

# College Readiness and Leadership Program



## CRLP Handbook

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## CRLP Introduction

The college readiness and leadership program (CRLP) is a voluntary mentorship program designed to help qualified students improve their skills in:

Social Networking

Academics

Extracurricular activities

Personal development

We believe that students within a collaborative and cooperative environment will excel at academics while reaching their full intellectual, mental, physical and emotional potential. CRLP is a committed long term interactive mentor-mentee relationship which will enhance the student's probability of acceptance into top ranking colleges and universities in the Nation as well as around the world.

## CRLP Mission and Vision

### **Mission:**

The mission of the CRLP is to provide the academic and social opportunities high achievers in quest of higher education need in order to develop leadership and teamwork skills. Things such as these are vital to the real world experiences that they will face outside of high-school.

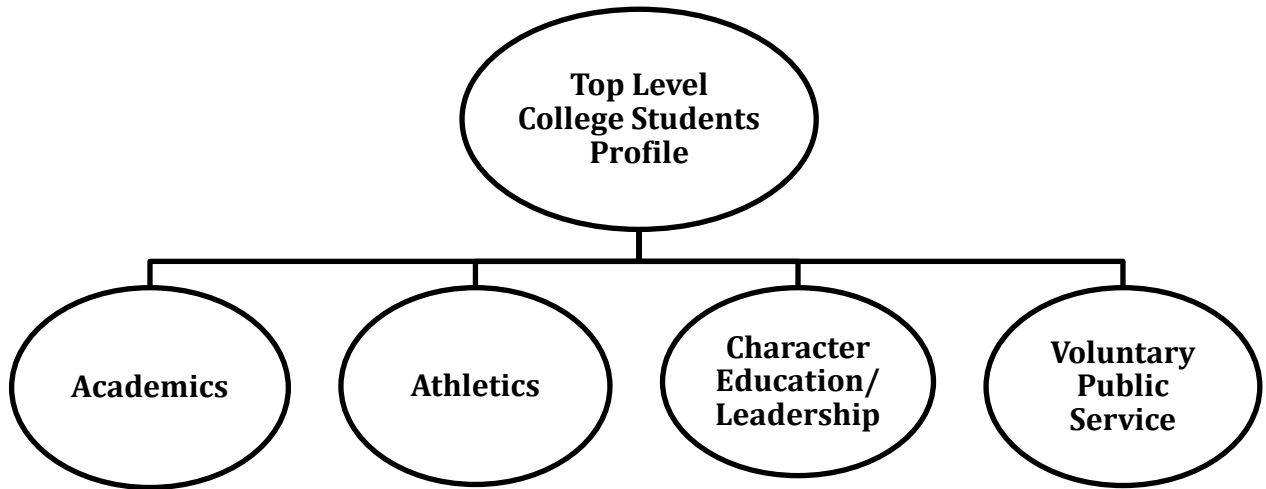
### **Vision:**

The vision of the CRLP program is for every student to perform above and beyond their highest potential and be accepted into exceptionally ranking universities around the nation as well as in other countries and provinces.

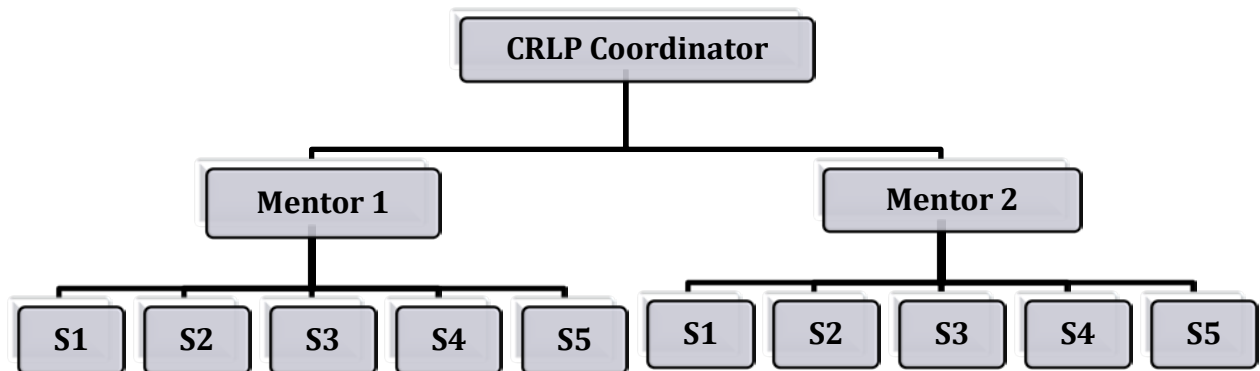
## CRLP Major Components

CRLP has 4 major components.

These components are vital to the acceptance of students into Ivy League colleges.



A grade-wide selection of the top 5 students will form a team. One mentor teacher is assigned to each team.



## CRLP Responsibilities

### Principal Responsibilities

- ▶ Encourage teachers to participate in CRLP as mentors
- ▶ Mentors will meet bi-monthly with the CRLP coordinators
- ▶ Showing your appreciation for students who perform exceptionally with the distribution of awards (students must be nominated by mentors and coordinators) Recognize CRLP Mentors for good effort and hard work.
- ▶ Attend CRLP gatherings
- ▶ Help CRLP coordinators in arranging Guest speakers for the Career development, Leadership seminars, Camps, Trips etc.

### Coordinator Responsibilities

- ▶ Prepare a yearly plan and make necessary adjustments according to the school calendar.
- ▶ Introduce the program to
  - Staff – During School Wide Staff Developments
  - Student Identification– Students selected for the CRLP program will be identified during the first week of school
  - Parent information session - will be held the second week of School
- ▶ Collect the mentor's (volunteer teachers) application, distribute diagnostic performance tests to 6<sup>th</sup> thru 9<sup>th</sup> graders – during the 1<sup>st</sup> week of School (August 25-26, 2011)
- ▶ Meet with the parents and collect signed parental consent forms assign the selected students to their Mentors
- ▶ Schedule weekly meetings with the Mentors
  - Fill out student tracking forms
- ▶ Organize monthly Seminars
- ▶ Organize Camps and Trips according to the yearly plan
- ▶ Organize 6 week tests and share the results with the mentors
- ▶ Schedule regular meetings with the parents once in a semester
- ▶ Check database for
  - Regular data entry
  - Report submission to the parents

## Mentor Responsibilities

- ▶ Collect the names of the assigned students no later than the 3<sup>rd</sup> week of School.
- ▶ Meet with the students and keep track of weekly and yearly plans
- ▶ Set various college prep related goals for each student and record student progress
- ▶ Conduct weekly seminars, programs or events

