



National Guard Youth ChalleNGe

Program Progress in 2016–2017

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Preface

The National Guard Youth ChalleNGe program is a residential, quasi-military program for youth ages 16 to 18 who are experiencing difficulty in traditional high school. Participating states, through their state National Guard organizations with supporting federal funds and oversight, operate the program. The first ChalleNGe sites began in the mid-1990s; today, there are 40 ChalleNGe sites in 29 states, the District of Columbia, and Puerto Rico. To date, about 155,000 young people have completed the ChalleNGe program. Congress requires the ChalleNGe program to deliver a report on its progress each year.

The program includes a 5.5-month Residential Phase followed by a 12-month Post-Residential Phase. Participants are supported by a mentor throughout both phases. The stated goal of ChalleNGe is “to intervene in and reclaim the lives of 16–18-year-old high school drop-outs, producing program graduates with the values, life skills, education, and self-discipline necessary to succeed as productive citizens.”

The RAND team’s analyses of ChalleNGe began in September 2016; ongoing efforts will continue through June 2020. This report is the second in a series of annual reports that RAND researchers will issue during the duration of this project. The first National Guard Youth ChalleNGe Annual Report covers program years 2015–2016 and can be found on the RAND Corporation’s website (Wenger et al., 2017); the third report will cover program years 2017–2018 and is expected to be released in late 2018. RAND researchers will issue a fourth annual report covering 2018–2019 in late 2019. Given this time frame, the current report includes only a portion of our analyses. Here, we provide information in support of the required annual report to Congress, with a focus on those who entered ChalleNGe during 2016, as well as additional follow-up information on ChalleNGe participants who entered the programs in 2015. We also provide an update on our work to develop a variety of measures that focus on various aspects of ChalleNGe with the overall goal of improving program effectiveness. Finally, we describe other research efforts that are under way to support the ChalleNGe program (these efforts will be detailed in future reports). Methods used in this study include site visits, collection and analysis of quantitative and qualitative data, literature review, and development of tools to assist in improving all program measures—specifically, a program logic model. Caveats to be considered include some inconsistencies in reported data across sites, as well as the short-run nature of most of the measures reported here.

This report will be of interest to ChalleNGe program staff, to personnel providing oversight for the program, and to policymakers concerned with designing effective youth programs or determining appropriate metrics by which to track progress in youth programs.

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Summary

The National Guard Youth ChalleNGe program is a residential, quasi-military program for youth ages 16 to 18 who are experiencing academic difficulties and exhibiting problem behaviors inside and outside school, have either dropped out or are in jeopardy of dropping out of their high school, and, in some cases, have had run-ins with the law. The program is operated by participating states, with supporting federal funds and oversight through state National Guard organizations. The program began in the mid-1990s; today, there are 40 sites in 29 states, the District of Columbia, and Puerto Rico. More than 200,000 young people have taken part in the program, and about 155,000 have completed ChalleNGe.

ChalleNGe's mission is "to intervene in and reclaim the lives of 16–18-year-old high school dropouts, producing program graduates with the values, life skills, education, and self-discipline necessary to succeed as productive citizens" (National Guard Youth ChalleNGe, undated-a). The program delivers a yearly, congressionally mandated report documenting progress. Past reports have included information on costs, standardized test scores, physical fitness measures, and post-ChalleNGe placement (such as enrollment in school, participation in the labor market, or enlistment in the military).

The ChalleNGe program emphasizes eight core components: leadership and followership; responsible citizenship; service to community; life-coping skills; physical fitness; health and hygiene; job skills; and academic excellence. Developing these core components is a central focus within the ChalleNGe program, although different sites often seek to develop core components in somewhat different ways. In particular, sites offer different academic credentials: some cadets test for a General Education Development (GED) or High School Equivalency Test (HiSET) certificate; others receive high school credits that allow them to transfer back to and graduate from their home high schools; others receive high school diplomas, while residing at ChalleNGe or immediately after returning home. Additionally, some sites offer specific occupational training or certificates and others offer the opportunity to earn college credits. Previous research has found that ChalleNGe has positive effects on the lives of youth who attend the program and is cost-effective; participants achieve more education and have higher earnings than similar young people who do not enter ChalleNGe (see Millenky et al., 2011; Perez-Arce et al., 2012). However, the ways in which site-level differences might result in different levels of long-term effectiveness are not known.

The purpose of the RAND Corporation's current ChalleNGe project is twofold. First, we gather and analyze existing data from each site on a yearly basis in support of the program's yearly report to Congress. This document represents the second such report. However, the second purpose of the project is to develop longer-term measures of overall program effectiveness and to determine how site-level differences influence program effectiveness. In this report, we also continue to document our progress toward this purpose.

Cross-Site Measures for the 2016 ChalleNGe Classes

The quantitative information included in this report was collected from ChalleNGe sites in fall 2017. Schedules vary somewhat across ChalleNGe sites; we requested that each site send information on the classes that began in 2016. Typically, there are two cohorts in a year per site, with notable exceptions.¹ These classes are referred to by program staff as Class 46 and Class 47 (ChalleNGe classes are numbered from the first class at the initial programs in the 1990s).

Classes 46 and 47 included nearly 9,000 ChalleNGe graduates. More than 70 percent of graduates received at least one academic credential. As a group, these graduates performed more than \$12 million worth of service to their communities. The overall graduation rate for these two classes was 72 percent. At this point, we have collected information on four classes of ChalleNGe cadets; our previous report (Wenger et al., 2017) includes information on Classes 44 and 45. Therefore, we can begin to examine trends over time. Our trend analysis indicates that ChalleNGe programs took in more participants in 2016 than in 2015 (and this result is not driven by differences in the number of programs providing data). However, the overall graduation rate remained roughly constant, as did the proportion of graduates who scored at or above the ninth-grade level on the standardized test used to track cadet progress. Therefore, more young people graduated from ChalleNGe in 2016 than in 2015, and academic quality appears to be roughly constant over the period.

While weight and fitness information were not collected or reported for all graduates, the existing information indicates that ChalleNGe graduates' health and fitness improved on average over the course of the program. Those who entered the program underweight (by body mass index [BMI] standards) were more likely to achieve a normal weight at the end of the program; those who entered the program as obese (again, by BMI standards) were less likely to fall in this category at the end of ChalleNGe. Weight loss and a decrease in obesity were higher for male cadets than for female cadets. Other fitness measures (e.g., run times, push-ups) indicate that overall fitness improved substantially among ChalleNGe graduates during the 5.5-month Residential Phase.

Future Analytic Efforts

In Chapter Three, we lay out many of the analytic efforts that we have developed over the past year in support of the ChalleNGe program. These efforts include research on a variety of topics that are relevant to the core components; focuses will include vocational training, mentorship, community service, and other areas. Some of our efforts will be focused on developing benchmarks; these benchmarks will allow a rough comparison between ChalleNGe cadets' outcomes and the outcomes of similar young people who do not take part in ChalleNGe. Some of our efforts will focus on determining the regional payoff to specific credentials; this information will be useful as the program considers which credentials should be offered and emphasized. Finally, some analysis will focus on ChalleNGe graduation rates and how program-level differences may be reflected in performance differences across sites.

Conclusion

In summary, the data that we have collected over the past two years indicate that cadets across the ChalleNGe program continue to make progress in many areas. However, information col-

¹ At any given time during the year at Wyoming Cowboy ChalleNGe, there are two cohorts, a junior and a senior cohort, with overlapping schedules enrolled in the program over a 5.5-month period allowing for four cohorts in a year.

lected to date does not allow the measurement of longer-term outcomes and impacts. Developing such measures will continue to be a primary focus of this project; progress will be documented in future reports.

Acknowledgments

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We thank all who contributed to this research or assisted with this report, but we retain full responsibility for the accuracy, objectivity, and analytical integrity of the work presented here.

Abbreviations

BMI	body mass index
GED	General Education Development
HiSET	High School Equivalency Test
RCT	randomized control trial
TABE	Tests of Adult Basic Education
TOC	theory of change

Introduction: The National Guard Youth ChalleNGe Program

The National Guard Youth ChalleNGe program is a residential, quasi-military program for young people ages 16 to 18 who have left high school without a diploma or are at risk of dropping out. ChalleNGe's mission is "to intervene in and reclaim the lives of 16–18-year-old high school dropouts, producing program graduates with the values, life skills, education, and self-discipline necessary to succeed as productive citizens."¹ The program's vision is to be recognized as the United States' premier voluntary program for 16–18-year-olds who struggle in a traditional high school setting, serving all U.S. states and territories. Previous research has found that ChalleNGe has a positive influence on participants' near-term labor market outcomes and is cost-effective (Millenky et al., 2011; Perez-Arce et al., 2012).

ChalleNGe is based on eight core components: leadership and followership; responsible citizenship; service to community; life-coping skills; physical fitness; health and hygiene; job skills; and academic excellence. Participating states, through their state National Guard organizations with supporting federal funds and oversight, operate the program. The National Guard is responsible for all day-to-day operational aspects of the program; the Office of the Secretary of Defense provides oversight. States are required to contribute at least 25 percent of the operating funds. The first ten ChalleNGe sites began in the mid-1990s; today, there are 40 ChalleNGe sites in 29 states, the District of Columbia, and Puerto Rico. More than 200,000 young people have participated in the ChalleNGe program, and roughly 155,000 have completed the program. Table A.1 in Appendix A includes a list of all ChalleNGe sites.

The purpose of our project is twofold. On a yearly basis through the project, we collect and analyze data from each site in support of the annual reports to Congress; this is the second such document from this project.² An additional focus of the project is to develop a rich and detailed set of measures to capture more information about the long-term effectiveness of the program. To this end, we are undertaking a series of efforts focusing on various aspects of ChalleNGe. We describe these efforts in Chapter Three.

