

The logo is a circular emblem with a gold border. Inside the border, the text "ESQUIRE LEADERSHIP & MENTORING PROGRAM" is written in a gold, sans-serif font along the top arc. In the center, the letters "A" and "E" are rendered in a large, gold, serif font, with a small "2" positioned above the "A". Below the "A" and "E", the words "Alpha" and "Esquires" are written in a gold, serif font, with "Alpha" on the left and "Esquires" on the right. At the bottom of the circle, the text "ANN ARBOR ESQUIRES" is written in a gold, sans-serif font along the bottom arc.

Esquire Leadership and Mentoring Program

“Preparing Tomorrow’s Leaders”

Esquire Leadership and Mentoring Program

ELMP Information Packet

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Esquire Leadership and Mentoring Program

PROGRAM OVERVIEW

ELMP Mission

The Esquire Leadership and Mentoring Program (ELMP) is committed to developing young black men academically, socially, and personally, with a central focus on higher education and service to humanity.

Our Vision

To prepare young men to become the most respected and sought-after socially conscious, college-educated, and high achieving black men who are leaders of our communities and families.

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, success seminar planning, and all major program events. He ensures the program operates in alignment with the mission, values, and standards of Alpha Phi Alpha Fraternity, Inc.

The Program Director is responsible for final approval of all program publications, communications, policies, schedules, and materials representing ELMP. He oversees program finances, including budget development, fundraising coordination, expenditures, and financial accountability when applicable. 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 and assists the Program Director in executing the mission and daily operations of ELMP. In the absence of the Program Director, he 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 overall success and growth of the program.

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.

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He leads community partnership development, sponsor engagement, and collaborative initiatives that enhance academic, career, cultural, service, and technology exposure for Esquires. He serves as the primary point of communication for volunteer mentors regarding scheduling, expectations, training, Mentor Esquire 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 used to measure 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 matters and performs all additional duties necessary to support the operational excellence and continued expansion of ELMP.

PROGRAM STRUCTURE

Success Seminars

These seminars are focused on Life Skills, and Interactive Meetings focus on different aspects of growth and development.

Community Service Projects

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

Group Social Activities

These group social activities focus on building a sense of community and care for each other outside the bounds of small group mentor/esquire connections. These fun and wholesome productive activities will be planned throughout the program year. Examples of social activities are laser tag, college football games, movie night, etc.

Mentor/Esquire Connections

All Esquires will be able to learn, grow, and converse with our mentors during the planned Esquire activities and success seminars. These interactions aim to increase the overall benefit to the esquire while also creating beneficial relationships across these three meaningful stations of scholastic development: 1) secondary education, 2) collegiate education, and 3) professional life.

Project Alpha

Alpha Phi Alpha Fraternity, Inc. and the March of Dimes Birth Defects Foundation began collaboratively implementing Project Alpha in 1980. This collaborative project is designed to provide education, motivation, and skill-building on issues of responsibility, relationships, teen pregnancy, and sexually transmitted diseases for young males ages 12-15. Designed to provide young men with current and accurate information about teen pregnancy prevention, Project Alpha consists of a series of workshops and informational sessions conducted by Alpha Phi Alpha Fraternity brothers.

The three goals of Project Alpha programs are:

- Sharing knowledge by combating ignorance and fear with factual information
- Changing Attitudes by motivating positive changes in sexual behavior
- Providing skills by creating a sense of empowerment and self-esteem

Alpha Phi Alpha Fraternity, Inc. chapters nationwide execute the program with their local March of Dimes to implement Project Alpha programs.

Student Recognition and Year-End Awards Dinner

Alpha Phi Alpha Fraternity, Incorporated – Theta Zeta Lambda Chapter has held an annual student recognition luncheon recognizing the academic improvement of young males in Ann Arbor schools and providing monetary

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scholarships to several graduating high school seniors each year. The ELMP participates in this annual recognition event to increase the number of students we recognize and honor in our community. At this luncheon, Esquires will also showcase various items and abilities they developed during the year's mentorship (e.g., etiquette, public speaking, key takeaways). Esquires will also receive certificates of recognition for their various services and academic achievements based on their life plans.