Weekly requirements:	Weekly	
	With Mentor	Total
Math Study	1 hour	2 hours
6-7 <sup>th</sup> grades: Accelerated Reader (AR) + Vocabulary 8-11 <sup>th</sup> grades: Word memorizing	40 min	2 hours
Book Reading High Schools - 101 books by college board	1 hour	1 book
Track a scientific competition (science fair, science Olympiad, math counts, etc.)		
Character Education – give each student a topic to prepare a presentation for and let him/her present the topic to their group members.	20 min	20 min
Game (Soccer, Swimming, PS3, Foosball, Movie, WII, etc.)	2 hour	2 hour
Weekly meeting between students and mentors	1 hour	1 hour

- ▶ Send 6 week reports to the parents
- ▶ Track the student's Congressional Award goals
- ▶ Invite the group to CRLP group activities and events including all mentors and teachers.
- ▶ Attend weekly meeting with CRLP Coordinators.
- ▶ Enter the student's academic and sport performance results into the Database regularly.
- ▶ Mentor should meet with parents (Home Visit/Family Invitation) after each reporting period(6weeks)

### ▶ Parent Responsibilities

- ▶ Sign the consent form for your child's admission into the program.
- ▶ Encourage your child to regularly attend his/her group activities

- ▶ Notify your child’s CRLP Mentor Teacher if there is a change of address or other contact information or any other change in the family that might affect your child's participation in the program.
- ▶ Participate in family gatherings such as picnics, dinners, assemblies, etc.
- ▶ Communicate regularly with student’s Volunteer Mentor Teacher.
- ▶ Track the student’s performance via 6 weeks reports
- ▶ Make the payment of the extracurricular activities associated with CRLP.
- ▶ Voluntarily Participate as a Chaperon in CRLP activities if needed

**Student Responsibilities**

- ▶ Commitment to a specific amount of time per week or month, thus the regularity of meetings is agreed upon. Devote about 2-3 hours per week for a start.
- ▶ Commitment to learn.
- ▶ Meet weekly, monthly, yearly requirements:

	Weekly	
Weekly requirements:	With Mentor	Total
Math Study	1 hour	2 hours
6-7 <sup>th</sup> grades: Accelerated Reader (AR) + Vocabulary 8-11 <sup>th</sup> grades: Word memorizing	40 min	2 hours
Track a scientific competition (science fair, science Olympiad, math counts, etc.)		
Book Reading	1 hour	1 book
Character (AND CAREER) Education - Each student should prepare a presentation about a given character education topic (one student at each week) and present to his/her group.	20 min	20 min
Game (Soccer, Swimming, PS3, Foosball, Movie, Wii, etc.)	2 hour	2 hour
Weekly meeting between Student-Mentor	1 hour	1 hour

- ▶ Set goals with mentor for Congressional Award and devote your time and effort to achieve these set goals.
- ▶ Take responsibility for personal growth and success
- ▶ Best behavior

- ▶ Full time attendance (unless it is an emergency) to CRLP activities including
  - Weekly gatherings with mentor
  - Camps, Trips, sport activities
  - Leadership and Career development seminars
  - All other programs associated with CRLP
- ▶ Try not to get any DPS points and understand that if DPS points exceed 40, it requires dismissal from the CRLP
- ▶ For high school students, keep GPA as high as possible and understand that if the GPA drops below 3.00 for a semester, it requires dismissal from the CRLP.
- ▶ For middle school students, keep your average grade of Math, Science, ELA and Social Studies courses as high as possible and understand that if your average grades of the aforementioned courses drops below 80, it requires dismissal from the CRLP.

## CRLP Selection/Dismissal Procedure

### Pre-Qualification

#### 6<sup>th</sup> thru 9<sup>th</sup> graders

- 1- On the second day of the first semester of school, the CRLP coordinator should present the program to the students.
- 2- Selection should be done according to following weighted criteria:

Previous year's TAKS scores (Math and Reading)	60%
GPA	30%
Discipline Records	%10 Letter from Dean of Students ( No Out of School Suspension)
Minimum two teacher recommendation letters	

According to aforementioned criteria, the top five students will be eligible to enroll into the CRLP and the second five will be put onto the waiting list.

## 10<sup>th</sup> and 11<sup>th</sup> graders

Selection should be chosen according to following weighted criteria:

Most recent PSAT Test Result	60%
GPA	30%
Discipline Records	%10 Letter from Dean of Students ( No Out of School Suspension)
Minimum two teacher recommendation letters	

According to aforementioned criteria, top five students will be eligible to enroll the CRLP and second five will be in the waiting list.

### Application Process

Invitation letters will be sent to eligible students' parents via both email and mail. Parents will be invited to CRLP information session.

After the general parental information session, a meeting will be held to provide further detailed information to parents about their child's responsibility as a student in the program. During this time consent forms will be collected. Parents in the waiting list may be called upon availability.

### Dismissal

Student will be dismissed from the CRLP if:

- ▶ A mentor may refer a student for dismissal from the program if the following situations occur:
  - The student fails to attend a total of three events and does not provide a valid excuse.
  - Student is referred by **all** members of the team for dismissal.
  - Student does not meet his/her academic requirements and other duties/assignments for 3 times. Such as:
    - Not memorizing assigned words
    - Not finishing assigned tests, etc.
- ▶ Student fails to attend a total of 10 event programs
- ▶ 9<sup>th</sup>-11<sup>th</sup> grades: if Student's Semester GPA drops below 3.00
- ▶ 6<sup>th</sup>-8<sup>th</sup> grades: the average grade of Math, Science, ELA and Social Studies courses drops below an 80 in one semester.
- ▶ If a student gets out of school suspension or student's DPS point reaches above 40.
- ▶ If student gets in school suspension, student may not be accepted to CRLP for the following year/semester.

## Appendix

### CRLP Mentor Participation Request Form

I have reviewed, understand and accept all of the duties as well as all responsibilities required and expected of me as a mentor in the College Readiness and Leadership Program (CRLP). I pledge to voluntarily work with my assigned students and provide them with the most exceptional advancement opportunities to the best of my ability. I will implement and encourage CRLP policies at all times.

Today's Date : \_\_\_\_\_

Teacher's Name : \_\_\_\_\_

Phone # : (\_\_\_\_) \_\_\_\_ - \_\_\_\_\_

Signature of Teacher: \_\_\_\_\_

## CRLP Parent Agreement Form

**Dear Parent of ... {Student's Name}...**

Congratulations!

Your child has been elected to become a member of the Harmony Public Schools' College Readiness and Leadership Program (CRLP). To complete registration, we request you to read carefully and sign the following agreement and return it to the Program Coordinator Mr.KARATAS by \_\_\_\_\_{date}.... Moreover we would like to remind you that first CRLP meeting will be held on \_\_\_\_\_ {date}.... Please attend this meeting with your child.

