2026 SUPERVISOR HANDBOOK

West Sacramento Home Run Summer Internship Program

Home Run Internship Program Background

In 2016 West Sacramento voters approved *Measure E*, which established a 0.25 percent sales tax to fund services and initiatives such as repairing roads, building pedestrian and bike trails, reducing homelessness and improving educational and career opportunities for youth. In December of 2018 the City Council approved plans for the West Sacramento Home Run, funded by *Measure E* revenues, which brought together existing and new programs aimed at helping families prepare their children for school, college and careers.

In 2017, the City of West Sacramento began sponsoring a paid summer internship program. The program started with 24 interns and grew to 61 by 2025.

The Home Run internship program provides a valuable work-based learning opportunity for West Sacramento youth. One goal of the program is to create a pipeline of future talent to meet the needs of local employers and strengthen West Sacramento's economy. Another is to help local youth understand that there are opportunities for professional success in their hometown.

Internship Objectives

The objectives of the Home Run summer internship program are:

- Provide West Sacramento youth with real-world work experience with a local business, agency or nonprofit organization.
- Help West Sacramento youth improve their work-readiness skills, clarify their career interests and grow their professional networks.
- Connect local employers with future members of the local workforce.

Intern Training and Development

Home Run interns are required to attend paid weekly training at City Hall. Training will emphasize the "durable skills" described in *Appendix A: Durable Skills, the Learning Plan, Performance Reviews & Digital Micro-Credentials*.

Supervisors should conduct an informal performance review with each intern at the halfway point of the internship and a formal review at the end, using a form provided by the Home Run team. The form will emphasize the durable skills in Appendix A, and the final review will be used by the Home Run team to award digital micro-credentials that interns can use as evidence of their skills for future employers.

A schedule of weekly training sessions and topics is provided in *Appendix B: Important Dates*.

Employer Commitment

Participation in the Home Run internship program is open to any business, public sector agency or nonprofit entity. Participating employers must commit to providing:

- A safe, supportive work environment for interns.
- An adult supervisor to mentor interns, approve time sheets, conduct performance reviews and serve as the primary contact for Home Run staff.
- A minimum of 20 hours of work per week.
- Meaningful work assignments for interns that allow them to learn about your industry, your organization and the skills needed for professional success.
- The opportunity to complete a project that interns can document and share with future employers as a work sample.

Detailed supervisor expectations may be found in *Appendix C: Supervisor Expectations*.

Student Eligibility Requirements

The internship program is open to students in the Washington Unified School District who are at least 16 years old by the first day of work. Students who attend River City High Schol must have completed and passed one course in a career technical education (CTE) pathway. CTE courses are not available to students at Yolo High School or Washington Middle College High School, so those students can qualify with a letter of recommendation from a teacher or counselor. Class of 2026 graduates who meet these requirements are also eligible.

Intern Recruitment

Employers wishing to participate in the internship program should submit intern requests using our Grouptrail platform between March 16 and April 1. Applications will be accepted from students April 4-19. Additional important dates are provided in Appendix B of this document and on the Home Run internship website: https://www.wshomerun.org/internships.

Intern Selection and Hiring

Students may apply for up to five internship positions. The Home Run team will confirm applicants' minimum qualifications, and supervisors will begin receiving applications on April 21st.

Interviews will take place the weeks of April 27th and May 4th. Please be flexible in scheduling interviews, as students are in school most of the day and some may be taking AP exams.

Employers decide who to interview and hire. You are not required to interview all applicants, but we encourage you to do so to give them the opportunity to practice interviewing—unless there are simply too many. Please keep in mind that at this point in students' professional development, their enthusiasm for the opportunity is more important than their skillset.

In past years the willingness of so many local employers to offer internships has meant that not all available slots were filled. The internship budget is limited, which means there is a limit on the number of internships that can be funded. As such, the Home Run team reserves the right to reduce the number of interns that may be requested by an employer. It is possible that some internships may go unfilled.

Human Resources and Payroll

Interns are paid the 2026 California Minimum Wage of $16.90 per hour.[1] The Community College Foundation (TCCF) serves as the employer of record for the internship program and manages onboarding, payroll and human resources for the Home Run, including providing liability and workers compensation insurance for the program.

Interns must submit time sheets twice per month, and supervisors are expected to review and approve time sheets promptly. More information will be provided at the supervisor's orientation on June 2nd.

Providing a Quality Internship Experience

The Learning Plan and SMART Goals

An internship is a learning experience. The Home Run team provides interns with an orientation and weekly training, but students who apply for this program are seeking work experience, and the bulk of their learning takes place at the work site.