In the remainder of this chapter, we provide additional background information on the ChalleNGe program. We then describe the focus of this report and the methodologies we used in more detail. We conclude with a roadmap for the remainder of the report.

¹ See, for example, the ChalleNGe website (National Guard Youth ChalleNGe, undated-b). The mission statement appears to be widely shared across ChalleNGe sites. It is quoted in various materials and briefings used at the sites and was included in briefings that formed part of our site visits.

² The first report included information on ChalleNGe classes that began in 2015, as well as a description of the logic model and theory of change model developed as a first step in developing longer-term measures of cadet success (see Wenger et al., 2017).

The ChalleNGe Model

The ChalleNGe program has several unique characteristics. Participants (referred to as *cadets*) attend a site located in the state where they live; thus, not all young people have access to a ChalleNGe program. Recruitment for the program varies from site to site. Typically, to ensure broader coverage, programs conduct regular outreach to high schools (especially to counselors), as well as organizations that run out-of-school programs serving young people, and other community-based health and education organizations that serve underprivileged youth and their families. Program representatives will conduct on-site visits and give presentations about the program, and distribute marketing materials. High school counselors will refer students to the program, but, in many cases, students will decide to reach out to the program directly based on attending an informational event. Programs also rely on word-of-mouth from former graduates, family members, peers, and high-profile community members who support the program, especially in smaller and tight-knit communities. In some cases, young people are referred to the program by members of the juvenile justice system. Participation is voluntary and there is no tuition cost to the cadet or his or her family. However, cadets must apply to the program and most sites require a “packing list” of items to be purchased by the cadet or family and brought to the program site on the first day of the program. Many sites also require that applicants complete an interview or attend an information session at the site. Most sites do not have minimum standardized test score requirements. Applicants must not be currently awaiting sentencing, on parole, or on probation for anything other than a juvenile offense; also, they must not be under indictment, accused, or convicted of a felony (DoD Instruction 1025.8, 2002).

While taking part in the initial 5.5-month portion of ChalleNGe, cadets reside at the site. During this time, cadets wear uniforms, live in a barracklike atmosphere, and perform activities generally associated with military training (e.g., marching, drills, physical training). The first two-week phase of the program, referred to as the Acclimation Period, is designed to allow new cadets time to adjust to the new environment and the expectations that the ChalleNGe program requires for success; coursework begins at the end of the Acclimation Period. For the next five months, cadets attend classes during much of the day; sites may focus on the completion of a General Education Development (GED) or High School Equivalency Test (HiSET) credential. At some program sites, cadets also have the option to earn high school credits that they can use to transfer to a high school at the end of ChalleNGe and subsequently go on to earn a high school diploma. Some ChalleNGe sites award high school diplomas to those cadets who complete the state requirements for high school graduation.

Not all cadets complete the residential portion of the ChalleNGe program (completion is referred to as *graduation*). Most cadets who leave ChalleNGe prior to graduation choose to withdraw, but sites can and do dismiss cadets who violate key policies. Cadets are not enlisted in the military while participating in the Residential Phase of ChalleNGe, and there is no requirement of military service following completion of the program.

ChalleNGe places considerable focus on the development of noncognitive or socioemotional skills, such as having positive interpersonal relationships, developing goals and detailed plans to accomplish the goals, anger management, and attention to detail, among others. Indeed, the basis of the program is the following eight core components:

- leadership and followership
- responsible citizenship
- service to community
- life-coping skills
- physical fitness
- health and hygiene
- job skills
- academic excellence.

Each ChalleNGe site is charged with developing cadets' skills and abilities in all of these areas. Mentorship plays a key role—each cadet has a mentor, and the relationship between cadet and mentor is intended to continue for at least 12 months after the cadet graduates from the Residential Phase of ChalleNGe (through the Post-Residential Phase). Somewhat unique among mentoring programs, the ChalleNGe mentoring model is youth-initiated; cadets are required to nominate mentors. There are no formal professional qualifications to be a mentor. However, mentors must meet a set of criteria, including minimum age; must be the same gender as the cadet; be of good standing in the community; not be a close relative of the cadet; live within a certain distance; and be willing to commit time to the training and the regular meetings with the cadet who nominated them. Program staff do provide mentors to cadets who do not have an appropriate mentor when they enter ChalleNGe. Mentors, who receive in-person training from ChalleNGe staff, are volunteers (i.e., they are not compensated). Mentors are encouraged to maintain regular contact with ChalleNGe cadets during the program and for at least one year after the cadet completes the program; mentors also maintain contact with program staff throughout the Post-Residential Phase.

The ChalleNGe model has been found to be effective in the sense that those who participate go on to complete more postsecondary education, and they are more likely to participate in the labor force, compared with similar young people who do not attend ChalleNGe. Indeed, a separate and careful analysis of the costs and benefits based on the outcomes from the randomized control trial (RCT) (Millenky et al., 2011) found that ChalleNGe is cost-effective, producing approximately \$2.66 in benefits (appropriately discounted) for each \$1.00 invested (Perez-Arce et al., 2012). Both the RCT and the subsequent cost-benefit analysis examined longer-term outcomes, such as GED attainment, traditional high school degree attainment, college attendance, as well as employment and earnings up to three years after graduation that most sites do not regularly collect. These longer-term outcomes were collected specifically to conduct the RCT; in many cases, the outcomes were self-reported. This could have influenced some outcomes; for example, crime- and health-related outcomes were found to be similar between those who participated in ChalleNGe and those who did not. Costs included the program operating costs but also the opportunity cost of participation (e.g., those who participate in ChalleNGe are not working full time during the course of the program). Moreover, it should be noted that an important limitation of these two studies is that the positive effects of the programs on youth were detected using only a subset of ChalleNGe sites. (For a more detailed description of previous research on the ChalleNGe program, see Wenger et al., 2017.)

Despite these positive outcomes for the program as a whole, there appears to be substantial site-level variation both in program attributes and in the outcomes and metrics that have been measured to date. In particular, there is variation in the academic component; some sites focus on preparing cadets to take the GED exam, others award high school credits, and some

award high school diplomas. Different sites also have developed unique models for focusing on the nonacademic components of the program. While there are no existing measures of most longer-term outcomes, even some shorter-term measures vary by site. For example, graduation rates differ across the sites, even after controlling for basic measures of participants' backgrounds and initial preparation (Wenger et al., 2008). Additionally, different sites collect different data (e.g., some sites collect weight at the end of the ChalleNGe program, while others do not). Some of this variation may be related to differences in state requirements or education systems; other variation could be driven by differences in populations, population densities, and local labor markets of the states and areas where the sites are located. But leadership at ChalleNGe sites have considerable discretion over how to carry out key components of the program; these decisions may drive some of the observed site-level variation. Attaining a better understanding of the sources of variation and understanding a fuller range of outcomes would assist program staff in determining how best to utilize resources and better inform how well ChalleNGe is achieving its mission. Such variation could even imply that the returns to ChalleNGe differ across sites—or that sites have made decisions to optimize the outcomes given their population and other constraints. Indeed, both of these conditions could hold. These issues will be the focus of some of our futures analyses (see Chapter Three).

Focus of This Report and Methodology

This report, the second in a series for our project, serves two purposes. The first is to provide a snapshot of the ChalleNGe program during 2016–2017. The second purpose is to describe our current and future analyses to develop a richer set of measures describing the long-term effects that ChalleNGe has on participants after they leave the program, and, therefore, documenting the extent to which the ChalleNGe program is achieving its mission.

Given the multiple goals of this report and our larger research agenda on the ChalleNGe program, we combine several methodologies. These include collecting quantitative data from each ChalleNGe site, developing tools to help determine the preferred outcome measures from the ChalleNGe program, collecting qualitative data through site visits, and planning and beginning to carry out a series of other analytic efforts. We describe each of these efforts here and include additional detail in Chapter Three.

To provide a snapshot of the ChalleNGe program during 2016–2017, we include information gathered from individual ChalleNGe sites in fall 2017. Much of this program-level information is typical of what has been included in past annual reports. We collected and reviewed information from each site on program characteristics; 2016 budget and sources of funds; number of applicants, participants, and graduates; credentials awarded; and measures of physical fitness and community service or engagement. We also collected information on staffing, the dates classes began and ended, and postresidential placements.³ We requested and received the information through secure data transfers (although we requested no identifying information). We specified that sites should include information from the two classes that began in 2016. This information meets the program's current annual reporting requirements and will

³ A successful placement is defined as any combination of employment, continuing education, and military service.

be used in the program's 2017 report to Congress.⁴ In Chapter Two, we provide program- and class-specific data and also provide some analysis of this information across programs.

As part of this data collection, we also requested cadet-level information on graduation, credentials awarded, changes in the Tests of Adult Basic Education (TABE) grade equivalent scores, as well as placements during the Post-Residential Phase.⁵ We also collected 12-month placement information from some 2015 classes; this information was not yet available at the time of our last data collection. Annual ChalleNGe reports published prior to 2017 included only site-level measures and metrics,⁶ such as the average gain in TABE grade equivalent scores or the number of cadets placed; they do not include any cadet-level information. *Average gain* in TABE grade equivalent scores is widely used but problematic (Lindholm-Leary and Hargett, 2006);⁷ achieving *key levels* on the TABE predicts other relevant outcomes, such as passing the GED exam. Therefore, we use the cadet-level information to develop and report metrics based on achieving key TABE levels. We include some analyses of this information in Chapter Two.