### [HARMONY PUBLIC SCHOOLS]

[HARMONY SCHOOL OF EXCELLENCE- ENDEAVOR]

COLLEGE READINESS AND LEADERSHIP PROGRAM AGREEMENT

#### **STUDENT**

I have reviewed all of the responsibilities and expectations of the College Readiness and Leadership Program (CRLP). I understand, acknowledge and agree to abide by all of the rules and expectations of the CRLP which is written on the "Responsibilities of Students" addendum. Moreover, any failure to follow CRLP responsibilities may result in my dismissal from the program.

Student's Name, Last Name: \_\_\_\_\_

Grade/Section: \_\_\_\_\_

Signature: \_\_\_\_\_

Date: \_\_ / \_\_ / \_\_\_\_

**PARENT**

We (I), the parent (s)/guardian of \_\_\_\_\_, have reviewed all of the responsibilities and expectations of the College Readiness and Leadership Program (CRLP). We (I) understand, acknowledge and agree to abide by all of our (my) responsibilities pertaining to the CRLP as a parent which is written on the "Responsibilities of Parents" addendum. Also We (I) agree to regularly communicate with the volunteer mentor teacher and encourage and support our (my) child to actively participate in the CRLP.

For liability, We (I), the parent (s)/guardian of the student mentioned above, understand and agree that the CRLP is a volunteer activity and function performed by Harmony Public Schools. This release is intended to cover all injuries of every name, type, kind or nature, and personal property damage, if any, which may be sustained or suffered from any cause connected with or arising out of, or from participation in all of the CRLP events. I give permission for my child to participate in all activities of the CRLP, and I do not hold the Harmony Public Schools liable for my child.

For transportation, by signing this form parent(s) give(s) consent to his/her child to take the transportation provided by school or teacher. Means of transportation could be any public, rental or private vehicles driven by an adult.

For Activity Costs, I am aware of the fact that, CRLP is volunteer based program held by Harmony Public Schools and all I am responsible of the costs of the CRLP program activities such as Camps, Trips, etc. and I will make the payments on time. Any outstanding payment may result in inadmissibility of my child to the activity.

Parent's Full Name: \_\_\_\_\_

Signature: \_\_\_\_\_

Date: \_\_ / \_\_ / \_\_\_\_

Contact Details:

Home Address: \_\_\_\_\_

Phone Number: ( \_\_\_\_ ) \_\_\_\_ - \_\_\_\_

Email: \_\_\_\_\_

**VOLUNTEER MENTOR TEACHER**

I have reviewed all of the responsibilities and expectations of me pertaining to the College Readiness and Leadership Program (CRLP). I understand, and agree to abide all of the rules, responsibilities and expectations of me to the CRLP and, I will voluntarily work with my assigned students to implement CRLP as a mentor.

I will work closely with the CRLP coordinator and contact with CRLP Coordinator if I will not be able to attend any of the CRLP meetings between coordinator, students and parents. I understand excessive absences will result in my removal from the program.

Mentor's Name, Last Name: \_\_\_\_\_

Signature: \_\_\_\_\_

Date: \_\_ / \_\_ / \_\_\_\_

**Progress Report**

Student Name:

Mentor Teacher:

Progress Report Period:

**Attendance**

<b># of Absent</b>	<b># of Excused Absents</b>

**Academic**

<b>Math</b>	
<b>Objectives</b>	<b># of Q</b>

<b>Book Reading</b>	
<b>Book Name</b>	<b>Out Come</b> (page/point)

<b>Vocabulary</b>	
<b>Events</b>	<b>Out Come</b>

<b>Test Results</b>	

**Congressional Award**

<b>Expedition/Exploration</b>	
<b>Events</b>	<b>Out Come</b>
•Trips	
•Camps	

<b>Physical Fitness</b>	
<b>Sport/Athletics</b>	<b>Out Come</b>

<b>Volunteer Public Service</b>	
<b>Events</b>	<b>Out Come</b>

<b>Personal Development</b>	<b>•Seminars</b>	
	<b>Events</b>	<b>Out Come</b>
	<b>•PD Hours</b>	
	<b>Events</b>	<b>Out Come</b>
	<b>•Character Education</b>	
	<b>Events</b>	<b>Out Come</b>

## Weekly Report

Student Name:

Mentor Teacher:

Progress Report Period:

### Attendance

<b># of Absent</b>	<b># of Excused Absents</b>

### Academic

<b>Math</b>	
<b>Objectives</b>	<b># of Q</b>

<b>Book Reading</b>	
<b>Book Name</b>	<b>Out Come</b> (page/point)

<b>Vocabulary</b>	
<b>Events</b>	<b>Out Come</b>

<b>Test Results</b>	

### Congressional Award

<b>Expedition/Exploration</b>	
<b>Events</b>	<b>Out Come</b>

<b>Physical Fitness</b>	
<b>Sport/Athletics</b>	<b>Out Come</b>

<b>Volunteer Public Service</b>	
<b>Events</b>	<b>Out Come</b>

<b>Personal Development</b>	<b>•Seminars</b>	
	<b>Events</b>	<b>Out Come</b>
	<b>•PD Hours</b>	
	<b>Events</b>	<b>Out Come</b>
<b>•Character Education</b>		
<b>Events</b>	<b>Out Come</b>	

**Mentor's Note:** \_\_\_\_\_

\_\_\_\_\_

### College Board 101 Great Books List

(Recommended for College-Bound Readers) The list of the books below is required to be read by all High School CRLP students. From CRLP freshman up to junior year, 33 books/year will be read until the end of each grade level. Students can choose from following book list.

<b>Author</b>	<b>Title</b>	<b>Grade Level</b>
--	<i>Beowulf</i>	7 <sup>th</sup>
Achebe, Chinua	<i>Things Fall Apart</i>	7 <sup>th</sup>
Agee, James	<i>A Death in the Family</i>	7 <sup>th</sup>
Austen, Jane	<i>Pride and Prejudice</i>	7 <sup>th</sup>
Baldwin, James	<i>Go Tell It on the Mountain</i>	7 <sup>th</sup>
Beckett, Samuel	<i>Waiting for Godot</i>	7 <sup>th</sup>
Bellow, Saul	<i>The Adventures of Augie March</i>	7 <sup>th</sup>
Brontë, Charlotte	<i>Jane Eyre</i>	7 <sup>th</sup>
Brontë, Emily	<i>Wuthering Heights</i>	7 <sup>th</sup>
Camus, Albert	<i>The Stranger</i>	7 <sup>th</sup>
Cather, Willa	<i>Death Comes for the Archbishop</i>	7 <sup>th</sup>
Chaucer, Geoffrey	<i>The Canterbury Tales</i>	7 <sup>th</sup>
Chekhov, Anton	<i>The Cherry Orchard</i>	7 <sup>th</sup>
Chopin, Kate	<i>The Awakening</i>	7 <sup>th</sup>
Conrad, Joseph	<i>Heart of Darkness</i>	7 <sup>th</sup>
Cooper, James Fenimore	<i>The Last of the Mohicans</i>	7 <sup>th</sup>
Crane, Stephen	<i>The Red Badge of Courage</i>	7 <sup>th</sup>
Dante	<i>Inferno</i>	7 <sup>th</sup>
de Cervantes, Miguel	<i>Don Quixote</i>	7 <sup>th</sup>
Defoe, Daniel	<i>Robinson Crusoe</i>	7 <sup>th</sup>

