



ELMP 2026–2027 Information Packet

Esquire Leadership and Mentoring Program

2026–2027 Program Year

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Esquire Leadership and Mentoring Program

Developing Leaders. Building Character. Inspiring Service.

2026-2027 ELMP Information Packet

Official Program Guide for Esquires, Families, Brothers, Staff, and Partners

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PROGRAM OVERVIEW

ELMP Mission

The Esquire Leadership and Mentoring Program (ELMP) is committed to developing underserved young men academically, socially, personally, and professionally through mentorship, leadership development, educational enrichment, and service to others. ELMP empowers participants to achieve their fullest potential while preparing them to become responsible leaders in their schools, families, workplaces, and communities.

Our Vision

To cultivate a generation of confident, ethical, educated, and service-oriented leaders who positively impact their communities and inspire others through excellence, integrity, and lifelong learning.

ELMP Program Staff

Program Director

The Program Director provides overall vision, direction, and executive leadership for all components of the Esquire Leadership and Mentoring Program. He oversees mentor recruitment, mentor training, program staffing, planning for success seminars, and all major program events. He ensures the program operates in alignment with ELMP's mission, values, and standards.

The Program Director is responsible for the final approval of all program publications, communications, policies, schedules, and materials that represent ELMP. He oversees program finances, including budget development, fundraising coordination, expenditures, and, when applicable, financial accountability. He serves as the primary point of contact for parents, school administrators, principals, community leaders, sponsors, and external partners.

In addition, the Program Director provides oversight of risk management, compliance, and safety standards; ensures program sustainability; evaluates overall program effectiveness; and leads long-range planning. He retains final decision-making authority on program matters and performs all additional duties required as the program evolves.

Assistant Program Director

The Assistant Program Director supports the Program Director in carrying out ELMP's mission and managing daily operations. In the Program Director's absence, the Assistant Program Director assumes leadership and decision-making responsibilities to ensure continuity of programming and communication.

He provides oversight of program implementation, helps monitor program progress, and assists with mentor coordination and support. He is responsible for logistical planning and execution of social activities, community service projects, special events, and off-site experiences. This includes scheduling, transportation coordination, materials preparation, and on-site supervision.

The Assistant Program Director also oversees program documentation and publications, including compiling and producing fall and spring newsletters, event summaries, and internal reports. He serves as a secondary point of contact for parents, mentors, and community partners and performs additional duties as assigned to support the program's overall success and growth.

Program Coordinator

The Program Coordinator is responsible for the strategic planning, development, and execution of the Success Seminar curriculum and calendar. He designs agendas, coordinates facilitators and speakers, and ensures each session aligns with ELMP Success Goals, badge criteria, and youth development outcomes.

He leads community partnership development, sponsor engagement, and collaborative initiatives to enhance Esquires' exposure to academic, career, cultural, service, and technology opportunities. He serves as the primary point of communication for volunteer mentors regarding scheduling, expectations, training, structured mentoring coverage, approved individual matching, and activity coordination.

The Program Coordinator champions the Life Plan framework, success goal tracking, badge system, student progress monitoring, and the On-Demand Tutoring Support Network. He oversees data collection, attendance tracking, reflections, reports, and evaluation tools for measuring growth and impact. He also supports parent communication, youth recognition planning, and program branding initiatives.

Additionally, the Program Coordinator assists with fundraising strategy, special projects, technology integration, and long-term program expansion. He serves as the third line of contact for external inquiries related to programming and performs all additional duties necessary to support ELMP's operational excellence and continued expansion.

PROGRAM STRUCTURE

2026-2027 Program Year Framework

ELMP operates from October through May. The second Saturday is the primary Success Seminar, and the fourth Saturday is generally used for leadership application, service, career exposure, civic engagement, fundraising, or social development. Holiday service dates may adjust the regular cadence.

Beginning in November, every primary Success Seminar includes a required 20-minute History, Heritage, and Cultural Identity session before the featured leadership topic. The monthly curriculum, presenter standards, activity sequence, and required evidence are established in the official Standardized Leadership Curriculum and Mentoring Guides.

The TZL Community and Education Initiative (CEI) - Community Impact Model

ELMP develops leaders. The Dr. Thomas A. Bass Caring & Sharing Program strengthens families through service. TZL Empower strengthens community voice through nonpartisan civic education. Esquires participate in all three CEI pillars during the program year.

Success Seminars

Success Seminars deliver one standardized leadership curriculum from October through May. Beginning in November, each primary seminar combines history and heritage, an outside presenter, interactive leadership practice, structured mentoring reflection, and one documented evidence item connected to the five ELMP Success Goals.

Community Service Projects

Program staff and Esquires will coordinate and participate in monthly community service events. In this component, students will learn the value of helping those in need. The goal is that, by helping others who lack, they may begin to value what they have and gain the personal benefit of serving others.

Group Social Activities

These group social activities focus on building a sense of community and mutual care beyond structured mentoring conversations. These fun, wholesome, productive activities will be planned throughout the program year. Examples of social activities include laser tag, college football games, and movie nights.

Mentor/Esquire Connections

Every Esquire participates in supervised, structured leadership circles during Success Seminars and approved activities. Screened adults facilitate reflection, practical application, and next-step planning. Individual mentor matches are optional, capacity-based, limited to one Esquire per mentor, and never required for full participation or recognition.

Etiquette Series

This is designed to equip Esquires with essential life skills, strong character foundations, and age-appropriate knowledge that supports responsible decision-making and personal growth. Participants will engage in learning experiences focused on social etiquette, professional conduct, respectful communication, leadership

presence, and personal presentation. The series emphasizes three key objectives: sharing knowledge that replaces uncertainty with accurate information, fostering attitudes that encourage responsible and positive decision-making, and developing practical skills that build confidence, self-respect, and personal empowerment. Through interactive instruction, real-world scenarios, guided discussions, and hands-on activities, Esquires will gain tools they can apply in academic settings, social environments, future careers, and leadership opportunities.

Student Recognition and Year-End Awards Dinner

The Esquire Leadership and Mentoring Program collaboratively holds an Annual Student Recognition Dinner. The ELMP participates in this annual recognition event to recognize Esquires and scholarship recipients in the community. At this dinner, Esquires showcase skills and evidence developed through the year's curriculum, mentoring conversations, service, and leadership experiences (e.g., etiquette, public speaking, key takeaways). Esquires will also receive jackets, badges, lapel pins, and certificates recognizing their various services and academic achievements.

On-Demand Tutoring Support Network

The Ann Arbor Esquire Leadership and Mentoring Program is launching an on-demand tutoring support network designed to provide Esquires with academic support exactly when it is needed most. This initiative creates a trusted list of tutors who are willing to serve as academic resources and step in when an Esquire needs additional support in a specific subject or skill area. This is a flexible, on-call model and does not require weekly or ongoing tutoring. Approved tutors are contacted only when an academic need arises, such as challenging coursework, test preparation, organization, or study skills. Support may take place in person or through Zoom, depending on the need and availability, allowing mentors to serve in ways that fit their schedules.

The process begins when a parent, guardian, program staff member, or approved adult recognizes that an Esquire is struggling with a subject. An email should be sent to annarbor.elmp@gmail.com that includes the Esquire's name, the subject area where support is needed, and any observations that may help better support the Esquire. Once the request is received, the ELMP Program Coordinator will review the ELMP Academic Tutoring Support Form to identify an approved tutor with the appropriate skill set and availability. The Program Coordinator will then connect the Esquire and the selected tutor and ensure that parents or guardians are kept informed and agree with the need for tutoring support. Communication and transparency with families will remain a priority throughout the process.

