



Chapter Excellence Program Application

App #: 4855

Year: 2019

Level 3

SUBMITTED

Name of School: **Thomas Jefferson High School**

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Denver, CO 80237

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This application represents the work of a: CHAPTER

Number of unduplicated student enrollment in courses eligible for SkillsUSA membership: 80

Total SkillsUSA Membership as indicated by Chapter or Section: 81

Certifications

- Chapter President: Eva Lepry Certification of President
683137@dpsk12.net
- Chapter Secretary: Ben Abram Certification of Secretary
724668@dpsk12.net
- Chapter Advisor: Jerry Esparza Certification of Advisor
jerry_esparza@dpsk12.org
- Campus Administrator: Paula Hammel Certification of Campus Admin.
paula_hammel@dpsk12.org

Level 1 - Quality Chapter Award

Quality Chapter Indicators

- Chapter paid membership dues
- All section/program advisors paid professional dues to SkillsUSA
- The chapter elected chapter officers
- The chapter conducted well-planned, regularly scheduled meetings
- The chapter completed a projected budget (list of planned income and expenses for the year)
- The chapter completed a Program of Work (list of planned chapter activities for the year)

Framework Component 1 - Personal Skills

Level 1

Name of Activity: **CTSO Leadership Kickoff**

- Integrity
- Work Ethic
- Professionalism
- Responsibility
- Adaptability / Flexibility
- Self-Motivated

Framework Component 2 - Workplace Skills

Level 1

Name of Activity: **Butter Braid Fundraiser**

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- Communication
- Decision Making
- Teamwork

- Multi-Cultural Sensitivity & Awareness
- Planning, Organizing & Management
- Leadership

Framework Component 3 - Technical Skills

Level 1

Name of Activity: **Career Tree Exploration**

- Computer & Technology Literacy
- Job Specific Skills
- Safety & Health
- Service Orientation
- Professional Development
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Level 2 - Chapter of Distinction

Essential Activities

- Conducted officer training
- Conducted a chapter recruitment activity (i.e. membership drive, middle school presentation)
- Members are engaged in committee structure to implement chapter activities
- Plan to participate in State Leadership and Skills Conference

Chapter of Distinction Indicators

- 75% of eligible students are SkillsUSA members
- Held executive committee meetings with local chapter officers
- Conducted an activity to engage business and industry partners
- Students attended Fall Leadership Conference
- Chapter members attended one activity above the chapter level excluding Fall Leadership Conference
- A report of chapter activities/accomplishments is presented to the school board
- Held SkillsUSA local technical area Championships
- Held SkillsUSA local leadership/occupational area Championships
- Celebrated SkillsUSA Week through chapter activities
- One or more articles were published in local media
- Local chapter has a social media or web presence
- Has a candidate for state office
- A chapter awards program or banquet is conducted on the local level in which all members may attend
- Participate in the Professional Development Program (PDP)

Activity 1

Personal

Level 2

Name of Activity: **Food Drive for TJ Families**

A. Which framework elements apply to the activity?

- | | |
|--|--|
| <input type="checkbox"/> Integrity | <input checked="" type="checkbox"/> Responsibility |
| <input checked="" type="checkbox"/> Work Ethic | <input checked="" type="checkbox"/> Adaptability / Flexibility |
| <input type="checkbox"/> Professionalism | <input type="checkbox"/> Self-Motivated |
-

B-1. What was the Intentional Essential Element SMART Goal?

100% of all students who participated in the organization of the food drive will write a reflection paper demonstrating how the food drive activity help them become more adaptable and flexible when things don't go as planned.

B-2. What were three goals of the activity? (Need 3 Activity SMART goals)

The purpose of this activity was to collect non-perishable food donations from members of the Thomas Jefferson High School community, and distribute them to families in need during the Thanksgiving season. With assistance from the school's social worker, identify 15 families. Assembled and distributed boxes to period 1 class. The class with the greatest amount of food value would be treated to donuts.

1. Collect 15 medium sized boxes of food to give out to families in need at Thomas Jefferson High School.
 2. Get 75% of first period classes to participate in the food drive, about 30 out of the 41 classes.
 3. Connect and partner with a local business for boxes to use, like Lowes or Home Depot.
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C. Plan of Action (who, what, when, where)

1. (10/21/19) Set up an officer meeting to plan the Food Drive room 105. - Officers's team
2. (10/21/19) Contact school's social worker to determine how many families.- Advisor
3. (10/26/19) Contact Lowes or Home Depot to get 40 boxes for the food drive - Grace and Ben, and Eva
4. (10/31/19) Send an announcement to TJ newsletter to let parents know that we are planning a food drive. - Ben
5. (10/31/19 - 11/1/19) Collect boxes from our sponsor, assemble the boxes and give them to all classrooms with a first period - Jack, ben, Evan, and Grace
6. (11/1/19) Make a Spartan Edition announcement (video broadcast) to let the school know the food drive has begun. - Issac, Grace, Eva,
7. (11/4/19 - 11/5/19) Make posters to promote food drive and hang them up around the school. Cece and Eva
8. (11/4/19, 11/6/19, 11/13/19, 11/15/19, 11/18/19) Another 5 Spartan Edition announcements air Issac, Grace, Eva

