



MENTORING WORKS!



TRIPLE THREAT MENTORING

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TRIPLE THREAT MENTORING

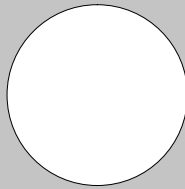
• Workshop Objective

- TO ALIGN CONVERSATIONS, PROMOTE COMMON PURPOSE, AND INSPIRE ACTION TO REDUCE GUN VIOLENCE
- IDENTIFY DISPROPORTIONATELY IMPACTED POPULATION AND RISK FACTORS
- TO DEMONSTRATE HOW UPSTREAM APPROACHES IN THE PRIMARY PREVENTION LANE WORK.
- TO GIVE PARTICIPANTS AN OVERVIEW OF T3 MENTORING PROGRAM





BREAK
SECTION.
BREAK
SECTION.



Our Experiences Matter

T3 MENTORING

About T3 Triple Threat Mentoring



“It’s about being the positive adult I needed growing up!”

Established in April 2020 Triple Threat Mentoring is a program that offers one-on-one and group mentoring to primarily Black and Brown girls living in North or Northeast Portland. Our program focuses on three areas: Attitude, Academics, & Athletics.



Preventing Youth Violence is a T3 Priority

Youth violence is a significant public health problem that affects thousands of young people each day, and in turn, their families, schools, and communities.

- Youth violence occurs when young people between the ages of 10 and 24 years intentionally use physical force or power to threaten or harm others.
- Youth violence typically involves young people hurting other peers who are unrelated to them and who they may or may not know well.
- Youth violence can take different forms. Examples include fights, bullying, threats with weapons, and gang-related violence.
- A young person can be involved with youth violence as a victim, offender, or witness.
- The impact/harm of Violence include physical, medical, psychological, property, relationship, financial, and more...

GUN VIOLENCE IS A PUBLIC HEALTH ISSUE

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Gun violence is a leading cause of premature death in the U.S. guns kill more than 38,000 people and cause nearly 85,000 injuries each year. American Public Health Association recognizes a comprehensive public health approach to addressing this growing crisis. Social psychologists have known for a long time that both attitudes and behaviors can spread rapidly within social groups and networks.

GUN VIOLENCE IS A PUBLIC HEALTH ISSUE

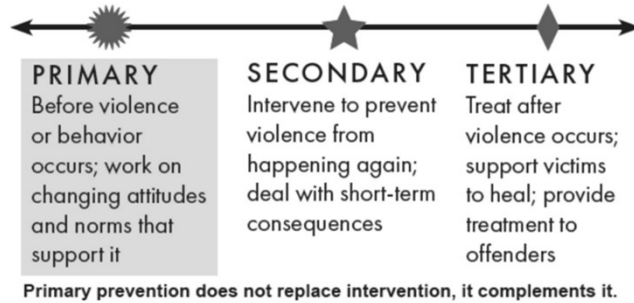
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This is a classic Public Health Approach with primary prevention meaning preventing violence before it happens, secondary prevention being an immediate response to instances of violence, and tertiary prevention focusing on long term care and rehabilitation.

IS PREVENTIVE: BY TACKLING 'UPSTREAM' RISK FACTORS, IT AIMS TO LESSEN 'DOWNSTREAM' CONSEQUENCES

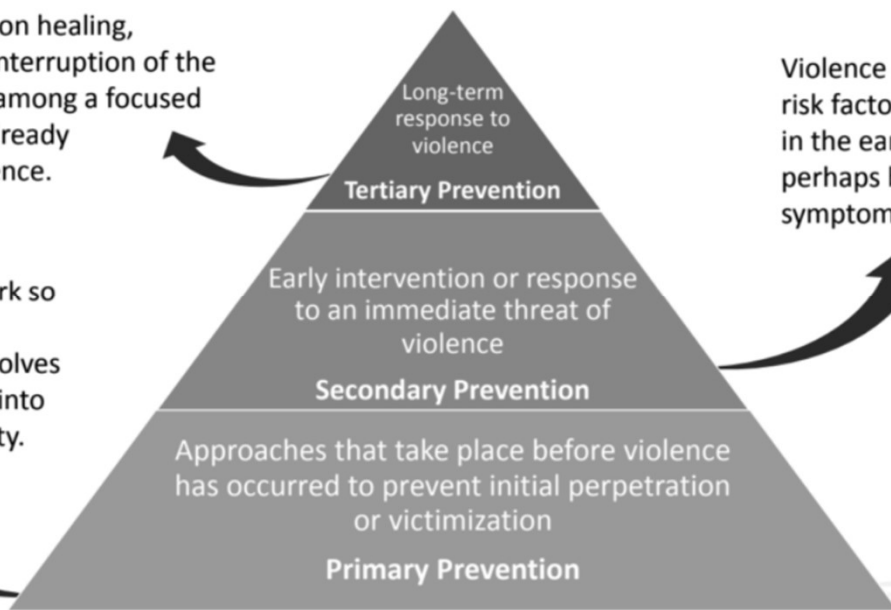
Prevention Continuum



Typically focused on healing, restoration, and interruption of the cycle of violence among a focused subset of those already impacted by violence.

