

Matthew M. Coats

Executive Judging Book

**Build Leaders.
Strengthen Families.
Empower Communities.**



Alpha Phi Alpha Fraternity, Inc.
Theta Zeta Lambda Chapter

2025–2026 service record and 2026–2027 operating capacity

Leadership, documented results, and practical systems that future leaders can continue.

Rubric roadmap: p. 3
Evidence finder: p. 88

INTRODUCTION

Leadership. Results. Continuity.

My service connects program leadership, resource development, partnerships, and direct delivery. I help turn community needs into organized action, supported by records that show what was achieved and tools that others can continue.

Documented result	Evidence
92% eligible retention: 25 of 27 returning; 40 enrolled for 2026-2027	p. 5
\$26,707.20 combined actual program revenue	pp. 21, 23-24
\$12,600 in two paid AAACF grants	p. 25
337 family reach: 267 holiday distributions + 70 Food Gatherers service reach	p. 6
40 hygiene kits; 10 widows supported	pp. 8-9, 52-54
Approximately 2,250 meals packed by the chapter group	pp. 10-11

The \$5,100 grant is included in program revenue; the separate \$7,500 award is outside that total. Revenue and grant totals overlap. Family reach is an aggregate across activities, not a claim of 337 unique households.

WHAT CONTINUES

The two ELMP workbooks make leadership practice, reflection, and evidence review usable across four age groups. Shared governance, training, referral processes, measurement, and five websites support continuity across the three programs. These 2026-2027 tools establish future delivery capacity; they are distinct from completed service results.

Workbook model and selected exhibits: pp. 75-87 The evidence finder on p. 88 connects the principal claims to their supporting records.

INTRODUCTION

Judges' Rubric & Evidence Roadmap

Follow the award criteria below. Each section combines a concise explanation of my contribution with selected source evidence. Shared exhibits are printed once and cross-referenced.

Award criterion	Points	Book pages
Contributions to Alpha at all levels	15	4–20
Contributions to Economic Development in the Community	10	21–32
Awards and achievements	10	33–35
Years of active participation	15	36–40
Alpha National Programs	25	41–58
Innovative Programs Addressing Community Social Needs	10	59–87
Display: rules and appearance	10	Physical display and executive summary
Personal interview	5	Oral presentation to judges

FAST NAVIGATION

Financial reconciliation: p. 21 · National Programs: p. 41 · Workbook comparison: p. 75 · Evidence finder: p. 88

Rubric source: Alpha Phi Alpha Fraternity, Inc., Awards & Achievements Criteria Handbook, September 2021, evaluation sheet reproduced in the supplied source book. Display and interview points are assessed through the physical presentation and conversation.

01 | CONTRIBUTIONS TO ALPHA | 15 POINTS

Leadership Across Three Programs

As Founding President of the TZL Community & Education Initiative, ELMP Program Director, and Caring & Sharing Co-Program Director, I connect organizational structure with program delivery. I also support TZL Empower’s civic strategy and operating framework.

Role	Contribution and shared leadership
Founding President	Helped launch the nonprofit; recruit Board leadership; develop governance, financial controls, partnerships, and public access. Fellow founders and Board members share implementation and oversight.
ELMP Program Director	Program vision, curriculum, staffing, family and partner coordination, finances, risk oversight, and quality. Clif Flowers serves as Program Coordinator.
Caring & Sharing Co-Program Director	Works with Jermel Ray, with Marion Hoey as Lead Advisor, on food access, referrals, volunteers, partnerships, and continued family and senior support.
TZL Empower civic leadership	The supplied strategic plan identifies Don Adams as Program Director and Matthew Coats as Assistant Program Director. My contribution supports education, outreach, communication, quality controls, and measurement.

LEADERSHIP BUILDS ON ESTABLISHED SERVICE

ELMP was founded by Jonathan Madison, Nadir J. Akbar, and Ante’ Britten. The TZL Empower source plan credits Dr. Travis Martin, Leland Walker, and Don Adams with establishing that initiative in 2023. My work develops and sustains these programs with Brothers, staff, families, volunteers, and partners.

Source basis: supplied strategic-planning role records and organizational history. Direct service, participation, and resource records follow in their respective criteria.

01 | CONTRIBUTIONS TO ALPHA | 15 POINTS

Founding Leadership & Governance

Program growth	Reported 2026-2027 result
Eligible Esquires returning	25 of 27 (92%)
Next-year enrollment	40 Esquires

My founding contribution included recruiting Board leadership and developing the Constitution and Bylaws, policies, role descriptions, acceptance forms, conflict-of-interest and confidentiality agreements, committee structures, orientation materials, and governance binders.

A STRUCTURE THAT CONTINUES BEYOND ONE LEADER

Function	Operating standard
Board governance	Mission and policy oversight; strategic direction; defined duties; quorum and documented decisions.
Financial stewardship	Approved budgets, expenditure controls, Treasurer reporting, restricted-fund tracking, and internal review.
Conflict of interest	Disclose relevant interests; recuse when needed; obtain independent review; document decisions.
Program accountability	Approved plans, youth protection, adult screening, attendance and outcome records, quality review, and corrective action.

The launch built on Theta Zeta Lambda Chapter’s longstanding service. Leland Walker, Mikehl Hafner, and Jeanice Townsend provided early guidance and support alongside fellow founders and Board members.

Source basis: 2025-2026 accomplishments record, founding-leadership record, and organizational governance guide. Enrollment is a reported next-year measure, not a completed-year participation total.

01 | CONTRIBUTIONS TO ALPHA | 15 POINTS

Family Support & Hunger Relief



Service	Reported result
Thanksgiving / Christmas / spring family support	170 + 57 + 40 = 267
Food Gatherers food-sorting service	70-family reach; approximately 836 meals from 1,003 pounds sorted
Combined family reach	337 across these activities

As Co-Program Director, I helped coordinate family needs, food access, volunteers, partners, and follow-through. Two YoungLives families were adopted during the Christmas season. Hygiene-kit service and widow outreach are separate outputs and are not added to the 337 family-reach figure.

The original outcome record appears on p. 52 hygiene-kit photograph and recipient receipt on pp. 8-9; meal-packing photograph and participation record on pp. 10-11. The chapter group’s approximately 2,250 meals are distinct from the Food Gatherers result above.

Source basis: supplied impact summary, accomplishments record, and original service photographs. Aggregate reach may include repeat households across events.

YCMS Healthy School Pantry partnership kickoff and photographs: pp. 12-16.

CRITERION 01

15 POSSIBLE POINTS

Caring & Sharing | Preparation and Food Pickup



These original photographs show prepared family-support bags and volunteers collecting food and supplies for distribution. The packaged filenames identify November 15, 2025, and March 28, 2026, respectively.

The images document two distinct stages of delivery: preparing assistance for families and moving supplies into the service process. They support the program's direct-service record alongside its leadership and financial documentation.

Source: Packaged 2025-2026 accomplishments portfolio and original photographs.

CRITERION 01

15 POSSIBLE POINTS

Family Essentials | Hygiene-Kit Service



Brothers and Esquires assembled Family Essentials Hygiene Kits for Hope Clinic. The original photograph shows the service team with the prepared bags, connecting youth participation with practical support for families.

The accomplishments portfolio reports 40 kits assembled and delivered. The Hope Clinic receipt on page 9 documents the donation.

Source: Packaged 2025-2026 accomplishments portfolio and original photographs.

Family Essentials | Hope Clinic Receipt

Receipt for Non-Cash Donations

PLEASE PRINT CLEARLY AND COMPLETE ALL SECTIONS OF THIS FORM
Keep a copy of this form for your records.


HOPE CLINIC

DATE: 11-17-2025

DONOR TYPE: ☒ Individual (include individual's contact info) ☐ Organization (include organization's contact info)

☐ Prefer to remain anonymous (must complete description of donated item/s below)

NAME: ALPHA PHI ALPHA FRATERNITY INC - TWIN ZETA CHAPTER

Attention of (Organization): _____

ADDRESS: 3000 GREEN RD PO BOX 13094

CITY, STATE, ZIP: ANN ARBOR, MI, 48113

PHONE: _____ EMAIL: ANNAPHIALPHA@GMAIL.COM

☒ Mail an in-kind donation acknowledgement letter. ☒ Keep me up to date via email on the impact of my gift!

DESCRIPTION OF **NON-MEDICATION** DONATION:

HYGIENE KITS (40 TOTAL)

SHAVING CREAM, TOOTHBRUSH, FLOSS, SOAP, DISINFECTANT, TOOTHBRUSH HOLDER

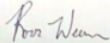
Estimated Value of Non-Medication Items: \$ 500.00

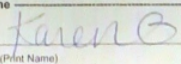
DESCRIPTION OF **PRESCRIPTION MEDICATION** DONATION:

Estimated Value of Donated Prescription Medication: \$ _____

Thank you for your in-kind donation to Hope Clinic. Donations are tax deductible – **keep this receipt for your records.** Hope's programs and services depend on generous gifts like yours and we appreciate your support!

Hope Medical Clinic, Inc (Hope Clinic) is a non-profit 501(c)(3) charitable organization.
Tax ID Number: 38-2469007.


Ross Weener, CEO

Received by  Hope Office Use Only Below This Line 

Hope Staff Member or Volunteer (Signature) (Print Name)

Designated for: ☐ Medical (Ypsilanti) ☐ Medical (Wayne) ☐ Dental ☐ Food ☐ Behavioral Health ☐ Diaper Bank

☐ Wash with Care ☐ Building and Administration ☐ Other: _____

SERVICE CONNECTED TO PROOF

The original recipient receipt substantiates the hygiene-kit donation shown in the service photograph on page 8 . Together, the two records connect preparation to partner delivery. My coordination of family-support work brings volunteers, materials and the receiving organization into one process, with 40 kits reported as a distinct service output.

A Million Meals | Hunger-Relief Service

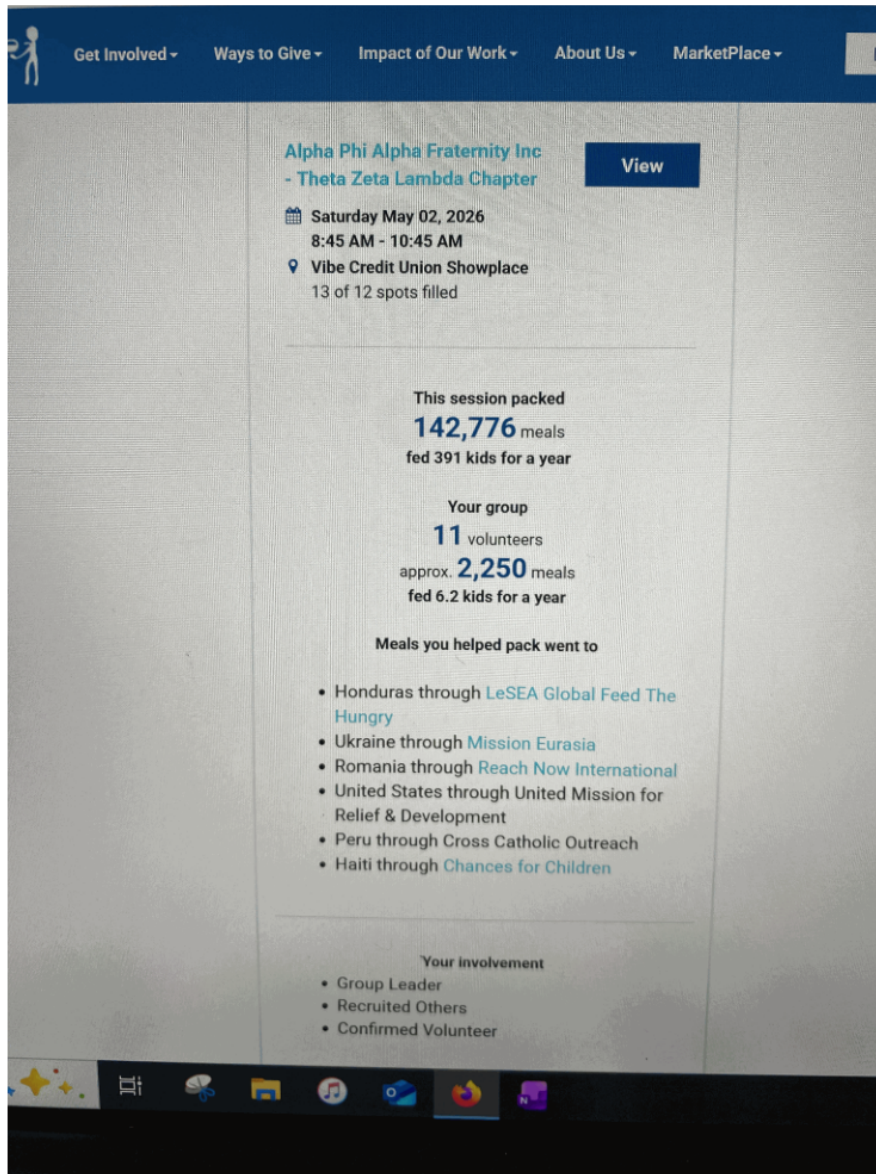


The original May 2, 2026 photograph documents Brothers and youth volunteers participating in the NorthRidge Church meal-packing effort. The accompanying service record identifies the chapter group and distinguishes its contribution from the output of the entire session.

The service record documents 11 group volunteers and approximately 2,250 meals packed by the group. The entire session produced 142,776 meals. Source p. 11 rd: .

Source: Original May 2, 2026 photograph and NorthRidge Church meal-packing service record.

A Million Meals | Participation Record



SERVICE CONNECTED TO PROOF

The May 2, 2026 participation record identifies the chapter group, 11 volunteers and approximately 2,250 meals packed. It gives the group's contribution a specific scale within the larger NorthRidge event. My service record connects hands-on participation with the coordination and documentation that make volunteer contributions visible and repeatable.

Caring & Sharing | YCMS Healthy School Pantry Partnership Kickoff

A new year-round collaboration brings volunteers, school staff, youth leaders, and community partners together to serve families with dignity, choice, and care.

September 25, 2026 | Ypsilanti, Michigan



Community partners and volunteers gather behind the pantry distribution area as the new collaboration gets underway.

Brothers, supporters, Food Gatherers representatives, Brother CJ Davis, YCMS staff, and members of the YCMS youth group, the Young Kings, came together for a meaningful day of service as the YCMS Healthy School Pantry officially launched its new partnership with Food Gatherers and the Dr. Thomas A. Bass Caring and Sharing Food Basket Delivery Program.

Source: September 25, 2026 event synopsis and original event photograph.