On Demand Tutoring Support Network

The Ann Arbor Alpha 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 Brothers and Mentors 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. Brothers and Mentors 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, or mentor 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 a Brother or Mentor 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.

Brothers and Mentors who complete the interest form will indicate the subjects they are comfortable supporting, 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, Brothers and Mentors may accept or decline based on their availability at that time.

Tutoring support is short term and purpose driven, and the length of tutoring depends on each individual 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 Brother or Mentor remains available for future needs.

This approach allows Brothers and Mentors 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 Brothers and Mentors who are willing to serve as on-call academic support resources to complete the ELMP Academic Tutoring Support Form to indicate their areas of expertise, availability, and interest.

Esquire Parent Outreach Team

The program staff or designee 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 regarding program progress and any arising challenges, 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 to receive a scholarship for their future educational endeavors.

Goals

Esquires will play an active role in both the planning and design of the Esquire Leadership and Mentoring Program (ELMP) to ensure the program remains youth-centered, relevant, and empowering. Their involvement begins with regular feedback opportunities, including surveys, focus groups, and open forums where Esquires can share ideas, express concerns, and help shape the activities, seminar topics, and community service projects they participate in. Esquires will also be encouraged to join youth advisory committees that meet with program

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leadership to contribute to event planning, suggest guest speakers, and help design social and educational experiences that reflect their interests and aspirations. This inclusion builds leadership, decision-making skills, and ownership of the program. Through consistent mentor engagement, success seminars, life planning, and public speaking opportunities, participants are empowered to see themselves as scholars and leaders. The program reinforces cultural pride, accountability, and confidence while exposing them to college, career, and civic pathways. By helping shape their own journey, Esquires not only benefit from the program, but they also help lead it, ensuring that it grows with their needs and reflects their voices. This empowerment fosters a sense of purpose and prepares them to lead in their communities.

Risk Management and Mentor Training

ELMP Hybrid Mentor Training Plan

Rule of Three Model

The Esquire Leadership and Mentoring Program maintains a strong commitment to safety, accountability, and mentor preparation. All mentors and adult participants must complete the ELMP Hybrid Mentor Training Plan each program year to serve as approved mentors.

This training model combines structured instruction, annual screening, and active mentoring engagement. The ELMP training system follows a Rule of Three Model, ensuring that every mentor completes three core areas of preparation, three required training steps, and three annual compliance requirements.

Three Core Areas of Mentor Preparation

Safety and Risk Management

Mentors are trained in the standards required to maintain a safe and supportive mentoring environment. Training emphasizes appropriate boundaries, responsible supervision, and professional conduct when working with youth.

Mentors learn:

- Youth safety standards
- Appropriate mentor conduct
- Communication expectations
- Supervision guidelines
- Awareness of reporting responsibilities

Program Knowledge and Mentoring Skills

Mentors are introduced to the mission, structure, and expectations of the Esquire Leadership and Mentoring Program. Mentors learn how to support Esquires academically, socially, and personally while reinforcing program standards.

Mentors learn:

- ELMP mission and goals
- Mentor responsibilities
- Building positive mentor relationships
- Academic encouragement
- Leadership development support

Practical Mentor Engagement

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Mentors learn how mentoring operates in real ELMP settings and how to effectively interact with Esquires and families.

Mentors learn:

- Mentor Esquire communication
- Parent and guardian interaction
- Supporting Success Goals
- Event participation expectations
- Positive role modeling

Three Required Training Steps

Step One: Mentor Training

Mentors must complete the ELMP Mentor Training and Quiz.

Training Website: <https://a2ementortraining.netlify.app/>

After completing the training, mentors must save or screenshot their training certificate and submit it to the program.

Step Two: Screening and References

Mentors must complete the annual screening process.

Requirements include:

- National Sex Offender Public Website screening
- Three (3) character references
- Residence information

This process helps ensure a safe mentoring environment.

