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# Foreword

The National Programs and Special Projects Committees of Alpha Phi Alpha Fraternity, Inc. are pleased to issue the Go-to-High School, Go-to-College Implementation Guide. Since its inception, our Go-to-High School, Go-to-College program has served as a guiding force in the academic pursuits of African-American youths. Thousands of youngsters have become more self-confident and gained academic skills through our efforts. With those tools, they have gone on to become successful college-educated adults.

During the 83rd General Convention, Go-to-High School, Go-to-College was voted the National Program of the Fraternity and implementation in every chapter became a mandate. Today, because more African-American men between the ages of 18 and 25 are in the penal system than on college campuses, it is even more critical that mentorship and leadership by Alpha Phi Alpha continues—with the mission of putting our young men on the right track and keeping them there!

We would like to thank all of the Brothers who contributed their ideas to this implementation guide. Special thanks to Brother Zollie Stevenson, Jr., Director of National Programs (Corporate Headquarters) and Brother John L. Colbert, Project Alpha, for their insurmountable contributions to this guide.

Questions or comments regarding this Implementation Guide should be sent to: Director of National Programs, Alpha Phi Alpha Fraternity, Inc, 2313 St. Paul Street, Baltimore, MD 21218-5234.

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## Problem

American society has a continuing history of psychological violence against African-American males that has led to “internalized oppression.” Carter G. Woodson, founder of the Association of the Study of Afro-American Life and History, stated, “When one determines what a man shall think, you don’t have to concern yourself about what the man will do.”

The devastating consequences of these societal constraints find many African-American males with low self-worth and self-esteem. Today, society does not have to keep our youth out of college, because many feel they cannot handle the challenges that college presents. In addition, society does not have to keep our young men out of jobs, because many do not have the desire to advance through the workplace.

According to Hammond & Yung (1991), African-American males are more likely to dropout of school than European-Americans. Consequently, as the national demand for unskilled workers continues to decline, many suffer from the related difficulties in