

Boise State University

**ScholarWorks**

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Rebuilding the Launchpad: Serving Students During Covid Resource Library

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2020

**Boise State Hometown Challenge Summer 2020**

Boise State University

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# Boise State Hometown Challenge Summer 2020

## Background

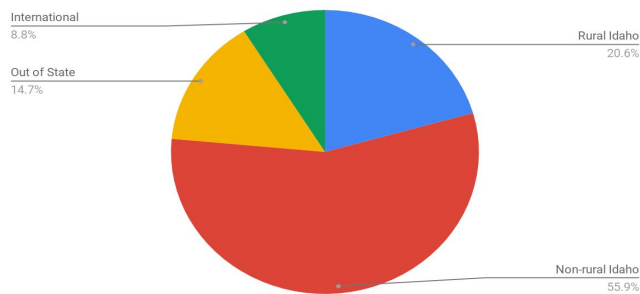
In response to Boise State University students’ losing summer internship and work opportunities, Career Services was inspired by the History Department’s [Working History Center Internship](#) to create the [Hometown Challenge \(HTC\)](#). The HTC was advertised as a way to “combine your education and creativity to support your local community.” We promoted the program to over 1500 students, with a special effort made toward rural Idaho students. Forty-seven students submitted their project proposals and 34 students were admitted into the Hometown Challenge.

Eligibility	Guidelines	Curriculum
Returning to Boise State with at least six credits	Address a specific challenge in their local community	Meeting with a Career Counselor
Able to commit 80 hours of time between June 8 - August 14th	Relate to their field of study and/or experience	Four one-hour remote project check-in and coaching meetings- each with a theme for reflection
	Develop or enhance one or more of the following NACE Career Competencies: teamwork, problem solving, leadership, or intercultural fluency	Completion of Pathway - a self-guided career assessment, a virtual workshop on resumes, and a career plan or a practice interview
		A 3-5 minute video that highlighted their HTC project along with what they learned

## Student Demographics

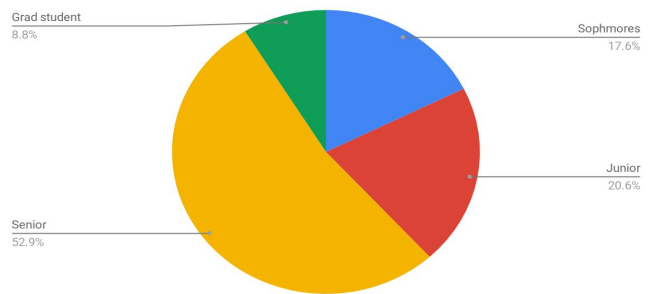
HTC Project Location

n = 34



Class Standing

n = 34



## Findings and Feedback

Student participants overwhelmingly expressed a positive experience. Alongside the tangible benefit of a \$1000 scholarship, students expressed that the HTC **strengthened their professional skills** through networking, pivoting with challenges, learning new online platforms, or teaching in a second language. Throughout the experience, students **focused on the needs of their communities** and how they shifted during their projects. One student stated, “I think I will forever remember that when I am partnering with others to achieve a goal, the goal has to be meaningful to all parties involved, not just me.” Other benefits students stated were the **integration of their studies with meaningful work**. As one student stated, “the HTC helped me realize that this is what I’m really passionate about.” The connection between students’ self-discovery and meaningful work was also strongly correlated with **feelings of**

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**support and resources available to them** through Career Services as well as the larger Boise State community. For example, HTC students stated that “there are massive free resources available to us...the world is set up for our success, we just need to reach out!” Students appreciated the **investment that Boise State staff made**, both financially and professionally, in order for students to “invest in themselves.” They also perceived Boise State as a place that “allowed us to be innovative.” Lastly, students shared that they will remember how the HTC, “...gave me the opportunity to work through challenges” as well as created “...bond(s) that I made with my teammates...”

## Conclusion

The HTC provided three different stakeholders with distinct and equally important benefits:

- **Boise State Students:** Our students felt empowered to engage in their local communities with projects in which they had deep personal and professional connections. They felt financially supported as well as challenged to think deeper, reflect more, and integrate their respective fields of study with meaningful work leading to higher levels of professional confidence.
- **Local Communities:** Throughout Idaho and beyond, local communities received the tangible and intangible benefits of our students’ efforts. For example, Rexburg High School received one-on-one mentoring from a team of TRIO students. A fifth grade class at Peace Valley charter school received personalized educational kits in partnership with JUMP and BAM. The Eastern Elmore County Recreation district received signage, protocols, and regulations to keep the local pool from spreading COVID-19. And the list goes on...
- **Boise State University:** We gave our students the necessary support to make an impact in their local communities and sent a message that Boise State empowers students to integrate their education with real and pressing issues in rural, metro, and international communities. Additionally, we supported our students financially and professionally and retained all 34 students into the fall semester.

## Next Steps

- Continue to identify funding streams to support the HTC for 30-50 students each summer
- Target students from rural communities and partner with other rural initiatives such as the Community Impact Programs
- Tell the story of our students across campus and with other stakeholders (legislators, alums, etc)

For more information, check out some of our students’ videos in the following links:

- [Edson Valdisimo](#) supported Marianas Generation Scholars
- [Cortney Campbell](#) created Pawvy, pet products to be sold to raise money for shelters in Twin Falls ID
- [Caleb Cram](#) developed an AR application for a local construction engineering firm
- [Julianna Ramirez, Kevin Hernandez, Adriana Archila, and Paulina Baeza](#) built the foundations for the Student Support Initiative in rural Idaho communities
- [Amir Kazemzadeh](#) examined the connection between financial data and crime in Idaho



[Hanna Suman](#)



[Aaron Carignan](#)



[Mone't Alberts](#)



[Cheyon Sheen](#)