Adults who complete the tutoring interest form will indicate the subjects they are comfortable supporting, their preferred grade levels, general availability, and whether they are open to in-person or Zoom sessions. Completing the form does not commit anyone to immediate tutoring; it simply places them on an on-call list of academic support resources. When contacted, tutors may accept or decline based on their availability at that time.

Tutoring support is short-term and purpose-driven, and its duration depends on each individual's situation. Sessions may be one-time or limited in duration and may focus on homework help, concept review, test preparation, or study skills. Once the academic concern has been addressed, the tutoring concludes, and the tutor remains available for future needs.

This approach allows tutors to make a meaningful impact without being overextended. Even one session can increase confidence, reinforce understanding, and help an Esquire stay on track academically. Their willingness to step in when it matters most can make a lasting difference. We encourage all tutors willing to serve as on-call academic support resources to complete the Risk Management, Screening, and Mentor Training and the ELMP Academic Tutoring Support Form to indicate their areas of expertise, availability, and interests.

Esquire Parent Outreach Team

Program staff or a designated staff member serves as the primary liaison between the Esquire Leadership & Mentoring Program (ELMP) and parents or guardians. An outreach team is formed to assist with scheduling, event planning, communications, and publications. The team maintains consistent communication about program progress and any challenges that arise, ensuring parents are informed and engaged. They also

coordinate planning efforts and keep the team updated on changes. Additionally, the outreach team acts as the first point of contact for other parents, providing timely responses and relaying important information.

Theta Zeta Lambda Scholarship Fund

Graduating seniors can apply for a scholarship to support their future educational endeavors.

Goals

1. Participants will play an active role in shaping the Esquire Leadership and Mentoring Program to ensure that programming remains relevant, engaging, and responsive to their interests and aspirations.
2. Through mentorship, leadership experiences, service opportunities, educational enrichment, and personal development activities, participants will gain the skills, confidence, and knowledge necessary to become successful students, leaders, and engaged citizens.

The program seeks to develop:

- Leadership skills
- Academic achievement
- Effective communication
- Critical thinking
- Personal responsibility
- Civic engagement
- Service-oriented values
- Lifelong learning habits

OFFICIAL ELMP DOCUMENT SYSTEM

One Program, One Standard

This Information Packet is the primary public and policy document for ELMP. The support documents listed below are adopted by reference and provide the detailed procedures, lesson plans, forms, evidence tools, and staff instructions needed to implement the program. They do not establish separate programs or competing mentoring systems.

Official Document Hierarchy

- **ELMP Information Packet:** establishes the mission, vision, participation standard, program structure, mentoring standard, youth protections, roles, recognition system, and family expectations.
- **Standardized Leadership Curriculum and Structured Group Mentoring Guide for the Program Director:** controls annual planning, presenter alignment, calendar anchors, CEI integration, monthly evidence, and quality review.
- **Standardized Leadership Curriculum and Structured Group Mentoring Guide for Staff, Mentors, Presenters, and Partners** provides the approved monthly messages, session plans, presenter expectations, mentoring procedures, and student evidence requirements.
- **ELMP Structured Group Mentoring Plan:** controls adult support roles, staffing, individual match limits, youth protection, documentation, family communication, and follow-up procedures.
- **Required History, Heritage, and Cultural Identity Session:** controls the required 20-minute history segment, monthly connections, presenter coordination, and curriculum quality checks.
- **Esquire Leadership Reflection and Evidence Portfolio** serves as the official student workbook and record of reflection, goal setting, service, leadership practice, and evidence of growth.
- **ELMP Program Staff Portfolio:** combines the student experience with the implementation guide, enabling staff to support, review, and document the program fully.
- **ELMP Achievement Badge Workbook:** helps Esquires understand high-level achievement badge criteria, choose approved experiences, document evidence, reflect on growth, and receive verification toward twelve achievement badges.

Document Control Standard

The Information Packet controls ELMP's public identity and overall program policy. A support document controls the operational area identified above. When wording appears inconsistent, staff will follow the more protective youth-safety requirement and notify the Program Director. The Program Director approves corrections, maintains the official versions, and ensures that changes are reflected across the entire ELMP document system.

STRUCTURED GROUP MENTORING

Program Decision

ELMP will not attempt to address mentor shortages by assigning a single adult to several ongoing individual mentoring relationships. Structured leadership circles are the universal mentoring experience. Individual mentor matches are optional and are made only when a screened adult can commit to one Esquire and the family is aware of the match.

What Every Esquire Receives

- Access to the same standardized leadership curriculum and program experiences.
- A documented structured leadership circle during primary Success Seminars.
- An approved adult reviewer for reflection, evidence, and next-step planning.
- Access to the Mentor on Duty Team and program staff for individual follow-up.
- Recognition, service, career exposure, civic education, and academic support remain available whether or not an individual mentor match is available.

Support Levels

Structured Leadership Circles

The default model uses approximately six to seven Esquires in a supervised circle led by a screened facilitator. The adult leads the approved reflection prompt but does not carry an individual caseload for every student in the circle. Program staff supervise the room and their own documentation, family communication, referrals, and follow-up.

Individual Mentor Match

An approved individual match may be offered when a screened mentor voluntarily commits to one Esquire, the Program Director approves the match, and the parent or guardian is aware. No mentor will be assigned a second individual mentee to increase the number of matches.

Mentor on Duty Team

At least two screened adults are identified for same-day questions, make-up reflection, immediate support, and coverage needs. Serving on the duty team does not automatically create a permanent mentor match.

Staff Follow-Up

When an Esquire needs support beyond the standard circle, the Program Director or designee coordinates the parent or guardian contact, referral, safety response, academic support, or short-term Participant Support Plan.

Peer Leadership Support

Prepared older Esquires may model skills, encourage participation, and support younger participants during supervised activities. A peer never becomes the responsible adult, signs as the reviewer, transports a younger Esquire alone, or begins unsupervised private communication.

Staffing Standard for Approximately Forty Esquires

The operating target is six circle facilitators, at least two screened program staff members, and a named Mentor-on-Duty Team. Some adults may serve in more than one event role when youth-protection requirements are still met. Individual mentors are recruited based on sustainable capacity, not on an artificial matching quota.

When staffing is below plan, staff may combine circles or lead one whole-group reflection in an open, observable setting. The program will document the support actually delivered and will not report a brief group interaction as an individual mentor match.

Standard Leadership Circle Conversation

1. Connect: What stood out from today's lesson or experience?
2. Think Deeper: What decision, challenge, or leadership principle mattered most?
3. Apply: Where could you use this lesson at school, at home, at work, or in the community?
4. Commit: What is one action you will complete before the next meeting?
5. Document: What evidence, reviewer, and follow-up date are required?

Family Communication and Accountability

Program staff remains the primary liaison with parents and guardians. Circle facilitators record participation and concerns but do not independently manage family cases. Individual mentors follow the approved communication plan for their one assigned Esquire. Sensitive concerns are referred immediately through the established reporting procedure.

The Monthly Adult Support Roster, Leadership Circle Record, Individual Mentor Contact Note, Participant Support Plan, and Monthly Quality Review are the official mentoring records. Staff documents the support delivered, any unresolved needs, the responsible follow-up owner, and the completion date.