Lay the groundwork so violence does not emerge. Often involves infusing activities into the fabric of society.

Violence or associated risk factors are addressed in the early stages, perhaps before all symptoms are apparent.





IT TAKES A VILLAGE

Our Approach seeks to reduce the immediate and long-term harms of youth violence in order to prevent future violence. Preventing youth violence requires multiple, complementary strategies, and those that reflect how to strengthen individual's skills and relationships to prevent youth violence



OUR YOUTH ARE MORE THAN DATA POINTS

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Thousands of people experience youth violence every day.

Youth violence negatively impacts youth in all communities—urban, suburban, rural, and tribal



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01.

1 in 5 high school students reported being bullied on school property in the past year.

02.

Youth violence kills and leaves injuries. Homicide is the third leading cause of death for young people ages 10-24. Each day, approximately 12 young people are victims of homicide and almost 1,400 are treated in emergency departments for nonfatal assault-related injuries

03.

Youth violence is costly. Youth homicides and nonfatal physical assault-related injuries result in an estimated \$18.2 billion annually in combined medical and lost productivity costs alone.

YOUTH DATA

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Disproportionate Burden

The impact of youth violence is NOT the same for ALL young people and communities.

The rates and types of youth violence vary across communities and across subgroups of youth.

These disparities can be attributed to different exposure to risk and protective factors.



HOMICIDES

Homicide is the leading cause of death for African-American youth, the second leading cause of death for Hispanic youth, the third leading cause of death for American Indian/Alaska Native youth, and the fourth leading cause of death among White and Asian/Pacific Islander youth



GENDER IMPACT

Female high school students were more likely than their male peers to report being a victim of bullying at school.

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T3 Mentorship



The Mentor

Our Mentoring programs pair youth with a caring adult from the community with the goal of fostering a relationship that will contribute to the young person's growth opportunities, skill development, and academic success. Mentors provide one to one, cohort gatherings and large group activities.

Mentorship

Our After-school programs provide opportunities for our youth to strengthen their social and academic skills and become involved in school and community activities to expand their prosocial experiences and relationships. These approaches also address key risk and protective factors for youth violence by helping to provide supervision during critical times of the day, such as from 3:00 to 7:00 p.m. when youth crime and violence peak. Our After-school programs range from those offering tutoring and homework assistance to more formal skill-based programming and structured learning activities, summer employment, Leadership opportunities, community give-backs. Opportunities to develop and practice leadership, decision-making, self management, and social problem-solving skills are important components of our programs. Our After school programs is offered both on school grounds and in community settings.

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Mentoring on Purpose with Purpose

1. Strengthen Youth's Skills

- a. skill-development has an extensive and robust research base, which shows building youth's interpersonal, emotional, and behavioral skills can help reduce both youth violence perpetration and victimization
 - i. Increases in emotional regulation, understanding social situations, and developing effective and nonviolent solutions
 - ii. Increases in academic proficiency
 - iii. Increases in positive peer behavior
 - iv. Increases in anti-bullying school policies
 - v. Increases in positive school climate

2. Connect Youth to Caring Adults and Activities.

- a. Young people's risk for violence, drop out, teen pregnancies, can be buffered through strong connections to caring adults and involvement in activities that help young people grow and apply new skills.
- b. Exposure to positive adult role models helps youth learn acceptable and appropriate behavior.
- c. Through positive interpersonal relationships and learning activities, youth can also develop broad and healthy life goals, improve their school engagement and skills, and establish networks and have experiences that improve their future schooling and employment opportunities.

TRUST RESPECT



EXPECTATION COMMUNICATION

TRIPLE THREAT MENTORING

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d TRIPLE THREAT MENTORING

01
OUR MENTORS
ADDRESSING
SOCIAL
DETERMINANTS
OF HEALTH



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Mentoring Highlights

Reduce Risk Factors

- Substance use or abuse
- Poor behavior control
- Poor academic achievement
- Low parental involvement
- Association with delinquent peers or gangs
- History of violent victimization or exposure to violence

Enhance Protective Factors

- High academic achievement
- Connectedness to family or adult outside family
- Commitment to school

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Mentoring Highlights

- Mentoring has a proven ability to decrease risk factors and enhance protective factors associated with reducing youth violence, such as staying engaged in school or displaying positive social behaviors.
- By providing youth with the confidence, access to resources, and ongoing support they need to achieve their potential, mentors increase the likelihood of young people developing external and internal assets — skills, structures, relationships, values, and beliefs that promote health development and lead to future success.