As such, we require participating employers to identify learning goals for their interns, to

[1] Four interns will be selected to assist the Home Run team during the weekly training sessions. These interns will be paid an extra dollar per hour.

evaluate their skills, and to provide actionable feedback. In other words:

- Identify the knowledge and skills you want your intern to learn through the internship and clearly explain your expectations to your intern.
- Provide opportunities for the intern to practice these skills and progress toward the learning goals.
- Assess the intern's progress toward the learning goals and provide clear, constructive suggestions for improvement.

The intern request form includes a section to describe the learning outcomes you have for your interns. For help in identifying learning goals, you may wish to consult *Appendix D: Learning Goals*. The Home Run team will also provide one-on-one consultations to prospective supervisors wishing to have help identifying learning goals and developing a learning plan.

Interns, like other employees, have their own goals. Therefore, we also ask supervisors to help their interns identify 2-3 realistic, measurable goals that can be accomplished by the end of their internship, and to provide the support the interns need to achieve these goals.

Supervisors may wish to use what are known as SMART goals. If so a SMART Goals Template is available on the Supervisor Resources page of the Home Run website, along with a Learning Plan Worksheet: www.wshomerun.org/supervisor-resources.

Variety of Experiences

Home Run interns usually spend most of their time within one department or team. But an intern can gain a greater understanding of your operations and your industry by being exposed to different departments, employees and jobs. Consider rotating the intern through multiple departments or teams, having the intern shadow a few different employees for a day or two, inviting the intern to sit in on meetings, or other ways the intern can learn about a variety of possible career paths.

Project-Based Learning

Many people learn best by doing. For this reason, we require that employers assign at least one project that the intern can complete during the internship that can be used later as a work sample. We define a project as an assignment that requires thoughtful planning, takes more time to complete than day-to-day tasks, and results in a product or event. Examples include reports or newsletter articles, presentations, web pages or publications, etc. Projects may be completed independently or with a coworker or supervisor. Supervisors should assist the intern in documenting the project so it can be shared with the Home Run team.

Informational Interviews

The Home Run team has found that informational interviews provide a great way for interns to learn more about what it takes to be successful in a given career or industry. Informational interviews can also help interns understand that there are many paths to success. For this reason, we require that supervisors provide the time and opportunity for interns to conduct an informational interview. Interns may interview their supervisor or other employees, or even customers or partners. The Home Run team will provide interns with guidance on planning and conducting informational interviews.

Supervisor and Employee Buy-In

Finally, it is important to have buy-in from the employees who will be working alongside the intern. Do not assign a supervisor without first consulting the supervisor. (Yes, this has happened!) Make sure your employees are willing and able to assist and mentor the intern when needed.

Safety

Basic Risk Awareness

Supervisors should:

- Provide interns with a safety orientation on the first day of work.
- Remember the "Rule of 3": try to ensure that at least three people are always present and the door is open.

Interns should:

- Understand their job responsibilities.
- Identify potential risks.
- Inform the supervisor and Home Run staff of any concerns.

Examples of safety risks:

- Harassment, such as sexual or racial.
- Physical hazards, such as weather, asbestos, machinery, etc.
- Biological hazards, such as biohazardous waste.
- Chemical hazards, such as in a laboratory setting.

If a Safety Incident Occurs

In the event of an incident, interns should immediately inform their supervisor and the Home Run team and document the situation, date, time, and persons involved. If an injury requires medical treatment, obtain treatment first! Then notify the Home Run team.

A document called "How to Report a Work-Related Injury" can be found on the Supervisor Resources page of the Home Run website.

Intern Work Restrictions

Home Run interns are subject to the following restrictions:

- Interns may work no more than 8 hours per day and no more than 40 hours per week. *Overtime is not allowed.*
- Interns must be allowed an unpaid lunch break of at least 30 minutes if they work 5 hours or more, and one paid 10-minute break for every 4 hours worked.
- Interns may drive to and from work, but they may not drive as part of their work responsibilities (e.g., driving from the office to a job site, picking up a package, meeting with clients, etc.).

Behavioral or Performance Issues

As a supervisor, you have probably dealt with employee behavioral or performance issues. A brief conversation with the employee is usually sufficient to correct the problem. We recommend this same approach with interns, being very clear about why the behavior is problematic for your team and/or organization.

If an intern repeatedly demonstrates problem behaviors or performance issues, even after receiving warnings, please contact the Home Run team. *Do not fire an intern!* If disciplinary action is needed, including termination, the Home Run team will handle it.

Staff Contact Information

Please don't hesitate to contact Home Run staff with questions, suggestions or any internship-related problems. We are here to help!

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Thank you!

