
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.

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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

obtaining jobs. Even for African-Americans who complete high school, our unemployment rates are approximately 25 percent higher than our European-American counterparts who did not complete high school (Children's Defense Fund, 1991).

Because of these alarming statistics, it is imperative that we accelerate the Fraternity's Go-to-High School, Go-to-College programs, beginning in kindergarten and continuing through the high school level. Providing our youth with positive images of themselves leads to their having self-pride and confidence in achieving academic success.

CHAPTER I

THIS IS GO-TO-HIGH SCHOOL, GO-TO-COLLEGE

Origin and Development

During the Ninth General Convention held at Virginia Union University in 1916, General President H.H. Long emphasized the need for the Fraternity to stress the importance of education. In view of the later development of the Go-to-High School, Go-to-College program, this was a very significant recommendation.

In 1920, the Fraternity ignited the Commission of Graduate Work and Public Affairs. This commission consisted of five elected commissioners who were Alumni Brothers. These Brothers launched a movement towards influencing African-American students around the country to "go to high school and to college." This was the active beginning of the Go-to-High School, Go-to-College movement.

This commission, under the leadership of Roscoe C. Giles, directed that the first week in June 1920, be set aside for all chapters to conduct the Go-to-High School, Go-to-College educational campaign. The purpose of the initiative was to touch as many high schools and communities as possible by personal contact or through the distribution of educational pamphlets. To aid this movement, General President L.L. McGee sent letters to all chapters urging that each local group be hereby called to function in the movement. He stated, "In this effort, we must not shoot in the air, but accomplish results. No feeble effort will be effective, but each chapter must perform its part of the program with interest and drive."

Because of the Go-to High School, Go-to-College movement, it was decided—during the 13th Annual Convention in Kansas City, Missouri—that the effort should be undertaken indefinitely. In addition, it was decided that Alpha Phi Alpha would collaborate with other organizations in the movement. The motto selected for the movement was "The Future of Our Race is Dependent Upon the Education of Our Boys and Girls."

In 1932, Brother Matthew Carroll, Director of Education, found many Brothers were questioning the value of the movement. The point was made that our schools and colleges were crowded to their capacities and that the educational campaign must be adjusted to this new condition.

Brother J.W. Haywood in 1932 stated, "It is my belief that a movement which says indiscriminately each year to thousands of boys and girls 'Go-to-High School, Go-to-College' is

giving advice that is unscientific and unsound.” In addition, the Southern Region at their 1932 convention in New Orleans passed the following resolution, “The objective of the Fraternity must be modified so as to make them more in keeping with the trend of the times.”

As a result of this sentiment, the Alpha Phi Alpha Foundation was created. The Foundation members agreed that from the national point of view the slogan, “Go-to-High School, Go-to-College,” should be discontinued and the new slogan, “Education for Citizenship,” was adopted.

The purpose of the Education for Citizenship movement was to emphasize vocational needs and placement, qualification and participation in voting, establishment and support of race business and enterprises, improvement of health conditions, a program of wealth conservation, the combating of the doctrine of racial inferiority and the support of all efforts vital to the improvement of black welfare.

In 1989, under the guidance of Brother LeRoy Lowery, III, National Programs Committee Chairman, the Go-to-High School, Go-to-College movement was formally resurrected. At the 83rd General Convention in San Antonio, Texas, Go-to-High School, Go-to-College was voted the National Program of the Fraternity and became mandatory for each chapter to implement.

It was suggested by Brother Lowery that the participants of the Go-to-High School, Go-to-College program be African-American male 7th to 12th graders. In addition, the suggested activities of the program were African and African-American history, field trips, entrepreneurship, athletic activities, tutoring, practical life sessions, community service projects, financial affairs, current events, proper student work habits, workplace visits, career orientation, health and hygiene, goal setting and fraternalism.

Program Components

The three program components are designed to help young people focus their attention on high school completion and the pursuit of college education or other forms of training after high school graduation. Each Go-to-High School, Go-to-College model contains the following major program elements:

KNOWLEDGE

Many of our young men know about college, but most do not know what it takes to secure admission to a college training program. The linkage between test scores and grades and college admission is also fuzzy for some. Participants in Go-to-High School, Go-to-College receive assistance in goal setting, career guidance/counseling, and mentorship/tutoring. Discussions of historical context and current events are held with the young men. This knowledge is shared with them over a span of time.