9. (11/19/19) Food drive ends. Members collect boxes from classrooms. SkillsUSA member in period 1
10. (11/20/19) Members sort out food to go into boxes. Caia, Eva, Ben, Even Gabby, and Morgan
11. (11/21/19) Food delivered to families in need- Social worker
12. (11/21/19 - 11/22/19) Article sent to TJ newsletter, announcement airs on Spartan Edition - Ben
13. Thank you note delivered to business sponsor thanking them- Eva

D. Results/Evaluation/Framework (What was accomplished? How did this activity help members gain these skills based on the essential elements selected above?)

B-1- Not met- Only 50% of those participating wrote their reflection. Many were too busy preparing for the SAT test.

B-2

Goal 1 Results: (Exceeded) We ended up collecting 19 boxes full of food to give to TJ families.

Goal 2 Results: (Met) We had 75 % of first period classes to participate in the food drive.

Goal 3 Results: (Met) After futile attempts to connect with Lowes, we were able to contact Home Depot who gladly supported our effort and gave us 40 medium size boxes.

The food drive helped us improve our flexibility skills because we had to work around other people's schedules and fit in everyone's ideas into one cohesive plan. It also helped us improve our adaptability skills because we had to be able to work around unplanned issues such as, not being able to get the boxes from our sponsor delivered on time.

Our work ethic was tried when it came to being able to be on time for the public announcements and make sure all the posters were designed and put up in a timely manner. We had to really push ourselves to distribute work evenly and ensure that everyone was fulfilling their part.

Everyone contributed to the plan of action for the food drive, some showed up to put boxes together, other went to pick up the boxes, and others were responsible to sort out the food into boxes. The food drive would not have been as successful if it weren't for our team being responsible and demonstrating a good work ethic.

Name of Activity: Food Drive for TJ Families



SkillsUSA members start gathering the food they have collected from the classroom and set it out to start sorting. This was just the beginning. Food was stacked 2-3 feet high when all the boxes were unloaded.

Activity 2

Workplace

Level 2

Name of Activity: **World Finest Chocolate Fundraiser**

A. Which framework elements apply to the activity?

- | | |
|---|---|
| <input checked="" type="checkbox"/> Communication | <input type="checkbox"/> Multi-Cultural Sensitivity & Awareness |
| <input checked="" type="checkbox"/> Decision Making | <input checked="" type="checkbox"/> Planning, Organizing & Management |
| <input type="checkbox"/> Teamwork | <input type="checkbox"/> Leadership |

B-1. What was the Intentional Essential Element SMART Goal?

100% of all students will be responsible to keep the money they collect secure. Students will be made accountable making sure that money is accurately counted and verified by another student.

B-2. What were three goals of the activity? (Need 3 Activity SMART goals)

The purpose of the activity was to raise fund to help support the program at work by selling World's Finest Chocolate. The fund would be used to help send students to State Conference and to buy leadership uniform jackets.

GOAL

1. Sell 40 boxes of chocolate- 2,400 bars
2. Involved 30 members to sell one or more boxes of chocolate
3. Sell chocolate boxes within 30 day from distribution day

C. Plan of Action (who, what, when, where)

Even though this fundraiser is somewhat traditional, it has been successful for us, especially if we plan ahead and set goals and expectations. We find that after the holiday break is the best time to start this fundraiser.

1. Start: Jan 9 - End: Feb 7th- Team decision
2. (12-1-19) Order 50 cases Before holiday break- Advisor
3. (01-07-20) Pick up chocolate on Jan 7th at Empire Warehouse- Advisor
4. (01-09-20) Chapter meeting to distribute on Jan 9 in room 105- Officer's team lead
5. (01-24-20) Check in candy not being sold Jan 24- Officer's team
6. (02-07-20) Return Candy and Money Feb 7th- all students who checked out candy
7. (02-10-20) Count the money Feb 10th in room 105- Officer's Team
8. (02-12-20) Money turned into the Treasure office Feb 12th- Advisor
9. (02-14-20) Payment made to WFC Feb 14th- Advisor

D. Results/Evaluation/Framework (What was accomplished? How did this activity help members gain these skills based on the essential elements selected above?)

B-1

Goal: Met: Money was verified by team officers and safely secured.

B-2

GOAL 1: Met. The SkillsUSA team ended up selling 47 boxes of chocolate, exceeding our original goal of 40 boxes sold. \$1,410 raised to be used for SkillsUSA programs

GOAL 2: Exceed. 35 members signed up and sold boxes of chocolate, surpassing the

desired number of 30.

GOAL 3: Met. Members sold their chocolate within 30 days. The remainder of the chocolate was sold shortly after.