Connection to the Five ELMP Success Goals

Mentoring conversations help Esquires interpret experiences, identify evidence, and choose next actions connected to Academic Performance; Attendance and Participation; Leadership and Conduct; College and Career Readiness; and Personal Growth and Reflection. Mentoring supports the curriculum. It does not replace instruction, family responsibility, professional services, or program staff oversight.

Detailed Implementation Authority

The ELMP Structured Group Mentoring Plan is the controlling support document for staffing, screening, mentoring roles, individual matches, forms, safeguards, and quality checks. The Program Director and Staff Guides apply the same standard during every monthly curriculum experience.

RISK MANAGEMENT, SCREENING, AND MENTOR TRAINING

Go to the new website: <https://www.a2esquires.org/>. Click on Mentor Training in the Top Navigation Section

Complete Steps 1 and 2

Use the Mentor Training page at a2esquires.org.

The screenshot shows the ELMP Mentor Training Academy website. The header includes navigation links: Home, Documents, About, Leader Pathway, Leadership, Mentoring, Program, Program Year, Success Goals, Standards, Worksheets, and an Apply now button. Below the header, the main heading reads "Train. Submit screening information. Receive role approval." followed by a note: "Every mentor, circle facilitator, reviewer, tutor, or Mentor on Duty must complete the requirements for the role before serving with Esquires." The page is divided into three steps:

- STEP 1: Complete the training academy**
Finish all required ELMP mentor-training modules and retain the completion certificate.
Open training
- STEP 2: Submit certificate and screening information**
Upload the training certificate and provide the information required for the NSOPW review and references.
Open submission form
- STEP 3: Confirm approved status**
Training alone does not authorize service. Program staff confirms the approved role after all requirements are reviewed.
View certified mentor list

Step 1: Complete the training. Step 2: Upload the certificate and screening information. Step 3: Confirm approved status

Submit the training certificate and required NSOPW information.

Additionally, you may check your status independently by revisiting the form in Step 3 approximately 24 hours after submitting your information. Your name will appear on the approved list once your certification is complete (see the image below for reference).

After all information is submitted, the Program Coordinator checks each adult mentor or facilitator candidate through the National Sex Offender Public Website. If all is clear, he will add the new mentor to the Approved Adult Tracking Sheet and send the mentor a message confirming the role or roles for which the adult is approved. All these steps must be completed before an adult may serve as a mentor, circle facilitator, reviewer, tutor, or Mentor on Duty.

Nonnegotiable Youth-Protection Requirements

- Approved adults must complete the NSOPW review, provide three references, obtain the ELMP Mentor Training Academy certificate, and obtain annual program approval.
- Mentoring and tutoring occur in open, observable settings and follow ELMP two-adult practices.
- Virtual contact must use approved channels, remain known to the parent or guardian, and be monitored as required.
- Guest presenters and unscreened volunteers do not receive private participant information or serve as reviewers.
- Immediate safety concerns are addressed through the ELMP reporting and escalation procedure.

JUNIOR ESQUIRES (Ages 6-11)

Alignment with ELMP Mission and Vision

Junior Esquires operate under the same mission and vision as ELMP:

- Academic effort and curiosity
- Respect, discipline, and responsibility
- History, heritage, identity, and respect for others
- Service to humanity

- Mentorship and positive male role modeling

Program Structure

Junior Esquires participate alongside the existing ELMP calendar with adjusted expectations for age and attention span.

They may participate in:

- Adapted portions of Success Seminars
- Community service activities
- Group social activities
- History, Heritage, and Cultural Identity activities
- Structured leadership circle interactions
- Sessions are shorter, more interactive, and guided by mentors using discussion, modeling, and hands-on learning.
- Junior Esquire Structured Mentoring

Junior Esquires participate in an age-appropriate structured leadership circle, consistent with the ELMP mentoring model.

Structured mentoring focuses on:

- Modeling respect, discipline, and confidence
- Encouraging academic effort and positive behavior
- Short check-ins and guided conversations
- Reinforcing listening, communication, and accountability
- Coordinating with parents and program staff

Junior Success Focus Areas

- Junior Esquires work toward the same Success Goal categories using age-appropriate indicators:

Academic Performance

- Effort in school and reading
- Completing homework with support

Attendance and Participation

- Being on time
- Staying engaged during activities

Leadership and Conduct

- Respectful language and behavior
- Following directions

Personal Growth and Reflection

- Sharing thoughts appropriately
- Building confidence and self-control
- Recognition and Reinforcement

Junior Esquires participate in the jacket-and-badge system.

Recognition includes:

- Participation certificates
- Verbal affirmations from mentors
- Acknowledgment during group or family events

Parent and Guardian Role**Parents and guardians support Junior Esquires by:**

- Ensuring attendance and punctuality
- Reinforcing program values at home
- Communicating developmental needs to staff
- Participating in family-based service opportunities
- Transition into Esquires (Ages 12–17)

The Junior Esquires component is intentionally designed as a pipeline.**As participants approach eligibility:**

- Program staff and approved adult reviewers assess readiness
- Families receive transition guidance
- Junior Esquires enter the full ELMP program already familiar with expectations, culture, and structure.

HISTORY, HERITAGE, AND CULTURAL IDENTITY SERIES

As a core component of ELMP Success Seminars, Community Service Projects, and Social Activities, the History, Heritage, and Cultural Identity Series helps participants explore the diverse people, cultures, traditions, and historical events that have shaped our nation and communities. Through discussion, reflection, research, and experiential learning, participants gain a deeper appreciation for cultural diversity, civic responsibility, leadership, and the contributions of individuals from all backgrounds. The series encourages participants to develop a strong sense of identity, respect for others, and an understanding of how history influences the present and future.

Monthly Themes:

October – Belonging, Purpose, and Shared Responsibility: Explore leaders, institutions, and traditions that demonstrate how trust, contribution, and community responsibility create belonging.

November – Skills, Pathways, Innovation, and Service: Examine builders, inventors, tradespeople, professionals, and entrepreneurs from varied backgrounds whose preparation created opportunity and strengthened communities.

December – Innovation, Technology, and Responsible AI Use: Connect innovation and discovery to academic honesty, privacy, accuracy, bias, authorship, and responsible use of powerful tools.

January – Aviation, Aerospace, Preparation, and Opportunity: Explore pioneers and professionals whose technical preparation, teamwork, courage, and perseverance expanded access to aviation and aerospace pathways.

February – Professional Excellence and Leadership Heritage: Study professionals, entrepreneurs, scholars, artists, civic leaders, and institution builders from varied backgrounds whose preparation and service created opportunity.

March – Courage, Strategy, Discipline, and Calm Leadership: Examine leaders who used preparation, emotional control, de-escalation, and disciplined decision-making under pressure or during conflict.

April – Civic Leadership, Community Voice, and Informed Decisions: Explore advocacy, journalism, voting, public service, media literacy, and community organizing through a nonpartisan leadership lens.

May – Tradition, Etiquette, Recognition, and Carrying Leadership Forward: Connect gratitude, ceremony, hospitality, responsible choices, professional presence, and recognition to future leadership responsibility.

Interactive Elements:

- Student-led presentations on influential leaders.
- Panel discussions with local professionals and historians.
- Creative projects (poetry, podcast, visual art) that reflect cultural identity.
- Field trips to museums, historical landmarks, or local events.

