## Module 10: Cultivate Your Future

**Purpose:** Participants identify their leadership gifts, translate advocacy experience into professional language and work samples, build supportive relationships, explore careers across advocacy and public service, evaluate opportunities, and create a realistic personal leadership and career action plan.

### Outcomes

- Describe skills and values developed through advocacy, organizing, research, policy, communications, and campaign work.
- Tell a concise leadership story and write a short professional biography.
- Develop or strengthen a résumé and advocacy portfolio.
- Practice informational interviews, networking, mentorship, and professional follow-up.
- Explore career pathways and understand education, experience, compensation, workplace culture, and advancement factors.
- Create a 6–12 month leadership, learning, and career plan that includes wellbeing and boundaries.

### Learning Journey

**Gifts → Story → Evidence → Relationships → Options → Decisions → Action.**

Youth name what they have learned, translate it into language others can recognize, gather proof of their work, build relationships without losing authenticity, explore multiple pathways, and choose next steps that align with their values, needs, and wellbeing.





## Curriculum Connections

| Connection | How This Module Fits |
|---|---|
| Builds from | Builds on the complete curriculum portfolio: agreements, civic vision, research, policy analysis, testimony, organizing tools, campaign products, media, and evaluation learning. |
| Reuses | Only work the participant is authorized to use, with accurate credit, confidentiality protections, and renewed permission for personal or professional sharing. |
| Frameworks and tools | Leadership Skills Inventory; story builder; portfolio and privacy plan; relationship map; opportunity comparison; 6–12 Month Future Plan. |
| Products to carry forward | A truthful leadership story, professional bio, portfolio plan, outreach message, career comparison, and 6–12 month plan. |

## Module at a Glance

| Lesson | Primary Focus | Suggested Run Time | Key Product |
|---|---|---|---|
| 1. Name Your Gifts and Leadership Story. | Skills, values, identity, and transferable experience | 60 minutes | Leadership Story and Skills Inventory |
| 2. Show Your Work. | Biography, résumé, and advocacy portfolio | Two 60-minute sessions | Professional Bio and Portfolio Plan |
| 3. Build Relationships with Purpose. | Networking, informational interviews, mentors, and follow-up | 60 minutes | Relationship Map and Outreach Message |
| 4. Explore Careers and Evaluate Opportunities. | Career pathways, job research, compensation, and workplace culture | 60 minutes | Career Pathway Comparison |
| 5. Plan Your Next Chapter. | Goals, learning, boundaries, support, and action | Two 60-minute sessions | 6–12 Month Future Plan |

# Lesson 1: Name Your Gifts and Leadership Story

**Purpose:** Participants identify skills, values, roles, and accomplishments developed through advocacy and connect them to a leadership story.

## Outcomes / Youth Learning Goals

- I can name skills I developed through this curriculum and community work.
- I can distinguish a task from a skill and an accomplishment.
- I can identify values that guide my leadership.
- I can tell a short story about a challenge, action, and result.
- I can describe growth without comparing myself to others.

## Age Adaptations

- **Ages 11–14:** Focus on strengths, school/community roles, and a one-minute story.
- **Ages 15–17:** Add transferable skills, achievements, and future interests.
- **Ages 18–24:** Add leadership philosophy, quantified accomplishments, and role alignment.

## Process

Participants complete a skills inventory, translate activities into transferable skills, and develop a Challenge–Action–Learning leadership story.

## Suggested Run Time

60 minutes. Follow the exact agenda below. If the group needs more processing time, reduce examples or a practice round; protect the welcome, check-in, youth choice, core participant product, reflection, and closing.

## Materials and Preparation

- Skills cards.
- Leadership Story worksheet.
- Past module products.
- Chart paper and markers.