Dickens, Charles	<i>A Tale of Two Cities</i>	7 <sup>th</sup>
Dostoyevsky, Fyodor	<i>Crime and Punishment</i>	7 <sup>th</sup>
Douglass, Frederick	<i>Narrative of the Life of Frederick Douglass</i>	7 <sup>th</sup>
Dreiser, Theodore	<i>An American Tragedy</i>	7 <sup>th</sup>
Dumas, Alexandre	<i>The Three Musketeers</i>	7 <sup>th</sup>
Eliot, George	<i>The Mill on the Floss</i>	7 <sup>th</sup>
Ellison, Ralph	<i>Invisible Man</i>	7 <sup>th</sup>
Emerson, Ralph Waldo	<i>Selected Essays</i>	7 <sup>th</sup>
Faulkner, William	<i>As I Lay Dying</i>	7 <sup>th</sup>
Faulkner, William	<i>The Sound and the Fury</i>	7 <sup>th</sup>
Fielding, Henry	<i>Tom Jones</i>	7 <sup>th</sup>
Fitzgerald, F. Scott	<i>The Great Gatsby</i>	7 <sup>th</sup>
Flaubert, Gustave	<i>Madame Bovary</i>	7 <sup>th</sup>
Ford, Ford Madox	<i>The Good Soldier</i>	7 <sup>th</sup>

<b>Author</b>	<b>Title</b>	<b>Grade Level</b>
Goethe, Johann Wolfgang von	<i>Faust</i>	8 <sup>th</sup>
Golding, William	<i>Lord of the Flies</i>	8 <sup>th</sup>
Hardy, Thomas	<i>Tess of the d'Urbervilles</i>	8 <sup>th</sup>
Hawthorne, Nathaniel	<i>The Scarlet Letter</i>	8 <sup>th</sup>
Heller, Joseph	<i>Catch 22</i>	8 <sup>th</sup>
Hemingway, Ernest	<i>A Farewell to Arms</i>	8 <sup>th</sup>
Homer	<i>The Iliad</i>	8 <sup>th</sup>
Homer	<i>The Odyssey</i>	8 <sup>th</sup>

Hugo, Victor	<i>The Hunchback of Notre Dame</i>	8 <sup>th</sup>
Hurston, Zora Neale	<i>Their Eyes Were Watching God</i>	8 <sup>th</sup>
Huxley, Aldous	<i>Brave New World</i>	8 <sup>th</sup>
Ibsen, Henrik	<i>A Doll's House</i>	8 <sup>th</sup>
James, Henry	<i>The Portrait of a Lady</i>	8 <sup>th</sup>
James, Henry	<i>The Turn of the Screw</i>	8 <sup>th</sup>
Joyce, James	<i>A Portrait of the Artist as a Young Man</i>	8 <sup>th</sup>
Kafka, Franz	<i>The Metamorphosis</i>	8 <sup>th</sup>
Kingston, Maxine Hong	<i>The Woman Warrior</i>	8 <sup>th</sup>
Lee, Harper	<i>To Kill a Mockingbird</i>	8 <sup>th</sup>
Lewis, Sinclair	<i>Babbitt</i>	8 <sup>th</sup>
London, Jack	<i>The Call of the Wild</i>	8 <sup>th</sup>
Mann, Thomas	<i>The Magic Mountain</i>	8 <sup>th</sup>
Marquez, Gabriel García	<i>One Hundred Years of Solitude</i>	8 <sup>th</sup>
Melville, Herman	<i>Bartleby the Scrivener</i>	8 <sup>th</sup>
Melville, Herman	<i>Moby Dick</i>	8 <sup>th</sup>
Miller, Arthur	<i>The Crucible</i>	8 <sup>th</sup>
Morrison, Toni	<i>Beloved</i>	8 <sup>th</sup>
O'Connor, Flannery	<i>A Good Man is Hard to Find</i>	8 <sup>th</sup>
O'Neill, Eugene	<i>Long Day's Journey into Night</i>	8 <sup>th</sup>
Orwell, George	<i>Animal Farm</i>	8 <sup>th</sup>
Pasternak, Boris	<i>Doctor Zhivago</i>	8 <sup>th</sup>
Plath, Sylvia	<i>The Bell Jar</i>	8 <sup>th</sup>
Poe, Edgar Allan	<i>Selected Tales</i>	8 <sup>th</sup>

Proust, Marcel	<i>Swann's Way</i>	8 <sup>th</sup>
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<b>Author</b>	<b>Title</b>	<b>Grade Level</b>
Pynchon, Thomas	<i>The Crying of Lot 49</i>	9 <sup>th</sup>
Remarque, Erich Maria	<i>All Quiet on the Western Front</i>	9 <sup>th</sup>
Rostand, Edmond	<i>Cyrano de Bergerac</i>	9 <sup>th</sup>
Roth, Henry	<i>Call It Sleep</i>	9 <sup>th</sup>
Salinger, J.D.	<i>The Catcher in the Rye</i>	9 <sup>th</sup>
Shakespeare, William	<i>Hamlet</i>	9 <sup>th</sup>
Shakespeare, William	<i>Macbeth</i>	9 <sup>th</sup>
Shakespeare, William	<i>A Midsummer Night's Dream</i>	9 <sup>th</sup>
Shakespeare, William	<i>Romeo and Juliet</i>	9 <sup>th</sup>
Shaw, George Bernard	<i>Pygmalion</i>	9 <sup>th</sup>
Shelley, Mary	<i>Frankenstein</i>	9 <sup>th</sup>
Silko, Leslie Marmon	<i>Ceremony</i>	9 <sup>th</sup>
Solzhenitsyn, Alexander	<i>One Day in the Life of Ivan Denisovich</i>	9 <sup>th</sup>
Sophocles	<i>Antigone</i>	9 <sup>th</sup>
Sophocles	<i>Oedipus Rex</i>	9 <sup>th</sup>
Steinbeck, John	<i>The Grapes of Wrath</i>	9 <sup>th</sup>
Stevenson, Robert Louis	<i>Treasure Island</i>	9 <sup>th</sup>
Stowe, Harriet Beecher	<i>Uncle Tom's Cabin</i>	9 <sup>th</sup>
Swift, Jonathan	<i>Gulliver's Travels</i>	9 <sup>th</sup>
Thackeray, William	<i>Vanity Fair</i>	9 <sup>th</sup>