To address the second purpose of this project (i.e., developing a richer set of metrics), we first detail a framework for measuring the longer-term outcomes of the program. Examples of longer-term outcomes include additional credits or degrees attained, earnings, or job stability of graduates. Because the program's mission focuses on participants' success as adults (after completion of the program), many of the appropriate metrics for measuring success will focus on longer-term outcomes. Developing metrics linked to these longer-run outcomes will make it possible to determine the extent to which the program is achieving its mission. We began by developing two tools: a theory of change (TOC) model and a program logic model. Such models serve as operational tools to guide the development of metrics and monitor progress toward achieving the program's central goals and evaluate its effectiveness. The TOC is a conceptualization of the mechanisms through which solutions can be developed to address a complex social problem, while the program logic model delineates the inputs, processes or activities, expected outputs, and desired outcomes of the program designed to address the problem (Shakman and Rodriguez, 2015). A logic model builds on a TOC, but it includes more information to develop metrics or indicators to monitor progress in implementation—and, importantly, it includes a detailed list of longer-term outcomes that might be expected to result from ChalleNGe and ultimately form the basis to evaluate the program's effectiveness.⁸

⁴ See 32 U.S.C. §509(k) for annual reporting requirements.

⁵ TABE is currently developed by DRC | CTB, and its suite of tests is specifically designed to assess the basic skills of adult learners. According to the DRC | CTB website, workforce development programs in most U.S. states, either funded or not funded by the federal Workforce Innovation and Opportunity Act, utilize TABE to assess the basic skills of individuals participating in their programs (TABE, undated). All ChalleNGe programs, across all states, administer TABE to cadets in the beginning and prior to graduation in order to measure academic achievement in math and language arts, and maintain a key metric by which to track cadet learning progress. TABE results are reported in past analyses; see, for example, the 2015 annual report (National Guard Youth ChalleNGe, 2015).

⁶ In technical terms, a *metric* is a specific value while a *measure* refers to an activity, output, or outcome. Thus, the number of cadets who graduate from ChalleNGe could be considered a measure while an overall cadet graduation rate of 80 percent could be considered a metric. In parts of our report, we use the term metric to imply a specific measure, which may eventually have a goal associated with it.

⁷ The problematic nature of grade equivalent scores for measuring changes is explained in Chapter Two.

⁸ For more information on logic models, see (among others) Knowlton and Phillips (2009) as well as Shakman and Rodriguez (2015).

We included detailed information about these tools in our previous report (Wenger et al., 2017), but we also include the logic model in Chapter Three of this report. We developed these tools or models based on information gleaned from our initial site visits, as well as the existing literature. As a next step, we developed a detailed site-visit protocol (based partly on the logic model) and have set up a schedule that will allow us to visit each ChalleNGe site over the course of this project. In 2017, we completed 17 site visits. On each visit, we collected detailed information on many aspects of the program, including the site's mission and general approach, practices used to recruit potential cadets, training of mentors, instructional practices, information about occupational training offered to cadets, placement strategies, data collection strategies, and disciplinary policies. We are currently working to analyze this information; at the same time, we are launching a series of efforts to measure various relevant aspects of the ChalleNGe program and develop benchmarks. We describe our analytic plans in more detail in Chapter Three.

Organization of This Report

The remainder of the report consists of three chapters:

- Chapter Two provides a snapshot of the ChalleNGe program in 2016–2017. It includes information from recent classes that is comparable to what was included in past reports, as well as information on the proportion of cadets meeting key TABE levels, measures of cadets' improvement in physical fitness, contributions to their communities, placement rates after cadets leave ChalleNGe, and analyses of trends over time.
- Chapter Three discusses our initial framework for measuring the longer-term outcomes of the program. This chapter presents the program logic model and outlines ongoing and planned analyses in support of measuring long-term outcomes.
- Chapter Four closes with concluding thoughts.

Data and Analyses: 2016 ChalleNGe Classes

To document progress across ChalleNGe sites, we requested and received a variety of quantitative information from each site. We sent a spreadsheet to each site to facilitate the data collection; sites filled in the required information and then securely transferred the information to RAND researchers (we requested no individually identifying information). Currently, we are exploring options to lower the burden of future data collections.

At the time of our data collection (September–October 2017), the Georgia-Milledgeville site, the California-Discovery site, and the Tennessee ChalleNGe site were newly operational; these sites have not yet accrued enough information to be included in this report, although they will be included in future reports. During our data collection, the Puerto Rico site was closed because of damage sustained from Hurricane Maria in September 2017 and, therefore, unable to provide data for this report. Thus, we focus here on the remaining 36 sites. Our previous report (Wenger et al., 2017) included all sites with graduates in 2015; this included all 36 sites covered in this report, as well as information from the Puerto Rico site (although two sites had only a single graduation class at the point of our last data collection). Therefore, our sample differs slightly from the sample used in the earlier report. When we examine time trends at the end of this chapter, we adjust the samples to be more comparable.

To ensure consistency of data collection, RAND researchers provided a spreadsheet template in which the site filled in information at the program and cadet levels. Data were transmitted to RAND researchers through a secure file transfer protocol link. To ensure data fidelity, we implemented several key procedures as part of our quality assurance process, including (1) confirming with sites where part of their data was incomplete or missing; (2) exploring outliers; (3) comparing counts and averages across sites and classes; (4) comparing trends by site and classes against previous ChalleNGe reports; and (5) comparing site data with program-wide data to ensure broad consistency.

Despite our data-quality assurance efforts, it is important to recognize that there are likely to be errors in the data by the nature of the data collection method, particularly of the graduate placement information. Despite attempts by the programs to check placement data with both graduates and their mentors, programs will admit that these data are difficult to obtain and verify. In particular, the further out from graduation, the more difficult it is to maintain contact and outreach with both mentors and graduates. This likely limits the interpretation of the placement information in this report, as well as the use of placement information as it is currently collected to evaluate the programs' success.

We begin by presenting a summary of the information from all reporting sites; these metrics serve to measure overall progress in the ChalleNGe program in terms of the number of young people who took part in ChalleNGe during 2016. We also include tallies of the total

number of academic credentials awarded, as well as the hours and value of community service documented, and the overall placement rates. We then present this information in a less-aggregated manner, for each site and by class. In the next section of this chapter, we present a detailed analysis of the data on cadets' TABE scores; here, we use RAND-developed metrics to show the number of cadets who achieve key TABE milestones. We then present some information on time trends; this subsection of the report uses information from the current data collection and the previous data collection. In future reports, as we gather data across a longer time frame we will continue to track trends over time.

Cross-Site Metrics for the 2016 Classes

Here, we present summary information on the cadets who entered ChalleNGe in 2016. ChalleNGe received 18,689 applications for the classes that began during calendar year 2016. Based on site-specific enrollment criteria, 12,337 young people were accepted by a program and chose to enroll in that program. Of the 12,337 cadets who enrolled, 8,874 (72 percent) graduated from ChalleNGe. Classes begin and end at different times during the year; for this reason, we define *2016 participants* as those who attended a class that started in 2016. In some cases, cadets may have applied in 2015 (e.g., to enter a class that began in January 2016). In most cases, cadets graduated during 2016, but a few programs spanned the 2016–2017 calendar years. Table 2.1 provides a summary of several key ChalleNGe statistics, across all sites. Tables 2.2–2.20 provide site-level information on a variety of measures.

Tables 2.2–2.14 include data on several of the core components of ChalleNGe, presented for each site and each class. These tables provide a detailed sense of each site's progress on multiple metrics. Table A.1 in Appendix A provides additional information on each site, including abbreviations of site names. Tables A.2–A.38 in Appendix A provide more detailed information on each ChalleNGe site, including information on staffing, funding, dates when classes

Table 2.1
ChalleNGe Statistics, 1993–2016

Challenge Statistics	1993–2015	2016 ^a	1993–2016
Applicants	350,359	18,689	369,048
Enrollees	195,363	12,337	207,700
Graduates	145,923	8,874	154,797
Academic credentials ^b	92,718	3,642	96,350
Service hours to communities	9,957,942	524,373	10,482,315
Value of service hours	\$196,999,134	\$12,587,020	\$209,586,154

^a Information in this table was reported by the sites in fall 2017 and covers Classes 46 and 47; these classes began in 2016. Applicants include all who completed an application.

^b *Academic credentials* reflect graduated cadets who received either a GED or a HiSET credential or a high school diploma (limited to one credential per cadet). Several sites (e.g., Georgia-Fort Stewart and Maryland) did not report credentials; see Table 2.3 for more information. Additionally, programs may have reported total number of academic credentials for earlier classes rather than limiting credentials to one per cadet; therefore, the numbers here and in Table 2.3 may not be comparable with those documented in reports pertaining to ChalleNGe classes that graduated prior to 2015.

began and ended, as well as measures of physical fitness, responsible citizenship, service to community, and detailed placement information on ChalleNGe graduates.

In some cases, individual data items are left blank in this chapter and in Appendix A. When this occurs, we note the specific reason. Some sites failed to report specific data elements but in other cases, information was not yet available; for example, Class 47 graduates left most programs less than a year prior to our data collection so no 12-month placement data on these cadets was requested or reported.