## Agenda and Activity Guide

| Activity | Suggested Run Time | Purpose | Materials | Facilitator Instructions / Suggested Language |
|---|---|---|---|---|
| Welcome and Purpose | 5 minutes | Frame experience as evidence of leadership. | Posted purpose | Say: “Leadership is not only a title. It includes how you listen, advocate, research, communicate, care, solve problems, follow through, work across differences, and help yourself and other people contribute their strengths. Leadership is both individual and relational.” |
| Check-In | 5 minutes | Recognize growth. | None | Ask: “What is something you can do now that you could not do or did not feel confident doing before?” |
| Icebreaker: Skill Charades | 5 minutes | Name transferable skills. | Skills cards | Youth act out facilitation, research, planning, listening, problem-solving, outreach, or teamwork. Group names the skill and where it is useful. Connect examples to the NACE career-readiness competencies while keeping the curriculum's broader, youth-centered language. |
| Mini-Lesson: Task, Skill, Accomplishment | 10 minutes | Translate experience. | Examples | Example: task—helped organize a forum; skills—outreach, logistics, facilitation; accomplishment—recruited 30 participants and gathered recommendations. Avoid inventing numbers. |
| Activity: Leadership Skills Inventory | 15 minutes | Document strengths and evidence. | Inventory | Youth list roles, tasks, skills, evidence, values, and areas for growth. Include unpaid, school, family, community, and volunteer experience. |
| Activity: Leadership Story | 15 minutes | Practice a concise story. | Story worksheet | Use Challenge → Action → Result → Learning → Future. Participants choose what they are comfortable sharing and receive strengths-based feedback. |

| Activity | Suggested Run Time | Purpose | Materials | Facilitator Instructions / Suggested Language |
|---|---|---|---|---|
| Closing Reflection | 5 minutes | Name a leadership identity. | Exit slip | Complete: “I lead by....” |

## Facilitator Check

Listen for whether youth name skills with specific evidence, describe growth without exaggeration or self-dismissal, and identify how their values shape the leader they are becoming.

## Lesson 2: Show Your Work

**Purpose:** Participants create professional materials that communicate their skills, values, experience, and work products accurately.

## Outcomes / Youth Learning Goals

- I can write a short professional biography.
- I can turn responsibilities into strong résumé bullets.
- I can identify work samples for an advocacy portfolio.
- I can protect confidential information, credit collaborators, and obtain new permission for each personal or professional use of shared work.
- I can tailor materials to an opportunity.

## Age Adaptations

- **Ages 11–14:** Create a strengths profile and sample project page rather than a formal résumé.
- **Ages 15–17:** Add school, volunteer, paid, and project experience.
- **Ages 18–24:** Add tailored résumés, cover letters, portfolios, and online professional profiles.

## Process

Participants review examples, write a bio, revise résumé bullets, and create a portfolio plan with privacy and ownership checks.

## Suggested Run Time

Two 60-minute sessions (120 minutes total). Part A: Build Your Skills and Experience Bank. Part B: Tailor and Share Your Work. Each part includes its own welcome or reconnection, choice-based participation, practice or creation time, reflection, and closing.

## Materials and Preparation

- Bio template.
- Résumé worksheet.
- Portfolio planner.
- Sample job or fellowship descriptions.
- Past curriculum products.

# Agenda and Activity Guide Part A: Build Your Skills and Experience Bank

| Activity | Suggested Run Time | Purpose | Materials | Facilitator Instructions / Suggested Language |
|---|---|---|---|---|
| Welcome and Purpose | 5 minutes | Connect lived experience to career-ready language. | Posted agreements; agenda | Explain that paid, unpaid, school, family, community, and advocacy work can all build skills. Youth decide what is appropriate to share. |
| Check-In | 5 minutes | Name one experience worth counting. | None | Invite participants to name, write, draw, or privately note something they helped accomplish. |
| Icebreaker: Strong Verb Swap | 8 minutes | Translate tasks into active skill language. | Verb cards | Replace vague phrases with accurate verbs that show what the person did. Do not exaggerate responsibility. |
| Mini-Lesson : Bio, Résumé, Portfolio, and Skills Bank | 10 minutes | Distinguish the tools and show how they connect. | Examples | A skills and experience bank is a private running record of roles, tasks, accomplishments, skills, feedback, credentials, and work samples used to tailor future materials. |
| Activity: Build the Skills and Experience Bank | 15 minutes | Create reusable evidence for applications. | Skills bank worksheet; Leadership Inventory | Connect informal and formal experience to accurate skills. Include collaborators, results, growth areas, and any information that must remain private. |
| Activity: Résumé Bullet Lab | 12 minutes | Write evidence-based accomplishment statements. | Résumé planner; sample posting | Use action, task, skill, and result. Mirror relevant job-post language only when it truthfully describes the participant's experience; do not copy or stuff keywords. |
| Closing and Bridge | 5 minutes | Choose what to develop in Part B. | Exit slip | Select one audience and one item to tailor. Name any access, technology, or coaching support needed. |