Thoreau, Henry David	<i>Walden</i>	9 <sup>th</sup>
Tolstoy, Leo	<i>War and Peace</i>	9 <sup>th</sup>
Turgenev, Ivan	<i>Fathers and Sons</i>	9 <sup>th</sup>
Twain, Mark	<i>The Adventures of Huckleberry Finn</i>	9 <sup>th</sup>
Voltaire	<i>Candide</i>	9 <sup>th</sup>
Vonnegut, Kurt Jr.	<i>Slaughterhouse-Five</i>	9 <sup>th</sup>
Walker, Alice	<i>The Color Purple</i>	9 <sup>th</sup>
Wharton, Edith	<i>The House of Mirth</i>	9 <sup>th</sup>
Welty, Eudora	<i>Collected Stories</i>	9 <sup>th</sup>
Whitman, Walt	<i>Leaves of Grass</i>	9 <sup>th</sup>
Wilde, Oscar	<i>The Picture of Dorian Gray</i>	9 <sup>th</sup>
Williams, Tennessee	<i>The Glass Menagerie</i>	9 <sup>th</sup>
Woolf, Virginia	<i>To the Lighthouse</i>	9 <sup>th</sup>
Wright, Richard	<i>Native Son</i>	9 <sup>th</sup>

## CRLP Activity Calendar Grade by Grade

August				January			
Grades	Camps	Trip	Timeline	Grades	Camp	Trip	Timeline
Grade 6			Orientation	Grade 6	Jan. 13-15 Math Camp		
Grade 7			Orientation	Grade 7	Jan. 13-15 Math Camp		
Grade 8			Orientation	Grade 8	Jan. 13-15 Math Camp		
Grade 9			Orientation	Grade 9	Jan. 13-16 SAT Camp		SAT Official Test- January 28, 2012
Grade 10			Orientation	Grade 10	Jan. 13-16 SAT Camp		SAT Official Test- January 28, 2012
Grade 11			Orientation	Grade 11	Jan. 13-16 SAT Camp		SAT Official Test- January 28, 2012
September				February			
Grades	Camp	Trip	Timeline	Grades	Camps	Trip	Timeline
Grade 6			Sep-7 CRLP Groups announcement	Grade 6		Feb 11-12 In State trip	Feb-17 4th 6th Weeks Report Card
Grade 7			Sep-9 CRLP Groups Parents Meeting	Grade 7		Feb 11-12 In State trip	Feb-17 Seminar for CRLP Groups
Grade 8			Sep-12 CRLP Starts	Grade 8		Feb 11-12 In state trip	
Grade 9			Sep-30 First 6th Week Report card	Grade 9		Feb 11-12 In state trip	Feb-10 SAT Diagnostic Test
Grade 10			Sep-30 Seminar for CRLP Groups	Grade 10		Feb 10-12 Out of State Univ trip	

Grade 11				Grade 11		Feb 10-12 IVY univ. trip	
<b>October</b>				<b>March</b>			
Grades	Camps	Trip	Timeline	Grades	Camp	Trip	Timeline
Grade 6		Oct.15-16 In State Trip		Grade 6	March 9-11 Activity Camp		
Grade 7		Oct.15-16 In State Trip		Grade 7	March 9-11 Activity Camp		
Grade 8		Oct.15-16 In State Trip		Grade 8	March 9-11 Activity Camp		
Grade 9		Oct.15-16 In State Trip	Oct-28 SAT Official Test- October 1, 2011	Grade 9	Spring Break SAT camp(9- 11)	Spring Break International trip(9-16)	SAT Official Test- March 10, 2012
Grade 10		Oct. 21-23 In State Univ. Trip	Oct-28 SAT Official Test- October 1, 2011	Grade 10	Spring Break SAT camp(9- 11)	Spring Break International trip(9-16)	SAT Official Test- March 10, 2012
Grade 11		Oct. 21-23 IVY Univ. Trip	Oct-28 SAT Official Test- October 1, 2011	Grade 11	Spring Break SAT camp(9- 11)		SAT Official Test- March 10, 2012
<b>November</b>				<b>April</b>			
Grades	Camp	Trip	Timeline	Grades	Camps	Trip	Timeline
Grade 6	Nov. 11-13 Math Camp		Nov-4 Second 6th Week Report card	Grade 6			Apr-13 5th 6th weeks Report Card
Grade 7	Nov. 11-13 Math Camp		Nov-4 Seminar for CRLP Groups	Grade 7			Apr-13 Seminar for CRLP Groups
Grade 8	Nov. 11-13 Math			Grade 8			

Grade 9	Nov. 11-13 SAT Camp		SAT Official Test- November 5, 2011	Grade 9			Apr-5 SAT Diagnostic Test
Grade 10	Nov. 11-13 SAT Camp		SAT Official Test- November 5, 2011	Grade 10			
Grade 11	Nov. 11-13 SAT Camp		SAT Official Test- November 5, 2011	Grade 11			

**December**

Grades	Camps	Trip	Timeline
Grade 6			Dec-16 3rd 6th weeks Report card
Grade 7			Semester School CRLP Coordinator Meeting
Grade 8			Dec-16 Seminar for CRLP Groups
Grade 9			Dec-1 Diagnostic Test/SAT Official Test- December 3, 2011
Grade 10			Dec-1 Diagnostic Test/SAT Official Test- December 3, 2011
Grade 11	Dec. 16-21 SAT Camp		Dec-1 Diagnostic Test/SAT Official Test- December 3, 2011

**May**

Grades	Camp	Trip	Timeline
Grade 6	May 25-31 Leadership Camp		May-25 6th sixth weeks Report Card
Grade 7	May 25-31 Leadership Camp		Semester School CRLP Coordinator Meeting
Grade 8	May 25-31 Leadership Camp		May-25 Seminar for CRLP Groups
Grade 9	May 25-31 Leadership Camp	SAT Official Test- May 5, 2012	May-18 SAT Diagnostic Test
Grade 10	May 25-31 Leadership Camp	SAT Official Test- May 5, 2012	
Grade 11	May 20-31 SAT Camp	SAT Official Test- May 5, 2012	

## CRLP Fundraising Ideas

CRLP students will have academic and personal development activities during the academic year, such as camps and trips etc.... Due to the high demand of hands-on activities implemented in the CRLP program, fundraising will be done by CRLP students to raise the funds that will be needed to continue the program. Below are some sample ideas:

Sales: CRLP students may work together to sell goods in the school during dismissal time. Some selling item ideas include: Bake sale items, candy, pizza, soda etc...