Connection to Success Criteria:

Participation in this series supports personal growth, public speaking, team engagement, and college/career readiness success goals. Esquires may also earn badges for research presentations or leading discussions.

VOTING ADVOCACY AND CIVIC ENGAGEMENT

Empower Civic Engagement Partnership

The Esquire Leadership and Mentoring Program partners with the TZL Empower Civic Engagement Initiative to help Esquires understand how government, community leadership, and civic participation shape everyday life. This component is educational and nonpartisan, focusing on informed citizenship, leadership, critical thinking, and community involvement.

Civic Learning Objectives

Esquires will:

- Understand the roles of local, state, and federal government.
- Learn how public decisions impact schools, families, and communities.
- Explore the history and importance of voting and civic participation.
- Develop leadership, research, communication, and critical thinking skills.
- Learn how citizens can create positive change through service and engagement.

Civic Engagement Activities

Esquires may participate in:

- Civic Education Seminars
- Local government and public service
- Voting and civic responsibility
- Community leadership and advocacy
- Community problem-solving
- Community Leadership Panels
- Conversations with elected officials, public servants, nonprofit leaders, and community advocates.
- Empower Civic Education Symposium
- Attend and participate in the annual symposium.
- Learn about local issues and public policy.
- Engage in respectful community dialogue.
- Community Issue Research Projects
- Research topics such as education, public safety, economic development, transportation, or community resources.
- Present findings during Success Seminars.

Esquire Participation Opportunities

Esquires may:

- Serve as Civic Engagement Ambassadors at community events.
- Develop thoughtful, nonpartisan questions for public forums.
- Assist with event registration and community outreach.
- Create presentations or projects promoting civic awareness.
- Volunteer at civic education and community engagement events.
- Complete leadership reflections following civic experiences.

Connection to ELMP Success Goals**Participation supports growth in:**

- Leadership and Conduct – initiative, responsibility, and public engagement.
- College and Career Readiness – research, communication, and professional skills.
- Personal Growth – confidence, critical thinking, and civic awareness.
- Attendance and Participation – active involvement in community activities.
- Academic Performance – research, writing, and presentation development.

Recognition Opportunities

Esquires who demonstrate outstanding civic engagement may earn recognition through the ELMP Engagement and Positive Reinforcement System (EPRS).

Examples include:

- Participating in the Empower Civic Education Symposium.
- Completing a community issue research project.
- Serving as a Civic Engagement Ambassador.
- Leading a civic education presentation.
- Participating in community leadership discussions.

This component reinforces ELMP's commitment to developing informed, engaged, and service-oriented leaders who are prepared to make a positive impact in their communities.

MENTOR, ESQUIRE, AND PARENTAL DUTIES, ROLES, AND EXPECTATIONS**Mentor, Facilitator, and Reviewer Expectations**

- Complete all screening, training, annual approval, and role-specific orientation before serving.
- Follow the structured mentoring model, approved prompts, youth-protection practices, and documentation requirements.
- Maintain appropriate boundaries, use approved communication channels, and avoid unsupervised contact.
- Model integrity, preparation, respectful communication, healthy decision-making, and service.
- Record participation, evidence, concern flags, and next actions accurately and on time.
- Refer academic, behavioral, emotional, family, or safety concerns to program staff through the proper procedure.

Circle Facilitators

Lead the approved group reflection during scheduled sessions. Facilitation does not create multiple individual mentor assignments or independent family case management responsibilities.

Individual Mentors

Support one approved Esquire, follow the agreed communication plan, document contacts, coordinate with program staff, and notify leadership when the relationship cannot be sustained.

Mentors on Duty and Staff Reviewers

Provide same-day support, make-up reflection, evidence review, and follow-up coordination without creating an unofficial permanent match.

Esquire Expectations & Duties

Participate honestly and respectfully in structured mentoring conversations and approved individual mentoring when available.

Complete thoughtful and timely reflections, evidence pages, progress records, and requested self-assessments.

Attend all mentor program activities.

Attend approved social, service, leadership, and developmental activities planned by ELMP.

Tell program staff or an approved individual mentor about appropriate school, career, service, and leadership opportunities that interest you.

Families may invite an approved individual mentor to participate in appropriate extracurricular activities through the agreed-upon communication process.

Parent/Guardian Expectations & Duties

Please read and seriously consider whether you AND your child:

- 1) Desire to participate in this program.
- 2) Will be able to reasonably attempt to fulfill the expectations of time, attendance, and attitude.

Provide or plan for timely transportation to and from all mentor program activities for your child.

Communicate any special needs or situations concerning your child to the program staff BEFORE the start of the program year in October.

****Participation and Absence Policy****

Frequent active involvement is essential for the Esquire to be effectively impacted by this mentor program. If the Esquire cannot attend any mentor program activity, the Esquire must call the necessary program staff WITH his parent/guardian as soon as possible before the event. An absence is considered unexcused when the family does not provide timely notice or an approved explanation. Three unexcused absences from the monthly Success Seminars or five unexcused absences from any other activity (community service, social, fundraising, etc.) will result in a review of the student's eligibility for participation in the program.

ESQUIRE LEADERSHIP COUNCIL

Purpose

The Esquire Leadership Council provides Esquires with an opportunity to develop and practice leadership, responsibility, teamwork, communication, event planning, civic engagement, and servant leadership. The council serves as the official student leadership body of the Esquire Leadership and Mentoring Program (ELMP).

The council is led by an elected Esquire President and Esquire Vice President, who work alongside Program Staff to represent the Esquires' voice, assist with program operations, and help plan fourth-Saturday activities.

These positions provide real-world leadership experience while teaching accountability, professionalism, decision-making, and service.

Election Process

The Esquire President and Esquire Vice President shall be elected annually by the Esquires.

Eligibility Requirements

Candidates must:

- Be an active Esquire in good standing.
- Demonstrate regular attendance and participation.
- Exhibit leadership, maturity, integrity, and respect for the ELMP Code of Conduct.
- Be willing to serve as a positive role model for fellow Esquires.

Voting Process

- Elections shall be held annually during the first Success Seminar of the program year.
- Candidates may provide a brief speech outlining their qualifications and goals.
- Each active Esquire present shall receive one vote.
- A majority vote of the Esquires present shall determine elections.
- If no candidate receives a majority of the vote, a runoff election shall be held between the two candidates with the most votes.
- Program Staff shall oversee and certify all election results.

Esquire President

The Esquire President serves as the chief student leader of the Esquire Leadership and Mentoring Program and leads the Esquire team during program activities.

Responsibilities

The President shall:

- Serve as the primary student liaison to Program Staff.
- Represent the interests and perspectives of the Esquires.
- Conduct official Esquire roll call and attendance verification during Success Seminars and major program events.
- Lead the Esquire team during opening assemblies, announcements, and transitions between activities.
- Assist with opening and closing portions of Success Seminars.
- Facilitate student discussions when appropriate.
- Encourage participation, accountability, and positive behavior among fellow Esquires.
- Promote adherence to the ELMP Code of Conduct.
- Lead Esquire Leadership Council meetings and planning sessions.
- Coordinate student committees and delegate responsibilities.
- Assist with welcoming guests, speakers, community leaders, and community partners.
- Lead student involvement during community service projects, social activities, fundraising initiatives, and civic engagement events.
- Provide updates and reports regarding upcoming projects and activities.
- Assist with Student Recognition Dinner activities and presentations.
- Serve as a role model through attendance, professionalism, leadership, character, and service.