YCMS Healthy School Pantry | Service in Action



Volunteers work together to prepare fresh food and pantry items for families during the partnership kickoff.

From setup through distribution, volunteers worked side by side to organize food, prepare the pantry, welcome community members, assist shoppers, and help load groceries into vehicles. The atmosphere was energetic and welcoming, with volunteers excited to serve and families met with respect at every step.

The heart of the event was simple: give families the opportunity to shop for the food their households need while preserving choice, dignity, and respect.

Many diverse members of the community assembled and were able to select food based on their household needs rather than receive a one-size-fits-all package. Partnership team members greeted guests, helped them navigate the pantry, answered questions, and carried food to their cars when assistance was needed.

Source: September 25, 2026 event synopsis and original event photograph.

YCMS Healthy School Pantry | Year-Round Partnership

A Partnership Built for Year-Round Support

This event was more than a successful pantry day. It marked the official beginning of an ongoing partnership among the **YCMS Healthy School Pantry, Food Gatherers, and the Dr. Thomas A. Bass Caring and Sharing Food Basket Delivery Program**. By working together, the partners are strengthening the community's ability to connect families with dependable food resources throughout the year.

BEYOND SEASONAL SUPPORT

The collaboration expands the reach of Caring and Sharing beyond traditional holiday food basket efforts and helps create a more consistent bridge to food support whenever families experience need.

SHARED COMMUNITY PURPOSE

Schools, community organizations, volunteers, youth, and food-access partners bring their strengths together around a shared purpose.

FAMILY-CENTERED SERVICE

Families were welcomed into an organized shopping experience where household needs, choice, dignity, and respect remained central.

ONGOING CONNECTION

The partnership creates a dependable pathway for continued food support throughout the year rather than limiting assistance to holiday distributions.

From Seasonal Support to Ongoing Access

The partnership creates a clear bridge from Caring and Sharing's seasonal food-basket work to an ongoing school-based pantry resource supported by Food Gatherers.

SEASONAL SUPPORT

Caring and Sharing food-basket assistance

SCHOOL-BASED ACCESS

YCMS Healthy School Pantry

ONGOING CONNECTION

Food resources available beyond holiday distributions

Source: September 25, 2026 YCMS Healthy School Pantry Partnership Kickoff synopsis.

YCMS Healthy School Pantry | Youth Leadership in Action

The Young Kings joined adult volunteers, school staff, and community partners during the kickoff, making youth participation part of the service experience itself.

Intergenerational Service

Serving alongside adults gave the young men an opportunity to see leadership, responsibility, teamwork, and community service in action. Their participation reinforced that service addresses an immediate community need while also helping develop the next generation of people who will continue strengthening the community.

LEADERSHIP BY EXAMPLE

Young people experienced community service alongside adults who were working together toward a shared purpose.

RESPONSIBILITY IN ACTION

The pantry setting placed service, preparation, teamwork, and respect for families in a real community context.

COMMUNITY CONNECTION

Youth participation linked school, family, volunteer, and community-service efforts in one setting.

CONTINUITY OF SERVICE

Including young people helps carry a culture of service forward beyond a single event or generation.

PARTNERS AND PARTICIPANTS REPRESENTED AT THE KICKOFF

Food Gatherers	YCMS Staff	Young Kings	Brothers & Supporters	Caring & Sharing
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Source: September 25, 2026 YCMS Healthy School Pantry Partnership Kickoff synopsis.

YCMS Healthy School Pantry | Continue the Service

The September 25 kickoff launched an ongoing partnership. Future pantry activities give Brothers, families, students, community organizations, and supporters a way to remain connected to this work throughout the year.

Volunteer for Future Pantry Activities

Use the signup form to be notified of upcoming opportunities to serve with the YCMS Healthy School Pantry partnership.



Scan to Volunteer

YCMS Healthy School Pantry volunteer form

Stay Connected

STAY INFORMED

Receive notice of upcoming pantry service opportunities.

SERVE WHEN AVAILABLE

Participate when your schedule allows rather than needing to commit to every activity.

STRENGTHEN CONTINUITY

Ongoing participation helps sustain a reliable network of support for families beyond seasonal distributions.

WHO IS INVITED

Brothers & Supporters

Families & Students

Community Organizations

Community Volunteers

Helping Families. Empowering Communities. Restoring Hope.

Continued participation helps carry the partnership forward and keeps families connected to community food resources throughout the year.

CRITERION 01

15 POSSIBLE POINTS

Community Education | Partner Engagement - WISD-CTE Meaningful Math and STEM Showcase



The Meaningful Math and STEM Showcase 2026 was scheduled for May 14–15 at Wayne County Community College District's Downtown Campus in Detroit, bringing together an anticipated 1,200 middle and high school students from Wayne, Washtenaw, and Oakland counties. Designed to celebrate student creativity and innovation, the showcase offered opportunities for students to present their projects and explore STEM activities provided by community partners. Its noncompetitive format emphasized collaboration, student voice, and recognition of participants' achievements. The event's focus on hands-on learning and shared discovery encouraged students to connect mathematics, science, technology, and engineering with real-world possibilities.

The photograph documents participation in a community STEM learning opportunity. The event narrative describes anticipated attendance, not a verified attendance count. Partnership-development tools are summarized on p. 32

Woodlawn Service | Original Record

Greetings Brothers and Supporters,

Our service at Woodlawn Cemetery in Ypsilanti was more than a cleanup effort. It was a chance to help preserve an important part of African American history in Washtenaw County and honor individuals whose stories have too often been overlooked. Woodlawn Cemetery was established in 1946 as a burial place for Black residents at a time when racial discrimination left African Americans with few cemetery options. The cemetery's history also reflects decades of neglect. Historical records indicate that a fire destroyed its interment records; the cemetery was largely abandoned, and many graves and markers eventually sank, were displaced, or were hidden beneath years of vegetation. In recent years, the Woodlawn Cemetery Restoration Project has brought together more than 300 volunteers to reclaim nearly an acre of sacred ground. Early efforts concentrated on removing heavy brush and trees, while more recent work has focused on documenting graves, identifying those buried there, and preserving the cemetery's historical integrity.

One of the most moving moments of our service came when two descendants addressed the volunteers and shared their family's continuing search for their older brother's grave. They are working to locate his burial site, find his military headstone, and ensure that his resting place is properly recognized. Their words gave our work an even deeper meaning. Every branch removed, grave uncovered, and section restored represents more than physical labor. It is part of restoring dignity, identity, family history, and remembrance to people and a community whose history deserves preservation. We contributed to the mission of making the invisible visible, ensuring that Woodlawn Cemetery and the lives represented there are protected, remembered, and honored for generations to come. Thank you to the Brothers, supporters, and all who served. Be well!



Source: Woodlawn Cemetery service correspondence, page 2.

Clap-Ins | Detroit Service Record

8/31/26, 1:34 PM

Gmail - Clapping, Cheering, and Believing in Our Students



The August 24 clap-in brought community members together to encourage students at Detroit Academy of Arts & Sciences as they began the new school year.

One week later, on Monday, August 31, that same spirit continued at Ypsilanti Community Middle School, led by Principal Bro. Charles Davis Jr. People from different backgrounds, generations, organizations, and walks of life came together with one shared purpose: to help students begin the school year feeling supported, encouraged, and surrounded by a community that believes in them. We want our children to succeed, grow with confidence, and build futures that are even brighter than our own.

The students responded in their own ways. Some were shy and quietly made their way through the line of clappers. Others smiled from ear to ear, waved, gave high-fives, and soaked up every bit of the attention. No matter how they responded on the outside, the message remained the same: we see you, we are rooting for you, and we want you to have a great year. What made these clap-in mornings especially meaningful was that the encouragement flowed in both directions. We arrived intending to lift the students, but the students lifted us too. Their smiles, laughter, energy, and even their shy reactions reminded the clappers why showing up matters. We left each school energized, grateful, and hopeful about what is possible when a community surrounds its young people with visible support.

<https://mail.google.com/mail/u/0/?ik=595257c42c&view=pt&search=all&permthid=thread-a:r-2658245120755188822&simpl=msg-a:r-75660566134142...>

3/6

Source: August 24, 2026 Detroit Clap-In service record, page 3.

Clap-Ins | Original School Service Record

8/31/26, 1:34 PM

Gmail - Clapping, Cheering, and Believing in Our Students



Brothers helping welcome students to Ypsilanti Community Middle School on August 31.



A broad group of community members and organizations came together at YCMS to cheer students into the school year.

WHY THESE MORNINGS MATTER

Different schools. Different communities. The same purpose. Our children are the future leaders, educators, parents, entrepreneurs, public servants, mentors, neighbors, and community builders who will shape what comes next. We have a responsibility to guide them, support them, encourage them, and model what community looks like.

<https://mail.google.com/mail/u/0/?ik=595257c42c&view=pt&search=all&permthid=thread-a-r-2658245120755188822&simpl=msg-a-r-75660566134142...> 4/6

Source: August 31, 2026 school-service record, page 4.

02 | CONTRIBUTIONS TO ECONOMIC DEVELOPMENT IN THE COMMUNITY | 10 POINTS**Resource Development**

Resources That Expand Opportunity

Resource development connects program needs with chapter support, grants, donations, fundraising, and partner contributions. The original budget extracts and paid-award records provide the financial evidence.

Actual revenue	Amount	Proof
ELMP, 2025–2026	\$13,895.45	18
Caring & Sharing, 2025–2026	\$12,811.75	19
Combined actual program revenue	\$26,707.20	23–24
Less chapter allocations	\$5,000.00	Included above
Revenue beyond chapter allocations	\$21,707.20	Calculated difference

GRANT RECONCILIATION

The two paid AAACF awards total **\$12,600**: \$5,100 in 2025 and \$7,500 in 2026. The \$5,100 is already included in ELMP’s actual revenue. The separate \$7,500 award is outside the combined revenue total. Both original award records are on p. 25 Do not add \$12,600 to \$26,707.20 as if the totals were independent.

ECONOMIC OPPORTUNITY AND SUSTAINABILITY

The WISD-CTE partnership connects Esquires to career and technical pathways (p. 22) Food Gatherers planning connects partner inventory to potential purchasing savings pp. 26–31 . Sponsorship tools and the Community Partnership Luncheon create continuing pathways for support (p. 32)

Career and Technical Education

WISD-CTE Partnership | ELMP Success Seminar



Esquires and program partners during the WISD-CTE career-exposure Success Seminar.

Expanding pathways to opportunity

Brother Matthew M. Coats established a strategic partnership with the Washtenaw Intermediate School District Career and Technical Education (WISD-CTE) program to expose Esquires to career and technical education pathways. Through the Esquire Leadership & Mentoring Program, this partnership connected youth development with career exploration and workforce readiness. The source budget dates the WISD career and technical education program overview to January 10, 2026; the photograph provides a visual record of that career-exposure work.

The partnership complemented ELMP's broader programming in college readiness, résumé development, interview preparation, and professional leadership. Together, these experiences connected academic preparation with the practical skills involved in pursuing education and employment opportunities. Coats' documented contribution included developing the partnership and expanding the program's emphasis on preparation for future careers.

Within the economic-development criterion, this work demonstrates an investment in the community's future workforce through youth education and career exposure. Its documented contribution is the expansion of career-readiness opportunities for Esquires. The partnership also reinforces ELMP's education and mentoring mission by helping connect young men's preparation today with the opportunities they may pursue in the future.

Source: electronic evidence book, Criterion 2; accompanying 2025-2026 accomplishments portfolio, ELMP leadership and WISD-CTE partnership records.

CRITERION 02

10 POSSIBLE POINTS

ELMP | Original Budget Extract

	E	F	G	H
7			Estimated	Actual
8			Revenue Streams	
9	4001	Theta Zeta Lambda Chapter	\$2,000.00	\$2,000.00
10	4002	Fundraising Project 1906	\$1,000.00	\$0.00
11	4003	Concession Stand Fundraiser	\$500.00	\$0.00
12	4004	Michael: Michael Jackson Biopic Fundraiser	\$1,000.00	\$1,470.45
13	4005	Old National Bank Grant	\$1,700.00	\$0.00
14	4006	Donations	\$1,000.00	\$4,325.00
15				
	4007	AAACF Community Grantmaking Program	\$500.00	\$0.00
16	4008	YACF Grant Program Empowerment Fund	\$1,600.00	\$5,100.00
17	4009	AAACF Youth Council Grant	\$2,000.00	\$0.00
18	4010	Scholarship Gala	\$0.00	\$1,000.00
19		Totals	\$11,300.00	\$13,895.45

2025-2026 ELMP budget: actual revenue of \$13,895.45.

RESOURCE STEWARDSHIP IN PRACTICE

The original ELMP budget records \$13,895.45 in actual revenue, including \$2,000 from the chapter and the \$5,100 AAACF award. That leaves \$11,895.45 beyond the chapter allocation. My resource-development work helped connect program needs to grants, donations and fundraising, while the budget provides the record for reviewing those resources. Combined with Caring & Sharing on page 24 , actual program revenue totals \$26,707.20.

CRITERION 02

10 POSSIBLE POINTS

Caring & Sharing | Original Budget Extract

	E	F	G	H
7			Budget	Actual
8		Revenue Streams		
9	4001	Theta Zeta Lambda Chapter	\$3,000.00	\$3,000.00
10	4002	Football Fundraiser Contribution Actual: Detroit Lions Game Raffle	\$1,000.00	\$980.00
11	4003	Walmart Sponsorship	\$500.00	\$0.00
12	4004	Meijer Sponsorship	\$500.00	\$200.00
13	4005	Target Sponsorship	\$500.00	\$100.00
14	4006	Kroger	\$500.00	\$0.00
15		Constellum Sponsorship (Community Champion)	\$0.00	\$2,500.00
16	4007	Old National Bank	\$1,000.00	\$0.00
17	4008	Cash Donations	\$0.00	\$5,031.75
18		Scholarship Gala	\$0.00	\$1,000.00
19				
20		Totals	\$7,000.00	\$12,811.75

2025-2026 Caring & Sharing budget: actual revenue of \$12,811.75.

FUNDING A REPEATABLE SERVICE PROGRAM

The budget documents \$12,811.75 in actual Caring & Sharing revenue. Together with ELMP, the two program budgets record \$26,707.20. My co-leadership links resource planning with food access, volunteer preparation and family assistance. The cost-planning forms on ^{pages 30-31} extend that stewardship by comparing retail needs with potential partner support.

02 | CONTRIBUTIONS TO ECONOMIC DEVELOPMENT IN THE COMMUNITY | 10 POINTS
Resource Development

Two Paid AAACF Awards

Original paid-award records supporting ELMP youth leadership and mentoring. These are two distinct awards; their relationship to reported revenue is explained below.