- 1- Carwash: Students can prepare a brochure or letter about their fundraising activities. They can distribute them to parents during dismissal time and wash cars Saturdays at school.
- 2- Dinners: Students can organize dinner at school or out of school location and sell tickets.
- 3- School yard sales: Students can collect selling goods (toys, house goods etc.) and sell them in their school.
- 4- Students can visit local neighborhood companies and talk about the CRLP program and activities and ask for help in a manner that is respectful and inoffensive students can print school newspaper and get commercial advertisement.
- 5- Parents' nights at restaurants: Students can go to restaurants and collect a discount and fee for each parent to go to that restaurant for dinner.
- 6- Students can meet with PTO members, administrators and staff members to get different ideas for fundraising ideas.

CRLP students are required to follow campus fundraising procedures. Campus principal permission is **mandatory** for all fundraising events.

## Congressional Award: The Four Program Areas

**Voluntary Public Service:** Providing service to others and the community at large.


**Personal Development:** Developing personal interests, social etiquette and employment skills.

**Physical Fitness:** Improving their quality of life through fitness activities.

**Expedition/Exploration:** Undertaking an outdoor, wilderness or venture experience (Historical, cultural or environmental).

### Congressional Award Program Requirements

There are six levels of the Award-Bronze, Silver and Gold Certificates and Bronze, Silver and Gold Medals. Each level is cumulative – time spent on one Award is carried with you to the next level.

	BRONZE CERTIFICATE	SILVER CERTIFICATE	GOLD CERTIFICATE	BRONZE MEDAL	SILVER MEDAL	GOLD MEDAL
VOLUNTARY PUBLIC SERVICE	30 HOURS	60 HOURS	90 HOURS	100 HOURS	200 HOURS	400 HOURS
VOLUNTARY PUBLIC SERVICE MONTHS OF ACTIVITY	N/A	N/A	6 MONTHS	7 MONTHS	12 MONTHS	24 MONTHS
PERSONAL DEVELOPMENT	15 HOURS	30 HOURS	45 HOURS	50 HOURS	100 HOURS	200 HOURS
PERSONAL DEVELOPMENT MONTHS OF ACTIVITY	N/A	N/A	6 MONTHS	7 MONTHS	12 MONTHS	24 MONTHS
PHYSICAL FITNESS	15 HOURS	30 HOURS	45 HOURS	50 HOURS	100 HOURS	200 HOURS
PHYSICAL FITNESS MONTHS OF ACTIVITY	N/A	N/A	6 MONTHS	7 MONTHS	12 MONTHS	24 MONTHS
EXPEDITION/ EXPLORATION	<u>1 DAY</u> (6-8 HOURS OF ACTIVITY)	2 DAYS	3 DAYS	1 OVERNIGHT	2 CONSECUTIVE OVERNIGHTS	4 CONSECUTIVE OVERNIGHTS

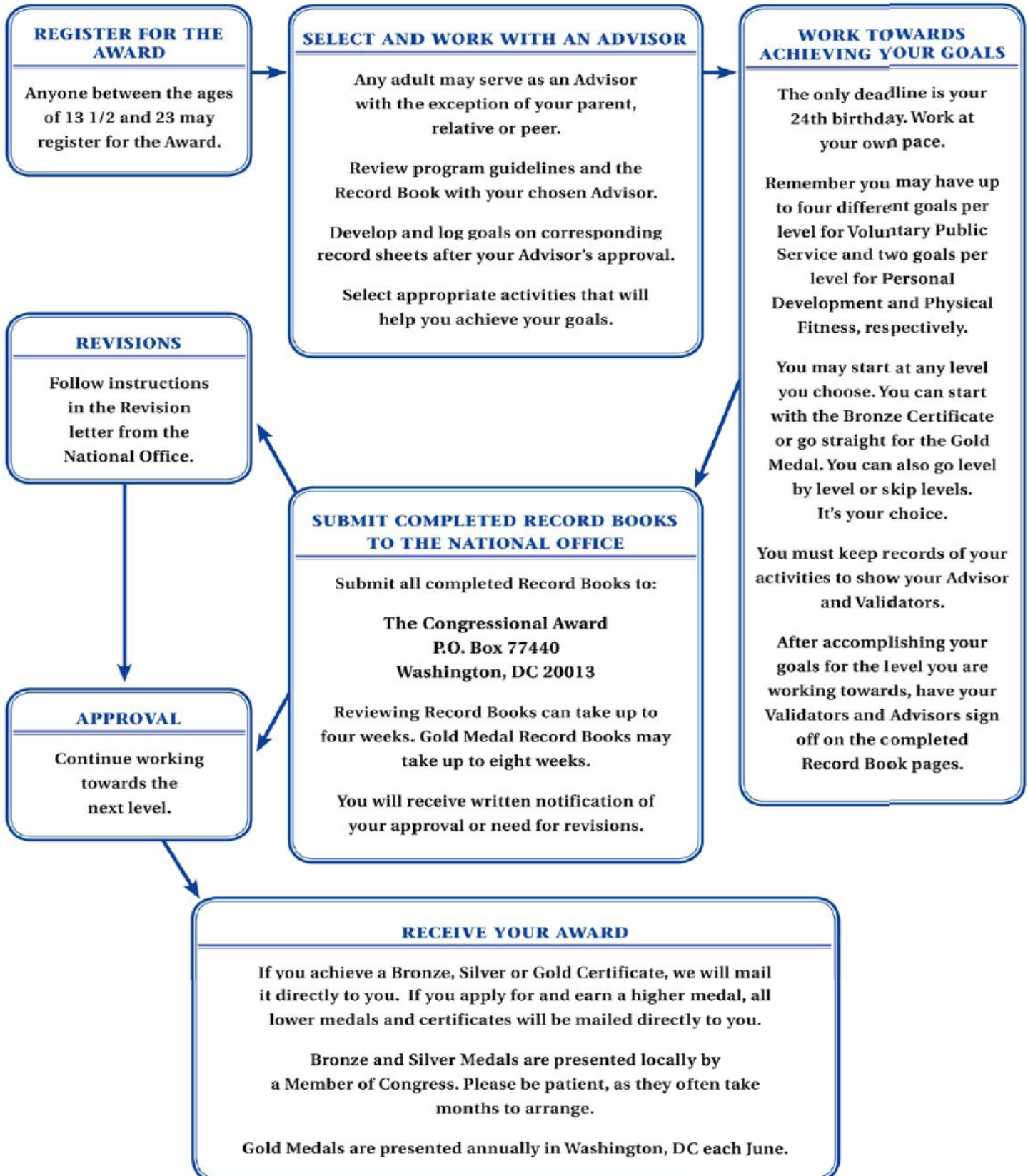
Along with the chronological (hour) requirement, the higher levels of the Award require that activities be spread out over a minimum amount of months. Please note the following:

- 1- **The month requirement applies to Voluntary Public Service, Personal Development, and Physical Fitness.** Participants must accumulate the necessary hours over a certain amount of months. For example, the Bronze Medal requires a minimum of seven months of activity in Voluntary Public Service, seven months of activity in Personal Development, and seven months of activity in Physical Fitness.
- 2- **Months do not need to be consecutive.** For instance, if one registers with the Award in January and works on Personal Development in January, February and March and then does not work on any Personal Development until October, November and December that would count as six months of activity.
- 3- **Months are cumulative.** For example, the seven months of activity completed at the Bronze Medal level will be carried over to the next level, leaving a minimum of five more months of activity needed in order to qualify for the Silver Medal.
- 4- **Months may only be counted once in the same activity area.** For instance, if you play soccer and softball during the same six month period for your Physical Fitness activity, you will only get credit for six months of activity, not 12 months of activity. If different goals overlap in the same month, the month may only be counted once for the respective program area.