Leadership Development Outcomes

The President develops:

- Public speaking
- Meeting facilitation
- Team leadership
- Event planning
- Project management
- Decision-making
- Accountability
- Professional communication

Esquire Vice President

- The Esquire Vice President serves as the second-ranking student leader and supports the President in all leadership functions.

Responsibilities

The Vice President shall:

- Assist with roll call and attendance verification.
- Lead the Esquire team when the President is absent.
- Assist with opening and closing activities.
- Support the planning and coordination of fourth Saturday activities.
- Supervise committees and project teams.
- Assist Program Staff with event preparation and logistics.
- Coordinate student volunteers for service, social, fundraising, and civic engagement activities.
- Gather suggestions, concerns, and feedback from Esquires and communicate them to Program Staff.
- Encourage participation and engagement among all Esquires.
- Monitor student involvement and help ensure all Esquires remain actively engaged.
- Assist with Student Recognition Dinner activities and presentations.
- Be prepared to assume the responsibilities of the President whenever necessary.
- Leadership Development Outcomes

The Vice President develops:

- Organizational skills
- Project management
- Team coordination
- Communication
- Leadership support and succession planning
- Event management
- Collaboration and teamwork
- Esquire Team Leadership Responsibilities

The President and Vice President shall collectively serve as the leadership team for the Esquires.

Together they shall:

- Conduct roll call and attendance at Success Seminars and major program events.
- Lead the Esquire team during program activities.
- Assist Program Staff in maintaining organization, professionalism, and engagement.
- Represent the Esquires' voice during planning discussions.
- Coordinate student-led committees and special projects.
- Help develop and implement fourth Saturday activities.
- Promote a culture of leadership, accountability, respect, and service.

- Support approved adult-led activities and assist younger or newer Esquires.
- Encourage active participation in all aspects of the program.
- Fourth Saturday Leadership Initiative
- The President and Vice President shall work with Program Staff to develop, recommend, and coordinate fourth-Saturday activities throughout the program year.

Activities may include:

- Community Service
- Food drives
- Community cleanups
- Caring and Sharing projects
- Family Essentials Kit projects
- Volunteer service initiatives
- Social Activities
- Team-building experiences
- College sporting events
- Recreation outings
- Museum visits
- Networking activities
- Fundraising Activities
- Program awareness events
- Fundraising campaigns
- Sponsorship support activities
- Community outreach initiatives
- Voting Advocacy & Civic Engagement
- Empower Civic Education Symposium support
- Civic education projects
- Community leadership panels
- Voter education activities
- Public service and advocacy initiatives
- The President and Vice President may establish temporary committees of Esquires to assist with planning and implementing approved activities.
- Connection to ELMP Success Goals

Service as Esquire President or Esquire Vice President directly supports:

- Leadership and Conduct
- Leadership by example
- Responsibility and accountability
- Team leadership and professionalism
- Attendance and Participation
- Consistent involvement in program activities
- Active engagement in planning and implementation
- College and Career Readiness
- Public speaking
- Project management
- Team leadership
- Professional communication
- Personal Growth and Reflection
- Increased confidence
- Self-awareness
- Decision-making and problem-solving
- Academic Performance

- Application of organization, planning, research, and critical-thinking skills

Through these leadership positions, Esquires gain meaningful experience leading peers, planning activities, serving their community, and working alongside Program Staff to advance the mission of ELMP: Developing Leaders and building Character. Inspiring Service.

MEASURING SUCCESS

Evidence Authority

The Esquire Leadership Reflection and Evidence Portfolio is the official student record for monthly reflections, Success Goal evidence, service records, leadership practice, and capstone work. The Program Staff Portfolio and curriculum guides establish how staff reviews evidence and completes monthly quality checks.

Esquires' educational success goes beyond traditional academic achievement. It encompasses the holistic development of students, preparing them academically, socially, and emotionally to thrive in school, post-secondary education, and life. Educational success is defined as the development of strong academic foundations, life skills, a positive self-identity, and leadership qualities that lead to improved school performance, high school graduation, preparedness for college or vocational pursuits, and the confidence to make informed life decisions. For youth in this age group, success means not only earning good grades but also growing in personal responsibility, building self-esteem, participating in meaningful activities, engaging in structured mentoring and reflection, and setting and working toward future goals.

Measuring Impact Toward Educational Success: To evaluate the program's effectiveness and track progress toward educational success, a combination of quantitative and qualitative metrics will be used:

Academic Performance:

- Regular monitoring of GPA, report card grades, and test scores
- Evidence of grade-level proficiency or improvement in core subjects (math, reading, writing)
- Participation in and outcomes from tutoring sessions and academic enrichment activities
- Earned through AI & tech activities that improve school learning and skills

Attendance and Participation:

- School attendance rates and reduction in absenteeism
- Consistent attendance at Success Seminars, mentorship sessions, and program events
- Completion of progress reports and life plans by Esquires
- Earned by showing up, staying engaged, and actively contributing to technology sessions

Leadership and Conduct:

- Improvement in interpersonal skills, maturity, and leadership as observed by mentors and staff.
- Participation in group discussions, community service, and social activities
- Demonstrated respect, responsibility, and adherence to the program's code of conduct.
- Earned by showing initiative, teamwork, and good behavior in tech-related activities.

College and Career Readiness:

- Completion of college and career exploration activities
- Attendance at college tours and informational workshops
- Enrollment in post-secondary education or training programs upon graduation
- Earned by building tech skills that prepare for future education or careers.

Personal Growth and Self-Reflection:

- Mentor, parent/guardian, and school staff surveys or interviews.
- Student self-assessments on confidence, goal setting, and personal growth
- Participation in public speaking or recognition events showcasing development.

- Earned by showing self-awareness, improvement, and creativity through tech projects.
- By consistently tracking these outcomes, the program ensures it meets its mission of equipping young men with the academic tools, leadership skills, and personal discipline needed to succeed in education and beyond.

ENGAGEMENT AND POSITIVE REINFORCEMENT SYSTEM

Purpose:

To encourage consistent engagement, celebrate personal milestones, and reinforce positive behaviors that align with educational, engagement, leadership, and personal growth success goals for Esquires. There are 20 criteria for award badges. An Esquire must complete 10 Success Goals to receive the Esquire Jacket (see the example below). For a Success Goal to be complete, an approved adult reviewer must verify that an indicator is complete before credit is given. Esquires complete goals to earn additional badges for their jackets. This is a cumulative process. If an Esquire does not reach the goal in the first year, badge progress carries forward into the next year as long as the Esquire remains active. Reward-system certificates and jackets will be awarded at the May 2027 Student Recognition Dinner.