The Home Run internship program depends on the participation of local employers. We understand that mentoring a young person takes time and effort that could be spent on your operation. On behalf of the City of West Sacramento, the West Sacramento Chamber of Commerce and the Washington Unified School District, thank you for your support of West Sacramento youth!

Appendix A

Durable Skills, the Learning Plan, Performance Reviews & Digital Micro-Credentials

Durable Skills

Home Run intern training focuses on "durable skills," the kinds of skills needed for success in higher education and virtually any career. The Home Run team aligns our training with the durable skills identified by MHA Labs[2], which are divided into six "building blocks":

Personal Mindset	Verbal Communication
Planning for Success	Collaboration
Social Awareness	Problem Solving

The Learning Plan

Supervisors should meet with each intern to develop a learning plan. You can begin with a list of the skills or knowledge you want the intern to gain, and identify the tasks, projects and experiences that will help achieve these learning objectives. Be sure to share your plan with the intern and ask what they are hoping to learn too. The learning plan should support one or more of the durable skills above. More information about Learning Plans will be provided at the supervisor orientation on June 2nd.

Performance Reviews

Supervisors should complete performance reviews for each intern. The first review should be conducted at the end of week 3 of the internship and does not need to be submitted to the Home Run team. The second should be completed during the intern's final week and should be submitted to the Home Run team. A fillable PDF form can be downloaded from the Home Run website here: https://www.wshome-run.org/skills-assessment. The form contains rubrics for each of the 35 skills that make up the six building blocks. Interns will receive a copy of this form and will understand that these are the competencies on which they will be evaluated.

We do not expect supervisors to ensure that interns improve every one of these skills. But we encourage you to provide opportunities for interns to practice and strengthen these skills whenever possible.

Digital Micro-Credentials

Digital micro-credentials are online credentials that indicate that the credential holder has accomplished something or demonstrated certain knowledge or skills. Interns will be able to earn up to two digital micro-credentials if a supervisor rates them as at least "Capable" for *all* the skills associated with one of the building blocks.

It is possible that an intern could complete an internship without earning a digital micro-credential. But supervisors must agree to provide the *opportunity* to earn at least one. The intern request form includes a section in which you can explain how you will provide this opportunity.

[2] For more information about the MHA Labs Building Blocks, see https://mhalabs.org/skill-building-blocks/.

Appendix B

Important Dates

A complete calendar with Zoom links can be found on the Home Run internship wed page: https://www.wshomerun.org/internships.

Date	Time	Event
March 10	11:00 AM to noon, via Zoom	Supervisor Information Session
March 16 - April 1		Intern requests accepted
April 8-24		Application window for students
April 27 – May 8		Interviews
May 15	5:00 PM	Internship placements finalized
June 2	11:00 AM to noon, via Zoom	Supervisor orientation
June 8	10:00 AM to 3:00 PM	Intern onboarding and training
	Noon to 1:00 PM	Intern-supervisor luncheon
June 9		First day of work
July 24	TBD	End-of-summer luncheon
		Last day of work

Appendix C

Supervisor Expectations

Home Run internship supervisors are expected to provide each intern with:

- A safe and supportive environment in which to work and learn.
- At least 20 hours of work per week. If you cannot meet this expectation, consider partnering with another department within your organization or with another organization.
- Encouragement to ask questions.
- The opportunity to complete at least one project that will serve as an example of the intern's work that can be used as a work sample for future employers.
- The opportunity to earn at least one Home Run digital micro-credential by demonstrating important "Building Block" skills.
- Time for the intern to conduct an informational interview with you or another employee or executive.

Supervisor responsibilities:

- Complete a learning plan for each intern using the Learning Plan Worksheet by the end of the intern's first week.
- Conduct two performance reviews with each intern—an informal review in week 3 of the internship and formal review in the final week, submitted to the Home Run team. Interns will be expected to complete a self-review, and supervisors should meet with each intern to compare and discuss these documents, as well as the intern's progress toward the learning goals described in the Learning Plan Worksheet and suggest ways to improve performance.
- Review and approve intern time sheets twice per month. An Office Timesheets Guide for Supervisors and a payroll schedule may be found on the Supervisor Resources page of the Home Run website.
- Attend the intern-supervisor luncheon at the beginning of the internship and the celebration luncheon at the conclusion of the internship. Refer to Appendix B or to the calendar on the main internship page of the Home Run website for dates.

Appendix D

Learning Goals

(next page)

INTERNSHIPS: Learning goals

AN INTENTIONAL FOCUS ON STUDENT LEARNING is what distinguishes internships from jobs. Interns should be considered learners first and contributors second, regardless of whether they are earning credit associated with their internship. Below are some tips to help you facilitate intern learning through the use of learning goals.

