

Practicum Experience at Boys & Girls Clubs of Northeast Ohio

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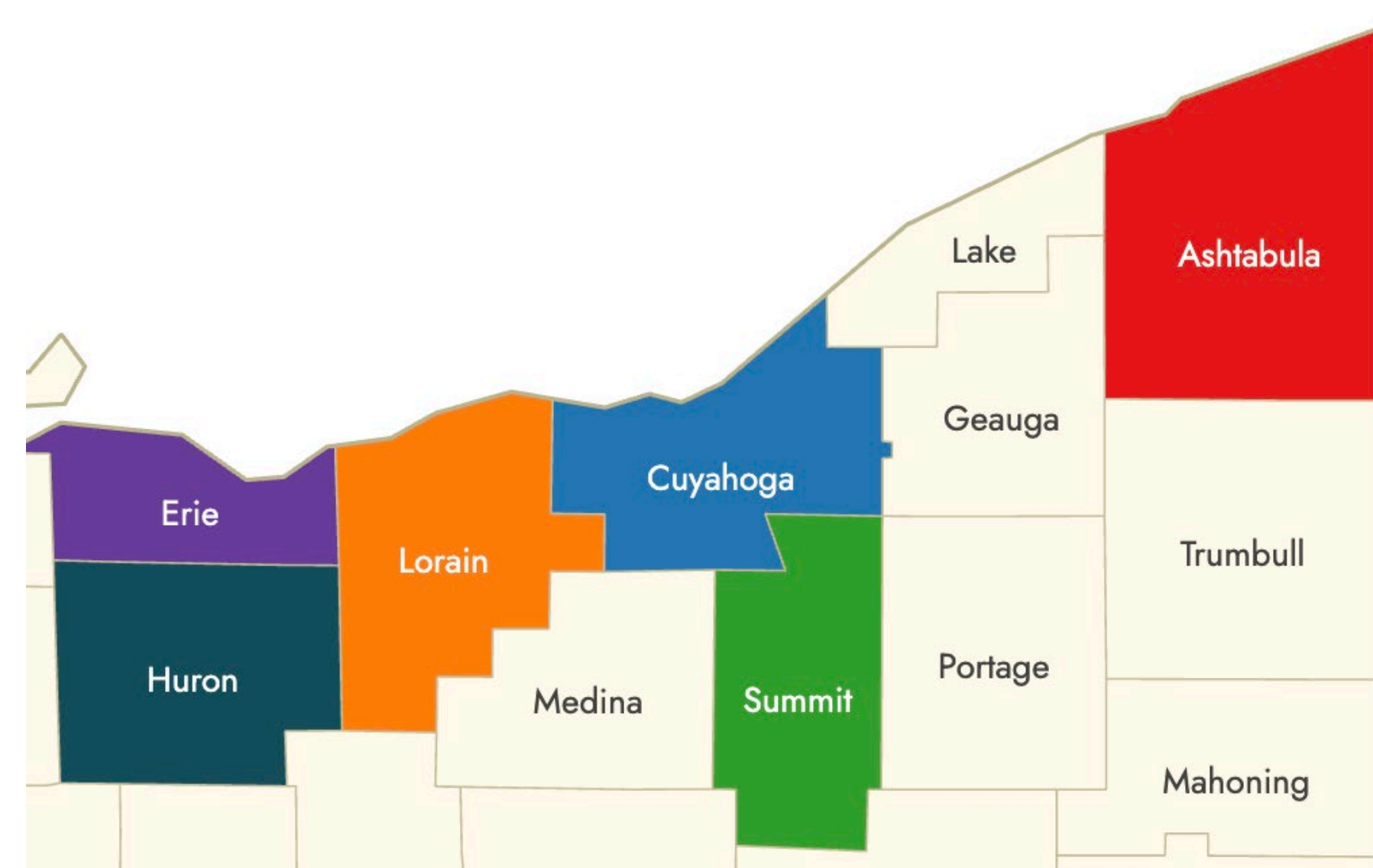
Background

Boys & Girls Clubs of Northeast Ohio (BGCNEO) is a non-profit organization comprised of 35 individual clubs across Ashtabula, Cuyahoga, Erie, Huron, Lorain, Scioto, and Summit Counties. The clubs provide afterschool programming relating to four main pillars: Academic Success, Health & Wellness, Character & Leadership and Life & Workforce Readiness.