Core Reward Categories & Criteria

Category	Success Goals	Reward Examples
Academic Performance	- GPA improvement - Grade-level proficiency/improvement - Tutoring participation/academic enrichment - AI/tech activities that boost learning and skills.	Complete 2/4 get AP badge.
Attendance & Participation	- 90%+ attendance at school - 70%+ attendance at ELMP events - Completion of life plans and progress reports - Earned through active tech participation.	Complete 2/4 get A/P badge
Leadership & Conduct	- Demonstrating maturity and responsibility - Respecting peers, mentors, and rules - Active participation in team discussions - Earned through leadership/teamwork in tech. _	Complete 2/4 get L/C badge
College & Career Readiness	- Attending college tours or vocational workshops - Completing post-secondary plans or applications - Building a resume or portfolio - Earned by developing tech skills for future goals.	Complete 2/4 get C/CR badge
Personal Growth & Reflection	- Honest and thoughtful self-assessments - Public speaking or project presentations - Helping peers and showing emotional growth - Earned through growth and creativity in tech.	Complete 2/4 get PG/R badge

Overall Reward System Rewards

Level	Criteria Met	Recognition
Bronze (Rising Leader)	Meets 1–5 goals per year	Receive Rising Leader Achievement Badge

Level	Criteria Met	Recognition
Silver (Dedicated Scholar)	Meets 6–9 goals per year	Receive Dedicated Scholar Achievement Badge
Gold (Elite Esquire)	Meets 10+ goals per year	Receive Elite Esquire Badge/Esquire Jacket

Additional Tools for Implementation

Goal Tracking Sheet – Each Esquire keeps a simple progress chart updated and monitored by program staff and approved adult reviewers.

SUCCESS GOAL EXAMPLES

Academic Performance

GPA Improvement: 1. Raised GPA from 2.3 to 2.8 through improved study habits. 2. Moved from failing to a B average with after-school tutoring. 3. Improved math GPA from C to B+ through weekly study groups. 4. Performed well on major tests by seeking support. 5. Improved a school project using new tech and design skills.

Grade Level Progress: 1. Scored proficiently on the state reading test after being below grade level. 2. Advanced from seventh to ninth grade in reading comprehension through summer programs. 3. Gained two grade levels in math through STEM mentorship. 4. Performing well on major tests by seeking support. 5. Created a digital study guide using Canva or Google Docs.

Tutoring and Enrichment: 1. Attended consistent academic support sessions. 2. Completed Khan Academy science challenge. 3. Joined after-school enrichment for writing. 4. Regularly met with teachers for concept review. 5. Used AI tools to summarize readings and shared results with mentors.

Attendance and Participation

School (90 percent or higher): 1. Missed only two days in a ninety-day semester. 2. Maintained perfect attendance for one marking period. 3. Earned recognition for attendance. 4. On time for school and classes.

ELMP (70 percent or higher): 1. Attended eight of ten seminars and community service days. 2. Joined all summer leadership events. 3. Participated in GroupMe discussions twice monthly. 4. Volunteered to set up tech equipment. 5. Aiming for full participation.

Life Plans and Reports: 1. Submitted a three-year academic and career plan with mentor input. 2. Completed six monthly reflections. 3. Turned in quarterly self-assessments with goals. 4. Connected progress reports with reflections. 5. Participated in an esports or tech planning project.

Leadership and Conduct

Maturity and Responsibility: 1. Resolved group conflict. 2. Managed ELMP duties while balancing school and home. 3. Chose to study before exams. 4. Completed chores responsibly. 5. Acknowledged mistakes and corrected them. 6. Helped younger Esquires with tech topics.

Respect: 1. Spoke respectfully with peers and mentors. 2. Welcomed new Esquires. 3. Took accountability for actions. 4. Encouraged others in difficult times. 5. Created group tech safety rules.

Team Participation: 1. Shared ideas in group discussions. 2. Led small groups during workshops. 3. Asked follow-up questions during sessions. 4. Repeated answers for understanding. 5. Presented AI or tech topics.

College and Career Readiness

Tours and Workshops: 1. Visited Wayne State University. 2. Participated in an HVAC training demo. 3. Attended a financial aid seminar. 4. Listed scholarships of interest. 5. Explored types of colleges and programs. 6. Interviewed a mentor about a tech career and wrote a reflection.

Applications and Planning: 1. Drafted personal statement with mentor. 2. Created a list of five college options. 3. Registered for the SAT and submitted three applications. 4. Identified career interests and training needs. 5. Completed a mini project suitable for an application portfolio.

Resume and Portfolio: 1. Built a resume with volunteer work, GPA, and leadership roles. 2. Designed a digital portfolio with art or writing. 3. Collected recommendation letters. 4. Listed skills and hobbies. 5. Learned and applied three AI tools to improve productivity or creativity.

Personal Growth and Reflection

Self-Assessment: 1. Reflected on overcoming procrastination. 2. Shared goals and improvement areas during check-ins. 3. Identified emotional triggers and coping strategies. 4. Recorded self-reflection through writing or media. 5. Reviewed digital footprints and wrote a tech use pledge. 6. Improved tech skills after identifying weaknesses.

Public Speaking and Projects: 1. Delivered a short speech on leadership. 2. Presented a science fair project. 3. Led a history and leadership presentation. 4. Created a podcast on a personal issue. 5. Produced digital art or video and explained the meaning.

Helping Peers and Emotional Growth: 1. Supported a peer facing challenges. 2. Mediated group disagreements peacefully. 3. Asked for help managing stress and applied strategies. 4. Spoke with the younger students about maturity and decision-making. 5. Kept a journal of lessons from seminars and applications to life.

ELMP UPPER TIER RECOGNITION LEVELS

Returning Esquires retain all previously earned badges, recognition, awards, and years of service as they progress toward Legacy Esquire status. Each year builds upon the last, allowing Esquires to grow, be recognized, and earn additional honors over time. For many families, the first year is just the beginning of a longer leadership and development journey.

The program recognizes Esquires through the Elite, Distinguished, and Legacy Esquire Recognition System. This system celebrates consistent participation, leadership development, and long-term commitment while providing clear milestones that mark each Esquire's progress throughout the program.

Elite Esquire



Awards Earned:

Elite Esquire Badge

Elite Esquire recognition is awarded to Esquires who consistently meet program expectations and actively participate in mentoring, academic support, leadership development, and service activities. This level reflects reliability, engagement, and steady personal growth.

Typical Indicators:

- Regular attendance and participation
- Complete 10 or more Success Goals
- Active engagement in structured mentoring and reflection
- Progress toward academic and personal success goals
- Positive conduct and accountability

Distinguished Esquire



Awards Earned:

- ELMP Lapel Pin for each year of participation
- Pin is placed on the left collar of the Esquire Jacket
- Distinguished Esquire Badge placed below the Esquire Name on the jacket
- Distinguished Esquire recognition is awarded to returning Esquires who demonstrate sustained commitment over multiple years. These Esquires demonstrate leadership, maturity, and consistency, serving as positive role models for younger Esquires.

Typical Indicators:

- Multiple years of participation in the program
- Achieve all 20 Success Goals
- Demonstrated leadership and positive peer influence
- Consistent completion of success goals
- Ongoing service contributions and strong character

Legacy Esquire



Awards Earned:

- Legacy Esquire Badge (placed above the Esquire's name on the jacket)
- The pin is placed on the left collar of the Esquire Jacket
- ELMP Lapel Pin for each year of participation
- Legacy Esquire recognition is the highest honor within the program and is reserved for Esquires who complete their Esquire journey and graduate. Legacy Esquires are recognized for their long-term dedication, exemplary leadership, and the lasting impact they have made within the Esquire community.

Typical Indicators:

- Program completion and graduation
- Long-term commitment to the Ann Arbor Esquires Leadership and Mentoring Program
- Exemplary leadership and service record
- Recognized contributions to the Esquire community

ESQUIRE POLO AND T-SHIRT



Official ELMP program apparel.

ESQUIRE JACKET



The Esquire jacket recognizes documented growth, participation, leadership, and service.