IMPORTANCE

Co-creating learning goals with interns:

> Signals that you **care** about their experience, which can increase their commitment, productivity, and desire to stay long-term
> Helps ensure everybody is on the **same page**, resulting in a better experience for all
> **Models** professional goal-setting, action-planning, and accountability
> Most importantly, helps set the stage for **maximum intern learning**

FOCUS AREAS

Goals can focus on different areas:

> **Skill** development
> **Knowledge** acquisition
> **Personal/professional** development

SMART GOALS

Effective goals share some commonalities:

> **S –** Specific
> **M –** Measurable
> **A –** Action-oriented
> **R –** Relevant
> **T –** Time-oriented

Example SMART goals:

> By the middle of my internship, I will be able to **write a 1-pg press release** using AP style
> By July 30th, I will be able **to troubleshoot Microsoft Excel questions** with 97% accuracy
> By week 5, I will be able to **identify 3 career paths** in this field & **1 way to learn** about each

TIPS

Goal-setting caveats:

> Try to **avoid** broad goals like "understand" or "learn" because they cannot be easily measured
> **Two or three** goals is typically sufficient for a quarter-long internship
> Writing SMART goals may require several feedback and **revision loops**

PROCESS

Goal-setting is a process:

> **Before an intern starts**, encourage them to think of a few potential learning goals
> During the **first week**, schedule an hour with your intern to flesh out their goals in writing
> Set up a **weekly** or **biweekly** time to check in
> **After a few weeks**, meet with your intern about how they are progressing towards their goals, what action plan they have in place to achieve them, and how they might want to modify their original goals
> At the **end of the internship**, review progress towards stated learning goals as part of a formal performance evaluation meeting

SMART GOAL PROMPTS:

> What do you **specifically** hope to accomplish?
> How will you **measure** your progress towards this goal?
> What **actions** will you take to achieve this goal?
> How is this goal **relevant** to your internship, academic interests, &/or career aspirations?
> What is your **timeline** for meeting this goal?

Appendix E

Top Ten Concerns of Interns[3]

1. Give Us Real Work!

It cannot be said too many times that interns want to work and learn. An intern can help you with projects and assignments that might not be accomplished otherwise. If you have brought on an intern as a recruitment tool, how will you be able to assess their abilities? It just makes sense to utilize your interns well.

2. Do What You Say and Say What you Do!

Be honest with your interns about what they can expect during their internships. If the job requires stuffing envelopes, make that clear. But if you tell the intern they will be researching a project and they spend 90% of their time doing "grunt work," bad feelings may develop. Honesty does not cost you anything, and it will make the interns feel that much more respected.

3. We Like Feedback!

Remember that interns are students, and they may not have the business skills, experience and workplace behaviors that you take for granted. If your intern makes a mistake, use this as a "teaching moment" and pull him or her aside and explain how the situation should be handled in the future.

4. We Want to be Included Too!

Is there a staff meeting that they can attend? Can they quietly tag along to that next project meeting? Headed to lunch with a couple of people in the office? Please include them in the daily life of your workplace. After all, if you provide a little more perspective on the intern's work, the product will be much better.

5. Please Explain.

When you assign work, make sure you give a detailed explanation. While the work may seem trivial and obvious to you, it may not be obvious to someone who has never done it before. Patience and a few extra minutes at the beginning will pay off later when your intern can produce good work independently.

6. I Want a Mentor!

Make sure that interns have mentors or supervisors to provide guidance. Identify those who truly like to teach and train, and the experience will be even better.

7. A Minute of Your Time Please.

The best mentor in the world is useless if he or she cannot or will not spend the necessary time mentoring. As newcomers, interns may not speak up if they are feeling ignored, so the burden of making sure they are okay is on the mentor. If the busiest person in the office wants to be the designated mentor, he or she should schedule regular times to meet with the intern.

8. Be Prepared!

That wonderful day has arrived, and the intern begins his/her internship only to learn that no one knew they were coming, and there is no place for them to work. Make sure employees are ready to welcome the intern and help them get up to speed.

9. Um…I Need a Chair.

It is amazing how many employers hire an intern and do not think about the fact that they will need a desk, chair, phone and computer to perform assigned tasks. It is no fun, and not efficient to move an intern from desk to desk as people are out one day to the next. If you want to get a job done, you need to supply the intern with the tools to do the job.

10. Show Me the Money (As Best You Can).

While each internship is different, and each industry has its own personality, remember that interns have expenses. Your organization may not be able to pay much, but anything can help. Maybe you can help pay for the intern's parking, take them to lunch every so often, or develop some other creative way to assist them

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[3] Adapted from *An Employers Guide to Building a Quality Internship: How to Create a Youth-Friendly Workplace*, Sacramento Employment and Training Agency (ND).