## Agenda and Activity Guide Part B: Tailor and Share Your Work

| Activity | Suggested Run Time | Purpose | Materials | Facilitator Instructions / Suggested Language |
|---|---|---|---|---|
| Welcome and Audience Check | 5 minutes | Reconnect the material to a real purpose. | Sample posting or audience card | Name who will read the material and what they need to understand. A fictional posting may be used. |
| Check-In: What Should They Know? | 5 minutes | Center the participant's own priorities. | None | Participants privately choose one strength, value, or experience they want represented. |
| Mini-Lesson: Tailoring and Screening | 10 minutes | Explain ethical tailoring and common automated screening. | Sample posting | Employers may use software or AI to scan application language. Use accurate terms from the posting when they match real experience, keep formatting readable, and never invent a skill or credential. |
| Activity: Write or Revise a Short Bio | 15 minutes | Create a truthful, audience-appropriate introduction. | Professional Bio Template; skills bank | Draft and tailor a short bio that names focus, evidence, and next direction without sharing confidential information. |
| Activity: Portfolio and Permission Plan | 15 minutes | Select one work sample and protect shared ownership. | Portfolio Planner; Module 8 Consent Agreement | Credit collaborators, remove private information, and ask again before personal or professional use. Campaign permission does not automatically transfer to a résumé, portfolio, website, social profile, application, or interview. |
| Peer Review and Revision | 5 minutes | Make one useful improvement. | Feedback prompts | The writer chooses the feedback focus. Check truthfulness, relevance, readability, and permission. |
| Closing Reflection | 5 minutes | Name the next update step. | Exit slip | Complete: 'Before I share this, I will...' |

## Facilitator Check

Listen for whether youth create truthful, audience-appropriate materials; credit collaborators; remove confidential information; and obtain new permission before using campaign work in a personal portfolio.

## Lesson 3: Build Relationships with Purpose

**Purpose:** Participants practice relationship-building, informational interviews, mentorship requests, and professional follow-up in ways that are mutual and authentic.

## Outcomes / Youth Learning Goals

- I can explain the difference between networking, mentorship, sponsorship, and friendship.
- I can map people and communities who may offer information, guidance, access, or support.
- I can write a respectful outreach message.
- I can ask useful informational interview questions.
- I can follow up and maintain boundaries.

## Age Adaptations

- **Ages 11–14:** Focus on trusted adults, teachers, coaches, and community leaders.
- **Ages 15–17:** Add informational interviews, references, and program connections.
- **Ages 18–24:** Add mentors, sponsors, peer networks, professional associations, and reciprocal relationship maintenance.

## Process

Participants create a relationship map, practice outreach and an informational interview, and plan respectful follow-up.

## Suggested Run Time

60 minutes. Follow the exact agenda below. If the group needs more processing time, reduce examples or a practice round; protect the welcome, check-in, youth choice, core participant product, reflection, and closing.

## Materials and Preparation

- Relationship Map.
- Outreach templates.
- Informational interview questions.
- Role cards.

## Agenda and Activity Guide

| Activity | Suggested Run Time | Purpose | Materials | Facilitator Instructions / Suggested Language |
|---|---|---|---|---|
| Welcome and Purpose | 5 minutes | Reframe networking as relationship. | Posted purpose | Say: “Networking is not collecting people for what they can give you. It is building respectful relationships, learning, offering value, and staying connected over time.” |
| Check-In | 5 minutes | Name supportive relationships. | None | Ask: “Who has helped you learn something important, and what did they do?” |
| Icebreaker: Six Degrees of Support | 5 minutes | Notice existing networks. | None | Name a goal and brainstorm categories of people who might know something helpful: peers, alumni, educators, family, community groups, or professionals. |
| Mini-Lesson: Relationship Roles | 10 minutes | Define different forms of support. | Role cards | Define peer, connector, mentor, coach, sponsor, reference, and collaborator. One person may play more than one role, but no one owes access. |
| Activity: Relationship Map | 15 minutes | Identify current and future connections. | Map | Map people already known, people to meet, what you hope to learn, what you can offer, and appropriate boundaries. |
| Activity: Outreach and Informational Interview | 15 minutes | Practice respectful contact. | Templates, questions | Draft a concise message with connection, reason, specific request, flexible timing, and thanks. Practice questions about daily work, skills, pathway, challenges, culture, and advice. |
| Closing and Follow-Up | 5 minutes | Build consistency. | Follow-up card | Draft a thank-you and one appropriate next step. Do not pressure people who do not respond. |

## Facilitator Check

Listen for whether youth make a clear and respectful relationship-building request, practice reciprocal conversation, protect personal boundaries, and plan an appropriate follow-up.