“Virtually every aspect of human development is fundamentally shaped by interpersonal relationships. So it stands to reason that when close and caring relationships are placed at the center of a youth intervention, as is the case in mentoring programs, the conditions for healthy development are ripe.”

Dr. Jean Rhodes, Director, MENTOR/University of Massachusetts Boston Center for Evidence-Based Mentoring



Mentoring Highlights

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APPROACHES TO MENTORING

Developmental Mentoring

promotes general healthy and positive development


Instrumental Mentoring

Emphasizes skill development and progress toward specific goals

Mentoring programs may emphasize one of two approaches, most mentoring relationships by their very nature incorporate aspects of both approaches.



For Mentors	For Mentees
<p>Improved reasoning skills</p> <p>Better ability to relate to parents; improved communication skills</p>	<p>Increased academic achievement; greater self-efficacy</p>
<p>Greater feeling of connection to school; increased self-esteem, increased empathy</p>	<p>Improved social skills</p>
<p>Improved conflict resolution skills; greater patience; improved organizational skills</p>	<p>Greater feeling of connection to school and peers;</p>
<p>Increased "cultural capital," which helps mentors to understand their own challenges and experiences</p>	<p>Decreased behavioral problems; lower rate of engaging in risky behaviors</p>
	<p>Increased school attendance; greater rate of continuing education</p>



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T3 Mentee
Alaina Gordon

JUNIOR AT LINCOLN HIGH SCHOOL

Celebrating
Our T3
Young Ladies

WE ARE VILLAGE STRONG

This is our Why

"Because our Mentoring and after-school approaches benefit our youth in a number of ways, including reducing their risk for involvement in crime and violence."

www.triplethreatmentoring.com

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Celebrating
Our T3
Young Ladies

WE ARE VILLAGE STRONG

This is our why

Because Black girls are 5X more likely than White girls to be suspended at least once and 4X as likely as White girls to be arrested at school.

www.triplethreatmentoring.com

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Celebrating
Our T3
Young Ladies

WE ARE VILLAGE STRONG

This is our why

"Because those participating in our mentoring program can experience:

- **Increases in academic performance and perceptions of academic abilities**
- **Increases in graduation rates**
- **Increases in parent-child relationships and parental trust**
- **Increases in positive relationships with teachers or prosocial adults**

www.triplethreatmentoring.com

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SOPHOMORE AT ROOSEVELT HIGH SCHOOL

Celebrating Our T3 Young Ladies

WE ARE VILLAGE STRONG

This is our why

"Because Many teachers and administrators treat black and Brown girls like adults and frequently remove them from the classroom."

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SOPHOMORE AT DE LA SALLE NC HIGH SCHOOL

Celebrating Our T3 Young Ladies

WE ARE VILLAGE STRONG

This is our why

"Because Black and Brown girls are also disproportionately pulled out of class for being too loud, too assertive, too sexually provocative, too defiant, and too adult-like. All driven by bias."

www.triplethreatmentoring.com

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T3 Mentee
*Achaia
Garland*



SOPHOMORE AT DE LA SALLE HIGH SCHOOL

*Celebrating
Our T3
Young Ladies*

WE ARE VILLAGE STRONG

This is our why

"Because many schools ban traditionally Black hairstyles or head coverings and still have specific dress code requirements based on gender..."

www.triplethreatmentoring.com

T3 Mentee
*Shaniya
Denson*



JUNIOR AT ROOSEVELT HIGH SCHOOL

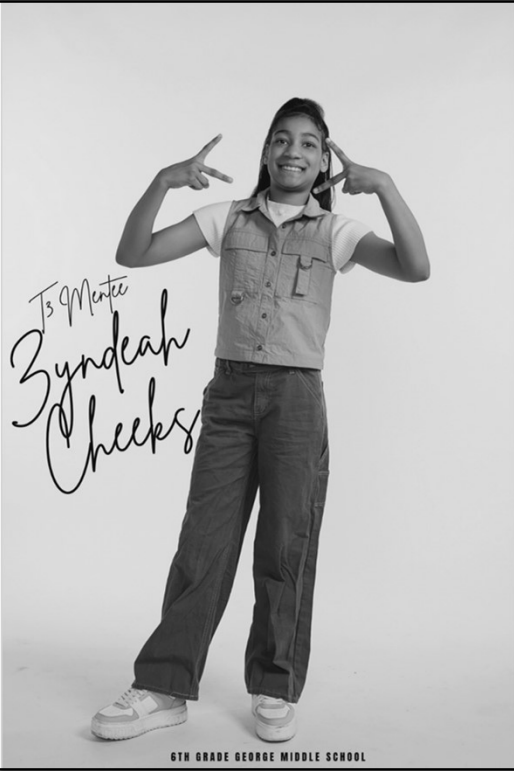
*Celebrating
Our T3
Young Ladies*

WE ARE VILLAGE STRONG

This is our why

"Because youth with Mentors are 55% less likely to skip a day of school than their peers. This can reflect that students with mentors are more engaged in their education and are more likely to graduate high school"