2025 AWARD • \$5,100

 Ann Arbor Area
Community Foundation



 APPLY

 ORGANIZATION HISTORY

Request Summary

The Esquire Leadership and Mentoring Program (ELMP)
Process: Non-Competitive Grants (2025)

Contact Info

Request

\$ Award Details

Documents 0

Installment Total:

\$5,100.00

Canceled Total:

\$0.00

Amount Paid:

\$5,100.00

Balance:

\$0.00

Number of Installments:

1

> Installment Form

Due: 11/24/2025 | Amount: \$5,100.00 | Balance: \$0.00 | Payments: 1 | Follow Ups: 0

Ann Arbor Area Community Foundation

Foundan

2026 AWARD • \$7,500

 Ann Arbor Area
Community Foundation



 APPLY

 ORGANIZATION HISTORY

Request Summary

Esquire Leadership and Mentoring Program (ELMP)
Process: EmpowerMENT Fund 2026

Contact Info

Request

\$ Award Details

Documents 0

Installment Total:

\$7,500.00

Canceled Total:

\$0.00

Amount Paid:

\$7,500.00

Balance:

\$0.00

Number of Installments:

1

> Installment Form

Due: 06/10/2026 | Amount: \$7,500.00 | Balance: \$0.00 | Payments: 1 | Follow Ups: 0

Ann Arbor Area Community Foundation

Foundan

Total paid awards: **\$12,600**. The \$5,100 award is included in 2025–2026 ELMP revenue; the \$7,500 award is outside that revenue total.

02 | CONTRIBUTIONS TO ECONOMIC DEVELOPMENT IN THE COMMUNITY | 10 POINTS
Resource Development

Food Access: Partnership to Practice

I helped develop the Food Gatherers / Ypsilanti Community Middle School Healthy School Pantry partnership, coordinate volunteers, and connect recurring food access with Caring & Sharing. The August 18, 2026 recap assigns volunteer coordination and records the operating discussion.

Readiness and planning	Record
Partnership recap and responsibilities	p. 27
ServSafe Food Handler certificate, August 9, 2026	p. 28
Civil Rights training correspondence, July 23, 2026	p. 29
Cost dashboard and item-level assumptions	pp. 30–31

PROJECTED SAVINGS, NOT REALIZED SAVINGS

The planning model compares **\$50.39** baseline retail cost per basket with **\$22.45** after assumed Food Gatherers coverage: a projected **\$27.94** reduction per basket, or **\$1,397 for 50 baskets** (55.4%). It assumes full coverage of listed “Likely” items. Actual savings depend on confirmed inventory, donated quantities, and current retail prices.

The companion item-match and event-history tools distinguish likely, possible, and unconfirmed items; record actual spending and estimated donated value; and support review after each event. The printed evidence retains the dashboard and detailed coverage calculation without reproducing every blank tracking sheet.

Food Gatherers | Original Partnership Recap

Hello Everyone!

Thank you for meeting with me today. I wanted to recap our conversation and outline the next steps for the **Caring and Sharing Basket Delivery Program** with Alpha Phi Alpha Fraternity, Inc.® – ΘΖΛ | Theta Zeta Lambda Chapter. If I missed something, or if you couldn't make the meeting, please chime in with thoughts or questions.

Community Partnership with Ypsilanti Community Middle School

Caring and Sharing Basket Delivery Program with Alpha Phi Alpha Fraternity, Inc.® can expand one of Food Gatherers' Partner Healthy School Pantry Program sites at Ypsilanti Community Middle School.

Our goal is to combine our efforts and resources to reach more people in need while teaching and demonstrating to our young Black youth the importance of giving back and paying it forward.

Volunteer Support

- Matt will coordinate volunteers to come out **every fourth Friday**.
- The first volunteer day will be **Friday, September 24**.
- There will be two volunteer shifts:
 - **1:00-3:00 p.m.:** Help unload the Food Gatherers truck.
 - **3:00-5:30 p.m.:** Help with the distribution and cleanup.

These volunteer efforts will also provide valuable support to Food Gatherers.

Emergency Food Assistance Support

Food Coordinators receive **Find Food calls Monday-Friday, 9:00 a.m.-4:45 p.m.** from clients requesting food assistance. Depending on the day and time, a pantry or delivery service may not be available.

Having the following two emergency options available will help Food Gatherers better respond to these needs:

1. **Emergency Delivery:** Email Matt and Mr. Davis to determine who may be available to deliver food to the client.
2. **Emergency Pickup at YCS Middle School:** Email Mr. Davis to coordinate a pickup if possible.

These volunteer efforts will also provide valuable support to Food Gatherers.

Important and Required Processes

Matt and Leland have completed **ServSafe and Civil Rights Training**.

We will also need to review the following responsibilities and requirements for operating a USDA site:

- Responsibilities of a USDA site
- Link2Feed intake forms (for electronic data tracking system)
- Required site procedures

Caring and Sharing Basket Delivery Program with Alpha Phi Alpha Fraternity, Inc.® Funding

Caring and Sharing Basket Delivery Program with Alpha Phi Alpha Fraternity, Inc.® will use its fundraising efforts and community partnerships to purchase additional food products from Food Gatherers to support the program.

Source: August 18, 2026 Food Gatherers partnership recap, page 1. Roles, volunteer coordination, emergency assistance and training.

CRITERION 02

10 POSSIBLE POINTS

Food Gatherers | Food-Handler Training Evidence



Original ServSafe Food Handler certificate issued to Matthew Coats on August 9, 2026. This certificate supports the training identified in the partnership correspondence.

Food Gatherers | Civil Rights Training

7/23/26, 6:56 PM

Gmail - Civil Rights Training Documentation



Matthew Coats <matthew.mm.coats@gmail.com>

Civil Rights Training Documentation

3 messages

Bennett, Liana (MDE) <BennettL4@michigan.gov>
To: "matthew.mm.coats@gmail.com" <matthew.mm.coats@gmail.com>

Thu, Jul 23, 2026 at 6:43 PM

Thank you for completing the Commodity Supplemental Food Program (CSFP) and The Emergency Food Assistance Program (TEFAP) Civil Rights training.

Name: Matthew Coats

Organization: Alpha Phi Alpha Fraternity, Inc. Theta Zeta Lambda Chapter

Date: 2026-07-23

Please keep this email record of the completed training for three years plus the current year.

For more information about CSFP and TEFAP visit www.michigan.gov/mde/services/food/food-distribution/household-food-distribution

Matthew Coats <matthew.mm.coats@gmail.com>
To: cfp@foodgatherers.org

Thu, Jul 23, 2026 at 6:47 PM

[Quoted text hidden]

Matthew Coats <matthew.mm.coats@gmail.com>
To: Leronica Roberts - Food Gatherers <leronica@foodgatherers.org>, Jermel Ray <jermel.ray@gmail.com>, Leland Walker <lelandwalker13@gmail.com>, Charles C.J Davis <ceejaydavis@yahoo.com>

Thu, Jul 23, 2026 at 6:55 PM

Hello LeRonica,

Jermel and I both completed the Civil Rights training today and forwarded the emails to cfp@foodgatherers.org. My training completion certification is below. Can we set up the ServSafe training for us next week after 4:00 PM? We plan to get trained and then train both CJ and Leland after we are certified. Thank you for your time and effort. Be well!

Warm regards,

Matthew Coats
President - TZL Community and Education Initiative
Program Director - Esquire Leadership and Mentoring Program
Co-Program Director - Caring and Sharing Food Basket Delivery Program
Alpha Phi Alpha Fraternity, Inc.®
ΘΖΑ | Theta Zeta Lambda Chapter
matthew.mm.coats@gmail.com
(734) 634-2140

<https://mail.google.com/mail/u/0/?ik=595257c42c&view=pt&search=all&permthid=thread-f:1871547308258602971&simpl=msg-f:1871547308258602971> 1/2

DOCUMENTED READINESS

The July 23, 2026 correspondence records completed civil-rights training and transmission of the confirmation for food-program coordination. This evidence connects my preparation to the partner's operating requirements. Together with food-handler certification on page 28 , it supports trained, organized and respectful food distribution.

Caring & Sharing Food Basket Cost Dashboard

Planning Inputs and Cost Analysis

This workbook compares the current FA2025 retail basket list with items identified in the August 18, 2026 Food Gatherers meeting minutes. Main savings assume Food Gatherers covers 100% of items marked Likely. Availability is not guaranteed and should be updated before each event.

Planning Inputs

Planned baskets	50
Events per year	3
Planning basis	Current FA2025 retail list

Current Cost Analysis

Baseline Cost / Basket	\$50.39
Projected Cost / Basket After Food Gatherers	\$22.45
Food Gatherers Savings Per Basket	\$27.94
Cost Reduction	55.4%
Savings for 50 Baskets	\$1,397.00

Update yellow cells in the Cost Planner when Food Gatherers confirms inventory or when retail prices change.

Scenario	Cost per Basket
Original Retail	\$50.39
After Food Gatherers	\$22.45
If Turkey Donation Confirmed	\$8.45

Caring & Sharing Food Basket Cost Planner

Food Gatherers Coverage and Projected Savings

Purpose: Maintain current retail prices, update Food Gatherers coverage when inventory is confirmed, and immediately see the projected cost and savings per basket. Yellow input cells are intended for routine updates.

Item	Food Gatherers Match	FG Coverage %	Other Donor Coverage %	Retail Purchase %	Projected Retail Cost	Food Gatherers Savings	Combined Savings
Turkeys	Possible	0%	0%	100%	\$700.00	\$0.00	\$0.00
Stuffing	Likely	100%	0%	0%	\$0.00	\$49.50	\$49.50
Gravy Jars	May need retail purchase	0%	0%	100%	\$84.50	\$0.00	\$0.00
Corn Bread	Not specifically listed	0%	0%	100%	\$34.50	\$0.00	\$0.00
Cranberry sauce	May need retail purchase	0%	0%	100%	\$54.50	\$0.00	\$0.00
Mac & cheese	Likely	100%	0%	0%	\$0.00	\$39.50	\$39.50
Dinner rolls	Likely	100%	0%	0%	\$0.00	\$109.50	\$109.50
Sweet Potatoes	Likely	100%	0%	0%	\$0.00	\$97.50	\$97.50
White potatoes	Likely	100%	0%	0%	\$0.00	\$149.50	\$149.50
Carrots	Likely	100%	0%	0%	\$0.00	\$179.50	\$179.50
Celery	Likely	100%	0%	0%	\$0.00	\$89.50	\$89.50
Yellow onions	Likely	100%	0%	0%	\$0.00	\$184.50	\$184.50
Fruit Cups	Not specifically listed	0%	0%	100%	\$149.50	\$0.00	\$0.00
Apples	Likely	100%	0%	0%	\$0.00	\$199.50	\$199.50
Oranges	Likely	100%	0%	0%	\$0.00	\$249.50	\$249.50
Cereal	Not specifically listed	0%	0%	100%	\$99.50	\$0.00	\$0.00
Green beans	Likely	100%	0%	0%	\$0.00	\$24.50	\$24.50
Corn	Likely	100%	0%	0%	\$0.00	\$24.50	\$24.50
TOTAL					\$1,122.50	\$1,397.00	\$1,397.00

02 | CONTRIBUTIONS TO ECONOMIC DEVELOPMENT IN THE COMMUNITY | 10 POINTS

Resource Development

Partnerships & Resource Development

I planned and launched the August 27, 2026 Community Partnership Luncheon and developed donor materials, sponsorship packets, impact reports, and presentations. These tools connect education, family support, and civic engagement to practical ways partners can contribute.

Partnership support

Financial gifts, volunteers, expertise, facilities, transportation, educational access, family resources, and strategic collaboration.

Accountability

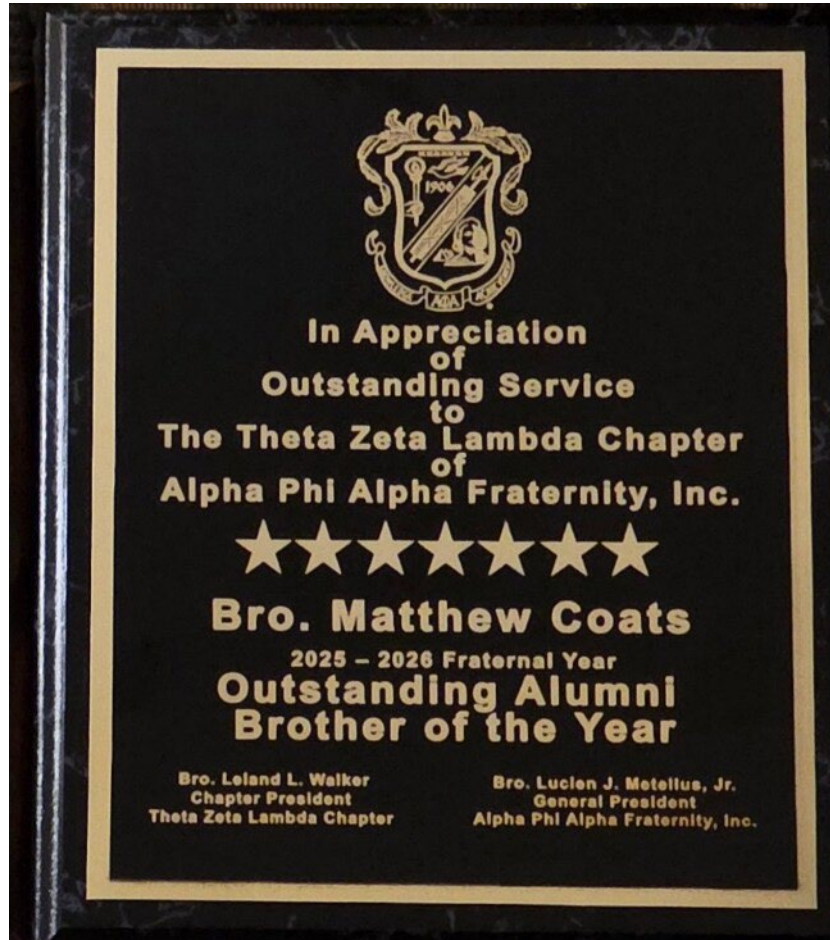
Match each commitment to an approved purpose, a responsible owner, follow-up, and evidence of completion.