Step Three: Mentor Orientation and Engagement

Mentors must participate in at least one ELMP activity or orientation session each year.

This step helps mentors understand program expectations, communication procedures, and mentor Esquire relationships.

Mentors become fully active after completing this step.

Three Annual Compliance Requirements

Every ELMP Mentor must complete the following program each year:

Annual Screening

Mentors must complete the National Sex Offender Public Website screening annually.

Annual Mentor Training

Mentors must complete ELMP mentor training and submit a certificate each year.

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Active Mentor Participation

Mentors are expected to remain active by maintaining communication with Esquires and participating in program activities.

Mentor Approval Standard

A mentor is considered fully approved when the following are completed:

- Mentor Training Completed
- Screening Completed
- Orientation Completed

All three requirements must be completed before a mentor may actively serve in the program.

JUNIOR ESQUIRES (Ages 8-11)

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
- Cultural pride and identity
- 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
- Black History and Cultural Identity activities
- One-to-one mentor interactions

Sessions are shorter, more interactive, and guided by mentors using discussion, modeling, and hands-on learning.

Mentor–Junior Esquire Connections

Junior Esquires are **paired one-to-one with a mentor**, consistent with the ELMP mentoring model.

Mentor engagement 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

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Leadership and Conduct

- Respectful language and behavior
- Following directions

Personal Growth

- 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 Alpha Esquires (Ages 12–17)

The Junior Esquires component is intentionally designed as a pipeline.

As participants approach eligibility:

- Mentors and staff assess readiness
- Families receive transition guidance
- Junior Esquires enter the full ELMP program already familiar with expectations, culture, and structure

BLACK HISTORY AND CULTURAL IDENTITY SERIES

As a core part of Success Seminars, Community Service, and Social Activities, the *Black History & Cultural Identity Series* aims to empower Esquires by deepening their understanding of African American history, cultural contributions, and leadership legacies. This series reinforces cultural pride and provides a foundation for self-confidence, leadership, and civic engagement.

Objectives:

- Highlight achievements and struggles of African Americans throughout U.S. history.
- Connect historical figures and events to Esquires' present-day goals.
- Foster cultural pride, identity, and a sense of purpose.
- Inspire leadership through the study of African American trailblazers.

Monthly Themes:

November – "Our Roots & Our Fight" - Learn about great African kingdoms, the Middle Passage, and how our ancestors fought back against slavery.

December – "Black Brilliance Behind the Scenes" - Discover inventors, scientists, and teachers whose ideas changed the world—even if history books didn't give them credit.

January – "Freedom Fighters Then & Now" - See how the Civil Rights Movement shaped our lives today and meet modern-day activists who are still fighting for justice.

February – "Leaders Who Inspire" - Celebrate Black leaders in politics, business, and culture who show us what it means to lead with purpose.

March – "Black Colleges, Bright Futures" - Explore Historically Black Colleges and Universities (HBCUs) and how they help students like us reach their dreams.

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April – "Our Culture, Our Voice" - Dive into the music, art, and movements that Black people have created to inspire change and bring communities together.

May – "Hometown Heroes" - Meet Black leaders and role models from Michigan who are making a difference right here at home.

June – "Your Voice, Your Power" - Learn how today's politics affect young Black men and how we can speak up, get involved, and make change happen.

Interactive Elements:

- Student-led presentations on Black leaders.
- Panel discussions with local Black 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.

MENTOR, ESQUIRE, AND PARENTAL DUTIES, ROLES AND EXPECTATIONS

Mentor Expectations & Duties

- Initiate mentorship and establish boundaries of interaction with esquire.
- Provide esquire with encouragement for academic and extra-curricular achievement.
- Provide wholesome and engaging activities for mentor/esquire interaction.
- Encourage Esquire's development in the areas of maturity, responsibility, and health.
- Attend and support Esquire's school-related extracurricular activities.
- Serve as role model for esquire.
- Do not participate in vices or inappropriate activities with or around esquire.
- Meet with esquire regularly.
- Provide thoughtful, thorough, timely progress reports to the mentor program staff.
- Model healthy emotional, psychological, and physical well-being.