## CRLP Leadership Seminar Topics

- 1- The ABCs of Leadership
- 2- Time Management
- 3- Goal Setting
- 4- Working Together Effectively
- 5- Communication and Personal Effectiveness
- 6- Understanding and Managing Conflict
- 7- Strategic Thinking and Planning
- 8- Problem Solving and Decision Making
- 9- Serving Others

## FOLLOW THESE STEPS





# THE CONGRESSIONAL AWARD

## Registration Form & Waiver

**MEMBER OF CONGRESS:** \_\_\_\_\_

*To find your US Representative, please visit [www.congress.org](http://www.congress.org)!*

### PARTICIPANT INFORMATION

Name: \_\_\_\_\_

Date of Birth: \_\_\_\_ / \_\_\_\_ / \_\_\_\_\_

Age: \_\_\_\_ Gender:  Male  Female

Address: \_\_\_\_\_

City: \_\_\_\_\_

State/ZIP: \_\_\_\_\_ / \_\_\_\_\_

Phone: ( \_\_\_\_\_ ) \_\_\_\_\_ - \_\_\_\_\_

E-mail: \_\_\_\_\_

Parents' Names: \_\_\_\_\_

*Parents names will be used for press purposes and are not mandatory*

School Attending: \_\_\_\_\_

Year of Study: \_\_\_\_\_

Affiliated Organization(s): \_\_\_\_\_

*Examples: 4H, Boy Scouts, Girl Scouts, YMCA, etc.*

SIGNATURE: \_\_\_\_\_

Date: \_\_\_\_\_

### ADVISOR INFORMATION

*Choose an Advisor other than a parent, relative or peer!*

Advisor's Name: \_\_\_\_\_

Advisor's Address: \_\_\_\_\_

Phone: ( \_\_\_\_\_ ) \_\_\_\_\_ - \_\_\_\_\_

Email: \_\_\_\_\_

**SEND COMPLETED FORM AND \$10 REGISTRATION FEE TO:**

**The Congressional Award Foundation**  
P.O. Box 77440  
Washington, DC 20013

**\*\*Make checks payable to the Congressional Award\*\***

### WAIVER & AGREEMENT

I agree to the following Congressional Award Program ("Program") rules and requirements:

- I will select the activities I will perform in order to earn an award or certificate.
- I will not attempt to perform any activity until I have made certain that I can perform it safely.
- No one is authorized by the Program to: (i) advise as to the safety of any activity, or as to whether I am prepared to perform it safely, or (ii) supervise or exercise any control or authority over me or any other participant.
- **I hereby release and hold harmless each of the individuals and legal entities involved in the Program from any and all liability of any kind for any injury I might suffer while performing any activity in connection with the Program.**
- Information about me and my participation in the Program may be publicized by the Program.
- This agreement shall remain in effect as long as I am participating in the Program.

PARTICIPANT: \_\_\_\_\_

DATE: \_\_\_\_\_

SIGNATURE: \_\_\_\_\_

### PARENTS/GUARDIANS ACKNOWLEDGMENT\*

We are the parents or legal guardians of the Congressional Award participant listed above. We have read the foregoing Waiver and Agreement and agree on behalf of ourselves and the participant to the terms thereof. We will assure ourselves that the participant is aware of the risks involved in each activity and we take full responsibility in lieu of the Program for each activity.

NAME: \_\_\_\_\_

DATE: \_\_\_\_\_

SIGNATURE: \_\_\_\_\_

*\* Required for all candidates who are not considered adults under their state law —generally all who are under 18 years of age.*

**If you have already registered with the Award, please disregard this form. You only have to register for the Congressional Award ONCE.**

## Congressional Award Service Goal Examples

**Voluntary Public Service:** Providing service to others and the greater community at large.

Examples:

- 1- I am going to dedicate four hours a week under the direction of St. Vincent de Paul, Inc." I will work in the clothing distribution center and the soup kitchen."
- 2- "I will provide a minimum of 100 hours of service under the direction of the Volunteer Office of Southern Houston. (A similar situation may be applied to service clubs, scouting programs, American Red Cross, etc.)
- 3- Assisting with food and clothing drives
- 4- Working at homeless soup kitchens
- 5- Constructing facilities for other communities, building playgrounds and sidewalks, etc.
- 6- Serve as a lifeguard for Voluntary Public Service,
- 7- I will collect donations for the local Red Cross by calling shops from my home for excess merchandise that they may contribute for disaster relief efforts. I will also volunteer with the local Red Cross at blood drives, assembling school chests and I will serve as a peer educator for volunteer training sessions."
- 8- Volunteering at the local Animal Shelter,
- 9- Constructing or painting a municipal building, feeding the homeless,
- 10- Volunteering with local civic agencies and organizations, such as the firefighters, police, Botanic Gardens, Boys and Girls Club, Senior Centers, library, museum, homeless shelter, animal shelter, health clinic/hospital, Meals on Wheels, Special Olympics, Civil Air Patrol, Chamber of Commerce/Visitors' Bureau, Big Brothers and Sisters, Boy/Girl Scouts; Parks and Recreation, Red Cross, Junior Elks, Cheyenne Frontier Days, Municipal Pool, YMCA, Head Start, community theater; volunteering with school organizations, such as the Key Club, Teen Court, National Honor Society, FBLA, Habitat for Humanity; teaching sign language or ESL; food/book/clothing/blood drives; fund-raising for non-profit organizations such as the American Cancer Society, Muscular Dystrophy, United Way, read with the elderly; helping the disabled; Congressional Award Youth Service Retreat.
- 11- Peer counseling/tutoring,
- 12- Volunteering in an elementary school as a sports coach, tutor, or teacher's aide;
- 13- Managing school sports teams;
- 14- Volunteering to teach computers,
- 15- I will volunteer with the Mentors, providing creative ideas and suggestions as well as providing my services.
- 16- I will volunteer with the Botanic Gardens by planting, weeding, and watering public plots.
- 17- I will organize a food/blood/book/clothing drive at my school with the Key Club

- 18- I will volunteer at the local homeless shelter by serving meals twice a week.
- 19- I will volunteer at the local community theater by participating in several productions.
- 20- I will work with the local Volunteer Fire Department.
- 21- I will volunteer at the local pool by instructing water safety to children.