Annual support level	Amount / form
Friend / Community Champion	Up to \$499 / \$500-\$999
Program / Community Impact Sponsor	\$1,000-\$2,499 / \$2,500-\$4,999
Founding / Visionary Partner	\$5,000-\$9,999 / \$10,000+
Strategic Partner	Collaborative partnership

These are offered support levels, not evidence of collected pledges. Completed revenue and paid awards are documented separately. Original luncheon artwork is reproduced above; the support structure is consolidated from the supplied partnership and sponsorship materials.

Outstanding Alumni Brother of the Year - 2025-2026



The plaque directly documents Theta Zeta Lambda Chapter's current-fraternal-year recognition of Brother Matthew Coats.

National Achievement Recognition - Power of Nine Literacy Project - 2026

Congratulations on the "Power of Nine" literacy program's recognition as the first highlight in the inaugural edition of the "Stronger Together" national NPHC newsletter. Please share this item with other D9 members (especially Edith Lewis, who is pictured.)

Your initiative and coordination, supported by the numerous D9 readers, stood out nationwide among many outstanding community-service projects. Thank you for your leadership.

In the year to come, this visibility and, more important, our collective impact on young people should inspire us to even greater efforts of Cooperative Action.

<https://heyzine.com/flip-book/17d44a9047.html>

In Greek unity,
Bro. Byron

Byron Roberts
President
NPHC of Ann Arbor

Alpha Phi Alpha
Theta Zeta Lambda Chapter

Sent from my iPhone

The Power of Nine literacy initiative was recognized as the first highlighted program in the inaugural national NPHC Stronger Together newsletter. The recognition message specifically commends the initiative's coordination and leadership. As Theta Zeta Lambda's lead Alpha representative, Coats provides Alpha's project input and prepares and distributes the team's meeting minutes.

Source exhibit: national-recognition-power-of-nine-literacy.pdf | page 1 of 1.

Power of Nine | Reading Together, Leading Together



Academic Spotlight

Reading Together, Leading Together

In celebration of National Reading Month, the NPHC of Ann Arbor united to promote literacy and inspire young learners through service to elementary students across Washtenaw County and Metro Detroit.

Members from a majority of NPHCAA organizations volunteered more than 15 hours of reading time at six elementary schools, sharing stories, encouraging curiosity, and reinforcing the importance of education. Beyond the books, volunteers served as positive role models, demonstrating the Divine Nine's commitment to scholarship, leadership, and community service.

The initiative strengthened relationships with local schools while highlighting the impact that can be achieved when organizations work together toward a common purpose. Following the overwhelmingly positive response from students and educators, council leaders are exploring opportunities to expand the initiative into a year-round literacy program, continuing to invest in the next generation through service and education.

NPHC of Ann Arbor

Original NPHC of Ann Arbor Academic Spotlight feature, including its photograph and full synopsis. It reports more than 15 hours of reading at six elementary schools across the collaborative initiative. These are collective results, not an individual service-hour claim.

04 | ACTIVE PARTICIPATION | 15 POINTS

Active Service Across Alpha

Dated roles, credentials, and recognition document participation across chapter, district, regional, and fraternity activities. Historical service is identified separately from current-year award evidence.

Period / level	Documented participation	Proof
2009–2014 / chapter	Treasurer; Vice President; ELMP Director and Assistant Director; recurring service.	32
2012–2024 / continuity	Financial activity, Life Membership from October 2014, fundraising, and Black & Gold Ball treasurer service as health allowed.	32, 34
2025–2026 / leadership	ELMP Coordinator, then Program Director; expanded family-support and nonprofit leadership.	4–5
November 7–8, 2025	Michigan District Conference delegate, Lansing.	33
2026 / region	Midwestern Regional delegate and regional leadership engagement.	34
July 23–26, 2026	Alpha Origins Journey: history, brotherhood, and leadership engagement.	35

Historical recognitions on p. 37 concern 2009–2010, 2017, and 2022. The current-fraternal-year individual award is on p. 33 Source basis: supplied active-participation record and original credentials.

CRITERION 04

15 POSSIBLE POINTS

Historical continuity of chapter service

- 2009-2010, 2017 & 2022



The historical recognitions provide time-stamped markers of active Theta Zeta Lambda service across distinct periods: 2009-2010 Chapter Man of the Year, the 2017 To Be an Alpha Man Award, and 2022 Charter Day recognition for commitment and dedicated service. The 2025-2026 award is intentionally excluded here because it is evaluated only in Category 3.

CRITERION 04

15 POSSIBLE POINTS

Michigan District - 2025 Delegate



The official Michigan District Conference credential identifies Bro. Matthew Coats of Theta Zeta Lambda and visibly displays DELEGATE, dated November 7-8, 2025 in Lansing, Michigan.

04 | ACTIVE PARTICIPATION | 15 POINTS

Regional Participation Credentials

2026 Midwestern Regional delegate



Regional Leadership Meeting



The official Midwestern Regional credential identifies Brother Matthew Coats, Theta Zeta Lambda, Michigan, and visibly displays LIFE MEMBER and DELEGATE. It documents regional participation and delegate responsibility.

The Regional Leadership Meeting credential identifies Brother Matthew Coats as Alpha Esquire Program Coordinator for Theta Zeta Lambda, Michigan. It documents participation in a regional leadership setting and the program-leadership role held at that time.

CRITERION 04

15 POSSIBLE POINTS

Additional fraternity engagement · Alpha Origins Journey · July 23-26, 2026



Direct photographs document participation in the Theta Zeta Lambda/E Brothers "Voyage to Cornell: The Alpha Origins Journey," including visits to Cornell University and significant Alpha historical sites in Ithaca, New York. This evidence demonstrates active brotherhood, history, leadership-development, and fraternity engagement beyond routine chapter administration.

05 | NATIONAL PROGRAMS | 25 POINTS

Four National Programs: Direct Evidence

The four National Programs connect Alpha’s priorities to youth development, family and elder support, and informed civic participation. The exhibits identify the activity, my participation or leadership, and the supporting record.

National Program	Evidence of local participation	Pages
Go-to-High-School, Go-to-College	Career exposure; résumé, portfolio, and interview practice; mentoring and family engagement; cultural and service learning; original parent impact letter.	22; 42–48
Project Alpha	March 14, 2026 combined learning experience: contemporaneous seminar recap, facilitator acknowledgment, and participant certificate.	49–51
A. Charles Haston Brother’s Keeper	10 widows supported; annual outcome record; December preparation and purchase receipt; Thanksgiving outreach photograph.	52–54
A Voteless People Is a Hopeless People	June 11, 2026 Alpha Day at the Capitol: original itinerary and participation photograph.	55–56

The Presence & Power certificate documents participation in the combined seminar; the recap establishes the Project Alpha content. It is participant evidence, not an award to Brother Coats. Senior Connection’s continuing care process is summarized in the innovation section.

LOCAL DELIVERY ALIGNMENT

Build Leaders -> ELMP -> Go-to-High-School, Go-to-College + Project Alpha
Strengthen Families -> Caring & Sharing -> A. Charles Haston Brother's Keeper
Empower Communities -> TZL Empower -> A Voteless People Is a Hopeless People (VPHP)

Project Alpha local implementation: ELMP serves ages 8-17 with age-appropriate instruction. Alpha national materials identify ages 12-15 as the target audience; Theta Zeta Lambda intentionally begins earlier because youth encounter relevant information, pressures, and decisions at younger ages.

Additional A Voteless People Is a Hopeless People evidence: Public Power ballot education (September 23) and Community Conversation with State Representative Jimmie Wilson, Jr. (September 28). Civic education and attendance evidence: pp. 57-58

Résumé, Portfolio, and Interview Workshop



Visible skill development in résumé preparation, professional presentation, and interview readiness.

Through ELMP, Esquires practiced résumé preparation, professional presentation, and interview readiness. Coats' program leadership helped organize applied experiences that connected educational preparation with future career opportunities. The photograph documents student participation in the national Go-to-High-School, Go-to-College pathway.

The electronic book identifies Coats' role as Program Coordinator transitioning to Program Director. His contribution centers on organizing practical learning and mentoring experiences. This evidence supports participation through student practice and direct implementation, alongside the other national-program records in this section.

Source: Electronic evidence book, Criterion 5; resume-portfolio-interview-workshop.jpg

Pathways to Manhood



Mentoring and leadership-development programming supporting academic, personal, and college/career readiness.

The Pathways to Manhood experience connected mentoring with leadership and personal development. Within ELMP's national education pathway, it complemented academic preparation, college and career readiness, Life Plans, and scholarship awareness. The photograph documents participants engaged in a learning and mentoring setting.

The electronic book identifies Coats' role as Program Coordinator transitioning to Program Director. His contribution centers on organizing practical learning and mentoring experiences. This evidence supports participation through student practice and direct implementation, alongside the other national-program records in this section.

Source: Electronic evidence book, Criterion 5; pathways-to-manhood.jpg

Go-to-High-School, Go-to-College | Family Engagement



The original kickoff photograph shows families, Esquires, and program leaders meeting together. The program uses this shared introduction to connect families with mentoring, educational opportunities, participation expectations, and the year's activities.

The supplied accomplishments record reports 36 registered and 32 active Esquires in 2025-2026, with 35 actively engaged parents and guardians. It also records 25 of 27 eligible Esquires returning and a full enrollment of 40 for 2026-2027. These reported program figures provide context for the photograph; the image itself is not an attendance register.

Source: Packaged 2025-2026 accomplishments portfolio and original photographs.

Go-to-High-School, Go-to-College | Recognition



The original preparation and recognition-dinner photographs document the program's recognition activities. These experiences connect sustained participation, academic preparation, personal growth, and leadership with visible acknowledgment of Esquires' progress.

The accomplishments portfolio records five Legacy Esquire graduates and three scholarship recipients. These are program-reported outcomes; individual scholarship award records are not inferred from the group photographs.

Source: Packaged 2025-2026 accomplishments portfolio and original photographs.

Go-to-High-School, Go-to-College | Culture and Service



The original photographs preserve a Charles H. Wright Museum group visit and an ELMP community-cleanup activity. Together, they show cultural learning and service as parts of the program's broader educational experience.

The accomplishments portfolio describes history, heritage, cultural identity, and community service as elements of leadership development. These activities complement the résumé workshop, career-exposure seminar, and mentoring evidence elsewhere in the book.

Source: Packaged 2025-2026 accomplishments portfolio and original photographs.

ELMP | Prepared Minds, Calm Responses



The photograph documents the "Prepared Minds, Calm Responses" youth-development learning session.

The session image belongs with the program's evidence of communication, self-management, and leadership preparation. The source photograph does not establish an event date or attendance count, so neither is assigned here.

Source: prepared-minds-calm-responses.jpg

Original Parent Impact Letter

August 10, 2026

Mr. Matthew Coats

Alpha Phi Alpha Fraternity, Inc
Esquires

Dear Mr. Coats,

I hope this letter finds you well. I am writing to express my heartfelt gratitude for the remarkable experience my son had in the ELMP Alpha Esquire Male Youth Program over the past year. This program has truly been transformative for him and has left a lasting impact on his personal growth and development.

Throughout the year, my son engaged in a variety of enriching activities that not only nurtured his skills but also fostered a deep sense of community and belonging. The community service projects were particularly meaningful, as they allowed him to give back while learning the importance of civic responsibility. Participating in these initiatives helped him develop empathy and a strong sense of purpose.

Moreover, the program placed a strong emphasis on communication skills, resume building and male etiquette. My son learned how to express himself confidently and respectfully, which has greatly improved his interactions with peers and adults alike. The workshops and discussions led by mentors provided him with invaluable insights that he will carry with him for years to come.

The camaraderie and support among the young men in the program created a nurturing environment where they could share experiences and learn from one another. This bond has not only enriched their friendship but has also instilled a sense of pride in their identity.

I cannot thank you, his personal mentor, Dr. Clarke and the Men of Alpha Phi Alpha enough for your dedication and commitment to guiding these young men. The positive influence you've had on my son and his peers is immeasurable. I feel confident that the skills and values he has gained through this program will serve him well as he continues to navigate his journey into adulthood.

Thank you once again for your hard work and for providing such a vital program in our community. I look forward to seeing how the program continues to thrive and positively impact the lives of young men in the near future.

Humbly,

Tracy Bryant, Ed.S & Family

Original August 10, 2026 letter from Tracy Bryant and family to Matthew Coats.

Project Alpha | Original Seminar Record

Dear Parents, Guardians, Supporters, and Brothers,

Yesterday, the Alpha Esquire Leadership and Mentoring Program began our Success Seminar with the Etiquette and Project Alpha Seminar, an impactful learning experience designed to equip Esquires with essential life skills, strong character foundations, and age-appropriate knowledge that promotes responsible decision-making. The seminar was facilitated by Robert Jamerson of the Etiquette and Protocol Institute of Michigan, along with Lamar Mills and Angelique Mills, who collectively guided participants through an engaging and meaningful session focused on etiquette, personal development, and healthy life choices. Throughout the seminar, Esquires explored the importance of professional presence and respectful communication. Practical etiquette skills were demonstrated and practiced, including:

- How to properly enter a room with confidence and strong posture
- The correct way to shake someone's hand
- Squaring your body toward the person you are speaking with
- Maintaining eye contact and presenting yourself with confidence and respect

These foundational skills help young men present themselves as leaders in academic, professional, and social settings. The seminar was highly interactive. Esquires, parents/guardians, supporters, and Alpha brothers all took turns sharing their voices, answering questions, and discussing real-life situations. Participants learned techniques for managing emotions and responding thoughtfully when triggered, including taking time to pause, breathe, and think before reacting so that stressful situations do not escalate unnecessarily. Another major theme of the seminar was decision-making and personal responsibility. Esquires were reminded that the decisions they make today can have lifelong consequences and can either move them closer to or further away from their dreams and goals.

A powerful discussion focused on the attributes of a good friend. Through conversation and role-playing scenarios, Esquires examined situations where peers might pressure them into choices that are not in their best interest. These exercises helped them identify the difference between true friendship and negative influence, reinforcing the importance of surrounding themselves with individuals who respect their goals, values, and future. The seminar then transitioned into a portion of the Project Alpha curriculum, which addresses healthy relationships and responsible decision-making for young men. Discussions included:

- Understanding respectful relationships between young men and young women
- The importance of being a gentleman
- Recognizing emotions such as jealousy and peer pressure
- The realities and responsibilities that come with intimate relationships

Facilitators spoke openly and honestly about the potential consequences of early sexual activity, including sexually transmitted diseases, teen pregnancy, and the long-term impact that these situations can have on individuals and their families. Participants reflected on how a single decision can dramatically alter life plans, educational goals, and future opportunities. The group also discussed the importance of protecting themselves, respecting others, and setting personal boundaries. Tools and strategies were shared to help Esquires:

- Think critically before making major life decisions

Original March 15, 2026 recap, page 2 of 3. The excerpt begins with the service narrative; the recipient list is outside the displayed area.