## Lesson 4: Explore Careers and Evaluate Opportunities

**Purpose:** Participants explore career pathways across advocacy, organizing, policy, research, communications, government, philanthropy, and community services and learn to evaluate opportunities beyond title alone.

## Outcomes / Youth Learning Goals

- I can identify several career pathways connected to civic and community change.
- I can research duties, education, skills, pay, and outlook using credible sources.
- I can compare a role's mission, responsibilities, supervision, compensation, benefits, culture, and growth opportunities.
- I can identify questions to ask before accepting an opportunity.
- I can recognize that careers may be nonlinear.
- I can define what a good job or learning opportunity means for me right now, including whether it meets an immediate need, builds a longer-term career asset, or does both.
- I can compare the education, training, credentials, cost, time, aid, mentorship, and work conditions connected to different pathways.

## Age Adaptations

- **Ages 11–14:** Use career cards and focus on curiosity, skills, and education pathways.
- **Ages 15–17:** Add internships, apprenticeships, college, certifications, and paid work.
- **Ages 18–24:** Add salary research, benefits, negotiation, job descriptions, organizational finances, and workplace culture.

## Process

Participants rotate through career pathways, research two roles, and compare opportunities using a values-and-needs lens.

## Suggested Run Time

60 minutes. Follow the exact agenda below. If the group needs more processing time, reduce examples or a practice round; protect the welcome, check-in, youth choice, core participant product, reflection, and closing.

## Materials and Preparation

- Career pathway cards.
- Internet access or printed BLS/O*NET profiles.
- Opportunity Comparison worksheet.
- Sample job descriptions.

## Agenda and Activity Guide

| Activity | Suggested Run Time | Purpose | Materials | Facilitator Instructions / Suggested Language |
|---|---|---|---|---|
| Welcome and Purpose | 5 minutes | Expand career possibilities. | Career cards | Explain that advocacy skills appear in many sectors and titles. A career can include paid work, public service, consulting, elected or appointed roles, creative work, and community leadership. |
| Check-In | 5 minutes | Surface interests. | None | Ask: "What kind of problem would you like your future work to help solve?" |
| Icebreaker: Career Match | 5 minutes | Connect tasks to roles. | Task and role cards | Match tasks such as analyzing a budget, facilitating youth, writing media, collecting data, or building partnerships to multiple careers. Emphasize that skills travel. |
| Activity: Career Pathway Gallery | 15 minutes | Explore options. | Career profiles | Review organizing, policy, research, communications, legal, government, program management, fundraising, evaluation, media, and community engagement roles. |
| Activity: Opportunity Comparison | 20 minutes | Evaluate roles holistically. | Worksheet, sample descriptions | Compare mission; duties translated into skills; required and preferred qualifications; role-aligned credentials or certifications; pay range; benefits; schedule; location and remote, hybrid, or in-person expectations; supervision; access to mentorship; culture; safety; accessibility; growth; and alignment with values. Identify missing information and verify time-sensitive details. |
| Mini-Lesson: Ask Before You Say Yes | 5 minutes | Build decision confidence. | Question list | Practice questions about expectations, decision-making, workload, compensation, youth safety, supervision, mentorship, professional development, evaluation, workplace inputs that support strong work, and why the role is open. |
| Closing Reflection | 5 minutes | Identify a pathway to explore. | Exit slip | Complete: "A role or field I want to learn more about is... because...." |

## Facilitator Check

Listen for whether youth compare opportunities using mission, duties, compensation, benefits, access, culture, supervision, safety, growth, and values and identify information they still need.

## Lesson 5: Plan Your Next Chapter

**Purpose:** Participants create a realistic 6–12 month plan for leadership, learning, career exploration, relationships, applications, and wellbeing.

## Outcomes / Youth Learning Goals

- I can set one or more specific next-step goals.
- I can break a goal into actions, deadlines, supports, and evidence of progress.
- I can identify barriers and backup plans.
- I can include rest, boundaries, finances, and care in my plan.
- I can decide how and when to review and revise my plan.

## Age Adaptations

- **Ages 11–14:** Use a three-month exploration plan with one trusted adult.
- **Ages 15–17:** Add academic, internship, service, and skill-building goals.
- **Ages 18–24:** Add employment, compensation, portfolio, networking, education, and financial planning.