Esquire Expectations & Duties

- Reciprocate the relationship established by a mentor.
- Completion and submittal of thoughtful, thorough, and timely monthly progress reports to the mentor program staff.
- Attend all mentor program activities.
- Attend social and developmental activities planned by your mentor.
- Tell your mentor about activities you want to participate in with him.
- Invite mentor to appropriate extracurricular activities.

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 before the event. An unexcused absence is considered without the three-day notification

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described above. 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 esquire's eligibility for participation in the program.

MEASURING SUCCESS

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, positive self-identity, and leadership qualities that result in 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 with mentors, 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:

- 1. 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
- 2. 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
- 3. 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.
- 4. 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.
- 5. 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 that it is meeting its mission of equipping young Black males 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 total criteria that award badges. An Esquire must complete 10 of the Success Goals to receive the Esquire Jacket (See example below). For a Success Goal to be complete, a mentor must verify that an indicator is

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complete before credit is given. Esquires will complete goals to earn more badges to put on their jackets after they receive them. This is a cumulative task. If an Esquire cannot reach the goal in their first year they can collect badges their next year. Their past badges tally follows them if they remain an active Esquire. The reward system level certificates and jackets will be awarded in May at the Annual Student Recognition Dinner in 2026.

Core Reward Categories & Criteria

Category	Success Goals	Reward Examples
Academic Performance	<ul style="list-style-type: none"> - 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	<ul style="list-style-type: none"> - 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	<ul style="list-style-type: none"> - 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	<ul style="list-style-type: none"> - 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	<ul style="list-style-type: none"> - 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
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 mentors.

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 plus through weekly study groups. 4. Performing 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 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.

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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 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 financial aid seminar. 4. Listed scholarships of interest. 5. Explored types of colleges and programs. 6. Interviewed a mentor about tech career and wrote 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 mini project suitable for 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 Expression

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 tech use pledge. 6. Improved tech skills after identifying weakness.

Public Speaking and Projects: 1. Delivered short speech on leadership. 2. Presented a science fair project. 3. Led Black history presentation. 4. Created 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 younger students about maturity and decision making. 5. Kept journal of lessons from seminars and applications to life.

ELMP UPPER TIER RECOGNITION LEVELS

Returning Esquires keep all previously earned badges, recognition, awards, and years of service as they continue progressing 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.

Esquire Leadership and Mentoring Program

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:

- Esquire Jacket
- 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 with an assigned mentor
- 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 recognition is awarded to returning Esquires who demonstrate sustained commitment over multiple years. These Esquires show leadership, maturity, and consistency, and they serve 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:

- ELMP Legacy Esquire Lapel Pin (placed on the right side of the collar by itself)
- Legacy Challenge Coin (awarded upon graduation or program completion)
- Legacy Esquire Badge (places under the Esquires name on the jacket)

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.

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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

ALPHA ESQUIRE POLO AND T-SHIRT



ALPHA ESQUIRE JACKET



Esquire Leadership and Mentoring Program

ALPHA ESQUIRE REWARD BADGES



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 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.

Esquire Leadership and Mentoring Program

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 feedback is given.

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 Alpha Phi Alpha 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.annarboralphas.org/elpm-2025/>
OR
2. Please download, complete, and return forms to: annarbor.elpm@gmail.com

MONTHLY NEWSLETTER SUBMISSION

The designated program staff will prepare a monthly summary of ELMP activities that highlight 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 for inclusion in the chapter's monthly newsletter to keep the chapter informed and connected to the program's ongoing progress.

PROGRAM FEE

For the upcoming program year, there is a \$40 participation cost to help cover 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.

Esquire Leadership and Mentoring Program

CONTACT INFORMATION

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website: <https://www.annarboralphas.org/elmp-2025/>

Alpha Phi Alpha Fraternity, Inc. – Theta Zeta Lambda Chapter (Ann Arbor Alphas)

email: annarboralphas@gmail.com

website: <https://www.annarboralphas.org/>