Project Alpha | Original Facilitator Acknowledgment

Dear Mr. Robert Jamerson, Mr. Lamar Mills, and Ms. Angelique Mills,

On behalf of the Alpha Esquire Leadership and Mentoring Program, I would like to extend our sincere gratitude for the outstanding Etiquette and Project Alpha Seminar you facilitated yesterday. Your time, expertise, and dedication made the experience both meaningful and impactful for our Esquires, their families, and all who attended. Our Success Seminar began with an engaging learning experience designed to equip our young men with essential life skills, strong character foundations, and age-appropriate knowledge that promotes responsible decision-making. Through your thoughtful facilitation, you guided participants through powerful conversations centered on etiquette, personal development, healthy relationships, and leadership.

The practical demonstrations and discussions around professional presence and respectful communication were especially valuable. The Esquires had the opportunity to practice skills such as entering a room with confidence and strong posture, offering a proper handshake, squaring their body toward the person they are speaking with, and maintaining eye contact while presenting themselves with confidence and respect. These foundational lessons will help our young men carry themselves as leaders in academic, professional, and social environments.

What made the seminar particularly powerful was its interactive nature. Esquires, parents and guardians, supporters, and Alpha brothers all engaged in meaningful dialogue, sharing perspectives and reflecting on real-life scenarios. The discussions around managing emotions, pausing to breathe before reacting, and making thoughtful decisions when faced with challenging situations were incredibly valuable lessons for our young men. Your guidance also helped Esquires think critically about friendship, peer pressure, and the importance of surrounding themselves with individuals who support their goals and values. The role-playing exercises and open discussions helped them clearly recognize the difference between positive influence and negative pressure.

The transition into the Project Alpha curriculum further deepened the learning experience. Your honest and respectful approach to discussing responsible decision-making, healthy relationships, personal boundaries, and the realities that can come with intimate relationships provided the Esquires with knowledge that will help them make thoughtful choices about their futures. The conversations about peer pressure, respect, accountability, and long-term consequences were powerful reminders that leadership begins with self-control and personal responsibility.

By the conclusion of the seminar, every participant gained new insights, practical tools, and a deeper understanding of how their decisions today can shape their future tomorrow. The conversations were honest, thoughtful, and empowering, and the experience challenged our Esquires to reflect on the type of young men and leaders they aspire to become. We are deeply grateful for the time you invested and the wisdom you shared with our program. Your commitment to mentoring and educating young men is truly appreciated, and your work made a lasting impression on everyone in attendance. Thank you again for helping us continue our mission of developing confident, responsible, and principled young leaders. Our program looks forward to working with you again next year!

With appreciation,

Matthew Coats
Ann Arbor Esquires Program Coordinator
Co-Program Director Caring and Sharing Basket Delivery Program
Alpha Phi Alpha Fraternity, Inc.
Theta Zeta Lambda Chapter

Original March 15, 2026 acknowledgment to Robert Jamerson, Lamar Mills, and Angelique Mills. It explicitly documents the transition into the Project Alpha curriculum and the seminar's practical learning activities.

Participant certificate · March 14, 2026



Direct participant documentation from the combined etiquette / Project Alpha learning experience.

Source exhibit: elmp-presence-power-certificate-brayden-bryant.pdf | page 1 of 1.

Evidence synopsis

This certificate names Brayden Bryant as a participant in Presence & Power at Washtenaw Community College on March 14, 2026. Read alongside the contemporaneous seminar recap, it documents participation in the combined etiquette and Project Alpha learning experience. The certificate is participant evidence, rather than an award to Brother Coats.

Family & Widow Support

MATTHEW M.M.W. COATS | OUTSTANDING DISTRICT BROTHER OF THE YEAR PORTFOLIO

COMMUNITY SERVICE & FAMILY SUPPORT

Strengthening Families

Expanding the Dr. Thomas A. Bass Caring & Sharing Program.

As Co-Director of the Dr. Thomas A. Bass Caring & Sharing Program, Brother Coats helped organize direct assistance for families, widows, and community partners while developing new systems for food access and year-round support.

01 DIRECT FAMILY ASSISTANCE

SERVICE INITIATIVE	OUTCOME
Thanksgiving outreach	170 families served
Christmas outreach	57 families served
Spring outreach	40 families served
Widow visitation and recognition	10 widows honored and supported
YoungLives partnership	Two families adopted during the Christmas season
Family Essentials Hygiene Kits	40 kits assembled and delivered to Hope Clinic

02 FOOD SECURITY AND HUNGER RELIEF

Brother Coats coordinated Food Gatherers volunteer service that converted recovered food into approximately 836 meals for local households. He also participated in the Million Meals Project in partnership with NorthRidge Church and Feed My Starving Children, contributing to an international hunger-relief effort working toward one million meals for children.

03 COMMUNITY EXPANSION AND SYSTEMS DEVELOPMENT

He initiated planning with Food Gatherers to establish a year-round food distribution partnership using Ypsilanti Community Middle School as a community hub. The proposed operating model brought together school leadership, program volunteers, and Caring & Sharing personnel while integrating food access, Family Essentials support, Senior Connections, and recurring volunteer engagement.

He also developed expansion concepts for a Winter Attire and Toys for Tots Drive, Christmas Family Sponsorship Program, and Community CPR and AED Certification Initiative. Together, these efforts created a broader platform for meeting seasonal needs while building toward continuous community support.

FAMILY SUPPORT RESULT

The program combined immediate relief with forward-looking infrastructure, allowing service to address urgent needs today while preparing for more consistent support throughout the year.

Original annual outcome record. Widow outreach photographs and purchase evidence follow.

December Widow Outreach | Preparation and Purchase



meijer
37201 Warren Rd.
Westland, MI 48185 - #68
(734)728-1800 meijer.com
12/19/25 Fastlane111

YOUR TOTAL SAVINGS
SINCE 01/01/25
17.21

GENERAL MERCHANDISE
80619201532 FROSTY FERN
5 @ 7.99 39.95 CT

mPerks # -- *****40

TOTAL
MI 6% Sales Tax 2.40
TOTAL TAX 2.40
TOTAL 42.35

PAYMENTS
CREDIT CARDS TENDER 42.35
XXXXXXXXXXXX9361 (X)
APPROVAL CODE 069314
US Debit
AID A0000000042203
TC 152DFB785BF87209
NO CVM REQUIRED

NUMBER OF ITEMS 5

Tx:129 Op:562 Tm:111 St:68 14:29:30

December 19, 2025 | Holiday plants prepared for widow visits, with the dated purchase receipt.

The December 19, 2025 receipt documents the purchase of five holiday ferns for widow outreach. The purchase supported preparation for the December service cycle and provides dated expense evidence. The receipt supports the outreach record; the separate annual service summary documents the combined outcome of 10 widows honored and supported.

The photograph documents the items being prepared, while the receipt establishes the date and purchase. Together they support the December outreach cycle. The separate annual outcome record documents the combined November and December service to 10 widows, and no recipient photographs are included.

Source: Holiday-plant preparation photograph and widow-visit receipt, December 19, 2025.

CRITERION 05

CARING & SHARING | STRENGTHEN FAMILY & COMMUNITY | 25 POSSIBLE POINTS

Thanksgiving widow outreach - Nov. 22, 2025



Brother Coats and his outreach partner are pictured together with an allocated gift before that day's Thanksgiving widow visits. The recipients chose not to be photographed, so this preparation photograph documents the service team and gift while preserving their privacy.

Alpha Day at the Capitol | Original Itinerary



THE ALPHA AGENDA: MEN OF DISTINCTION IN LANSING 6/11/2026 ITINERARY

8:00-8:30AM - Setup and Check-in

9:00-10:00 AM - Welcome, Orientation, and Advocacy Briefing

10:00-10:15 AM - Group Photo

10:30 AM-11:50 PM - Dual Track Engagement

Track 1: Policy Panel

Conversation with the following for the panel: The Alpha Agenda: An Equity-Based Approach to Progress:

- John Johnson - Director of the Michigan Department of Civil Rights (Confirmed)
- Pam Pugh - President of the State Board of Education (Confirmed)
- Rep. Morgan Foreman - 33rd District Representative (Confirmed)
- Donovan McKinney - 11th District Representative (Pending)

Track 2: House Office Canvassing

Small teams visit House offices to introduce the Alpha Agenda, deliver materials, identify staff contacts, and request follow-up.

12:00-12:50 PM - Working Lunch

Alpha candidates for office and VPHP best practice sharing.

- **12:00-12:10 PM** - Lunch served / settle in
- **12:10-12:25 PM** - Alpha candidates for office
- **12:25-12:40 PM** - VPHP best practices
- **12:40-12:50 PM** - Charge to action / transition instructions

12:50-1:00 PM - Transition to Capitol Tour/House Session

1:00-2:00 PM - Dual Track Engagement

Track 1: House Legislative Session

District/Chapter Leadership, Brothers who canvassed, or Brothers who live in key house districts or are connected with house reps in the session.

Track 2: Capitol Tour

First time visitors, new Brothers, undergraduate Brothers. If House session is cancelled, brothers can transition to the tour after lunch.

2:00 PM-Close - Conversation with Sen. Sarah Anthony

Focused discussion on budget negotiations, state priorities, and how Alpha can advocate around education, civil rights, public safety, health equity, economic opportunity, and community investment.

Original June 11, 2026 itinerary. The accompanying event photograph documents participation.

Alpha Day at the Capitol - June 11, 2026



Direct visual proof of participation in the civic-engagement and legislative-advocacy experience.

Civic Education in Practice

Two completed nonpartisan civic-learning engagements | September 23 and 28, 2026

SEPTEMBER 23, 2026

Public Power Ballot Proposal

6:30-7:45 PM | Online | League of Women Voters of Washtenaw County

I attended the educational presentation on the Ann Arbor Public Power ballot proposal, reviewed competing perspectives, and converted the discussion into a community-facing synopsis. The work centered on access to balanced information, informed participation, and continuing civic education without endorsing a ballot position.

Prior attendance evidence is preserved on p. 58.

SEPTEMBER 28, 2026

Community Conversation with State Representative Jimmie Wilson, Jr.

7:00-8:00 PM | Ypsilanti Senior Center | Zoom option available

TZL Empower participation is documented through the official event flyer, an email from Rep. Wilson's office providing the Zoom meeting link directly to Matthew Coats, and a live Zoom screenshot captured during the Community Conversation.

The records establish participation via Zoom. TZL Empower attended for civic learning and community awareness; it was not identified as the event organizer, sponsor, or host.

VPHP alignment and community value

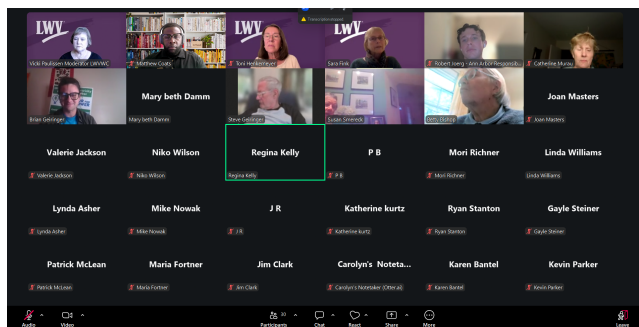
These engagements support TZL Empower's local delivery of A Voteless People Is a Hopeless People (VPHP) by expanding access to public information, community dialogue, and informed civic participation. Together with Alpha Day at the Capitol (pp. 55-56), the record shows civic learning across legislative, ballot-education, and community-conversation settings.

Supporting event and attendance evidence: p. 58

Attendance & Event Evidence

TZL Empower / VPHP | Civic education and documented participation

SEPT. 23 | PUBLIC POWER



Participant gallery

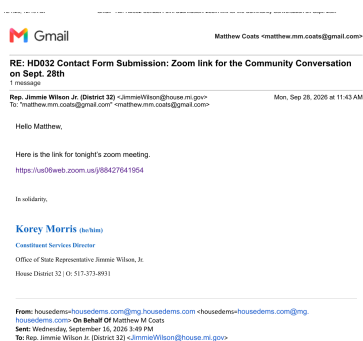
Matthew Coats appears by name during the online session.

SEPT. 28 | OFFICIAL EVENT NOTICE



Flyer confirms the date, time, Ypsilanti Senior Center location, and Zoom option.

SEPT. 28 | DIRECT ACCESS FROM REP. WILSON'S OFFICE



SEPT. 28 | LIVE ZOOM SESSION



Evidence conclusion

The flyer establishes the event; the official email establishes direct access sent to Matthew Coats/TZL Community & Education Initiative; and the live Zoom screenshot documents remote participation. These materials support the completed civic-engagement record on p. 57.

06 | INNOVATIVE PROGRAMS ADDRESSING COMMUNITY SOCIAL NEEDS | 10 POINTS
Operating Systems

Systems That Others Can Continue

My contribution includes turning program goals into usable lesson structures, adult support roles, evidence standards, referral processes, public tools, and accountability systems. These tools support continuity while preserving room for future leaders to adapt delivery.

Need	Practical response	Pages
Age-appropriate leadership learning	Four developmental pathways, shared monthly topics, practice, reflection, and verified badge evidence.	75–87
Reliable youth support	Structured circles for every Esquire, capacity-dependent individual matches, controlled tutoring connections, and approved adult roles.	60–63
Continuing family support	Care cycle, referrals, Senior Connection, seasonal support, and food-cost planning.	64; 26–31
Civic engagement and literacy	Nonpartisan civic cycle, local delivery structure, collaborative reading, and documented planning.	70–74
Prepared people and accountable delivery	Mentor readiness, performance scorecard, operating-system inventory, and five websites.	70–74

The 2026–2027 frameworks and blank workbook examples demonstrate operating capacity. Completed results must be established separately through service records. The two workbooks strengthen the existing 31-system inventory; they are not counted as additional systems.

ELMP: One Coherent Learning Model

ELMP develops young men academically, socially, personally, and professionally through leadership learning, structured mentoring, cultural enrichment, service, and college and career experiences. The program combines common expectations with age-appropriate challenge.

ONE LEARNING CYCLE

The October–May framework combines second-Saturday Success Seminars with third- or fourth-Saturday application activities. Beginning in November, seminars include the required 20-minute History, Heritage, and Cultural Identity segment. The 120-minute sequence is reproduced on p. 76 Application events close with a 15-minute reflection rather than an additional seminar.

