STRIVE 4 SUCCESS: A TARGETED MENTORING MODEL

CORE PARTNERS

United Way of Cascade County
iGraduate MT
GREAT FALLS COLLEGE
MONTANA STATE UNIVERSITY
GREAT FALLS GREAT SCHOOLS
MONTANA ETS EDUCATIONAL TALENT SEARCH
A FEW OF OUR STUDENTS

Aaron
1st Generation
Low Socioeconomic
Interest(s): Medical prosthetics
Character attribute: Ambitious, fear of wasting time

Tyler
1st Generation
Low Socioeconomic
Interest(s): Nursing
Character attribute: Energetic, desire to have a turning point year

Brooklyn
1st Generation
Low Socioeconomic
Interest(s): Photography
Character attribute: Creative, shy, child of a school employee
WHAT IS STRIVE 4 SUCCESS?

A new **sophomore opportunity** to participate in a **4 year mentoring program** that will guide the student to their **desired career pathway**

A sophomore student will be **paired with a community member** in their desired career pathway who shares some of the student’s interests.

The mentor will help **guide and counsel** the student towards the best actions to achieve their desired career pathway goals.
Gain access to desired career field
Participate in free hands-on training sessions
Coached on how to apply for a job
Developing a lifelong relationship with a mentor
Meet other employers through various networking opportunities
College visits
Job shadowing

Develop skills for a future career
Attend a Job Fair to meet employers
**Strengthen your academics**
Paid assistance (**$500 award**) towards CTE, dual enrollment course, college entrance exams, AP exams, college applications within the Montana State University system and career preparation related expenses
Assistance in applying for scholarships, college and or career opportunities
The following demographics define how mentees were recruited:

- Students were sophomores within Great Falls Public Schools
- Each student’s parent/guardian had to authorize student participation
- American Indian, First Generation College, and/or Low Socioeconomic

Why Sophomores?

- Reaching students at a sophomore level gives opportunity to get in front of course planning for advanced transition of high school scheduling
- Increased time allows for more exploratory options as a student begins to consider future goals
Recruitment
Sustained Contact and Communication
Match Making
- Relationships
- Increase in engagement
- Year 2 Plans (Junior Year)
“I have grown up in a family and around others who struggle. Financially, physically, mentally you name it. I never liked watching those who I care about be defined by their weaknesses.”
- Aaron

“Aaron is a great kid! I am impressed by where his mind is at such a young age. He volunteers, sets up his own job shadows, works while balancing school, and partakes in various extracurricular activities. Aaron has the determination to want to make an impact wherever he goes.”
- Quay
“I appreciate the opportunity I have had with Tyler and the program and feel I have managed to make a difference with Tyler in the last few months.”

-Dustin
“I love being able to hang out with my mentors and learn about what they do. They have taught me to be more confident in myself when trying to take pictures at an event…”

-Brooklyn

“We like Brooklyn a lot. We get along well and have connected easily.”

-Kristen or Enya

BROOKLYN, KRISTEN & ENYA
CONTACT INFORMATION

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