ATTITUDE

We as members of Alpha Phi Alpha recognize that we must do much more than share “facts” with youth in order to motivate them to achieve. Go-to-High School,

Go-to-College seeks to enable young men, so that they might apply their new-found knowledge in exploring their own "value systems." As greater exposure is provided in the Go-to-High School, Go-to-College process, we expect to continue to see our emerging and responsive youth looking beyond the present to the future and to strategies for achieving success. The exploration also helps youth focus on the goals and objectives they have for their lives and determine how their behavior affects those goals. Among the elements focused on are health and hygiene, self-discipline, responsibility, and cultural enrichment.

SKILLS

Brothers implementing Go-to-High School, Go-to-College recognize that we must equip our youth with the skills that will allow them to be successful as they strive toward the future. Areas emphasized, include study skills/learning strategies, time management and group process skills.

Involving young men in planning and implementation of the program is essential so they can effectively share the message with their peers, their families, and their communities. The plan should also involve organizations, agencies, and institutions that have continuous relationships with young people so that they have an organizational structure through which to work.

CHAPTER II

THE LEADER'S ROLE

While no one person is expected to single-handedly make the program work, your success as Go-to-High-School, Go-to-College Coordinator is very important to the overall success of the program. You should attempt to accomplish the following:

1. Educate yourself, and the members of your chapter, to the issues facing our youth (educational, economic, political and social) as well as the Go-to-High-School, Go-to-College program.
2. Draft a tentative Go-to-High-School, Go-to-College plan for your group, based upon one or more modules shown in this guide.
3. Identify the major jobs to be carried out, both in the program items and in conference support.
4. Recruit persons for a working committee to accomplish the major tasks.
5. Orient your Go-to-High School, Go-to-College Committee. We suggest the following program to give everyone a sense of the purpose of the program and the work involved:
 - Review the *Go-to-High School, Go-to-College Implementation Guide*.
 - Review your proposed plan.
 - Discuss the major work areas.
 - Hold a question-and-answer period.
6. Develop a work program and timetable, showing: a) major work areas; b) tasks in each area; c) the person(s) responsible for each task; and d) deadlines for

each task. A sample work program is contained in Chapter IV of this Implementation Guide. You should also feel free to use your own management system. Take care to involve your committee members in this process. You'll find that they have a wealth of ideas and resources to contribute—making your job much easier.

7. Set up a system to monitor your progress. This may include periodic committee meetings, where sub-committees report on their progress. Some tasks like recruiting youngsters and/or co-sponsors are more complex and time-consuming than others. Pay particular attention to progress in these areas. Schedule a final pre-orientation meeting to gauge progress and make alternate plans, if necessary, to complete any unfinished tasks.
8. Publicize your events (newsletters, papers, T.V., radio).
9. Hold an orientation meeting for youth participants and their parents.
10. Hold subsequent sessions—involving the participating youth in the planning and implementation whenever possible.
11. Conduct periodic review sessions to assess program activities, making sure they are on track. These sessions should include group members, representatives of co-sponsoring agencies and others who help with the Go-to-High School, Go-to-College sessions. Note program highlights, what is going right, what is not working, and what items need to be added or deleted from future sessions with the youth.
12. File post-conference reports with the appropriate agencies, including: a) the Corporate Headquarters; and b) other partners in your Go-to-High School, Go-to-College program.

CHAPTER III

PLANNING YOUR PROGRAM

As the Go-to-High School, Go-to-College Coordinator, propose a Project Model(s) that you feel will work best for your group. The "model program(s)" presented are examples developed by the National Programs Committee to help Alpha Phi Alpha Chapters meet the objectives of Go-to-High-School, Go-to-College. You can amend the models to meet the needs you envision.

In choosing a model(s), consider what is the "do-able"-given your ability to generate additional support and the level of your organization's commitment to other programs during the year.

Whether you choose a model(s) shown here or adapt the model(s) to fit your group, thus making your own Go-to-High School, Go-to-College program, consider the following points:

Recruitment – Can you recruit members of the target population to attend the kind of sessions proposed?

Programming – Can you obtain Brothers, colleagues, etc. to serve in key roles, such as speakers, small group facilitators and support personnel?

Logistics/Transportation – Can you provide a suitable facility for the sessions for participants and transportation, if needed?

Financing – Can you secure the financing needed to carry out the Go-to-High School, Go-to-College sessions and transportation for youth, if needed?

Evaluation – Does your model program provide for the pre-program and post-program administration of both knowledge and attitude surveys, as well as a critique of the sessions by participants, planners and presenters?