## Process

Participants conduct a future-self reflection, build a 6–12 month action plan, identify support and accountability, and close the curriculum with commitments and celebration.

## Suggested Run Time

Two 60-minute sessions (120 minutes total). Part A: Choose Your Direction. Part B: Build the Plan, Support, and Accountability. Each part includes its own welcome or reconnection, choice-based participation, practice or creation time, reflection, and closing.

## Materials and Preparation

- Future Plan worksheet.
- Calendar.
- Opportunity tracker.
- Support map.
- Reflection cards.

# Agenda and Activity Guide Part A: Choose Your Direction

| Activity | Suggested Run Time | Purpose | Materials | Facilitator Instructions / Suggested Language |
|---|---|---|---|---|
| Welcome and Purpose | 5 minutes | Frame planning as flexible and values-led. | Posted agreements; agenda | Explain that a future plan is a tool for choice, not a promise that circumstances will stay the same. |
| Check-In | 5 minutes | Reconnect to wellbeing and readiness. | None | Invite participants to name an energy level and choose a quiet, partner, or group working option. |
| Icebreaker: Postcard from the Future | 8 minutes | Imagine a meaningful direction without requiring certainty. | Postcards or paper | Write or draw one future scene. Participants decide whether to share. |
| Activity: Goal and Big Why | 15 minutes | Choose one to three goals and the change each could create. | Future Plan | Name why each goal matters, what the participant expects to change, and how it connects to values—not only outside pressure. |
| Activity: Pathway and Learning Requirements | 12 minutes | Research possible routes and costs. | Career resources; pathway cards | Compare credentials, short-term training, adult education, certificates, associate, bachelor's, and graduate pathways when relevant, including cost, time, aid, access, and alternatives. |
| Activity: Now Job, Stepping-Stone, or Longer-Term Fit | 10 minutes | Define a good opportunity based on current and future needs. | Opportunity criteria | A good job may meet immediate income or experience needs, build a longer-term asset, or do both. Name the tradeoffs, boundaries, and conditions that matter. |
| Closing and Bridge | 5 minutes | Choose one direction to plan in Part B. | Exit slip | Name one goal, one question, and one person or source that could help. |

## Agenda and Activity Guide Part B: Build the Plan, Support, and Accountability

| Activity | Suggested Run Time | Purpose | Materials | Facilitator Instructions / Suggested Language |
|---|---|---|---|---|
| Welcome and Reconnection | 5 minutes | Reopen goals and choice. | Part A notes | Invite changes to any goal based on new thinking or current circumstances. |
| Check-In | 5 minutes | Identify the support needed for planning. | None | Participants select a quiet, partner, coach, or group option. |
| Activity: Build the 6–12 Month Plan | 20 minutes | Turn one direction into manageable steps. | 6–12 Month Future Plan | Set next-30-day, 90-day, six-month, and twelve-month actions, evidence, alternatives, and review points. Keep the plan realistic and revisable. |
| Activity: Support, Barriers, Inputs, and Care | 15 minutes | Plan for conditions that help the participant do their best work. | Support map | Name people, transportation, technology, schedule, location, in-person or remote environment, accessibility, compensation, rest, boundaries, and backup plans. |
| Activity: Accountability and Relationship Steps | 10 minutes | Create supported follow-through. | Calendar; relationship map | Schedule at least one relationship step, one skill or work-sample step, one wellbeing step, and one plan review. Ask permission before naming an accountability partner. |
| Curriculum Closing and Celebration | 5 minutes | Recognize growth without forcing public sharing. | Optional certificates; reflection cards | Offer multiple ways to participate. Celebrate learning, relationships, care, and leadership—not only public wins or completed goals. |

## Facilitator Check

Listen for whether youth create a realistic 6–12 month plan with specific steps, checkpoints, support, boundaries, wellbeing, and room to revise as circumstances change.

# Module Appendix

This appendix contains facilitator references, printable tools, examples, and sources for further research. Materials may be adapted for age, access needs, session length, and the issue being studied.

# Appendix Index


- Appendix A: Leadership Skills Inventory.
- Appendix B: Leadership Story Builder.
- Appendix C: Professional Bio Template.
- Appendix D: Resume Bullet and Portfolio Planner.
- Appendix E: Relationship Map and Outreach Template.
- Appendix F: Career Pathway Comparison.
- Appendix G: 6–12 Month Future Plan.
- Appendix H: Sources and Further Research.