Every table in the rest of this chapter includes information for each site and class. Full names, locations, and abbreviations for the sites can be found in Table 3.1 in Chapter 3 and in Appendix A. TABE scores calculated in Tables 2.4–2.15 include cadets who graduated from ChalleNGe. The tables are organized according to:

- numbers of applicants and graduates, as well as the targeted number of graduates (Table 2.2): The targeted number of graduates is a key metric for ChalleNGe sites because it is considered in setting their budgets.
- credentials awarded (Table 2.3): This table includes a tally of credentials awarded by each site. To better determine the proportion of graduates who received at least one credential, we requested that sites report only a single credential for each graduate. Therefore, graduates who received high school credits and a high school diploma are listed as having received only a diploma; those who received a GED or HiSET certification and high school credits are listed as receiving only high school credits (this second case is quite rare). As noted, a few sites reported these data in an inconsistent manner.
- TABE scores (Tables 2.4–2.15): We collected information on the total TABE Battery, but also on three specific subtests: math, language, and reading. We report information on each subtest. We also report additional information on TABE scores for all cadets in a later subsection of this chapter. TABE scores are reported as grade equivalents; for example, a score of 7.5 indicates that the test-taker performed similarly to a typical student at the fifth month of seventh grade. In general, across sites, cadets achieve higher TABE scores at the end of ChalleNGe than at the beginning. This can be seen most clearly in Tables 2.8–2.15.
- responsible citizenship (Tables 2.16 and 2.17): Measures of responsible citizenship include registration for voting (all cadets), as well as registration for the Selective Service (male cadets). The majority of sites registered 100 percent of the cadets as eligible for voting and Selective Service.
- community service (Table 2.18): We report the average hours of community service per cadet, as well as the value of that service. The value of community service is calculated using published figures at the state level for 2015 and are available online (Independent Sector, 2016). The value of community service was calculated in the same manner in the previous two annual reports (Wenger et al., 2017; National Guard Youth ChalleNGe, 2015). Each cadet contributes 40 to 130 hours of community service. Cadets from Virginia and Hawaii contribute the highest number of hours.
- physical fitness (Tables 2.19 and 2.20): Here, we report run times and number of completed push-ups. Cadets were able to perform approximately 20 more push-ups and ran about two minutes faster at the end of ChalleNGe. We also include additional tabulations on these measures and weight-for-height in a later subsection of this chapter.

Table 2.2
Applicants and Graduates (Classes 46 and 47)

Site	Residential Class 46			Residential Class 47		
	Target	Applied	Graduates	Target	Applied	Graduates
All Sites		8,914	4,315		9,775	4,559
AK	170	240	166	170	231	165
AR	100	207	65	100	221	95
CA-LA	180	532	199	180	587	197
CA-SL	185	335	185	185	371	203
D.C.	100	147	25	100	157	39
FL	150	259	154	150	185	149
GA-FG	176	276	176	145	253	146
GA-FS	213	389	215	213	415	225
HI-BP	125	165	106	125	191	121
HI-HI	75	95	58	75	95	51
ID	100	143	107	100	147	104
IL	300	263	143	225	301	159
IN	100	146	94	100	163	90
KY-FK	100	100	66	100	100	73
KY-HN	100	142	74	100	136	75
LA-CB	250	502	250	250	530	251
LA-CM	200	353	207	200	391	235
LA-GL	250	472	254	250	435	258
MD	100	192	65	100	246	103
MI	114	201	108	114	225	112
MS	200	465	196	200	509	211
MT	100	132	86	100	131	95
NC-NL	100	126	66	100	242	50
NC-S	125	232	88	125	332	112
NJ	100	258	82	100	266	81
NM	100	130	77	100	153	109
OK	110	354	98	110	364	99
OR	125	185	126	125	231	135
SC	100	440	106	100	574	111
TX-E	*	148	49	*	198	64

Table 2.2—Continued

Site	Residential Class 46			Residential Class 47		
	Target	Applied	Graduates	Target	Applied	Graduates
TX-W	79	121	56	110	184	78
VA	150	240	105	150	221	93
WA	135	271	138	135	267	149
WI	100	249	107	100	278	116
WV	150	314	154	150	367	157
WY	60	90	64	60	78	48

NOTE: Information in this table was reported by the sites in fall 2017 and covers Classes 46 and 47, which began in 2016. Target columns represent the program's graduation goal. Additional information on each Challenge site is available in Appendix A.

*Did not report information.

Table 2.3
Number of Challenge Graduates and Number of Graduates by Type of Credential Awarded, by Site (Classes 46 and 47)

Site	Residential Class 46				Residential Class 47			
	Number of Graduates from Challenge	Number Receiving GED or HiSET	Number Receiving HS Credits	Number Receiving HS Diploma	Number of Graduates from Challenge	Number Receiving GED or HiSET	Number Receiving HS Credits	Number Receiving HS Diploma
AK	166	59	165	2	165	61	164	6
AR	65	15	0	0	95	39	0	0
CA-LA	199	5	158	37	197	4	177	17
CA-SL	185	5	135	45	203	9	148	55
D.C.	25	18	0	0	39	13	0	0
FL	154	80	35	2	149	82	39	3
GA-FG	176	104	5	7	146	68	11	2
GA-FS	215	*	*	*	225	*	*	*
HI-BP	106	0	0	106	121	0	0	118
HI-HI	58	0	0	48	51	0	0	46
ID	107	10	107	12	104	8	104	11
IL	143	103	0	0	159	92	0	0
IN	94	54	0	0	90	39	0	0
KY-FK	66	0	85	0	73	1	73	0
KY-HN	74	0	73	0	75	0	66	0
LA-CB	250	101	0	0	251	109	0	0

Table 2.3—Continued

Site	Residential Class 46				Residential Class 47			
	Number of Graduates from Challenge	Number Receiving GED or HiSET	Number Receiving HS Credits	Number Receiving HS Diploma	Number of Graduates from Challenge	Number Receiving GED or HiSET	Number Receiving HS Credits	Number Receiving HS Diploma
LA-CM	207	94	0	0	235	107	0	0
LA-GL	254	106	0	0	258	74	0	0
MD	65	*	*	*	103	*	*	*
MI	108	26	82	0	112	25	74	13
MS	196	0	0	110	211	0	0	141
MT	86	51	31	0	95	53	33	0
NC-NL	66	33	0	0	50	32	4	0
NC-S	88	0	6	49	112	0	53	52
NJ	82	0	0	31	81	0	0	33
NM	77	52	0	0	109	77	0	0
OK	98	8	88	2	99	9	84	5
OR	126	6	107	13	135	3	126	7
SC	106	44	1	1	111	51	0	0
TX-E	49	5	65	35	64	8	49	24
TX-W	56	31	10	16	78	51	17	10
VA	105	39	62	0	93	41	75	0
WA	138	0	138	0	149	0	149	0
WI	107	0	0	83	116	0	0	79
WV	154	0	0	130	157	0	0	129
WY	64	0	7	24	48	1	9	48

NOTE: Information in this table was reported by the sites in fall 2017 and covers Classes 46 and 47, which began in 2016. Credentials awarded include those awarded during the course of the Challenge Residential Phase. We requested that sites report only a single credential per cadet. At the Idaho Challenge program, those who received GEDs also received high school credits although the credits were not utilized. In New Jersey, Challenge graduates who pass the GED are awarded a state high school diploma. In West Virginia, Challenge graduates who pass the state standardized test are awarded a state high school diploma. The Wisconsin program generates a pathway for all credentialing options awarded through Wisconsin Department of Instruction and associated school districts, including Credit Recovery, GED, a high school equivalency diploma, and a high school diploma. Additional information on each Challenge site is available in Appendix A.

* Did not report.

HS = high school.

Table 2.4
Average TABE Math Score and Gain of Challenge Graduates, by Site (Classes 46 and 47)

Site	Residential Class 46			Residential Class 47		
	Pre-TABE	Post-TABE	Gain (+/-)	Pre-TABE	Post-TABE	Gain (+/-)
All Sites	6.6	8.7	2.1	6.5	8.7	2.2
AK	7.2	9.0	1.8	6.9	8.4	1.5
AR	5.6	7.9	2.3	6.7	8.4	1.7
CA-LA	5.2	8.2	3.0	5.4	8.5	3.1
CA-SL	7.1	8.5	1.4	6.7	8.1	1.4
D.C.	5.9	8.1	2.2	5.6	7.8	2.2
FL	9.6	9.6	0.0	7.7	10.4	2.7
GA-FG	*	*	N/A	*	*	N/A
GA-FS	7.3	10.3	3.0	6.6	10.2	3.6
HI-BP	6.1	7.7	1.6	5.0	6.9	1.9
HI-HI	4.7	5.3	0.6	4.4	4.8	0.4
ID	7.0	10.0	3.0	6.7	9.3	2.6
IL	6.6	9.9	3.3	7.0	10.1	3.1
IN	7.1	8.3	1.2	7.3	9.0	1.7
KY-FK	5.7	9.3	3.6	6.5	9.3	2.8
KY-HN	5.8	9.2	3.4	5.3	7.6	2.3
LA-CB	*	10.0	N/A	5.7	10.3	4.6
LA-CM	6.1	8.9	2.8	6.0	8.7	2.7
LA-GL	6.8	8.6	1.8	6.4	8.7	2.3
MD	5.5	7.7	2.2	5.9	8.6	2.7
MI	5.8	8.0	2.2	6.3	5.9	-0.4
MS	6.4	9.7	3.3	6.8	10.3	3.5
MT	7.4	9.1	1.7	7.4	8.9	1.5
NC-NL	6.5	7.8	1.3	6.7	7.8	1.1
NC-S	6.6	8.3	1.7	7.0	8.3	1.3
NJ	5.7	9.1	3.4	6.4	9.3	2.9
NM	5.6	7.3	1.7	5.7	8.0	2.3
OK	7.5	8.0	0.5	7.5	8.3	0.8
OR	6.5	8.2	1.7	7.0	8.7	1.7
SC	5.9	6.4	0.5	5.5	6.1	0.6
TX-E	7.4	8.3	0.9	8.4	8.7	0.3

Table 2.4—Continued

Site	Residential Class 46			Residential Class 47		
	Pre-TABE	Post-TABE	Gain (+/-)	Pre-TABE	Post-TABE	Gain (+/-)
TX-W	7.6	8.6	1.0	8.5	9.3	0.8
VA	5.7	7.1	1.4	6.0	7.0	1.0
WA	6.1	8.7	2.6	6.4	9.7	3.3
WI	8.5	9.0	0.5	7.7	8.2	0.5
WV	6.5	8.5	2.0	6.5	8.8	2.3
WY	8.2	9.9	1.7	8.8	9.7	0.9

NOTE: Information in this table was reported by the sites in fall 2017 and covers Classes 46 and 47, which began in 2016.