Follow-Up – Does the implementation model that you selected provide measures to stimulate continued efforts after the program ends?

If you can answer “Yes” to these questions with reasonable certainty, your plan is strong and sound. You are ready to implement your plan.

Chapter IV

IMPLEMENTING YOUR PLAN

The following work areas need to be addressed to successfully carry out your Go-to-High School, Go-to-College program: 1) Personnel; 2) Programming; 3) Recruitment; 4) Logistics and Transportation; 5) Parental consent; 6) Finance; 7) Evaluation; 8) Follow-up; and 9) Public Relations.

Designate someone to coordinate efforts in each of these areas. If necessary, form sub-committees to carry out these functions. Each of these areas should be carefully planned and coordinated with the other areas.

Personnel

Go-to-High School, Go-to-College is a program that can be implemented by every chapter. In general, no specialized personnel are needed to implement the program on a continuing basis. For example, a high school guidance counselor or a college admissions counselor can help address questions such as what is looked for on the college application, how to apply for financial aid, what factors are considered in awarding financial aid, etc. Lay persons are equipped to carry out other program components.

After selecting your personnel, it is important to share with them the overview of Go-to-High School, Go-to-College, and its goals and objectives—so they can prepare a presentation in line with your program.

Presenters – Technically qualified persons who relate well with youth should be selected to present factual information. Memorizing basic facts for a presentation will not help an amateur speaker in the question-and-answer phase.

Members of your group can either fill these roles or recommend others. Send a letter to each participant with general information about Go-to-High School, Go-to-College and your program. Also invite them to attend your planning meetings.

Small Group Facilitators – Assign an adult leader to facilitate any small group meetings with participants that you might have. These persons should be familiar with the session focus and lead the group in discussing these issues. They should aid discussion and bring it back on course when it strays. Someone also should keep notes on the small group meetings to gauge participant reaction to the presentations.

Conduct a brief training session for small group facilitators and other members of the Go-to-High School, Go-to-College program team. Guidelines for facilitators and role-playing exercises help facilitators realize the importance and limitations of their task.

Support Personnel – Assign group members or others to supervise meal planning, equipment placement, first aid, and other tasks.

Youth Participation – Make every effort to assign roles for young people in the program. Co-sponsoring agencies (if any) can be asked to identify youth to speak from their own perspectives, particularly a youth that has been successfully admitted into a technical or college program and is performing well.

Programming

Content

The major task in developing content is to ensure that your program sessions reflect the three major components of Go-to-High School, Go-to-College: 1) Knowledge; 2) Attitudes; and 3) Skills.

Knowledge - Providing information on strategies that will lead to success and sharing information from a cultural/historical perspective are among the areas to be covered in the Go-to-High School, Go-to-College program sessions:

Module Titles & Times

Go-to-High School, Go-to-College Program Module		
Module 1	Time Management, Study Skills, and Goal Setting	45 minutes
Module 2	Violence/Conflict Resolution	45 minutes
Module 3	Goal Communication	45 minutes
Module 4	Self Esteem	45 minutes
Module 5	Historical Perspectives	45 minutes
Module 6	African American Male	40 minutes
Module 7	Current Events	30 minutes
Module 8	Leisure Activities	30 minutes
Module 9	Leadership Training	35 minutes
Module 10	Rites of Passage	35 minutes

* Modules can be altered to fit your populations needs.

** If you are using several Modules in one event, the welcomes can be reduced to one at the beginning of the event.

*** If you are using several Modules in one event, evaluations can be completed after each module, or at the end of the event.

Subject	Focus
1) Career Guidance/Counseling	What is required to pursue various careers.
2) Goal Setting	How to use information learned to make short-range and long-range plans for improvement and success. Identification of a goal to strive for.
3) High School/College	Becoming clear on high school preparation graduation requirements and the role of grades in future educational/employment opportunities. Orientation to post-high school educational and training opportunities.
4) Tutoring/Mentoring	Group or individual academic assistance provided to youth, serving as role models.
5) Entrepreneurship	Discussion or hands-on activities that enable youth to learn about business/how to run a business. Encourages entrepreneurial spirit.
6) Cultural Enrichment	Broadening the horizons of youth by exposing them to different types/styles of art, music, literature and in different settings.
7) Current Events	Broadening the horizons of youth by exposing them to public policy issues of their times (e.g., redistricting of congressional districts, welfare reform, etc.)
8) Historical Perspectives	Broadening the horizons of youth by exposing them to our history and culture.