**Personal Development:** Developing personal interests, social or employment skills.

Examples:

- 1- I will improve my acting skills and learn more about working behind the scenes in a theater, I will perform in community theatre, work as a stage hand and learn about lighting, props and costumes
- 2- I will work part-time at a bank where my duties will include: answering telephones, filing, word processing and operating photocopiers and fax machines. This will allow me to explore careers in banking while still being in school full-time,
- 3- "I will pursue my interest in photography as a member of the school newspaper staff. I intend to produce at least ten photos, which will be published during the next school year."
- 4- School/community theater or musical performances, Student Council, Speech and Debate, Boys/Girls State, Improvisational troupes, DECA, ROTC.
- 5- Scrapbooking,
- 6- Learning/improving musical skills,
- 7- Knitting, crocheting, sewing, cross-stitching,
- 8- Child care,
- 9- Part-time jobs,
- 10- Voice lessons,
- 11- Girl/Boy Scout badges and 4-H projects,
- 12- College preparatory classes or camps,
- 13- Art (drawing, painting, ceramics, sculpting, origami, anime),
- 14- Creative writing,
- 15- Photography,
- 16- Learning computer skills/foreign languages/astronomy, etc.,
- 17- Animal care and training,
- 18- Competition in academic events (History Day, State, Science Fair, etc.),
- 19- Tying flies,
- 20- First aid/CPR/EMT training,
- 21- Carpentry/woodworking, nutrition/cooking programs,
- 22- State drama/music events,
- 23- Lifeguard training,
- 24- Video production,
- 25- Learning ranch/farm skills,
- 26- Car maintenance,

- 27- Personal accounting/finances,
- 28- Amateur radio,
- 29- Gardening, horsemanship,
- 30- Building models,
- 31- Learning magic,
- 32- Cake decorating,
- 33- Creating a reading program.
- 34- I will improve my piano-playing skills by learning 3 new pieces/advancing to a higher level/performing in the school musical.
- 35- I will learn leadership skills by being an active member of the Student Council.
- 36- I will improve my ability to speak in public by participating in extra-curricular debates.
- 37- I will research good nutritional practices, find healthful recipes, and prepare dinner for my family once a week.
- 39- I will learn to crochet and make a small baby blanket.
- 38- I will participate in community theater productions as an actor/set designer/lights and sound engineer/stagehand.
- 39- I will build a bookcase/dollhouse/table, using both power and hand tools.
- 40- I will expand my reading ability by learning more about the science fiction/classics/mystery genre and completing 7 new books with written reports/summaries.

**Physical Fitness:** Improving quality of life through fitness activities.

Examples:

- 1- I am interested in rowing and would like to row a 2k in 15 minutes." I will practice rowing on a machine three times a week,
- 2- I will stretch and lift weights and I will join the rowing team. I will improve my basketball skills so that my free-throw percentage will increase from 35 to 40 percent. I will achieve this goal by practicing after school and by playing on the school basketball team.
- 3- I will decrease my mile time from eleven minutes to ten minutes by running after school and joining the track team,
- 4- I can presently jog five miles in 50 minutes and I intend to improve my time to 8.5 minutes per mile. Through my aerobics program, I will improve my resting heart rate from 90 to 75 and lose ten pounds within 15 months.
- 5- I will improve my physical fitness by increasing the number of laps I swim in 40 minutes from 15 to 20.
- 6- I will do an exercise/fitness program to increase my maximum heart rate from 110 to 120 beats per minute.

- 7- I will improve my arm strength by lifting weights, starting with 5 lb. hand weights and increasing to 8 lb. weights.
- 8- I will improve my physical fitness by increasing my stamina playing basketball so that I can play for 20 minutes without tiring. Currently, I can play 15 minutes before I tire.
- 9- I will increase my physical flexibility and core strength by practicing 30 min. of yoga per day. I will also learn 5-10 new positions.
- 10- I will improve my tennis playing by increasing the accuracy of my serves to 75%. Currently, my serves are accurate about 50% of the time.

**Expedition/Exploration:** Undertaking an outdoor, wilderness or venture experience (Historical, cultural or environmental).

Examples:

- 1- Expedition: I will take a day trip while water rafting. I will map the route that we will take, plan for my transportation to and from the rafting company, take preparatory safety classes and work on my arm strength by lifting weights.”
- 2- Exploration: I will plan and prepare a trip to Playa Dominical, Costa Rica to learn about surfing and explore a rainforest environment I will research flights and hotels to determine my budget, apply for need-based scholarships, and work on small fundraisers. I will then map out the places I want to visit and select a variety of rainforest immersion tours.”
- 3- Expedition: will plan a four consecutive night camping trip on the Appalachian Trail where I will hike fifteen miles a day and will compare and contrast the foliage of the surrounding trees on each leg of my hike. I will plan for my four-night camping trip by coordinating my travel arrangements and meals, mapping the trail, packing, researching the area and training to carry a large backpack.”
- 4- Exploration: “I will travel from Centreville, Pennsylvania to New York City to explore different types of architecture and study my own heritage. I will use public transportation to visit Little Italy, Chinatown and Ellis Island. I will plan and prepare for my Exploration by coordinating my travel and researching the different cultures. I will also find information about my family at Ellis Island to complete a study on my own heritage.
- 5- Exploration: Visiting the Florida Keys works well for an Exploration as long as you can show that you immersed yourself in a new surrounding, were self-sufficient and gained from the experience,
- 6- Expedition goals are usually outdoor excursions that may include camping, hiking, hunting, fishing, rock climbing, spelunking, canoeing, bicycling, horseback riding, etc. Participants should be learning new skills such as camping, setting up a tent, cooking in the outdoors, and orienteering.
- 7- Exploration goals are longer trips that involve a new cultural experience. Examples of this goal are living on a farm, ranch, or reservation; traveling to a foreign country for home

stays, study abroad, or cultural discovery; exploring a new environment. The goal must include preliminary research and preparation -- pre-planned events such as school band trips, sport camps, leadership workshops, or "Sign Up and Go to..." trips are not acceptable adventure field trips.

- 8- I will plan and participate in an overnight camping trip. I will select a site, set up a tent, cook a meal, lead a hike, and clean the campground.
- 9- I will spend an overnight on a ranch, sleeping in a cabin and performing ranch chores.
- 10- I will take a group trip to Europe, researching transportation and currency as well as learning necessary phrases in a foreign language. While there, I will attend a local school and stay with a host family.
- 11- I will take a trip to Mexico, researching cultural and historic sites and using a foreign language to ask for information and services. I will also do the trip planning, including transportation, accommodations, and currency conversions.
- 12- I will plan and complete a 5-day, 4-night wilderness trip, during which I will also fish and hike.