* Did not report.

N/A = not available.

Table 2.5
Average TABE Reading Score and Gain of Challenge Graduates, by Site (Classes 46 and 47)

Site	Residential Class 46			Residential Class 47		
	Pre-TABE	Post-TABE	Gain (+/-)	Pre-TABE	Post-TABE	Gain (+/-)
All Sites	7.8	9.2	1.4	7.6	9.1	1.5
AK	8.1	9.0	0.9	7.4	8.6	1.2
AR	8.1	9.2	1.1	8.5	9.0	0.5
CA-LA	5.6	9.3	3.7	6.5	9.2	2.7
CA-SL	7.8	9.3	1.5	7.5	8.9	1.4
D.C.	7.3	8.1	0.8	6.7	8.5	1.8
FL	8.2	10.4	2.2	8.5	11.0	2.5
GA-FG	*	*	N/A	*	*	N/A
GA-FS	8.2	10.5	2.3	7.5	10.3	2.8
HI-BP	6.5	8.2	1.7	4.9	7.7	2.8
HI-HI	6.0	6.4	0.4	6.0	6.3	0.3
ID	9.7	10.4	0.7	8.0	9.8	1.8
IL	8.6	8.8	0.2	8.8	9.3	0.5
IN	7.5	8.6	1.1	7.7	9.0	1.3
KY-FK	5.8	6.5	0.7	6.2	7.1	0.9
KY-HN	6.3	8.2	1.9	6.9	6.6	-0.3
LA-CB	*	10.0	N/A	6.8	10.0	3.2

Table 2.5—Continued

Site	Residential Class 46			Residential Class 47		
	Pre-TABE	Post-TABE	Gain (+/-)	Pre-TABE	Post-TABE	Gain (+/-)
LA-CM	7.6	9.0	1.4	7.2	9.2	2.0
LA-GL	8.3	9.2	0.9	8.1	9.1	1.0
MD	6.7	9.2	2.5	7.1	9.4	2.3
MI	7.2	8.8	1.6	7.9	4.6	-3.3
MS	8.3	10.3	2.0	8.3	10.4	2.1
MT	7.9	8.9	1.0	7.8	9.1	1.3
NC-NL	7.2	8.3	1.1	8.4	8.3	-0.1
NC-S	8.1	10.0	1.9	7.7	9.7	2.0
NJ	6.9	8.7	1.8	7.1	9.0	1.9
NM	6.8	8.1	1.3	7.1	8.1	1.0
OK	8.1	8.8	0.7	8.1	8.3	0.2
OR	8.3	9.5	1.2	8.7	9.8	1.1
SC	7.2	7.5	0.3	7.9	8.1	0.2
TX-E	8.1	7.9	-0.2	8.4	7.4	-1.0
TX-W	8.9	8.6	-0.3	8.5	9.3	0.8
VA	6.9	8.8	1.9	7.6	8.1	0.5
WA	7.6	8.7	1.1	8.4	9.7	1.3
WI	9.3	9.3	0.0	8.3	9.0	0.7
WV	8.2	10.2	2.0	7.3	9.7	2.4
WY	9.7	9.9	0.2	9.9	10.7	0.8

NOTE: Information in this table was reported by the sites in fall 2017 and covers Classes 46 and 47, which began in 2016.

* Did not report.

N/A = not available.

Table 2.6
Average TABE Language Score and Gain of Challenge Graduates, by Site (Classes 46 and 47)

Site	Residential Class 46			Residential Class 47		
	Pre-TABE	Post-TABE	Gain (+/-)	Pre-TABE	Post-TABE	Gain (+/-)
All Sites	6.5	8.2	1.8	6.4	8.3	1.9
AK	7.0	8.0	1.0	7.0	8.0	1.0
AR	8.1	9.0	0.9	7.5	8.8	1.3

Table 2.6—Continued

Site	Residential Class 46			Residential Class 47		
	Pre-TABE	Post-TABE	Gain (+/-)	Pre-TABE	Post-TABE	Gain (+/-)
CA-LA	5.6	8.0	2.4	5.7	8.3	2.6
CA-SL	7.2	8.8	1.6	7.0	8.4	1.4
D.C.	5.6	6.2	0.6	4.2	6.2	2.0
FL	6.6	8.8	2.2	6.8	9.8	3.0
GA-FG	*	*	N/A	*	*	N/A
GA-FS	6.1	9.2	3.1	5.6	8.9	3.3
HI-BP	5.2	6.4	1.2	4.5	6.5	2.0
HI-HI	3.2	4.3	1.1	2.9	4.3	1.4
ID	8.3	9.9	1.6	6.7	9.3	2.6
IL	6.9	7.4	0.5	7.8	7.7	-0.1
IN	5.9	7.4	1.5	6.7	8.1	1.4
KY-FK	4.7	6.1	1.4	4.7	6.7	2.0
KY-HN	4.8	6.6	1.8	3.5	5.7	2.2
LA-CB	*	9.9	N/A	6.9	9.7	2.8
LA-CM	6.4	8.6	2.2	6.3	8.6	2.3
LA-GL	7.7	9.4	1.7	7.5	9.2	1.7
MD	5.5	7.6	2.1	5.9	8.2	2.3
MI	5.8	7.0	1.2	6.1	4.7	-1.4
MS	7.1	9.5	2.4	8.1	10.4	2.3
MT	6.1	8.2	2.1	6.6	8.3	1.7
NC-NL	5.6	6.8	1.2	6.0	6.9	0.9
NC-S	6.7	7.3	0.6	5.9	7.5	1.6
NJ	5.6	7.7	2.1	6.4	8.1	1.7
NM	5.6	7.5	1.9	5.4	7.0	1.6
OK	6.9	7.1	0.2	6.5	7.1	0.6
OR	7.0	8.4	1.4	7.6	8.8	1.2
SC	6.0	6.4	0.4	*	*	N/A
TX-E	7.3	7.7	0.4	7.8	8.9	1.1
TX-W	6.4	7.4	1.0	7.3	8.7	1.4
VA	6.1	7.2	1.1	6.0	6.9	0.9
WA	5.8	7.9	2.1	6.8	9.1	2.3
WI	7.6	8.2	0.6	6.6	7.8	1.2

Table 2.6—Continued

Site	Residential Class 46			Residential Class 47		
	Pre-TABE	Post-TABE	Gain (+/-)	Pre-TABE	Post-TABE	Gain (+/-)
WV	6.3	9.0	2.7	5.5	8.2	2.7
WY	7.3	8.7	1.4	8.0	9.4	1.4

NOTE: Information in this table was reported by the sites in fall 2017 and covers Classes 46 and 47, which began in 2016.

* Did not report.

N/A = not available.

Table 2.7
Average TABE Total Battery Score and Gain of Challenge Graduates, by Site (Classes 46 and 47)

Site	Residential Class 46			Residential Class 47		
	Pre-TABE	Post-TABE	Gain (+/-)	Pre-TABE	Post-TABE	Gain (+/-)
All Sites	6.8	8.9	2.1	6.7	8.9	2.2
AK	7.5	9.0	1.5	7.1	8.6	1.5
AR	7.0	8.9	1.9	7.5	8.8	1.3
CA-LA	5.2	8.8	3.6	5.7	9.1	3.4
CA-SL	7.2	9.1	1.9	6.9	8.7	1.8
D.C.	6.1	7.6	1.5	5.3	7.7	2.4
FL	6.9	9.9	3.0	7.7	10.4	2.7
GA-FG	*	*	N/A	*	*	N/A
GA-FS	7.2	10.4	3.2	6.5	10.1	3.6
HI-BP	5.9	7.5	1.6	4.5	6.9	2.4
HI-HI	4.3	5.0	0.7	3.9	4.7	0.8
ID	8.6	10.4	1.8	7.0	9.7	2.7
IL	7.2	9.0	1.8	7.8	9.3	1.5
IN	6.9	8.1	1.2	7.2	8.9	1.7
KY-FK	5.3	*	N/A	5.5	7.8	2.3
KY-HN	5.5	8.1	2.6	4.8	6.5	1.7
LA-CB	*	10.1	N/A	6.2	10.3	4.1
LA-CM	6.5	8.9	2.4	6.2	9.0	2.8
LA-GL	7.5	9.3	1.8	7.3	9.2	1.9
MD	5.7	8.3	2.6	6.1	8.9	2.8
MI	6.1	7.9	1.8	*	6.2	N/A

Table 2.7—Continued

Site	Residential Class 46			Residential Class 47		
	Pre-TABE	Post-TABE	Gain (+/-)	Pre-TABE	Post-TABE	Gain (+/-)
MS	6.9	10.1	3.2	7.5	10.7	3.2
MT	7.2	8.9	1.7	7.4	8.9	1.5
NC-NL	6.3	7.6	1.3	7.2	7.6	0.4
NC-S	7.0	8.7	1.7	6.8	8.7	1.9
NJ	5.9	8.7	2.8	6.4	8.9	2.5
NM	5.8	7.6	1.8	5.9	7.6	1.7
OK	7.6	8.2	0.6	7.4	8.0	0.6
OR	7.1	8.7	1.6	7.7	9.2	1.5
SC	6.3	6.9	0.6	*	*	N/A
TX-E	7.1	8.2	1.1	7.7	8.1	0.4
TX-W	7.5	8.3	0.8	8.3	9.2	0.9
VA	5.9	7.8	1.9	6.2	7.4	1.2
WA	6.4	8.5	2.1	7.0	9.7	2.7
WI	8.6	9.0	0.4	7.6	8.4	0.8
WV	6.9	9.4	2.5	6.3	9.3	3.0
WY	8.5	9.8	1.3	8.8	10.4	1.6

NOTE: Information in this table was reported by the sites in fall 2017 and covers Classes 46 and 47, which began in 2016.