Attitude – The intent of the Go-to-High School, Go-to-College program is to motivate youth to want to stay in school and to aim for a career that will lead to a comfortable life.

Components in this segment are presented through presentations and group activities. Four key areas should be presented and some may be combined.

Subject Area	Focus
1) Critical Thinking	To demonstrate that there are valid and invalid means to reach conclusions from factual information.
2) Valuing	To sensitize youth to their own values or beliefs.
3) Responsible Decision Making	To demonstrate that relevant factors must be considered to gain desired outcomes.
4) Goals Definition	To begin in youth the process of identifying long-range goals.

A person who relates well with youth should present and explain these issues, drawing on the experiences of young people (at home, at play, in church) to illustrate each point.

Reactor panels, which give immediate impressions of the presentation, and small group sessions, which discuss both the presentation, and reaction to it, are invaluable in boosting motivation. Group exercises that promote exploration of values can stimulate small group discussions. The program should be structured to allow young men who have leadership ability to identify effective ways to get the message to their peers, families, and communities.

Skills – A fundamental objective of the program is to equip young men with adequate skills to achieve educational success.

Our interaction with these youth also should provide positive role models. We should encourage their development and leadership in a number of crucial areas; Planning, Organizing, Analytical and Critical Thinking, Decision-Making, Public Presentation and Writing.

The following activities are recommended to assist youth in developing skills for success:

- 1) Provide activities and discussions that focus on the improvement of study skills and learning strategies. This should be embedded in all tutorial and mentorship activities in one way or the other.
- 2) Provide youth with training on leadership skills and provide opportunities for them to lead program activities and/or discussions, etc.
- 3) Facilitate opportunities for youth to engage in public speaking and sharing of ideas. Youth learn from each other, sometimes more quickly than they learn from adults. Opportunities should be provided for formal and informal speaking opportunities.

Recruitment

Give recruitment a high priority to allow enough time to select youth for the program.

Target Population – The youth selected should be school-age youth. Ages will depend on the focus of your chapter in implementing Go-to-High School, Go-to-College. Do not just include traditional college-bound, middle-class youth; a mix of personalities is desirable.

Recruit youth through agencies, organizations and institutions with which they have an ongoing relationship. These may include churches, schools, youth groups, and social service agencies. This is done primarily to ensure a viable means of follow-up after the program ends.

Co-sponsoring Agencies – Invite agencies that work directly with youths to serve as co-sponsors. Those agencies should: 1) nominate youths; 2) coordinate attendance; 3) supervise youths during the conference; 4) assist conference planning; 5) provide presenters; and 6) conduct follow-up activities.

Other Concerns – Also be prepared to answer questions on insurance, parental consent, program content, appropriate dress, scheduling, meals and emergency procedures.

Co-sponsoring agencies can deal with many of these issues.

Logistics and Transportation

Review the facilities, equipment, and materials needed to conduct the program:

- Meeting facilities
- Meal service facilities
- Transportation
- Equipment (chairs, mikes, audio-visual aids)
- First Aid
- Emergency procedures
- Materials (educational handouts, pencils, pads, etc.)

If your group is responsible for transportation and renting meeting facilities, secure appropriate contracts and review them with your legal counsel. Make sure that service vendors provide insurance and investigate the possibility of securing a “rider” on these policies to cover your organization.

Parental Consent

Written parental consent should be secured for youth participating in Go-to-High School, Go-to-College program activities. Parental consent lets you know that you have permission to include children with consent in your program activities. Consent forms can also provide you with information on any health issues related to your youth participants. When working with school districts, a chapter can sometimes secure limited indemnification from accidental injuries to participants. Many school districts can provide a copy of their parental consent forms for your use. Some school administrators will distribute and collect the parental consent forms for you. You may need to revise the parental consent form. Whether the consent form needs to be revised or not, it is important to provide a copy of the parental consent form to the chapter’s Legal Counsel for approval prior to collecting parent signatures on the forms.

Financing The Program

The sponsoring group is responsible for preparing a program budget and exploring available sources for financial underwriting.

Preparing the Budget – A sound budget will be required by almost all agencies solicited for financial support. A program budget should include all conference costs: facilities, printing, transportation, meals/lodging, speaker’s honoraria, materials, etc.

Co-Sponsor Support – Discuss with your co-sponsoring organization resources that might be provided in support of the program (e.g. facilities, speakers, food, etc.).

