Dani Merriman, Alexandra Piper, Gabby Santas

To our collaborators at GPEP: Amy Roza, Eliza Cornejo, Jennifer Munt, Andrea Jones, Ramioka Robinson

To our colleagues and friends in the Center for Restorative History: Patty Arteaga, Nancy Bercaw, Delia Beristain Noriega, José Centeno-Meléndez, Alex Hanesworth, Michael Johnson, Modupe Labode, Dani Merriman, Magdalena Mieri, Jasmine Reid, Orlando Serrano, Sam Vong, Tsione Wolde-Michael

This toolkit was authored and edited by Caroline Fiertz, Alexandra Piper, Nancy Bercaw, and Dani Merriman, and designed by Rina Alfonso and Heidi Helgerson.

## RECOMMENDED CITATION:

Center for Restorative History. 2023. "‘Something to make me feel solid and whole’: Co-creating the Goucher Prison Education Partnership-Alumni Internship Program." Editors Fiertz, Caroline; Alexandra Piper; Nancy Bercaw; Dani R. Merriman. National Museum of American History, Smithsonian Institution.