* Did not report.

N/A = not available.

Table 2.8
Distribution of Pre- and Post-TABE Math Scores of Challenge Graduates, by Site (Class 46)

Site	Pre-TABE			Post-TABE		
	Elementary (Grades 1–6)	Middle School (Grades 7–8)	High School (Grades 9–12)	Elementary (Grades 1–6)	Middle School (Grades 7–8)	High School (Grades 9–12)
All Sites	1,901	1,094	851	885	1,270	1,910
AK	73	44	49	31	57	78
AR	44	13	8	9	17	14
CA-LA	141	41	16	54	65	80
CA-SL	80	55	50	43	61	77
D.C.	14	9	1	4	12	8
FL	21	42	91	21	42	91
GA-FG	*	*	*	*	*	*

Table 2.8—Continued

Site	Pre-TABE			Post-TABE		
	Elementary (Grades 1–6)	Middle School (Grades 7–8)	High School (Grades 9–12)	Elementary (Grades 1–6)	Middle School (Grades 7–8)	High School (Grades 9–12)
GA-FS	77	86	52	7	60	148
HI-BP	63	24	17	35	39	32
HI-HI	44	10	3	36	17	4
ID	33	36	26	14	22	71
IL	68	40	35	13	47	82
IN	41	28	25	29	25	40
KY-FK	35	20	6	10	18	30
KY-HN	45	20	9	16	19	39
LA-CB	*	*	*	36	53	161
LA-CM	117	46	42	37	65	104
LA-GL	105	94	55	53	77	123
MD	44	11	8	22	23	19
MI	67	26	12	31	35	39
MS	104	52	38	19	62	115
MT	32	23	29	13	22	42
NC-NL	34	17	12	22	17	23
NC-S	50	21	17	29	22	37
NJ	50	25	7	14	22	46
NM	47	23	7	23	38	16
OK	42	24	32	31	28	39
OR	70	27	29	32	48	46
SC	58	31	12	53	32	17
TX-E	19	12	18	13	15	21
TX-W	22	17	17	15	15	26
VA	71	16	16	40	32	23
WA	74	44	20	23	50	64
WI	26	38	43	17	39	51
WV	74	54	26	36	55	63
WY	16	25	23	4	19	41

NOTE: Information in this table was reported by the sites in fall 2017 and covers Class 46.

* Did not report.

Table 2.9
Distribution of Pre- and Post-TABE Math Scores of Challenge Graduates, by Site (Class 47)

Site	Pre-TABE			Post-TABE		
	Elementary (Grades 1–6)	Middle School (Grades 7–8)	High School (Grades 9–12)	Elementary (Grades 1–6)	Middle School (Grades 7–8)	High School (Grades 9–12)
All Sites	2,288	1,248	911	964	1,348	2,070
AK	81	46	38	41	56	67
AR	45	28	22	25	21	44
CA-LA	140	36	20	44	74	79
CA-SL	105	48	49	59	69	73
D.C.	20	16	2	9	18	11
FL	41	58	50	4	32	113
GA-FG	*	*	*	*	*	*
GA-FS	95	96	34	8	53	164
HI-BP	91	21	9	55	33	30
HI-HI	36	11	1	39	7	4
ID	54	27	23	12	33	58
IL	65	39	39	9	46	84
IN	33	26	31	19	20	47
KY-FK	34	20	16	15	13	42
KY-HN	100	38	12	50	52	48
LA-CB	149	64	36	31	45	175
LA-CM	128	70	35	39	86	108
LA-GL	138	70	50	50	93	115
MD	63	21	16	24	35	41
MI	69	19	21	59	29	14
MS	104	58	49	11	58	142
MT	36	33	26	14	29	39
NC-NL	25	12	12	19	12	19
NC-S	48	33	31	30	39	43
NJ	41	24	16	8	31	42
NM	63	38	8	31	40	38
OK	41	29	29	30	30	39
OR	68	27	40	32	39	64
SC	70	28	11	42	38	4

Table 2.9—Continued

Site	Pre-TABE			Post-TABE		
	Elementary (Grades 1–6)	Middle School (Grades 7–8)	High School (Grades 9–12)	Elementary (Grades 1–6)	Middle School (Grades 7–8)	High School (Grades 9–12)
TX-E	17	16	30	15	14	26
TX-W	21	24	33	12	24	42
VA	58	18	15	41	27	24
WA	78	42	29	14	48	87
WI	41	42	33	31	40	45
WV	80	51	26	37	49	71
WY	10	19	19	5	15	28

NOTE: Information in this table was reported by the sites in fall 2017 and covers Class 47.

* Did not report.

Table 2.10
Distribution of Pre- and Post-TABE Reading Scores of Challenge Graduates, by Site (Class 46)

Site	Pre-TABE			Post-TABE		
	Elementary (Grades 1–6)	Middle School (Grades 7–8)	High School (Grades 9–12)	Elementary (Grades 1–6)	Middle School (Grades 7–8)	High School (Grades 9–12)
All Sites	1,321	1,078	1,409	633	1,187	2,244
AK	53	47	65	26	58	82
AR	17	26	22	4	10	26
CA-LA	131	35	25	19	59	120
CA-SL	68	48	66	27	49	105
D.C.	8	11	5	4	11	9
FL	46	41	63	11	34	109
GA-FG	*	*	*	*	*	*
GA-FS	55	82	78	16	36	163
HI-BP	54	20	29	20	43	41
HI-HI	30	19	8	28	16	10
ID	13	26	68	3	27	77
IL	30	46	64	20	52	70
IN	35	31	27	22	27	43
KY-FK	36	10	12	27	22	11
KY-HN	35	23	13	20	19	35

Table 2.10—Continued

Site	Pre-TABE			Post-TABE		
	Elementary (Grades 1–6)	Middle School (Grades 7–8)	High School (Grades 9–12)	Elementary (Grades 1–6)	Middle School (Grades 7–8)	High School (Grades 9–12)
LA-CB	*	*	*	28	61	161
LA-CM	76	56	68	33	71	103
LA-GL	64	79	111	46	68	140
MD	33	14	17	10	17	37
MI	40	33	31	18	34	54
MS	59	40	93	16	49	131
MT	28	25	33	15	23	41
NC-NL	30	16	17	11	26	25
NC-S	22	31	35	8	19	61
NJ	39	15	25	16	28	38
NM	37	19	19	17	34	26
OK	30	25	42	22	26	50
OR	32	39	55	16	30	80
SC	36	38	26	38	34	30
TX-E	13	14	20	13	17	19
TX-W	13	14	28	11	20	25
VA	43	26	28	19	27	49
WA	47	42	46	26	47	64
WI	18	23	66	11	40	56
WV	37	56	61	6	35	113
WY	13	8	43	6	18	40

NOTE: Information in this table was reported by the sites in fall 2017 and covers Class 46.

* Did not report.

Table 2.11
Distribution of Pre- and Post-TABE Reading Scores of Challenge Graduates, by Site (Class 47)

Site	Pre-TABE			Post-TABE		
	Elementary (Grades 1–6)	Middle School (Grades 7–8)	High School (Grades 9–12)	Elementary (Grades 1–6)	Middle School (Grades 7–8)	High School (Grades 9–12)
All Sites	1,521	1,304	1,564	759	1,229	2,370
AK	55	55	53	33	54	77
AR	26	22	46	12	30	47

Table 2.11—Continued

Site	Pre-TABE			Post-TABE		
	Elementary (Grades 1–6)	Middle School (Grades 7–8)	High School (Grades 9–12)	Elementary (Grades 1–6)	Middle School (Grades 7–8)	High School (Grades 9–12)
CA-LA	93	53	43	31	51	115
CA-SL	80	58	60	31	71	99
D.C.	16	12	8	7	12	19
FL	42	35	72	5	27	117
GA-FG	*	*	*	*	*	*
GA-FS	73	91	60	21	37	167
HI-BP	91	14	12	31	45	42
HI-HI	23	17	10	24	15	11
ID	30	30	44	6	27	71
IL	25	50	66	15	40	83
IN	29	29	32	16	21	48
KY-FK	35	15	17	20	33	17
KY-HN	70	26	48	68	44	34
LA-CB	116	61	69	36	54	161
LA-CM	98	59	68	38	62	133
LA-GL	68	83	106	43	69	146
MD	46	24	29	7	37	56
MI	26	50	32	64	14	9
MS	60	51	99	15	49	147
MT	27	30	37	11	28	43
NC-NL	11	13	24	13	19	18
NC-S	35	40	37	8	32	72
NJ	36	17	24	13	30	38
NM	37	44	24	33	30	46
OK	29	27	43	23	36	40
OR	22	47	66	11	31	93
SC	39	24	45	27	18	39
TX-E	11	25	28	18	19	18
TX-W	16	25	36	11	23	44
VA	32	23	36	26	25	38
WA	33	48	66	8	49	92

Table 2.11—Continued

Site	Pre-TABE			Post-TABE		
	Elementary (Grades 1–6)	Middle School (Grades 7–8)	High School (Grades 9–12)	Elementary (Grades 1–6)	Middle School (Grades 7–8)	High School (Grades 9–12)
WI	25	45	46	19	36	61
WV	61	47	49	13	52	92
WY	5	14	29	2	9	37

NOTE: Information in this table was reported by the sites in fall 2017 and covers Class 47.

* Did not report.

