



First Name: _____ Last Name: _____
 Address: _____ School: _____ Class of _____
 _____ School Location: _____
 _____ Home Phone: _____
 Please include city, state and zip code. Cell Phone: _____
 Email address(es): _____ @ _____
 _____ @ _____
 Date of Birth ____ / ____ / ____

PLEASE REVIEW “ABOUT YOUNG D.C. AND LEADERSHIP POSITIONS” – PAGE TWO

I am re-applying for the position I held last year: Yes No
 I am applying for the position of _____
 When I am interviewed for this position, I will bring my portfolio of
 artwork news clips photography cartoons creative writing/poetry
 which I started _____. I am developing my portfolio because it is:
 required at my school fun to have a record of my improving skills
 part of a club or non-school activity useful for college/job applications

My team/club commitments include: _____

I am taking AP classes in 2011-2012: Yes No More than four AP classes
 I am an IB candidate in 2011-2012: Yes No
 I will take SATs – Oct. 1 Nov. 5 Dec. 3 Jan. 28 March 10 May 5 June 2
 I will take the ACT – Sept. 10 Oct. 22 Dec. 10 Feb. 12 April 14 June 9
 My family and work commitments through June 30, 2012 include:

Requests I plan to make of Young D.C., *check all that apply*:

<input type="checkbox"/> travel stipend	<input type="checkbox"/> college recommendations	<input type="checkbox"/> scholarship recommendations
<input type="checkbox"/> validation of community service hours		<input type="checkbox"/> YDC presentation at my school
<input type="checkbox"/> help finding internships/job opportunities		<input type="checkbox"/> using the YDC office to do homework

THIS IS HOW I RATE MY SKILLS FOR A LEADERSHIP POSITION

	EXCELLENT	VERY GOOD	READY TO IMPROVE	NEEDS HELP
Motivating peers	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Communicating by telephone	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Communicating by email	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Meeting deadlines	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Problem solving	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Resolving conflicts	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Trend spotting	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Using AP & YDC style	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Using social media (Facebook, etc.)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

I use these computer programs with ease:

- | | | |
|--|--|---|
| <input type="checkbox"/> Microsoft Word | <input type="checkbox"/> Adobe InDesign | <input type="checkbox"/> Adobe Photoshop |
| <input type="checkbox"/> Adobe Illustrator | <input type="checkbox"/> QuarkXpress | <input type="checkbox"/> Corel Painter |
| <input type="checkbox"/> Web programs | <input type="checkbox"/> iPhoto | <input type="checkbox"/> Adobe PageMaker |
| (Circle: HTML, Adobe Dreamweaver, | <input type="checkbox"/> Microsoft Excel | <input type="checkbox"/> Microsoft PowerPoint |
| WordPress, FTP-ing files) | <input type="checkbox"/> Corel WordPerfect | <input type="checkbox"/> Adobe Bridge |

RECOMMENDATIONS AND EXPERIENCE

I'd like you to talk to this person (teacher, editor, YDC staffer or coach) about my work:

name	email address	and telephone number	this person's role in my experience
------	---------------	----------------------	-------------------------------------

My journalism experience includes:

My Signature	Date	Signature of Parent/Guardian	Date
--------------	------	------------------------------	------

ABOUT YOUNG D.C. AND LEADERSHIP POSITIONS

As leaders of the metro area's only independent teen-produced newspaper, Young D.C. editors and managers must demonstrate commitment to

- ✓ Diversity in the newsroom,
- ✓ Variety on the pages of Young D.C.,
- ✓ Effective communication among staff members,
- ✓ High expectations of both staffers and readers,
- ✓ Assessing and improving skills of all staffers.

Editors and managers will schedule three hours each week to work in the newsroom or online with the reporters and artists they supervise. To prevent last minute layout problems, section editors will assess the status of interviews and art requirements at three checkpoints in a story's life: 1.) when the story is pitched and budgeted, 2.) one week after a story is budgeted, 3.) one week before the paper goes to press.

MANAGING EDITOR is directly involved with recruitment, workshop design and staff development. The ME coordinates beats, assesses effectiveness of editors, organizes and chairs staff meetings, writes or assigns editorials, ensures that subordinate editors are monitoring progress of their sections, authorizes commissions for advertising, is *ex officio* member of the YDC board of directors and staff liaison with the Coaches Collaborative, represents YDC at local and national conferences, writes end-of-year report.

LAYOUT MANAGER authorizes length of stories, columns and interviews, is responsible for ad placement, assembles art and copy to conform to YDC grid, alerts managing editor and YDC administrators of scheduling or technical problems, ensures uploading of files to printer, tutors staffers in electronic layout.

COPY EDITORS read and revise stories received from section editors, check facts, write headlines and cutlines, maintain YDC library and archives.

ART EDITOR monitors art requirements of stories, assigns and composes Soapbox, recruits photographers and illustrators.

DISTRIBUTION MANAGER maintains distribution database, alerts staffers when a new issue is available.

ADVERTISING MANAGER secures ads, supervises staffers who sell advertising, provides commission figures to ME.

NEWS EDITOR evaluates press releases and assigns stories accordingly, collaborates with reporters researching story ideas and developing interviews, proofreads this section and other stories as assigned.

LIFESTYLE EDITOR assesses trenchancy of lifestyle columns, maintains file of feature story ideas based on commemorative months and holidays, proofreads this section and other stories as assigned.

ENTERTAINMENT EDITOR ensures coverage of theatrical, video and CD releases, concerts, plays, books, museum exhibitions; develops interviews; assigns and closely monitors calendar and stories; controls staff use of movie passes; proofreads this section and other stories as assigned.

SPORTS EDITOR develops and assigns profiles of teen athletes, maintains file of college commitments, is liaison with NCAA press office and local athletics directors, proofreads this section and other stories as assigned.

HUMOR EDITOR evaluates submissions, recruits cartoonists and humor contributors, tracks trends in wit and whimsy, proofreads this section and other stories as assigned.