ESQUIRE BADGE PLACEMENT GUIDE

BADGE PLACEMENT GUIDE

Follow this guide to place each badge on your jacket correctly.

RIGHT CHEST

Legacy Esquire Badge
Placement: Right chest, above the name.
Position the top of the badge about 1 inch below the shoulder seam.

NAME
Placement: Right chest, centered between the upper and lower badges.
Ensure the text is straight and level.

RIGHT CHEST
Distinguished Esquire Badge
Placement: Right chest, below the name.
Position the top of the badge about 1 inch below the bottom of the name.

COLLAR PINS

Placement: One on each collar point.
Center the pin on the collar, about 1/2 inch down from the edge.

Place these badges on the same side as the large badge

LEFT CHEST LARGE BADGE

Placement: Left chest, centered.
Align the center of the badge with the center of the chest area.
Position the top of the badge about 1 inch below the shoulder seam.

Orientation Note: All references to "left" and "right" throughout this guide are based on the wearer's perspective while wearing the jacket. For example, the "left chest" refers to the left side of the jacket when it is being worn.

GENERAL NOTES

- ✓ Use a tape measure to ensure even spacing.
- ✓ Keep all badges straight and level.
- ✓ Maintain consistent spacing between badges.
- ✓ Press or sew badges securely.

TIP: Lay the jacket flat and use pins to mark placement before attaching.

RIGHT SLEEVE BADGES (TOP TO BOTTOM)

GOLD ELITE ESQUIRE
Placement: Top of right sleeve.
Position the top of the badge about 1 inch below the shoulder seam.

SILVER DEDICATED SCHOLAR
Placement: Below the Gold badge.
Leave about 1/2 inch of space between

BRONZE RISING LEADER
Placement: Bottom of right sleeve.
Position the bottom of above the cuff seam.

LEFT SLEEVE BADGES (TOP TO BOTTOM)

ACADEMIC PERFORMANCE
Placement: Top of left sleeve.
Position the top of the badge about 1 inch below the shoulder seam.

ATTENDANCE PARTICIPATION
Placement: Below the Academic badge.
Leave about 1/2 inch of space between badges.

COLLEGE & CAREER READINESS
Placement: Below the Attendance badge.
Leave about 1/2 inch of space between badges.

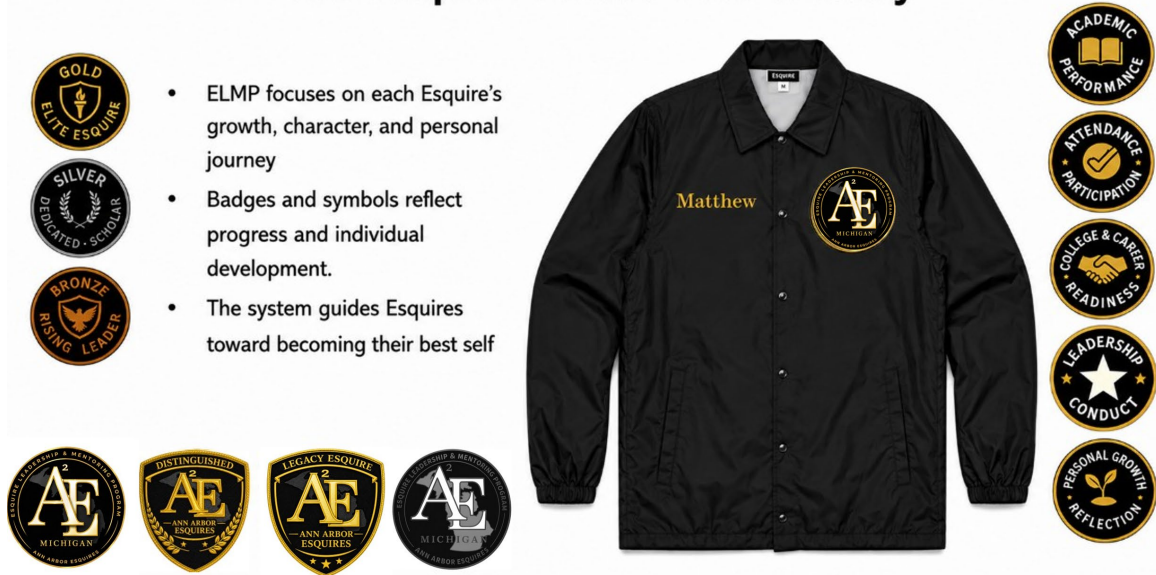
LEADERSHIP CONDUCT
Placement: Below the College & Career Readiness badge.
Leave about 1/2 inch of space between badges.

PERSONAL GROWTH REFLECTION
Placement: Bottom of left sleeve.
Position the bottom of the badge about 1 inch above the cuff seam.

Official badge and insignia placement guide.

ESQUIRE REWARD BADGES

The Esquire Jacket Tells a Story



The Esquire jacket tells the story of an Esquire's growth, character, and personal journey.

ELMP Supplemental Achievement Badges

Supplemental recognition pathways aligned with the ELMP success goals.



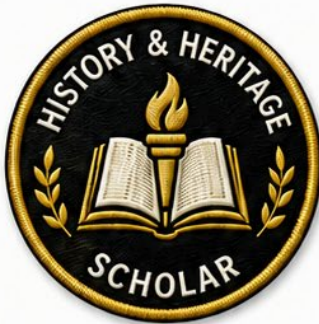
1. Community Service Leader Badge

Recognizes consistent service, responsibility, and commitment to helping others.

Criteria:

- Participate in at least three approved ELMP, Caring & Sharing, or community service activities.
- Complete at least ten documented service hours.
- Perform an assigned leadership responsibility during at least one service activity.
- Complete a reflection explaining the community need, personal contribution, and lesson learned.

Success Goal Alignment: Attendance and Participation, Leadership and Conduct, Personal Growth and Reflection.



2. History, Heritage, and Cultural Identity Scholar Badge

Recognizes meaningful participation in the required History, Heritage, and Cultural Identity Series.

Criteria:

- Participate in at least six monthly history and heritage sessions.
- Research an approved historical leader, organization, institution, movement, or event.
- Complete a written, visual, digital, or creative research project.
- Present the project or lead part of an approved group discussion.

Success Goal Alignment: Academic Performance, College and Career Readiness, Personal Growth and Reflection.



3. Civic Engagement Ambassador Badge

Recognizes nonpartisan civic education, informed citizenship, and community involvement.

Criteria:

- Attend an approved TZL Empower civic education event, symposium, panel, or public meeting.
- Complete a research activity about a local, state, or national civic issue.
- Serve as an ambassador, greeter, registration assistant, outreach volunteer, or student question presenter.
- Complete a reflection explaining how informed citizens can positively influence their communities.

Success Goal Alignment: Leadership and Conduct, College and Career Readiness, Attendance and Participation.

ELMP Supplemental Achievement Badges

Supplemental recognition pathways aligned with the ELMP success goals.



4. Professional Presence and Etiquette Badge

Recognizes professionalism, respectful conduct, communication, and personal presentation.

Criteria:

- Complete the ELMP Etiquette and Responsible Choices session.
- Demonstrate proper introductions, eye contact, posture, listening, and respectful conversation.
- Complete an approved table etiquette, networking, interview, or professional interaction activity.
- Consistently follow the ELMP Code of Conduct during at least three documented events.

Success Goal Alignment: Leadership and Conduct, College and Career Readiness, Personal Growth and Reflection.