Table 2.12
Distribution of Pre- and Post-TABE Language Scores of Challenge Graduates, by Site (Class 46)

Site	Pre-TABE			Post-TABE		
	Elementary (Grades 1–6)	Middle School (Grades 7–8)	High School (Grades 9–12)	Elementary (Grades 1–6)	Middle School (Grades 7–8)	High School (Grades 9–12)
All Sites	1,915	917	986	1,196	1,037	1,820
AK	79	36	51	54	40	72
AR	16	20	29	6	14	20
CA-LA	122	40	35	60	54	85
CA-SL	72	60	52	33	54	94
D.C.	12	9	3	10	9	5
FL	83	24	47	40	35	79
GA-FG	*	*	*	*	*	*
GA-FS	119	46	50	42	46	126
HI-BP	68	20	15	52	26	27
HI-HI	47	3	3	40	11	3
ID	29	30	44	13	25	69
IL	60	44	38	52	44	45
IN	53	18	23	35	27	31
KY-FK	42	8	8	32	13	13
KY-HN	52	11	10	35	21	17
LA-CB	*	*	*	39	54	156
LA-CM	104	44	54	50	56	101
LA-GL	92	59	101	41	63	149
MD	41	8	10	26	16	22
MI	53	32	17	45	26	36

Table 2.12—Continued

Site	Pre-TABE			Post-TABE		
	Elementary (Grades 1–6)	Middle School (Grades 7–8)	High School (Grades 9–12)	Elementary (Grades 1–6)	Middle School (Grades 7–8)	High School (Grades 9–12)
MS	82	50	62	33	44	119
MT	47	17	20	19	22	37
NC-NL	35	20	7	31	15	15
NC-S	39	26	21	45	14	29
NJ	48	20	14	29	24	29
NM	43	24	10	24	29	23
OK	45	18	34	46	18	33
OR	45	43	36	27	42	57
SC	54	25	20	51	24	25
TX-E	16	13	19	19	9	21
TX-W	30	12	14	22	14	20
VA	59	23	19	35	28	30
WA	83	28	27	41	36	60
WI	38	34	35	33	24	50
WV	83	33	38	23	43	88
WY	24	19	20	13	17	34

NOTE: Information in this table was reported by the sites in fall 2017 and covers Class 46.

* Did not report.

Table 2.13
Distribution of Pre- and Post-TABE Language Scores of Challenge Graduates, by Site (Class 47)

Site	Pre-TABE			Post-TABE		
	Elementary (Grades 1–6)	Middle School (Grades 7–8)	High School (Grades 9–12)	Elementary (Grades 1–6)	Middle School (Grades 7–8)	High School (Grades 9–12)
All Sites	2,172	1,022	1,101	1,255	1,055	1,973
AK	72	40	52	57	38	69
AR	35	29	31	20	23	47
CA-LA	117	37	37	50	50	97
CA-SL	87	47	66	54	49	98
D.C.	30	7	1	19	13	6
FL	76	30	43	26	28	95
GA-FG	*	*	*	*	*	*

Table 2.13—Continued

Site	Pre-TABE			Post-TABE		
	Elementary (Grades 1–6)	Middle School (Grades 7–8)	High School (Grades 9–12)	Elementary (Grades 1–6)	Middle School (Grades 7–8)	High School (Grades 9–12)
GA-FS	140	49	36	45	62	118
HI-BP	87	17	13	52	33	30
HI-HI	46	3	0	34	7	5
ID	48	26	30	15	30	59
IL	43	54	45	49	32	58
IN	44	20	24	28	24	34
KY-FK	43	17	8	35	13	21
KY-HN	122	12	8	88	28	30
LA-CB	115	60	72	43	49	159
LA-CM	117	52	61	64	57	112
LA-GL	90	76	92	43	71	144
MD	55	25	20	28	27	43
MI	69	17	23	75	14	13
MS	60	60	88	15	45	151
MT	45	28	22	22	25	36
NC-NL	27	12	9	22	11	16
NC-S	65	25	21	45	33	34
NJ	41	19	21	19	32	30
NM	66	26	15	49	23	37
OK	50	24	25	41	23	35
OR	39	47	49	22	43	70
SC	*	*	*	*	*	*
TX-E	20	15	27	12	13	30
TX-W	36	15	27	21	15	41
VA	47	24	16	41	20	30
WA	63	41	45	30	33	86
WI	56	30	30	40	29	47
WV	103	27	25	42	52	63
WY	18	11	19	9	10	29

NOTE: Information in this table was reported by the sites in fall 2017 and covers Class 47.

* Did not report.

Table 2.14
Distribution of Pre- and Post-TABE Total Battery Scores of ChalleNGe Graduates, by Site (Class 46)

Site	Pre-TABE			Post-TABE		
	Elementary (Grades 1–6)	Middle School (Grades 7–8)	High School (Grades 9–12)	Elementary (Grades 1–6)	Middle School (Grades 7–8)	High School (Grades 9–12)
All Sites	1,824	1,055	970	775	1,162	2,072
AK	68	44	54	31	52	83
AR	24	26	15	4	18	18
CA-LA	141	37	21	36	58	104
CA-SL	82	45	58	29	54	98
D.C.	12	9	3	7	9	8
FL	72	36	46	19	33	102
GA-FG	*	*	*	*	*	*
GA-FS	91	67	57	16	43	156
HI-BP	65	24	15	38	34	33
HI-HI	48	7	2	42	12	3
ID	24	35	48	9	18	80
IL	58	40	43	18	54	70
IN	42	28	23	25	29	40
KY-FK	38	13	8	*	*	*
KY-HN	49	15	9	23	22	29
LA-CB	*	*	*	29	53	168
LA-CM	106	48	51	40	60	106
LA-GL	88	79	87	45	71	137
MD	40	14	10	15	25	24
MI	54	40	12	26	42	39
MS	91	53	52	16	46	134
MT	34	23	27	11	25	43
NC-NL	33	21	7	20	20	22
NC-S	38	32	18	22	21	45
NJ	51	19	12	15	25	42
NM	43	25	8	22	35	20
OK	40	21	36	27	29	42
OR	57	34	35	21	43	62
SC	51	30	20	45	28	29

Table 2.14—Continued

Site	Pre-TABE			Post-TABE		
	Elementary (Grades 1–6)	Middle School (Grades 7–8)	High School (Grades 9–12)	Elementary (Grades 1–6)	Middle School (Grades 7–8)	High School (Grades 9–12)
TX-E	20	12	15	15	13	21
TX-W	20	18	17	14	18	24
VA	68	18	16	29	34	32
WA	73	36	29	29	42	66
WI	22	36	49	18	33	56
WV	65	52	37	16	45	93
WY	16	18	30	3	18	43

NOTE: Information in this table was reported by the sites in fall 2017 and covers Class 46.

* Did not report.

Table 2.15
Distribution of Pre- and Post-TABE Total Battery Scores of Challenge Graduates, by Site (Class 47)

Site	Pre-TABE			Post-TABE		
	Elementary (Grades 1–6)	Middle School (Grades 7–8)	High School (Grades 9–12)	Elementary (Grades 1–6)	Middle School (Grades 7–8)	High School (Grades 9–12)
All Sites	1,997	1,204	1,024	879	1,205	2,222
AK	69	47	49	35	56	73
AR	33	31	31	16	31	43
CA-LA	120	48	28	32	55	110
CA-SL	94	59	48	37	70	94
D.C.	26	10	2	16	9	13
FL	39	66	44	3	34	112
GA-FG	*	*	*	*	*	*
GA-FS	105	82	38	17	50	158
HI-BP	99	13	9	53	37	28
HI-HI	43	8	0	36	11	3
ID	45	31	28	7	29	68
IL	45	49	49	17	44	78
IN	36	29	25	21	18	47
KY-FK	44	15	10	22	19	28
KY-HN	100	34	12	76	50	24

Table 2.15—Continued

Site	Pre-TABE			Post-TABE		
	Elementary (Grades 1–6)	Middle School (Grades 7–8)	High School (Grades 9–12)	Elementary (Grades 1–6)	Middle School (Grades 7–8)	High School (Grades 9–12)
LA-CB	133	58	58	36	34	181
LA-CM	128	56	48	47	62	124
LA-GL	101	85	72	43	72	143
MD	58	25	17	16	36	48
MI	*	*	*	55	40	15
MS	77	64	70	7	47	157
MT	39	26	30	11	30	41
NC-NL	21	12	16	19	12	19
NC-S	47	41	24	25	35	52
NJ	45	17	19	9	31	41
NM	60	35	14	41	31	37
OK	42	25	32	30	29	40
OR	47	40	48	23	36	76
SC	*	*	*	*	*	*
TX-E	20	20	23	14	19	22
TX-W	27	15	35	13	23	42
VA	51	25	16	40	19	33
WA	67	44	38	9	43	97
WI	38	42	36	27	40	49
WV	87	38	32	23	43	91
WY	11	14	23	3	10	35

NOTE: Information in this table was reported by the sites in fall 2017 and covers Class 47.

* Did not report.

