

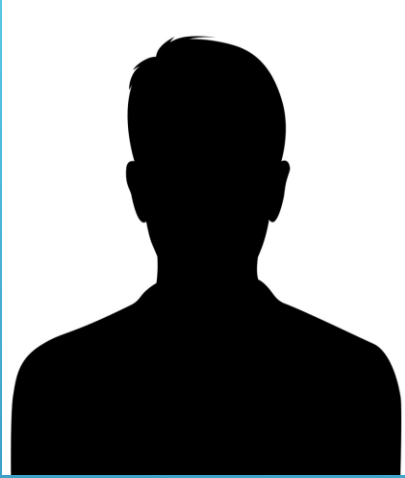
STRIVE 4 SUCCESS: A TARGETED MENTORING MODEL

CORE PARTNERS



iGraduate MT





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

A FEW OF OUR STUDENTS



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

STRIVE 4 SUCCESS



- ▶ 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

ELIGIBILITY



- ▶ *Recruitment*
- ▶ *Sustained Contact and Communication*
- ▶ *Match Making*

CHALLENGES



- ▶ Relationships
- ▶ Increase in engagement
- ▶ Year 2 Plans(Junior Year)



CELEBRATIONS

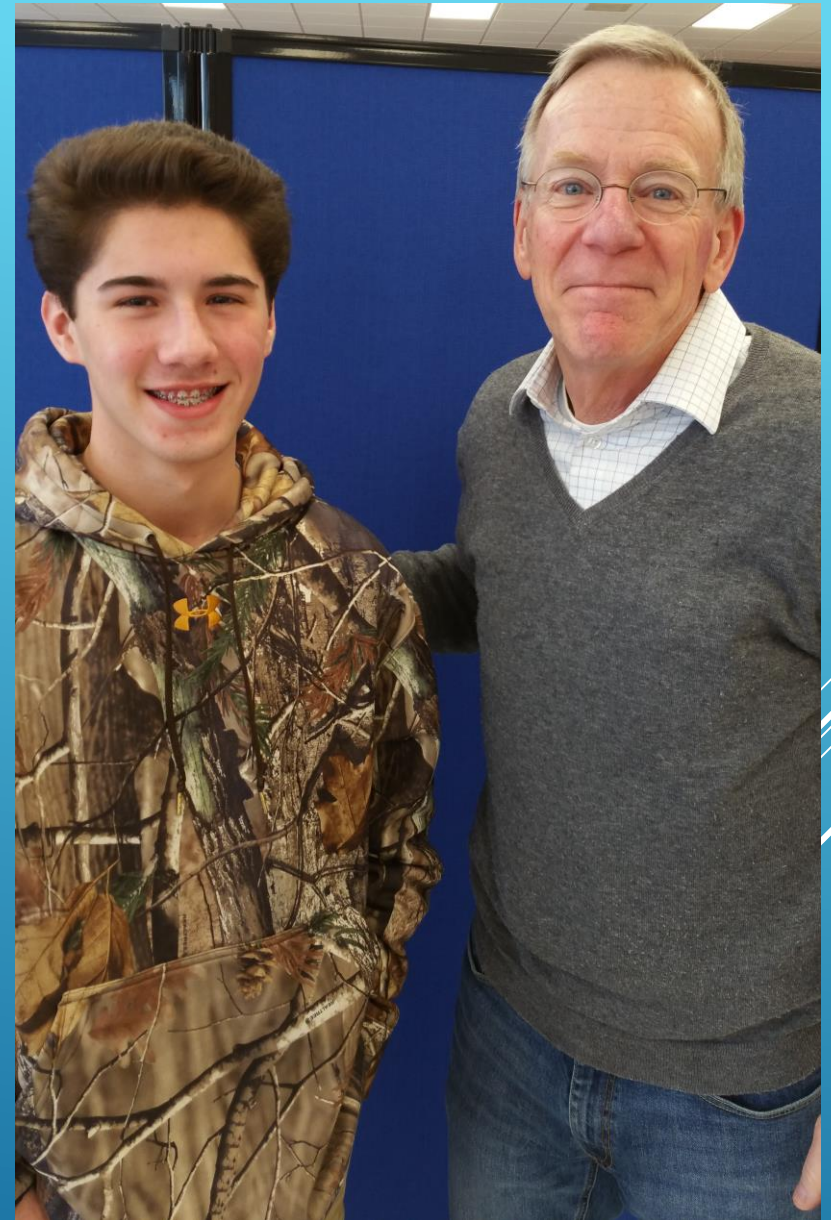
“I have grown up in a family and around others who struggle. Financially, physically, mentally you name it. I never liked watching those who I care about be defined by their weaknesses.”

-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.”

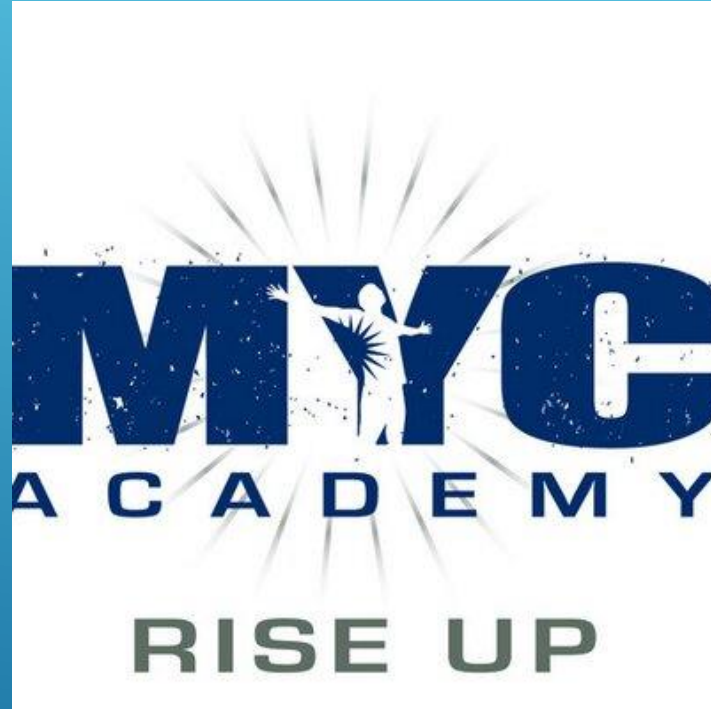
-Quay

AARON & QUAY (& BOB)



“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



TYLER & DUSTIN



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

-Kristen or Enya



"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 your trying to take pictures at an event..."

-Brooklyn

BROOKLYN, KRISTEN & ENYA





▶ **Lacey Hallett**

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- ▶ Community Impact Coordinator
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CONTACT INFORMATION