# Appendix A: Leadership Skills Inventory

| Experience or Role | Tasks | Skills | Evidence / Result | Values |
|---|---|---|---|---|
| | | | | |
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## Completed Example: Leadership Skills Inventory

| Experience or Role | Tasks | Skills | Evidence / Result | Values |
|---|---|---|---|---|
| Youth transit campaign outreach lead | Recruited peers, sent reminders, led listening sessions. | Relationship building, facilitation, communication, follow-up. | Recruited 38 youth; 26 attended; feedback shaped demands. | Access, community, accountability |
| Public testimony team | Researched policy, drafted testimony, practiced delivery. | Research, policy analysis, public speaking, editing. | Delivered testimony and answered follow-up questions. | Courage, accuracy, youth voice |
| Digital media volunteer | Created captions, videos, and comment guidelines. | Storytelling, digital organizing, accessibility, moderation. | Video reached 4,000 views and generated 72 sign-ups. | Creativity, inclusion, care |

## Appendix B: Leadership Story Builder

- Challenge or opportunity: What was happening?
- Action: What did you do, and with whom?
- Result: What changed or what did you produce?
- Learning: What did you learn about yourself, people, or systems?
- Future: How will you use this learning next?

# Appendix C: Professional Bio Template

| |
|---|
| [Name] is a [current role, identity, or area of study] focused on [issue or purpose]. Through [relevant experience], they have developed skills in [2–3 skills] and contributed to [accurate accomplishment or project]. They value [values] and hope to [future direction]. |

## Completed Example: Professional Bio

Fictional Example for Modeling Only

| Completed example |
|---|
| Maya Johnson is a Washington, DC student organizer focused on transportation access, youth opportunity, and civic participation. As an outreach lead for a youth transit campaign, she facilitated listening sessions, recruited young people across several wards, contributed to policy research, and delivered public testimony before the DC Council. Maya is interested in communications, community organizing, and public policy and hopes to continue building campaigns that make city programs more accessible to young people. |

## Appendix D: Resume Bullet and Portfolio Planner

- Résumé formula: Action verb + what you did + purpose or verified result.
- Portfolio fields: title, date, role, collaborators, challenge, process, product, result, reflection, permissions, and link or file location.
- Remove private information and credit collaborators before sharing.

# Appendix E: Relationship Map and Outreach Template

Subject: Request for a brief informational conversation
Hello [Name], I am [brief introduction and connection]. I am learning about [field or role] and appreciated [specific reason for reaching out]. Would you be open to a 20-minute conversation about your pathway and work? I am available [options] and understand if your schedule does not allow. Thank you for considering it.

## Completed Example: Informational Interview Outreach

| Completed example message |
| --- |
| Subject: Request for a brief informational conversation<br><br>Hello Ms. Lee,<br><br>My name is Maya Johnson, and I am a DC student organizer interested in transportation policy and youth engagement. Jordan Smith suggested I contact you because of your work in city government. I would appreciate 20 minutes to learn about your career path, the skills you use most, and advice for a young person exploring public policy. I am available after 4:00 p.m. on Tuesdays and Thursdays, but I am happy to work around your schedule.<br><br>Thank you,<br><br>Maya |

## Appendix F: Career Pathway Comparison

| Factor | Opportunity A | Opportunity B |
|---|---|---|
| Mission and duties | | |
| Required skills / experience | | |
| Pay and benefits | | |
| Schedule and location | | |
| Supervision and culture | | |
| Learning and advancement | | |
| Questions / concerns | | |

## Completed Example: Career Pathway Comparison

| Factor | Opportunity A | Opportunity B |
|---|---|---|
| Opportunity | Paid youth policy fellowship | Unpaid community media internship |
| Mission and duties | Research, meetings, testimony support, policy recommendations. | Photography, video editing, and storytelling. |
| Skills / learning | Policy analysis, writing, government relationships. | Creative production, interviewing, visual storytelling. |
| Pay / benefits | $20/hour; transit provided. | Unpaid; equipment available. |
| Schedule / location | 10 hours/week; hybrid; school-year. | 15 hours/week; in person; summer. |
| Culture / power / support | Youth advisory council and mentor; ask how recommendations are used. | Youth-led creative team; ask about consent, ownership, and credit. |
| Decision | Strong fit if schedule works; compensation and policy experience support goals. | Creative fit, but unpaid hours create an access barrier. |