5. Public Speaking and Communication Badge

Recognizes confidence, preparation, active listening, and effective communication.

Criteria:

- Complete an approved communication or public-speaking activity.
- Deliver a prepared speech, introduction, announcement, reflection, or presentation of at least two minutes.
- Ask or answer a thoughtful question during a Success Seminar or leadership event.
- Receive documented feedback and identify one communication skill that improved.

Success Goal Alignment: Leadership and Conduct, College and Career Readiness, Personal Growth and Reflection.



6. College and Career Explorer Badge

Recognizes meaningful exploration of educational, vocational, entrepreneurial, and professional pathways.

Criteria:

- Attend at least two approved college tours, career workshops, vocational demonstrations, or professional panels.
- Interview a professional, educator, entrepreneur, tradesperson, or community leader.
- Update the Esquire Life Plan with an educational or career pathway.
- Complete a resume, career profile, portfolio item, personal statement, or career reflection.

Success Goal Alignment: College and Career Readiness, Academic Performance, Personal Growth and Reflection.

ELMP Supplemental Achievement Badges

Supplemental recognition pathways aligned with the ELMP success goals.



7. Technology and Responsible AI Badge

Recognizes responsible, ethical, and productive use of technology and artificial intelligence.

Criteria:

- Complete an approved technology, digital citizenship, cybersecurity, or responsible AI session.
- Use an approved technology or AI tool to support learning, research, creativity, organization, or problem-solving.
- Explain the importance of accuracy, privacy, bias, academic honesty, authorship, and source verification.
- Create and present a technology-based project or written reflection demonstrating responsible use.

Success Goal Alignment: *Academic Performance, College and Career Readiness, Leadership and Conduct.*



8. Peer Leadership and Brotherhood Badge

Recognizes Esquires who encourage others and serve as positive role models.

Criteria:

- Support a younger, new, or less-experienced Esquire during at least three approved activities.
- Lead or assist with roll call, an opening, closing, group discussion, team assignment, or activity transition.
- Demonstrate encouragement, respectful conflict resolution, and positive peer influence.
- Receive a written recommendation from Program Staff or an approved adult reviewer.

Success Goal Alignment: *Leadership and Conduct, Attendance and Participation, Personal Growth and Reflection.*



9. Project Leadership Badge

Recognizes planning, teamwork, accountability, and successful completion of an approved project.

Criteria:

- Propose or accept responsibility for an approved ELMP project.
- Create a basic plan identifying the purpose, tasks, timeline, needed materials, and team responsibilities.
- Help lead the project through completion.
- Present the project results and complete a reflection identifying successes, challenges, and lessons learned.

Success Goal Alignment: *Leadership and Conduct, College and Career Readiness, Attendance and Participation.*

ELMP Supplemental Achievement Badges

Supplemental recognition pathways aligned with the ELMP success goals.



10. Academic Resilience Badge

Recognizes effort, perseverance, responsible help-seeking, and measurable academic improvement.

Criteria:

- Identify an academic challenge and establish a specific improvement goal.
- Develop an approved study, tutoring, organization, attendance, or assignment-completion plan.
- Follow the plan for at least one grading period or four documented weeks.
- Provide evidence of improvement in grades, test performance, assignment completion, study habits, or academic confidence.

Success Goal Alignment: *Academic Performance, Personal Growth and Reflection.*



11. Attendance Excellence Badge

Recognizes exceptional reliability, punctuality, preparation, and participation.

Criteria:

- Maintain at least 90 percent school attendance during the reviewed period.
- Attend at least 85 percent of eligible ELMP activities.
- Arrive on time and prepared for at least 90 percent of attended ELMP activities.
- Complete all required progress reports, reflections, and Life Plan updates by the established deadlines.

Success Goal Alignment: *Attendance and Participation, Leadership and Conduct.*



12. Fundraising and Community Outreach Badge

Recognizes Esquires who help strengthen ELMP through responsible fundraising and community engagement.

Criteria:

- Participate in an approved ELMP fundraising or community-awareness initiative.
- Complete an assigned responsibility such as event setup, promotion, guest assistance, ticket support, presentation, or sponsor appreciation.
- Demonstrate professionalism when representing ELMP to families, partners, donors, or community members.
- Complete a reflection explaining how fundraising and outreach support the ELMP mission.

Success Goal Alignment: *Leadership and Conduct, College and Career Readiness, Attendance and Participation.*

CODE OF CONDUCT

Speaking and Participation

Stand up and begin by saying "Esquire," followed by your full name, before speaking.

Example: "Esquire Your Name"

Wait to be recognized before continuing.

Speak clearly, confidently, and respectfully.

One voice at a time. No talking over others.

Raise your hand to contribute or ask a question.

Listen fully before responding. Think before you speak.

Every Esquire is expected to participate when called upon.

Respect and Conduct

Address adults and mentors as Mr., Ms., Ma'am, or Sir unless told otherwise.

Treat fellow Esquires with respect at all times.

No teasing, mocking, name-calling, or put-downs.

Respect different opinions even when you disagree.

Respect women and girls of all ages in words and actions.

No foul, offensive, or inappropriate language.

Presence and Engagement

Be present, alert, and engaged during all activities.

Phones, headphones, and distractions are not permitted.

Maintain eye contact when someone is speaking.

Sit up straight and demonstrate professional body language.

Punctuality and Preparedness

Arrive on time or early to all sessions and events.

Come prepared with the required materials.

Follow instructions the first time they are given.

Stay for the full duration of the program unless excused.

Appearance and Professionalism

Follow the required dress code for each event.

Clothing should be clean, appropriate, and respectful.

Wear ELMP attire when instructed.

Accountability and Responsibility

Take responsibility for your actions and choices.

Make excuses for nothing and own your behavior.

Strive to improve when given feedback.

THE ESQUIRE STANDARD

An Esquire listens first, thinks second, and responds with purpose.

An Esquire carries himself with discipline, respect, and confidence.

An Esquire represents his family, his community, and ELMP with pride.

THE ESQUIRE CREDO

I am an Esquire

I stand with discipline, respect, and purpose.

I show up prepared, listen before I speak,

And lead by example.

I take responsibility for my actions.

And strive to improve every day.

I value education, service, and integrity.

I work hard, I remain focused,

And I NEVER settle for less than my best.

THE JR. ESQUIRE CREDO

I am an Esquire

I listen, show respect, and do my best.

I am kind, responsible, and proud to learn.

APPLICATION, GRADE RELEASE, AND CONSENT FORMS

1. Complete Electronic ELMP Application, Grade Release, and Consent Forms

online: <https://www.a2esquires.org>

OR

2. Please download, complete, and return forms to: annarbor.elmp@gmail.com

MONTHLY NEWSLETTER SUBMISSION

The designated program staff will prepare a monthly summary of ELMP activities that highlights key events, milestones, and accomplishments from the previous month. The summary will include photos and relevant supporting materials to reflect the full scope of program engagement. Once finalized, it will be submitted to the chapter's monthly newsletter to keep the chapter informed and connected to the program's ongoing progress.

PROGRAM FEE

For the 2026-2027 program year, there is a \$40 participation fee to help cover the cost of the Esquire polo shirt, t-shirt, and other program materials. Payment details and deadlines will be shared after re-commitment is confirmed. Financial assistance and flexible payment options are available for families who may need support.

CONTACT INFORMATION

Email: annarbor.elmp@gmail.com

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Program Staff

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