Population

BGCNEO serves young people 6-18 years old and their families. While the organization serves a diverse population, members come typically come from low-income or underserved backgrounds. Club programming is tailored to help at-risk youth develop character and competencies that set them up for success during after-school hours.



Learning Objectives

- Conduct and apply age-appropriate, domestic violence research to build and structure a healthy relationships educational program.
- Design and implement programming that includes anti-racist and anti-oppressive practices within the FDR club.
- Engage in implementing educational programming that promotes safety and social justice.
- Teach kids, once a week at the FDR club, about healthy relationships in an effort to break the cycle of generational violence.
- Make ethical decisions regarding interactions with BGCNEO members while conducting lessons.
- Conduct pre- and post-assessments of members participating in the programming for evaluation purposes.

Activities

Overall responsibilities included:

- Designing an educational program to be implemented at BGCNEO
- Participating in implementation of educational program for grades 3 & 4.
- Completing a grant analysis regarding the Ohio Capital Budget and how BGCNEO could benefit from this funding opportunity.
- Reached out to local and state politicians to coordinate a meeting to provide information about the work being done at BGCNEO Clubs, followed by a club tour.
- Collected data from all departments relating to current and potential grants. Then used this information to create a single cohesive database to ensure efficiency and compliance.
- Coached other team members at the organization by supporting them when struggling with technical skills or understanding tasks to ensure success.

Deliverables

Healthy Relationships Educational Program Manual for BGCNEO:

This educational program is structured for four different age groups, with lesson plans for each age group detailing lesson activities, in addition to engagement and termination. The program outlines the themes, topics, and take-home messages, as well as how the program builds throughout the age groups.

The manual is accompanied by a separate facilitators' guide which details advice on safety, anti-racist and anti-oppressive practices, engagement, tackling sensitive subject, and self-reflection and self-care for facilitators.

There is also a caregiver handout included in the manual, along with an evaluation plan that outlines goals, methods of evaluation by age group, feedback, staff reflection, and overall program impact tracking.

Grant Management Database:

Over the past year, BGCNEO has gone through a significant organizational restructuring. As a result, there was a need for all grant and funding information to be consolidated into a single master document.

This Grant Management Database consists of over 150 funder/grantor organizations. For each organization, there is information about the employee responsible for the grant/funding opportunity, timeline, whether it was accepted or declined, and the reporting requirements.

There is also a section for stewardship information so that BGCNEO can maintain meaningful relationships even though there has been significant personnel changes within the organization.

Finally, there is a task section that outlines the different requirements and their deadlines for each grant/funding opportunity.

Healthy Relationships Program Logic Model



Lessons Learned

- I learned how to build an effective and comprehensive educational program that also encompasses the values of the organization it is for.
- I learned how evidence-based interventions make stronger, more effective programming.
- I learned about non-profit leadership structures in large organizations and how policies and procedures are developed and implemented.
- I learned effective managerial skills relating to employee resistance to organizational restructuring.
- I learned about the importance of standardization across the organization. For example, through building the Grant management Database, each employee tracked and recorded different information about the grant/funding opportunity.

Public Health Implications

- Reduced rates of interpersonal violence and safer communities over time.
- Improved youth mental health and reduced burden on mental health systems.
- Safer school and after-school environments, along with improved academic engagement and environments.
- Health equity and anti-racism.
- Fewer physical altercations and injuries.
- Reduced cyberbullying and digital exploitation risks, as well as safer online behavior.
- Community-wide culture shift toward nonviolence and respect.
- Preventing early trauma can reduce long-term chronic disease risk.
- Early intervention leads to healthier adults and communities.

Acknowledgements

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Master of Public Health Program



Master of Social Work Program