www.triplethreatmentoring.com



6TH GRADE GEORGE MIDDLE SCHOOL

Celebrating Our T3 Young Ladies

WE ARE VILLAGE STRONG

This is our why

"Because Black girls represent 15% of the students enrolled in public schools in the United States, according to data released by the Department of Education, but they account for 54% of all out-of-school suspensions, 37% of all arrests, and 28% of all instances of physical restraint."

www.triplethreatmentoring.com



6TH GRADE GEORGE MIDDLE SCHOOL

Celebrating Our T3 Young Ladies

WE ARE VILLAGE STRONG

This is our why

"Because consequences of teachers' stereotypical biases compared boys' and girls' grades on classroom exams... They found that teacher bias positively affects boys' math test scores while negatively affecting girls' scores."

www.triplethreatmentoring.com



● Family

T3 and the the Mentees family

Community

T3 in our community

● Mentees

T3 impact on our Black and Brown Girls in Portland

Meet our Mentors



McKenzie Strong

High School Mentor

Hailey Rhode Sierra Greely

High School Mentor

Natashia Greene

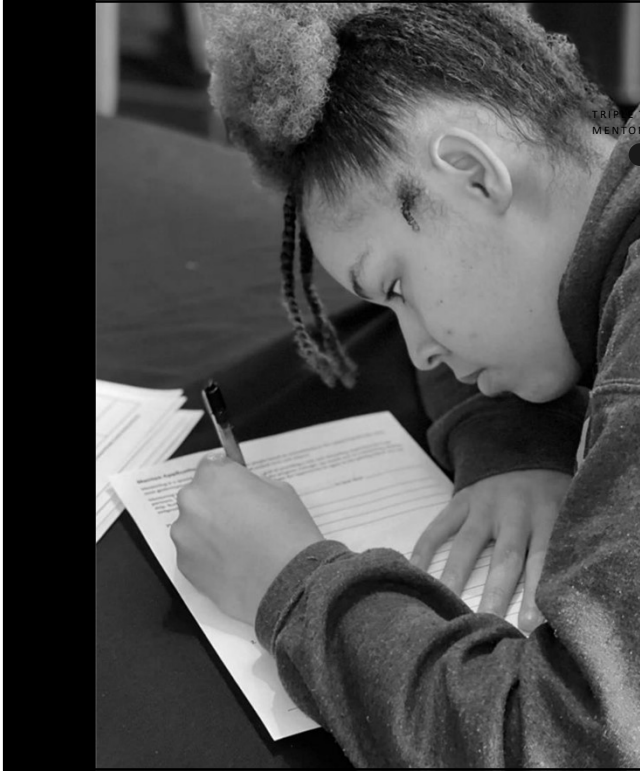
Middle School Mentor

Zaria Williams

High School Mentor

Taylor Green

High School Mentor



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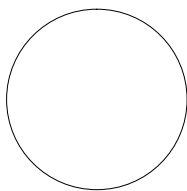


Successes and Challenges

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Thank You!

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Sources

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CENTER FOR DISEASE CONTROL AND PREVENTION

[HTTPS://WWW.CDC.GOV/VIOLENCEPREVENTION/FIREARMS/FASTFACT.HTML](https://www.cdc.gov/violenceprevention/firearms/fastfact.html)

EVERYTOWN USA

[HTTPS://WWW.EVERYTOWN.ORG/STATE/OREGON/](https://www.everytown.org/state/oregon/)

NORTH DAKOTA HEALTH DEPT.

[HTTPS://WWW.NDHEALTH.GOV/INJURY/ND_PREVENTION_TOOL_KIT/PRIMARYPREVENTION.HTML](https://www.ndhealth.gov/injury/nd_prevention_tool_kit/primaryprevention.html)

PORTLAND POLICE BUREAU

[HTTPS://PUBLIC.TABLEAU.COM/APP/PROFILE/PORTLANDPOLICEBUREAU/VIZ/PORTLANDSHOOTINGINCIDENTSTATISTICS/SHOOTINGINCIDENTSTATISTICS](https://public.tableau.com/app/profile/portlandpolicebureau/viz/portlandshootingincidentstatistics/shootingincidentstatistics)

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