Document / role	Responsibility
Information packet and Program Director	Public policy, identity, standards, approval of official materials, staffing, risk oversight, finances, and quality.
Curriculum and staff guides	Annual planning, approved monthly messages, speaker alignment, practice activities, evidence requirements, and review.
Structured mentoring plan	Adult support roles, staffing, optional match limits, youth protection, family communication, and follow-up.
Student workbooks	The official record of reflection, goals, service, leadership practice, and badge evidence.
Families and student leaders	Attendance, reinforcement of expectations, communication of needs, supervised service, peer leadership, and planning.

Universal structured circles do not promise an individual mentor to every participant. Individual matching occurs only when an approved adult can commit to one Esquire and the family is aware of and consents to the arrangement. Junior Esquires receive guided support and transition toward greater independence.

06 | INNOVATIVE PROGRAMS ADDRESSING COMMUNITY SOCIAL NEEDS | 10 POINTS**Operating Systems**

Goals, Recognition & Youth Leadership

The Engagement and Positive Reinforcement System (EPRS) links progress to approved adult verification. Its five Success Goal categories cover academic performance, attendance and participation, leadership and conduct, college and career readiness, and personal growth and reflection.

Recognition structure	Standard in supplied program guide
Five goal categories	Four indicators per category; complete two of four for the category badge. Twenty indicators overall.
Annual recognition	Bronze: 1–5 goals; Silver: 6–9 goals; Gold / Elite Esquire: 10 or more verified goals and jacket eligibility.
Continuing recognition	Distinguished: returning participants, all 20 Success Goals, sustained leadership and service. Legacy: program completion and graduation with exemplary long-term contribution.
Progress and verification	Goals require approved adult review. Earned recognition is retained and badge progress carries forward while the Esquire remains active.
Twelve achievement badges	Separate age-specific evidence pathways; criteria, reflection, and approved adult verification. Attendance alone does not earn a badge unless its criteria specify it.

STUDENT LEADERSHIP IS PRACTICED

The Esquire President and Vice President are elected annually under staff oversight. They represent the student voice, support roll call and transitions, lead discussions and committees, help plan activities, welcome guests, and model accountability. Eligibility requires active participation, good standing, maturity, and respect. Staff remain responsible for supervision and final approvals.

The twelve-badge dashboard is on p. 81 four service-badge pathways are on pp. 82–85 Source basis: ELMP information packet and Achievement Badge Workbook.

On-Demand Tutoring Support Network



TZL CEI On-Demand Tutoring Support Network

Strategic Planning Meeting | 2026-2027 Program Year

PROGRAM MODEL

One form gives Esquires/students a safe way to request academic support and gives tutors a controlled path to apply, while staff manage every release and match.

1 Request or Apply

Student or tutor completes the same intake form.

2 Staff Review

Program staff reviews course need, timing, and capacity.

3 Verify and Match

Training, screening, fit, and availability are checked.

4 Approved Connection

Parent notice and staff release occur before contact.

WHAT STAFF CONTROLS

Academic Fit

Exact course, level, topic, and tutor comfort

Practical Fit

Availability, format, urgency, and tutor capacity

Safety Gate

Mentor training, screening, and no automatic match release

Why It Matters: This system strengthens ELMP academic support through a simple intake process, a verified tutor pool, and a controlled-release model that protects students.

Building Leaders. Strengthening Families. Empowering Communities.

LIVE FORM PREVIEW



ACCES

Students select Student / Esquire Request
Tutors select Tutor Application
Program staff reviews before any match is released

One form. Two paths. Safe.

Source: strategic-planning slide 41.

Young men need academic assistance that can respond to a specific course or skill need. The tutoring model gives students and prospective tutors a common intake pathway while program staff control review, verification, matching, and release. Reusable steps and assigned responsibility support continuity across program years.

The model combines a simple intake process, a verified tutor pool, and controlled connections. Students can request support without relying solely on an individual mentor's availability. Program staff retain responsibility for every release and match.

EXECUTIVE JUDGING BOOK

62 / 89

Mentoring Circles | Original Implementation Plan

ESQUIRE LEADERSHIP & MENTORING PROGRAM

Structured Group Mentoring Plan

SUPPORT MODEL

Roles at a Glance

Support Level	Who Receives It	How It Works	What It Is Not
Structured Leadership Circle	Every Esquire	Six to seven Esquires use a standard prompt with a screened facilitator in an open room	Not six or seven individual matches
Individual Mentor Match	Only when capacity exists	One screened mentor commits to one Esquire with approval and family consent	Not promised to every participant
Mentor on Duty Team	Any Esquire needing same-day support	At least two screened adults handle questions, make-up reflections, and immediate support	Not a permanent match
Staff Follow-Up	Esquires with a documented need	Program staff coordinates family contact, referral, safety response, or a short support plan	Not delegated to a guest or peer
Peer Leadership Support	Participants in supervised activities	Prepared older Esquires model skills and encourage younger participants while an adult remains responsible	Never replaces an approved adult

Original structured group mentoring plan, page 3: support roles and boundaries. This source work product defines the model described in the strategic-plan exhibit.

06 | INNOVATIVE PROGRAMS ADDRESSING COMMUNITY SOCIAL NEEDS | 10 POINTS
Operating Systems

Caring & Sharing: Continuing Care

Caring & Sharing extends seasonal distributions into continuing support through seven connected areas: food baskets, Family Essentials, Senior Connection, winter attire and toys, family sponsorship, volunteer service, and community preparedness including CPR/AED training concepts.

Care cycle	Operating responsibility
Identify the need	Receive family or partner referrals; review needs, urgency, eligibility, and available resources.
Prepare with care	Assign volunteers and responsibilities; coordinate supplies, logistics, privacy, and safety.
Serve with dignity	Deliver approved food, essentials, practical assistance, or a partner referral respectfully.
Connect Brothers, widows, and families	Maintain Senior Connection contact, identify support needs, and coordinate resources.
Build partnerships	Recruit volunteers, donors, and partners; connect facilities, transportation, training, and expertise.
Follow through and measure	Record actual service, spending, items, contacts, unresolved needs, and outcomes; review quality and next actions.

Senior Connection includes senior, retired, ill, homebound, or otherwise vulnerable Brothers and widows of deceased Brothers. Two annual contact windows are reinforced through seasonal care, roster maintenance, referrals, and follow-up. Service adjusts to verified need, safety, resources, partner capacity, and volunteer availability.

Completed family and widow outcomes: pp. 6, 52–54 Partnership and cost planning: pp. 26–31 Expansion concepts are operating plans, not additional completed-service claims.

TZL Empower: Civic Engagement Model

TZL Empower advances nonpartisan civic education and participation through a six-step cycle. My contribution supports civic strategy, the operating framework, communication, quality controls, and measurable implementation with program leadership.

Step	Practice
1. Learn the community	Review needs, population trends, public issues, precinct information, and barriers to participation.
2. Educate residents	Share verified information about registration, voting options, offices, ballot questions, and community decisions.
3. Build relationships	Connect schools, faith organizations, neighborhoods, nonprofits, businesses, and institutions.
4. Reach the community	Coordinate registration, neighborhood outreach, digital education, forums, and public events.
5. Mobilize participation	Share election reminders, reduce barriers, and encourage informed participation.
6. Measure and improve	Review registrations, households reached, partnerships, volunteers, participation, and lessons learned.

The operating model combines year-round learning and relationship-building with election-cycle planning, outreach, and follow-up. Youth civic learning connects supervised research, media literacy, public speaking, town halls, and community service with ELMP. Planned activities are distinguished from completed events.

Direct civic-participation evidence: Alpha Day at the Capitol, pp. 55-56 Source basis: supplied TZL Empower information packet and strategic-planning records.

Completed civic education: September 23 Public Power ballot forum and September 28 Community Conversation with State Representative Jimmie Wilson, Jr. Supporting event and attendance evidence: pp. 57-58

TZL Empower: Local Delivery & Accountability

Seven planned service areas connect local relationships to a shared civic strategy: Ann Arbor; Ypsilanti Area; Southern Washtenaw; Western / Northern Washtenaw; Western Wayne Central; Western Wayne South; and Canton. Area teams support research, relationship-building, outreach, and follow-up.

Delivery element	Purpose and accountability
Leadership and area teams	Committee leadership sets direction. Local teams coordinate community information, partners, volunteers, and activity records.
Community Focus Councils	New Voter; Faith and Community; Senior Engagement; Family and Neighborhood; Civic Education; Youth Leadership Connection.
Research and precinct review	Use population and turnout trends, barriers, outreach records, and local information to guide priorities.
Information quality	Verify public information; use plain language; maintain nonpartisan review and approved communications.
Youth and data safeguards	Supervise youth; follow approved protection standards; protect resident information and restrict access appropriately.
Measurement	Record attendance, registrations, households reached, partnerships, volunteer activity, and lessons. Compare targets with actual results and assign follow-up.

The supplied framework describes operating capacity across Washtenaw and Western Wayne communities. It does not establish that every service area or council has already delivered activities. Partner commitments are matched to an owner, approved purpose, and evidence of completion.

Power of Nine: Collaborative Literacy

The Power of Nine collaboration connects book access, classroom reading, storytelling, family engagement, practical literacy, and nonpartisan civic learning. I represented Theta Zeta Lambda in the planning and coordination, helping turn shared interest into assignments, events, and follow-through.

Documented planning	Contribution to continuity
June 4, 2026	Collaborative planning for book donation and the broader literacy initiative; original minutes retained as a representative coordination record.
June 11, 2026	Scheduling, chapter ownership, calendar planning, and shared responsibilities.
June 18, 2026	Book distribution, curated reading lists, partner events, Kwanzaa storytelling discussion, and assigned follow-up.
June 25, 2026	Reading-month assignments, educational literacy topics, and book collection planning.

Classroom photographs show the work in practice (p. 68) original June 4 minutes document the coordination (p. 69) National recognition and the Academic Spotlight feature, including the reported reading service, appear once in the awards section pp. 34–35 .

The remaining meeting records are consolidated here to preserve the sequence and substance without reprinting repeated attendee lists and planning language. Source basis: supplied June 2026 literacy meeting minutes and strategic-plan literacy model.

Planned annual targets: 12 monthly touchpoints, six active initiatives, at least three partner-hosted activities, and one year-end impact summary. These are planning targets, not reported completions.

CRITERION 06

10 POSSIBLE POINTS

Power of Nine | Classroom Reading in Action



The original Carpenter Elementary photographs document Divine Nine volunteers reading with students in two classroom settings. They show the literacy work in practice: adults sharing books, engaging young listeners, and bringing a visible commitment to education into the classroom.

Brother Coats represented Theta Zeta Lambda in the NPHC of Ann Arbor collaboration and helped coordinate the effort and its follow-through. The reading initiative became the foundation for the year-round literacy model and dated planning records in this section. The original national feature and recognition correspondence appear in Criterion 3.

Source: Original Carpenter Elementary reading photographs; accomplishments portfolio; national NPHC feature.

Power of Nine | Original Meeting Record

Power of Nine Literacy Project - Meeting Minutes

Date: June 4, 2026

Time: 7:04 PM - 7:43 PM

Attendees

- Nakisha Chaney **AKA**
- Matthew Coats **AΦA**
- Miranda Hill **ΔΣΘ**
- Patrice LaGrand **ΣΓΡ**
- Colongie Weems **AKA**
- Jason White **ΩΨΦ**

Program Plans

D9 Literacy Project (Book Donation)

- **Vision:** Increase access to culturally responsive books across Washtenaw County schools. **Strategy:** Community book drives, Amazon wish lists, sponsor-a-classroom campaigns, corporate sponsorships
- **Target partners:** WISD, Ann Arbor Public Schools, Ypsilanti Community Schools, EMU, U-M, United Way, Black Men Read, Ypsilanti District Library, Neutral Zone, Boys & Girls Club
- **Selection priorities:** Black authors/illustrators, bilingual books, social-emotional learning, STEM/career exploration, leadership themes
- **Impact tracking:** Books donated, schools served, students reached, volunteer hours, book club participation

Life Literacy Program (Adult Skills)

- **Target timing:** Parent-teacher conferences (November/March), school open houses, NAAPID Day, Head Start parent meetings
- **Topics:** Reading food labels, understanding medical information, immunization documentation
- **Delivery methods:** In-person workshops during existing school events, handouts with follow-up sessions for functionally illiterate adults, libraries
- **Confirmed venue:** Westerman Preschool and Family Center is willing to host presentations, distribute literature in take-home packs, facilitate during home visits, and three annual parent-teacher conferences

Book-to-Movie Clubs

- **Format:** Groups meet every other week to read selected books, then gather to watch film adaptations and discuss differences
- **Locations:** Libraries, schools (Che' Carter's school confirmed available), community centers, or homes
- **Recruitment:** Outreach during NAAPID and parent-teacher conferences
- **Group structure:** Size dependent on enrollment; consideration for gender-split vs. mixed groups
- **Example titles:** Wonder, The Great Gatsby (with Broadway show option), The Hate U Give

Storytelling Event with AACHM

- **Partnership:** African American Cultural and Historical Museum collaboration
- **Planning elements:** Professional storytellers vs. readers, location accessibility (museum is on Lower Road in township area), transportation considerations, cost sharing, nonprofit information tables, Black author book sales

Original 2026-06-04 meeting minutes, page 1. These dated records document planning, coordination, and follow-through for the literacy collaboration.

Mentor Training and Volunteer Readiness

ELMP SAFETY



Training comes first; approval follows screening

Every mentor, facilitator, reviewer, tutor, or Mentor on Duty must complete the full role-approval process before serving.

1

MENTOR TRAINING
ACADEMY CERTIFICATE

3

REFERENCES SUBMITTED
AND REVIEWED

100%

NSOPW REVIEW + ANNUAL
ROLE APPROVAL

BEFORE SERVING

- Complete all required training modules
- Submit certificate and screening information
- Receive confirmation of the approved role from Program Staff

WHILE SERVING

- Use open, observable settings and two-adult practices
- Use approved communication channels known to families
- Protect participant information and document concerns promptly

Training alone does not authorize service. Program Staff confirms approved status after every requirement is reviewed.

TLZ COMMUNITY & EDUCATION INITIATIVE | 2026-2027

13

Source: strategic-planning slide 14.

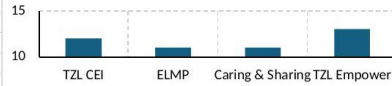
Youth programs need consistent screening, clear role boundaries, and staff-controlled authorization. The ELMP model separates completing training from approval to serve. Defined steps and annual role confirmation provide a repeatable standard for mentors, facilitators, reviewers, tutors, and the Mentor on Duty.