## Appendix G: 6–12 Month Future Plan

| Goal | Next 30 Days | By 90 Days | By 6 Months | By 12 Months | Support, Care, and Review |
|---|---|---|---|---|---|
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## Completed Example: 6–12 Month Future Plan

| Goal | Next 30 Days | By 90 Days | By 6 Months | By 12 Months | Support, Care, and Review |
|---|---|---|---|---|---|
| Apply for two paid policy or organizing opportunities | Update resume and identify five aligned opportunities. | Complete two informational interviews and submit two tailored applications. | Begin a paid opportunity or complete a targeted skill-building course; reassess the search if needed. | Add verified work samples to the portfolio and choose the next leadership or career step. | Mentor review, transit support, weekly application block, rest after deadlines, and monthly check-ins. |
| Strengthen public speaking and facilitation | Record one practice testimony and choose one facilitation skill to strengthen. | Facilitate a short meeting segment and gather growth-focused feedback. | Speak at a public or community event with preparation, choice, and debrief support. | Facilitate a longer session or mentor another youth speaker while protecting boundaries. | Practice partner, accessible formats, choice about public recording, and a review after each milestone. |

# Appendix H: Sources and Further Research

Last reviewed: September 10, 2026. Recheck time-sensitive laws, budgets, procedures, officeholders, program eligibility, and application deadlines before facilitation.

National Association of Colleges and Employers. Career Readiness Defined. Describes eight widely used career-readiness competencies that can help youth translate advocacy, school, family, community, and work experience into employer-recognized skill language. Use as one reference—not as a limit on youth gifts. https://www.naceweb.org/career-readiness/competencies/career-readiness-defined/

DC Department of Employment Services. Labor Market Information. Provides current District labor-force, industry, occupation, wage, and employment data. Recheck the site and publication dates before facilitation. https://does.dc.gov/page/labor-statistics

## Recommended Youth Career and Employment Resources

- National Center for O*NET Development. (n.d.). *My Next Move*. Provides a youth-friendly way to explore careers by interests, industry, or job title. Its Interest Profiler helps young people identify possible career areas without treating the results as a fixed decision about their future.
- CareerOneStop. (n.d.). *GetMyFuture*. U.S. Department of Labor. Designed for young people ages 16–24, this mobile-friendly resource supports career exploration, education and training searches, résumé preparation, interviews, and job searches.
- U.S. Bureau of Labor Statistics. (n.d.). *Occupational Outlook Handbook*. Provides current information on career duties, education and training requirements, work environments, pay, and employment outlook. It is most useful after youth identify one or two careers they want to research more deeply. Open U.S. government resource
- DC Department of Employment Services. (n.d.). *Summer Jobs and Youth Programs*. Serves as the main portal for DC youth employment opportunities, including the Mayor Marion S. Barry Summer Youth Employment Program and the High School Internship Program. Facilitators should use this site to verify current deadlines, age requirements, eligibility, and application instructions. Open U.S. government resource
- DC Department of Employment Services. (n.d.). *Youth Services*. Provides information about DC workforce programs for residents ages 14–24, including paid

work experience, occupational training, workplace-readiness support, leadership development, and academic enrichment.

- U.S. Equal Employment Opportunity Commission. (n.d.). *Youth@Work*. Provides plain-language information about workplace discrimination, harassment, disability protections, employee rights, and how young workers can seek help. Open U.S. government resource.
- LinkedIn. (n.d.). *Create a Good LinkedIn Profile*. Provides an official, step-by-step overview of profile sections, including a profile photo, headline, summary, experience, education, skills, and accomplishments. The guidance encourages users to present their interests, values, experiences, and professional goals clearly. A LinkedIn account is required to create a profile, but the help article is publicly viewable.

**Facilitator Note:** Confirm Salary Information

Salary ranges can change based on location, experience, education, employer, and the year the data was collected. Before sharing salary information with participants, confirm the most current figures using a reliable source such as the **U.S. Bureau of Labor Statistics Occupational Outlook Handbook**, **CareerOneStop**, or a current local job posting.

When discussing pay with youth:

- Present salary ranges as estimates, not guarantees.
- Check whether the figure is national, regional, or specific to Washington, DC.
- Note whether the amount reflects an entry-level, median, or experienced salary.
- Confirm the publication or update date.
- Remind participants that benefits, work hours, union status, and contract type can affect total compensation.