Our communication skills definitely improve as we stepped out of our comfort zone and began talking to students and teachers that we did not know. Being friendly to attract people was a skill we really had to master in order to be able to sell to meet our goal. Selling to people we did not know improved our ability to be a public speaker.

One decision revolved around whether we should go to people asking them if they want chocolate, or have people come to us for chocolate. We had to actively make that decision to step out of our comfort zone and go to people and sell it.

We organized our time by making sure we were free during lunch so that we could sell, also making sure to find very crowded areas to sell after the school day had ended. The collection of money had to be organized and managed. A spreadsheet was made to keep track of who took chocolate. An envelope was provided to put money in and was returned with name and amount. This made it easier as the officer's team counted money after the fundraiser was over.

Name of Activity: World Finest Chocolate Fundraiser



Officer's team getting ready for the Chapter meeting. Each officer was responsible to do their part when speaking to the Chapter about the World Finest Chocolate fundraiser. There were about 50 members in attendance for the Chapter meeting.

Activity 3

Technical

Level 2

Name of Activity: **Professional Development Skills in Project Management**

A. Which framework elements apply to the activity?

- | | |
|--|--|
| <input checked="" type="checkbox"/> Computer & Technology Literacy | <input type="checkbox"/> Service Orientation |
| <input checked="" type="checkbox"/> Job Specific Skills | <input checked="" type="checkbox"/> Professional Development |
| <input type="checkbox"/> Safety & Health | <input type="checkbox"/> |

B-1. What was the Intentional Essential Element SMART Goal?

90% of student that complete a project management notebook will communicate and present their project to professional trained PMI chapter member who will score them on a rubric designed by the PMI chapter.

B-2. What were three goals of the activity? (Need 3 Activity SMART goals)

Goal 1: Have 5 meetings with PMI (Project Management Institute) to further the students' project management capabilities/execution and their abilities or likelihood to obtain a scholarship to further their education/prowess.

Goal 2: Have 85% (14) of the SkillsUSA seniors organize a notebook that includes the 9 major knowledge areas of PMI in a neat and comprehensive manor with their own touch of creativity.

Goal 3: Have 90% (15) of SkillsUSA seniors in the pathway class participate in the scholarship dinner by presenting their projects and explaining what they have done to further their planning skills and increase opportunities for the future.

C. Plan of Action (who, what, when, where)

Part of our SkillsUSA integration is having guest visits from Bob Kois and Chuck Knezevich from The Project Management Institute and University of Colorado to TJHS to discuss project management for our projects, and how they can be incorporated into our futures. We are learning how to use Project Management strategies of the 9 basic knowledge areas to complete a project. This skill will help us be better prepared for the workplace with specific job skills in project management.

- 9/5/19-Contact PMI to speak to SkillsUSA Seniors at TJ in room 105
- 9/16/19-PMI Visit TJ and introduction to what Project Management is to the class
- 10/23/19-PMI visit TJ. Scope Statement Template completed
- 12/16/19-PMI visit TJ- Organize Project of the Year Notebook in the classroom
- 02/25/19- PMI visit TJ- Collaboration with CU Students on Liberia Library
- 3/3/20- PMI visit TJ- PMI Notebook and preview notebooks
- 3/6/20- TJ- Finish PMI Notebook
- 3/11/20- PMI Dinner at The Franciscan Event Center, Centennial, CO, and presentation
- 3/25/20 PMI award winner plaques presented by PMI at TJ

D. Results/Evaluation/Framework (What was accomplished? How did this activity help members gain these skills based on the essential elements selected above?)

B-1 Goal: Unknown- Presentations will be made March 11th

B-2

Goal 1: Met. Meetings had to be rescheduled due to snow day and other circumstances, but 5 visits were achieved

Goal 2: Met. 14 of the 17 students were able to complete their notebooks prior to the day of the project of the year dinner presentation.

Goal 3: Exceed. All 17 students committed to participate in the project of the year dinner.

Project management has helped us become more of a professional. Learning about project management has prepared us for the real-life workplace, learning how to have better time management when working on a project. PMI has also help us become more of a professional by teaching us the process that goes into planning, working on, and publishing a project.

Project Libre computer software has helped us become more computer literate because it was an opportunity to learn a new software, helping us to manger our task easier. Being able to use this program will help us plan out projects better, and be able to make a time line that is easy for everyone to understand.

PMI has taught us about the important aspects of planning for a project. This includes being conscious of risk, cost and stakeholders. PMI has prepared our skills for the workplace by teaching us how to plan projects in order to make the creation process go smoothly. We have also learned how to manage our own time in order to update the time line as needed, and make sure everything is done by the due date.

Name of Activity: Professional Development Skills in Project Management



Bob Kois and Chuck Knezevich, members of the Project Management Institute and Professors at CU Boulder, visited our school to teach the senior SkillsUSA pathway members about the advantages of project management and how to incorporate it in our projects for the CTE Pathways Capstone class. Bob Kois assisting a TJ student with his project management task.