Training alone does not authorize service. Program Staff confirm approved status after all requirements for the applicable role are reviewed. The electronic book also includes a separately documented 60+ alternative approval process; that source governs the alternative pathway rather than the standard-pathway table above.

Performance Scorecard and Accountability



TZL CEI Tracking and Performance Scorecard

TZL COMMUNITY & EDUCATION INITIATIVE OFFICIAL PERFORMANCE SCORECARD										
2026-2027 Program Year Monthly • Quarterly • Year-End Accountability										
Program Year	2026-2027									
Program Month #	1									
As of Date	Aug 7, 2026									
TOTAL INITIATIVES			GREEN		YELLOW		RED		NOT UPDATED	
47			0		0		0		100	
STATUS BY PROGRAM CATEGORY							Initiatives by Category 			
Category	Initiatives	Green	Yellow	Red	On Track %					
TZL CEI	12	0	0	0	0%					
ELMP	11	0	0	0	0%					
Caring & Sharing	11	0	0	0	0%					
TZL Empower	13	0	0	0	0%					
STATUS STANDARD										
GREEN	On track	At least 90% of expected pace or milestone met.	YELLOW	Needs attention	75%-89% of expected pace.	RED	Off track	Below 75% of expected pace or overdue.	GRAY	
									Not updated	

Source: strategic-planning slide 7.

The five community-facing innovations are supported by shared ownership, measures, evidence expectations, corrective action, and year-end review. The official workbook contains 47 named initiatives across the organization and its three pillars. This is an accountability tool for the 2026-2027 program year, not evidence that all targets have already been achieved.

Each initiative has an identifier, strategic priority, metric, annual target, unit, pace method, start month, due month, primary owner, and required evidence. Monthly actuals feed quarterly reviews and year-end decisions. The Action Log records follow-up and corrective action.

06 | INNOVATIVE PROGRAMS ADDRESSING COMMUNITY SOCIAL NEEDS | 10 POINTS**Operating Systems**

31 Supporting Operating Systems

Program / count	Supporting operating systems
Organizational backbone · 6	Nonprofit governance and Board activation; financial transition and stewardship; performance scorecard and corrective action; partnership and resource development; three-pillar architecture; five-site digital infrastructure.
ELMP · 10	Document architecture; 120-minute seminar delivery; monthly leadership practice; structured circles; mentor training and readiness; Success Goal evidence; recognition progression; on-demand tutoring; student leadership council; parent and family communication.
Caring & Sharing · 7	Six-step care cycle; referral review and follow-through; Senior Connection; annual service rhythm; coordinated family support; food access and cost control; privacy, assignment, and impact tracking.
TZL Empower · 7	Six-step civic cycle; seven-area framework; precinct dashboard; election-cycle rhythm; committee, area team, and council structure; nonpartisan pre-release review; after-action improvement.
Power of Nine · 1	Collaborative literacy planning, implementation, and follow-through.

The inventory totals 31 supporting systems. It describes defined roles, safeguards, measurement, communication, and follow-through across the programs. The two workbooks support existing ELMP systems and are not added to this count.

The performance scorecard separately tracks 47 named initiatives with owners, targets, dates, evidence, monthly actuals, quarterly review, and corrective actions (p. 71) These are management structures, not proof that every target has been achieved.

06 | INNOVATIVE PROGRAMS ADDRESSING COMMUNITY SOCIAL NEEDS | 10 POINTS
Operating Systems

Five Websites: Public Access & Practical Tools

I created or substantially modernized five public-access websites that connect families, Esquires, mentors, volunteers, partners, and donors with program information and practical tools. The contribution is coordinated access and continuing service support.

Website	Purpose and tools
ELMP a2esquires.org	Goals, trackers, workbooks, forms, calendar, tutoring requests, and participant resources.
Mentor Training Academy a2ementortraining.org	Preparation, orientation, expectations, and training resources for mentors and volunteers. Training alone does not authorize service.
TZL Community & Education Initiative tzlcei.org	Mission, programs, governance, Board information, impact, resources, and giving.
Caring & Sharing tzlcaringsharing.org	Family resources, service calendar, referrals, volunteers, donations, and Senior Connection information.
TZL Empower tzlempower.org	Civic strategy, nonpartisan education, public resources, events, outreach, and community information.

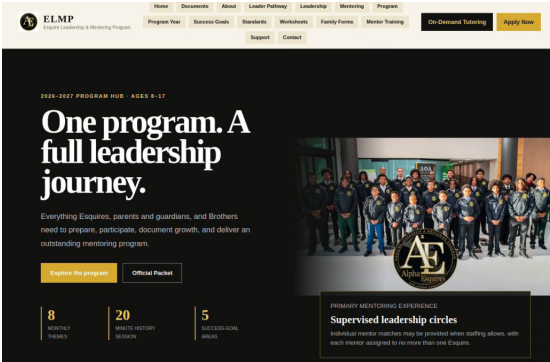
Selected homepage captures appear together on p. 74 They document the supplied September 8, 2026 website evidence; they are not a claim that live content has remained unchanged since that date.

06 | INNOVATIVE PROGRAMS ADDRESSING COMMUNITY SOCIAL NEEDS | 10 POINTS
Operating Systems

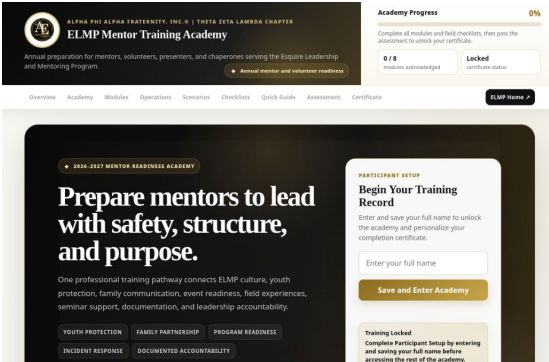
Website Evidence: Five Connected Entry Points

Selected excerpts from the five original homepage captures, September 8, 2026. The preceding page explains each site’s function; this page supplies the visual evidence.

ELMP



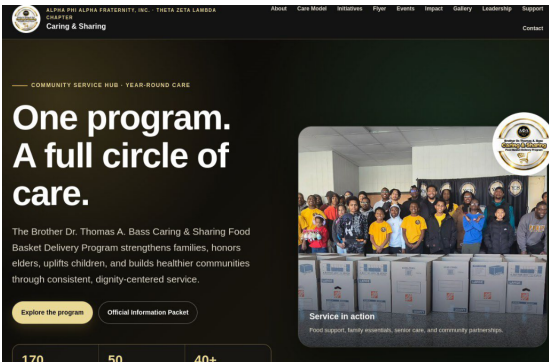
Mentor Training Academy



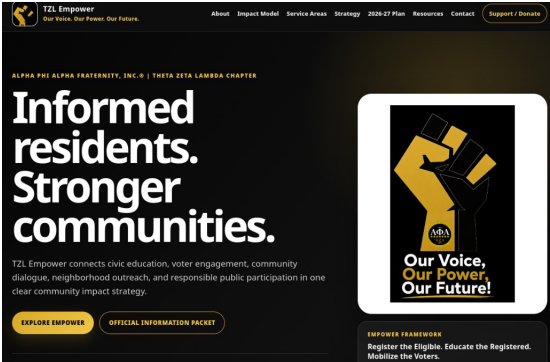
TZL Community & Education Initiative



Caring & Sharing



TZL Empower



06 | INNOVATIVE PROGRAMS ADDRESSING COMMUNITY SOCIAL NEEDS | 10 POINTS
Operating Systems

Two Workbooks. Four Developmental Pathways.

The Esquire Workbook connects seminar learning, leadership practice, service, reflection, and goal evidence. The Achievement Badge Workbook connects twelve badge categories to age-specific criteria and approved adult review. Together they make the program teachable and repeatable.

Age group	Community Service Leader pathway	Activity / badge
6-8	2 activities; 3 hours; guided helper or leadership role.	77 / 82
9-11	3 activities; 6 hours; leadership or team responsibility.	78 / 83
12-14	3 activities; 8 hours; lead or co-lead a service component.	79 / 84
15-17	4 activities; 12 hours; plan, lead, or coordinate a component.	80 / 85

Every pathway also requires reflection and approved adult verification. Younger Esquires may draw, dictate, choose, or demonstrate. Older Esquires increasingly analyze, lead, coach, plan, present, and document outcomes. The monthly topic stays shared while independence and challenge increase.

SELECTED SOURCE EXHIBITS

Learning cycle: p. 76. Four October seminar pages: pp. 77-80. Twelve-badge dashboard: p. 81. Four service-badge pages: pp. 82-85. Event reflection: p. 86. Final adult review and certification: p. 87.

These twelve selected pages demonstrate the system without reproducing every monthly activity and blank form. They are excerpts from the supplied 69-page Esquire Workbook and 58-page Achievement Badge Workbook, not completed student work.

TWO TYPES OF ELMP ACTIVITIES

The Complete ELMP Learning Cycle

Success Seminars use the full two-hour process below. The October kickoff follows the same general flow without the required history segment.

Time	Segment	Required Result
10 min	Brotherhood Opening	Roll call, Credo, recognition, expectations
20 min	History, Heritage & Cultural Identity	Required historical connection and leadership challenge
30 min	Speaker / Facilitator	Teach the approved monthly message and model one technique
25 min	Interactive Leadership Practice	Use the monthly scenario; discuss, practice, or role-play; receive mentor coaching; debrief
20 min	Structured Mentor Circle	Reflect, connect the lesson to life, and select a next action
15 min	Workbook Completion & Evidence	Finish the monthly record, identify evidence, and receive directions

Total: 120 minutes

THIRD OR FOURTH SATURDAY EVENT - 15-MINUTE REFLECTION ONLY

Attend the social, fundraiser, community service, career, civic, or recognition event first. During the final 15 minutes, complete only the Event Reflection card for that event. Do not add a separate lesson, leadership practice, or Mentor Circle.

PROTECTED WORKBOOK TIME

Presenters should not use the mentor or workbook blocks. Mentors should not turn the circle into another lecture. Program Staff may adjust transitions, but the required learning segments should still occur.

MODULE 1 - BUILDING BROTHERHOOD

October: Belonging, Purpose & Standards

MONTHLY PURPOSE

Use the ELMP standards to make one decision that strengthens the group.

REQUIRED EVIDENCE

Draw or say one way you helped someone belong.

AGE-BAND FOCUS

I can help someone feel welcome.

SUCCESS GOALS

☐ Attendance & Participation | ☐ Leadership & Conduct | ☐ Personal Growth & Reflection

Session Date

Speaker / Facilitator

History Presenter

Adult Reviewer

Session flow: 10 Opening | 20 History | 30 Speaker | 25 Practice | 20 Mentor Circle | 15 Workbook

My personal goal for today: _____

LEARN & NOTICE

History connection: ELMP purpose, standards, and brotherhood connection

One person, word, or idea I heard:

One speaker idea I want to remember:

LEADERSHIP PRACTICE - 25 MIN

The New Esquire and Team Standards Lab: A new Esquire is sitting alone. Show or tell what you can do to help him feel welcome.

Esquire challenge

- Choose or show a friendly greeting.
- Invite him to sit, play, or join the group.
- Name one ELMP rule that helps everyone feel safe and respected.

Mentor coaching cue

- Ask: "What could you say first?"
- Let him role-play the greeting.
- Affirm one kind or responsible choice.

Practice record

My role or contribution:

What worked, what was hard, or what I would change:

Takeaway: Leadership means noticing who may be left out and taking responsible action before someone tells you to.

MENTOR CIRCLE - 20 MIN

Every Esquire may speak, write, demonstrate, or pass. Mentors listen more than they lecture.

I feel like I belong when...

One rule I will follow is...

I can help another Esquire by...

A helpful idea I heard from someone else:

The next action I will complete before the next meeting:

Support I may need:

WORKBOOK CLOSE - 15 MIN

Today I learned...

I showed leadership when...

Next time I will...

Evidence item: Draw or say one way you helped someone belong.Completion check: ☐ Notes ☐ Practice ☐ Mentor Circle ☐ Reflection ☐ Evidence

THIRTY-DAY CHALLENGE

Welcome or include one person before the next meeting.

Esquire Signature

Approved Adult Review

Date

Status

☐ In Progress ☐ Complete

DRAW OR SHOW WHAT YOU LEARNED

MODULE 1 - BUILDING BROTHERHOOD

October: Belonging, Purpose & Standards

MONTHLY PURPOSE

Use the ELMP standards to make one decision that strengthens the group.

REQUIRED EVIDENCE

Short leadership identity statement and signed team charter.

AGE-BAND FOCUS

I can help create a group where people feel included and respected.

SUCCESS GOALS

☐ Attendance & Participation | ☐ Leadership & Conduct | ☐ Personal Growth & Reflection

Session Date

Speaker / Facilitator

History Presenter

Adult Reviewer

Session flow: 10 Opening | 20 History | 30 Speaker | 25 Practice | 20 Mentor Circle | 15 Workbook

My personal goal for today: _____

LEARN & NOTICE

History connection: ELMP purpose, standards, and brotherhood connection

One history idea and how it connects:

One speaker idea or question:

LEADERSHIP PRACTICE - 25 MIN

The New Esquire and Team Standards Lab: A new Esquire arrives, does not know anyone, and sits by himself. Decide what you should do and practice the response.

Esquire challenge

- Choose the best response and explain why.
- Practice introducing yourself and including him.
- Connect your choice to one ELMP standard.

Mentor coaching cue

- Ask: "Which choice strengthens the group?"
- Ask for one reason before coaching.
- Affirm a specific leadership behavior.

Practice record

My role or contribution:

What worked, what was hard, or what I would change:

Takeaway: Leadership means noticing who may be left out and taking responsible action before someone tells you to.

MENTOR CIRCLE - 20 MIN

Every Esquire may speak, write, demonstrate, or pass. Mentors listen more than they lecture.

What helps you feel that you belong?

Which ELMP standard will you help protect?

How will you support another Esquire this month?

A helpful idea I heard from someone else:

The next action I will complete before the next meeting:

Support I may need:

WORKBOOK CLOSE - 15 MIN

The most important lesson...

A leadership choice I made...

Where I can use this...

Evidence item: Short leadership identity statement and signed team charter.Completion check: ☐ Notes ☐ Practice ☐ Mentor Circle ☐ Reflection ☐ Evidence

THIRTY-DAY CHALLENGE

Include or support one person and record what you did.

Esquire Signature

Approved Adult Review

Date

Status

☐ In Progress ☐ Complete

EXTRA NOTES / DRAWING / QUESTIONS

MODULE 1 - BUILDING BROTHERHOOD

October: Belonging, Purpose & Standards

MONTHLY PURPOSE

Use the ELMP standards to make one decision that strengthens the group.