In-Kind Support – Do not overlook “in-kind” support for conference needs. Let Brothers in your community facilitate your needs and solicit their help.

Outside Fund Raising – Most major corporations operate foundations that support community service activities. Members and friends who work for such firms can be extremely helpful. Contact social service agencies, governmental bodies, and educational institutions that might provide funding.

Contacting Funding Sources – The Go-to-High School, Go-to-College Committee should target and contact agencies via a letter that provides information on the project and a “contact person” to whom they should reply.

Evaluation

Your program should include two types of evaluations: 1) periodic discussions of program progress with participants and sponsoring organizations and 2) a Program Evaluation Survey (or other suitable data collection instrument).

Periodic Progress Discussions – Use a format such as a forum to ask specific questions about the program. Identify a recorder to collect the oral and written feedback from the participants regarding the strengths and areas of concern. Inform the group of strategies that will be used to address areas of concern.

Program Evaluation Survey – Data should be collected to design subsequent programs, to plan follow-up activities, and to provide program context to the chapter and program funding sources. Program Evaluation asks participants their opinions regarding the program itself (i.e. the information presented, speakers, group activities, etc.).

Most of the questions require respondents to answer either “Yes” or “No”. Other questions require respondents to provide answers.

The critique can enable all of us to benefit from the success or failure of each session provided during a program year. Accordingly, feel free to give the survey to all participants—including youths, presenters, co-sponsoring agency staff, Go-to-High School, Go-to-College Committee members and other group members. Again, separate this data by category to gauge the reactions of various groups.

Other Evaluations – The Go-to-High School, Go-to-College Committee also should monitor the conference on a quantitative basis to include the following:

- 1) The number and nature of collaborative/support organizations.
- 2) The number and demographics of the participants in the Go-to-High School, Go-to-College program.
- 3) Participation levels of Brothers, youth, etc. in the program sessions over the year.
- 4) The number of Brothers and volunteers trained to work or assist with Go-to-High School, Go-to-College.

Follow-up

Follow-up activities should be undertaken in a number of areas, including administration, public relations and community outreach.

Administration – In addition to filing financial reports with funding sources, send a conference report to the National Programs Office at the Fraternity’s Corporate Headquarters (with pictures if possible) and to the co-sponsoring organization (if any).

The report should indicate the dates and sites of your programs, sponsoring and co-sponsoring organizations, agencies sponsoring participants, and the number of participants served (by category, i.e. youth, partners, Brothers, etc.). Include copies of your program

agendas, evaluative instruments, handout materials, news clippings and other published materials (examples, not everything that you disseminated).

Send letters of thanks to all participants, co-sponsors, underwriters and others who contributed to the success of you conference. Do not forget to thank the Brothers for their efforts. They too are volunteers and their donations of time, money, and talent deserves recognition.

Programs – The Go-to-High School, Go-to-College Committee should work with the youth participants, sponsoring, organizations and other interested parties to promote Go-to-High School, Go-to-College activities in the community.

Public Relations

It is important for the community to understand what we are trying to accomplish with Go-to-High School, Go-to-College and be inspired to join us. Public relations are an essential part of this thrust.

The News Release – News releases should announce your Go-to-High School, Go-to-College program and invite community-based groups to participate. Prepare a pre-conference release, with photographs, to give background on Go-to-High School, Go-to-College, information about Alpha Phi Alpha, and information on your chapter and its outreach programs.

The first paragraph of the release should tell the story: who, what, where, when and why. The second paragraph should answer all other questions. Other paragraphs are likely to be edited away, so follow this format to preserve essential information in the story.

Your news release should be on the official letterhead of your chapter. It should be typed, double-spaced. It should contain a contact name and phone number. Follow-up contact should be made.

Develop a complete media mailing list, including the working news media, interested civic leaders and organizations. This may be available from the local public relations associations or convention/tourism office. The more contacts you make, the more you increase your chances of getting coverage. Mail your release to arrive two weeks before the event for all media, including daily and weekly newspapers, radio and television media. If you are soliciting organizational responses, add time to allow for publication of the notice and for responses.

News Media Invitation – A separate letter to the news media should invite them to attend various community-oriented sessions during the program year. The letter should provide the name of a contact person and a phone number for response. The letter should arrive two weeks before the event. A follow-up phone call should be planned two to three days before the event to check media commitment.

Special Media – Alternative media sources also can provide coverage. These include special-interest publications and the Fraternity's internal publications.