REQUIRED EVIDENCE

Leadership identity statement, signed team charter, and one observed inclusion action.

AGE-BAND FOCUS

I can apply group standards to a real leadership decision.

SUCCESS GOALS

☐ Attendance & Participation | ☐ Leadership & Conduct | ☐ Personal Growth & Reflection

Session Date

Speaker / Facilitator

History Presenter

Adult Reviewer

Session flow: 10 Opening | 20 History | 30 Speaker | 25 Practice | 20 Mentor Circle | 15 Workbook

My personal goal for today: _____

LEARN & NOTICE

History connection: ELMP purpose, standards, and brotherhood connection

History connection - one lesson and why it matters:

Speaker note - one useful idea and one question:

LEADERSHIP PRACTICE - 25 MIN

The New Esquire and Team Standards Lab: A new Esquire is isolated at his first meeting while established members talk with friends. Decide what a leader should do and demonstrate the response.

Esquire challenge

- Compare at least two possible responses.
- Role-play personally welcoming and including the new Esquire.
- Justify the decision using an ELMP standard.

Mentor coaching cue

- Observe before answering for the group.
- Ask: "Which choice strengthens brotherhood and why?"
- Coach one improvement after the role-play.

Practice record

My role or contribution:

What worked, what was hard, or what I would change:

Takeaway: Leadership means noticing who may be left out and taking responsible action before someone tells you to.

MENTOR CIRCLE - 20 MIN

Every Esquire may speak, write, demonstrate, or pass. Mentors listen more than they lecture.

What helps you feel that you belong in a group?

What standard will you personally help protect?

How will you support another Esquire this month?

A helpful idea I heard from someone else:

The next action I will complete before the next meeting:

Support I may need:

WORKBOOK CLOSE - 15 MIN

Most important lesson...

How the kickoff connected...

Where I will use this lesson...

Evidence item: Leadership identity statement, signed team charter, and one observed inclusion action.Completion check: ☐ Notes ☐ Practice ☐ Mentor Circle ☐ Reflection ☐ Evidence

THIRTY-DAY CHALLENGE

Take one inclusion action and record the result.

Esquire Signature

Approved Adult Review

Date

Status

☐ In Progress ☐ Complete

ADDITIONAL NOTES / EVIDENCE DETAILS

MODULE 1 - BUILDING BROTHERHOOD

October: Belonging, Purpose & Standards

MONTHLY PURPOSE

Use the ELMP standards to make one decision that strengthens the group.

REQUIRED EVIDENCE

Leadership identity statement, signed team charter, and documented peer-inclusion action.

AGE-BAND FOCUS

I can set group culture by modeling standards and intentionally bringing others into the team.

SUCCESS GOALS

☐ Attendance & Participation | ☐ Leadership & Conduct | ☐ Personal Growth & Reflection

Session Date

Speaker / Facilitator

History Presenter

Adult Reviewer

Session flow: 10 Opening | 20 History | 30 Speaker | 25 Practice | 20 Mentor Circle | 15 Workbook

My personal goal for today: _____

LEARN & NOTICE

History connection: ELMP purpose, standards, and brotherhood connection

History insight - connect the example to a present-day leadership decision:

Speaker insight - key idea, question, or source to follow up:

LEADERSHIP PRACTICE - 25 MIN

The New Esquire and Team Standards Lab: A new Esquire is isolated at his first meeting while returning members stay in established friend groups. As an older Esquire, decide how you would lead the response and help the group make inclusion routine.

Esquire challenge

- Facilitate a quick discussion of response options and tradeoffs.
- Lead a role-play that welcomes, orients, and connects the new Esquire to peers.
- Propose one simple team norm or peer-support action that prevents isolation.

Mentor coaching cue

- Require the Esquire to lead before you coach.
- Ask how his decision affects group culture, not just one person.
- Ask what evidence would show the inclusion strategy worked.

Practice record

My role or contribution:

What worked, what was hard, or what I would change:

Takeaway: Leadership means noticing who may be left out and taking responsible action before someone tells you to.

MENTOR CIRCLE - 20 MIN

Every Esquire may speak, write, demonstrate, or pass. Mentors listen more than they lecture.

What conditions create genuine belonging in a group?

Which ELMP standard are you prepared to model publicly?

How will you influence younger Esquires to include others?

A helpful idea I heard from someone else:

The next action I will complete before the next meeting:

Support I may need:

WORKBOOK CLOSE - 15 MIN

The culture I want to help create...

The leadership behavior I modeled...

The evidence I will collect...

Evidence item: Leadership identity statement, signed team charter, and documented peer-inclusion action.

Completion check: ☐ Notes ☐ Practice ☐ Mentor Circle ☐ Reflection ☐ Evidence

THIRTY-DAY CHALLENGE

Initiate and document one action that improves belonging for another Esquire.

Esquire Signature

Approved Adult Review

Date

Status

☐ In Progress ☐ Complete

ADDITIONAL ANALYSIS / EVIDENCE / NEXT-STEP NOTES

TRACK YOUR PROGRESS

Twelve-Badge Dashboard

Use one status for each badge. Program Staff initials only after review.

#	Badge	Status	Reviewer Initials
1	Community Service Leader Badge	☐ NS ☐ IP ☐ RR ☐ E	_____
2	History, Heritage, and Cultural Identity Scholar Badge	☐ NS ☐ IP ☐ RR ☐ E	_____
3	Civic Engagement Ambassador Badge	☐ NS ☐ IP ☐ RR ☐ E	_____
4	Professional Presence and Etiquette Badge	☐ NS ☐ IP ☐ RR ☐ E	_____
5	Public Speaking and Communication Badge	☐ NS ☐ IP ☐ RR ☐ E	_____
6	College and Career Explorer Badge	☐ NS ☐ IP ☐ RR ☐ E	_____
7	Technology and Responsible AI Badge	☐ NS ☐ IP ☐ RR ☐ E	_____
8	Peer Leadership and Brotherhood Badge	☐ NS ☐ IP ☐ RR ☐ E	_____
9	Project Leadership Badge	☐ NS ☐ IP ☐ RR ☐ E	_____
10	Academic Resilience Badge	☐ NS ☐ IP ☐ RR ☐ E	_____
11	Attendance Excellence Badge	☐ NS ☐ IP ☐ RR ☐ E	_____
12	Fundraising and Community Outreach Badge	☐ NS ☐ IP ☐ RR ☐ E	_____

EVIDENCE QUALITY CHECK

The evidence matches a criterion; your contribution is clear; the date, activity, and role are identified; private information is protected; your reflection is your own work; and an approved adult reviewed it.

BADGE STATUS

Not Started (NS) = no evidence.

In Progress (IP) = at least one criterion is underway.

Ready for Review (RR) = all criteria and reflection complete.

Earned (E) = approved adult verification complete.

Community Service Leader Badge

Complete this page after you finish all four badge requirements for the Ages 6-8 pathway.

Criterion	Date	Activity / Role	Evidence / Location	Initials
1				
2				
3				
4				

What did you do? Who did it help? What are you proud of? What will you try next? You may write, draw, or explain your answer to an approved adult:

The evidence I am most proud of is:

- ☐ All four criteria documented
- ☐ Esquire contribution is clear
- ☐ Evidence is sufficient and appropriate
- ☐ Reflection, drawing, or spoken explanation is complete

Badge Decision	Esquire Signature	Approved Adult Reviewer	Date
☐ Earned ☐ More Evidence ☐ Continue			

Reviewer comments or next step:

Badge Criteria

1. Participate in at least two approved ELMP, Caring & Sharing, or community service activities with adult guidance.
2. Complete at least three documented service hours.
3. Carry out one assigned helper or leadership responsibility during a service activity.
4. Write, draw, or explain who was helped, what you did, and one lesson you learned.

Community Service Leader Badge

Complete this page after you finish all four badge requirements for the Ages 9-11 pathway.

Criterion	Date	Activity / Role	Evidence / Location	Initials
1				
2				
3				
4				

Explain what you did, what you learned, what was challenging, and how you showed leadership:

My best evidence is:

- ☐ All four criteria documented
- ☐ Esquire contribution is clear
- ☐ Evidence is sufficient and appropriate
- ☐ Reflection is complete

Badge Decision	Esquire Signature	Approved Adult Reviewer	Date
☐ Earned ☐ More Evidence ☐ Continue			

Reviewer comments or next step:

Badge Criteria

1. Participate in at least three approved ELMP, Caring & Sharing, or community service activities.
2. Complete at least six documented service hours.
3. Perform an assigned leadership or team responsibility during at least one service activity.
4. Complete a reflection explaining the community need, your contribution, and one lesson you learned.

Community Service Leader Badge

Complete this page after you finish all four badge requirements for the Ages 12-14 pathway.

Criterion	Date	Activity / Role	Evidence / Location	Initials
1				
2				
3				
4				

Explain your role, what you learned, the impact of your work, and one leadership skill you strengthened:

My strongest evidence is:

- ☐ All four criteria documented
- ☐ Esquire contribution is clear
- ☐ Evidence is sufficient and appropriate
- ☐ Reflection is complete

Badge Decision	Esquire Signature	Approved Adult Reviewer	Date
☐ Earned ☐ More Evidence ☐ Continue	_____	_____	_____

Reviewer comments or next step:

Badge Criteria

1. Participate in at least three approved ELMP, Caring & Sharing, or community service activities.
2. Complete at least eight documented service hours.
3. Lead or co-lead an assigned task, station, team responsibility, or service component during at least one activity.
4. Complete a reflection explaining the community need, your contribution, the result, and one leadership skill you strengthened.

Community Service Leader Badge

Complete this page after you finish all four badge requirements for the Ages 15-17 pathway.

Criterion	Date	Activity / Role	Evidence / Location	Initials
1				
2				
3				
4				

Analyze your contribution, the result or impact, evidence of your growth, and what you would improve or do next:

My strongest evidence and why it matters is:

- ☐ All four criteria documented
- ☐ Esquire contribution is clear
- ☐ Evidence is sufficient and appropriate
- ☐ Reflection is complete

Badge Decision	Esquire Signature	Approved Adult Reviewer	Date
☐ Earned ☐ More Evidence ☐ Continue	_____	_____	_____

Reviewer comments or next step:

Badge Criteria

1. Participate in at least four approved ELMP, Caring & Sharing, or community service activities.
2. Complete at least twelve documented service hours.
3. Plan, lead, or coordinate a meaningful task, team, station, or service component during at least one activity.
4. Complete an impact reflection explaining the community need, your leadership decisions, results, lessons learned, and what you would improve.

THIRD OR FOURTH SATURDAY EVENTS

Ages 6-8 Event Reflection Log 1 of 4

Complete the matching card during the final 15 minutes of the event. Take part first—no separate lesson or Mentor Circle.

OCTOBER - Social Bonding and Brotherhood Experience - Big Best In Games

Date: _____ Location/Partner: _____ My role: _____ Adult Reviewer: _____

What did you do? (draw or tell) _____

How did you help? _____

What leadership lesson did you learn? _____

What question do you still have? _____

What will you do next? _____

Esquire: _____ Adult initials: _____ [] Reflection complete

NOVEMBER - Family Essentials Kits and Thanksgiving Caring & Sharing Service @ YCMS

Date: _____ Location/Partner: _____ My role: _____ Adult Reviewer: _____

What did you do? (draw or tell) _____

How did you help? _____

What leadership lesson did you learn? _____

What question do you still have? _____

What will you do next? _____

Esquire: _____ Adult initials: _____ [] Reflection complete

CERTIFICATION

Achievement Badge Workbook Review

This certifies that

_____ completed the ELMP Achievement Badge Workbook review process and earned _____ of 12 achievement badges during the 2026-2027 Program Year.

Program Director / Designee	Program Coordinator	Additional Reviewer	Date
_____	_____	_____	_____

Developing Leaders. Building Character. Inspiring Service.

REFERENCE

Evidence Finder

Claim / evidence	Current book pages
Leadership, governance, retention, enrollment	4-5
Family reach, service preparation & YCMS pantry	6-7, 12-16
Hygiene-kit photograph and recipient receipt	8-9
Meal-packing photograph and group record	10-11
Woodlawn and school Clap-Ins	18-20
Actual program revenue and paid grants	21-25
Food access, training, and cost planning	26-31
Partnership and sponsorship development	32
Current award and national literacy recognition	33-35
Years of participation and credentials	36-40
Four National Programs	41-58
Innovation, support systems, and websites	59-74
Two-workbook model and selected evidence	75-87

All references in the executive summary and competition board point to this edition's book pages. Original source-page labels inside reproduced records identify the source document only.

TZL Empower / VPHP civic education and documented participation: pp. 57-58

September 23 Public Power ballot education | September 28 Community Conversation with State Representative Jimmie Wilson, Jr.

REFERENCE

Source Record & Reading Guide

This judging edition consolidates the supplied executive judging book. It retains selected original evidence and replaces repeated program packets, promotional pages, planning descriptions, and workbook forms with concise, source-grounded summaries.

Source family	Evidence preserved
Leadership and program records	2025–2026 accomplishments record; strategic-planning role records; organizational and program information packets; service photographs and correspondence.
Financial records	2025–2026 ELMP and Caring & Sharing budget extracts; paid AAACF award records (\$5,100 and \$7,500); Food Gatherers recap, training records, cost dashboard, and coverage calculation.
Participation and recognition	Current chapter award; national literacy recognition and Academic Spotlight; historical chapter recognitions; district and regional credentials; Alpha Origins photographs.
National Programs	Career-readiness and youth-development photographs; parent impact letter; Project Alpha recap and acknowledgment; participant certificate; widow-support record, receipt, and photographs; Capitol itinerary and photograph.
Operating tools	Mentoring and tutoring plans; care and civic frameworks; literacy minutes; readiness and scorecard records; 31-system inventory; five website captures; selected workbook pages.

Evidence is attributed to its source and distinguished from interpretation. Planning documents and blank templates establish capacity; they do not establish completed outcomes. Financial totals and service-reach totals retain their original qualifications. Photographs, signatures, certificates, and official logos have not been redesigned.

Rubric basis: the September 2021 handbook evaluation sheet included in the supplied materials. Current competition administration and display instructions govern the actual submission.

Added source records: YCMS Healthy School Pantry Partnership Kickoff synopsis and photographs (pp. 12-16); September 23 Public Power synopsis and Zoom attendance evidence; September 28 Community Conversation flyer, official Zoom-link email from Rep. Wilson's office, and live Zoom screenshot (pp. 57-58).