Table 2.16
Core Component Completion—Responsible Citizenship, Challenge Graduates (Class 46)

Site	Eligible to Vote	Registered to Vote	% Eligible Who Registered	Eligible for Selective Service	Registered for Selective Service	% Eligible Who Registered
All Sites	956	846	88%	1,305	1,289	99%
AK	30	30	100%	17	17	100%
AR	12	0	0%	26	23	88%
CA-LA	34	34	100%	43	43	100%

Table 2.16—Continued

Site	Eligible to Vote	Registered to Vote	% Eligible Who Registered	Eligible for Selective Service	Registered for Selective Service	% Eligible Who Registered
CA-SL	32	32	100%	29	29	100%
D.C.	35	4	11%	4	4	100%
FL	47	47	100%	42	42	100%
GA-FG	57	36	63%	65	65	100%
GA-FS	70	69	99%	60	60	100%
HI-BP	22	22	100%	51	51	100%
HI-HI	15	15	100%	23	23	100%
ID	17	17	100%	31	31	100%
IL	31	31	100%	23	23	100%
IN	12	0	0%	41	41	100%
KY-FK	14	14	100%	14	14	100%
KY-HN	10	10	100%	23	23	100%
LA-CB	35	35	100%	108	108	100%
LA-CM	26	26	100%	71	71	100%
LA-GL	42	42	100%	36	36	100%
MD	20	20	100%	36	36	100%
MI	25	13	52%	17	17	100%
MS	45	45	100%	71	71	100%
MT	16	16	100%	34	34	100%
NC-NL	21	21	100%	21	21	100%
NC-S	19	19	100%	19	19	100%
NJ	23	23	100%	18	18	100%
NM	22	22	100%	42	42	100%
OK	13	13	100%	30	30	100%
OR	29	29	100%	58	58	100%
SC	28	26	93%	23	21	91%
TX-E	13	13	100%	13	13	100%
TX-W	8	6	75%	24	24	100%
VA	17	4	24%	38	30	79%
WA	41	41	100%	56	56	100%
WI	29	25	86%	60	57	95%
WV	34	34	100%	27	27	100%

Site	Eligible to Vote	Registered to Vote	% Eligible Who Registered	Eligible for Selective Service	Registered for Selective Service	% Eligible Who Registered
WY	12	12	100%	11	11	100%

NOTE: Information in this table was reported by the sites in fall 2017 and covers Class 46.

* Did not report.

Table 2.17
Core Component Completion—Responsible Citizenship, Challenge Graduates (Class 47)

Site	Eligible to Vote	Registered to Vote	% Eligible Who Registered	Eligible for Selective Service	Registered for Selective Service	% Eligible Who Registered
All Sites	1,019	939	92%	1,466	1,436	98%
AK	38	38	100%	25	25	100%
AR	16	0	0%	54	37	69%
CA-LA	25	25	100%	36	36	100%
CA-SL	33	33	100%	28	28	100%
D.C.	48	7	15%	7	7	100%
FL	43	43	100%	33	33	100%
GA-FG	34	25	74%	59	59	100%
GA-FS	68	68	100%	55	55	100%
HI-BP	20	20	100%	59	59	100%
HI-HI	10	10	100%	34	34	100%
ID	16	16	100%	36	36	100%
IL	38	38	100%	30	30	100%
IN	17	16	94%	40	39	98%
KY-FK	23	23	100%	23	23	100%
KY-HN	11	11	100%	25	25	100%
LA-CB	36	36	100%	124	124	100%
LA-CM	41	41	100%	94	94	100%
LA-GL	39	39	100%	42	42	100%
MD	23	23	100%	42	42	100%
MI	28	28	100%	23	23	100%
MS	44	44	100%	80	80	100%
MT	15	15	100%	28	28	100%
NC-NL	51	51	100%	18	18	100%
NC-S	23	23	100%	23	23	100%
NJ	27	27	100%	18	18	100%

Table 2.17—Continued

Site	Eligible to Vote	Registered to Vote	% Eligible Who Registered	Eligible for Selective Service	Registered for Selective Service	% Eligible Who Registered
NM	19	19	100%	49	49	100%
OK	12	12	100%	24	24	100%
OR	24	24	100%	77	77	100%
SC	8	8	100%	6	6	100%
TX-E	22	22	100%	27	27	100%
TX-W	11	10	91%	29	29	100%
VA	23	11	48%	47	35	74%
WA	56	56	100%	78	78	100%
WI	29	29	100%	57	57	100%
WV	42	42	100%	33	33	100%
WY	6	6	100%	3	3	100%

NOTE: Information in this table was reported by the sites in fall 2017 and covers Class 47.

* Did not report.

Table 2.18
Core Component Completion—Community Service, Challenge Graduates (Classes 46 and 47)

Site	Residential Class 46			Residential Class 47		
	Service Hours/Cadet	Dollar Value/Hr	Total Community Service Contribution	Service Hours/Cadet	Dollar Value/Hr	Total Community Service Contribution
All Sites			\$6,250,205			\$6,336,815
AK	74	\$27.80	\$340,572	48	\$27.80	\$221,093
AR	56	\$19.66	\$71,562	91	\$19.66	\$169,961
CA-LA	49	\$28.46	\$276,211	43	\$28.46	\$238,842
CA-SL	57	\$28.46	\$300,579	46	\$28.46	\$267,822
D.C.	40	\$39.17	\$39,170	40	\$39.17	\$61,105
FL	52	\$22.70	\$181,782	69	\$22.70	\$233,379
GA-FG	40	\$24.39	\$171,706	40	\$24.39	\$142,438
GA-FS	71	\$24.39	\$369,691	60	\$24.39	\$329,265
HI-BP	120	\$23.80	\$302,736	98	\$23.80	\$282,220
HI-HI	110	\$23.80	\$151,844	110	\$23.80	\$133,518
ID	46	\$21.10	\$103,854	45	\$21.10	\$98,748
IL	59	\$25.95	\$218,940	71	\$25.95	\$292,950

Table 2.18—Continued

Site	Residential Class 46			Residential Class 47		
	Service Hours/Cadet	Dollar Value/Hr	Total Community Service Contribution	Service Hours/Cadet	Dollar Value/Hr	Total Community Service Contribution
IN	52	\$23.38	\$114,281	53	\$23.38	\$111,523
KY-FK	40	\$21.38	\$56,443	40	\$21.38	\$62,430
KY-HN	48	\$21.38	\$75,942	49	\$21.38	\$78,572
LA-CB	46	\$22.77	\$262,994	46	\$22.77	\$260,616
LA-CM	56	\$22.77	\$261,735	44	\$22.77	\$235,335
LA-GL	44	\$22.77	\$254,478	46	\$22.77	\$270,234
MD	49	\$26.79	\$85,500	52	\$26.79	\$144,039
MI	69	\$23.67	\$175,878	52	\$23.67	\$137,059
MS	61	\$19.85	\$238,548	64	\$19.85	\$269,323
MT	60	\$21.04	\$108,434	57	\$21.04	\$113,390
NC-NL	40	\$22.99	\$60,694	40	\$22.99	\$45,980
NC-S	74	\$22.99	\$150,035	71	\$22.99	\$183,022
NJ	53	\$27.46	\$119,589	47	\$27.46	\$103,517
NM	87	\$19.77	\$132,369	47	\$19.77	\$101,954
OK	59	\$22.08	\$127,667	65	\$22.08	\$142,085
OR	87	\$24.15	\$263,819	93	\$24.15	\$304,507
SC	45	\$21.85	\$104,225	46	\$21.85	\$111,566
TX-E	42	\$25.15	\$51,759	46	\$25.15	\$75,199
TX-W	44	\$25.15	\$61,970	46	\$25.15	\$90,238
VA	120	\$26.96	\$339,696	130	\$26.96	\$325,946
WA	56	\$30.04	\$231,519	55	\$30.04	\$245,770
WI	70	\$23.06	\$172,719	71	\$23.06	\$189,922
WV	65	\$20.98	\$210,010	66	\$20.98	\$217,395
WY	43	\$22.13	\$61,256	43	\$22.13	\$45,852

NOTE: Information in this table was reported by the sites in fall 2017 and covers Classes 46 and 47, which began in 2016. The value of community service is calculated using published figures at the state level for 2015 and are available online (Independent Sector, 2016). The value of community service was calculated in the same manner in the previous two annual reports (Wenger et al., 2017; National Guard Youth Challenge, 2015).

Table 2.19
Residential Performance—Physical Fitness as Measured by the Average Number Completed and Time for Graduates per Site (Class 46)

Site	Push-Ups		1-Mile Run	
	Initial	Final	Initial	Final
All Sites	25.2	42.5	10:18	08:11
AK	28.5	44.9	10:30	08:21
AR	28.7	48.4	10:19	08:03
CA-LA	21.1	53.5	09:32	07:11
CA-SL	19.9	36.2	10:16	07:46
D.C.	23.2	44.3	11:19	08:43
FL	25.5	34.1	09:04	07:30
GA-FG	*	*	*	*
GA-FS	*	*	09:15	09:06
HI-BP	28.0	58.6	10:13	08:11
HI-HI	39.1	58.9	09:42	08:02
ID	25.9	38.6	09:35	07:49
IL	*	*	*	*
IN	*	*	16:00	08:54
KY-FK	28.7	35.8	10:13	09:18
KY-HN	33.4	51.5	12:37	10:05
LA-CB	27.9	46.5	09:47	07:21
LA-CM	24.8	35.0	11:49	08:23
LA-GL	17.0	31.6	10:56	09:50
MD	23.0	37.6	10:36	09:17
MI	37.0	66.6	09:22	08:28
MS	20.3	46.3	11:28	08:14
MT	*	*	11:10	08:09
NC-NL	27.4	40.9	09:09	08:15
NC-S	17.9	36.3	10:06	07:58
NJ	33.2	56.3	11:43	09:44
NM	33.9	54.0	08:17	06:17
OK	28.9	44.4	09:00	08:48
OR	15.7	25.0	09:33	07:44
SC	*	*	*	*
TX-E	36.6	37.3	09:06	09:09

Table 2.19—Continued

Site	Push-Ups		1-Mile Run	
	Initial	Final	Initial	Final
TX-W	4.4 ^a	6.4 ^a	11:33	08:03
VA	*	*	*	*
WA	27.9	36.4	09:03	07:17
WI	10.0	28.8	10:05	07:16
WV	*	*	10:46	07:36
WY	30.3	40.1	08:59	07:13

NOTE: Information in this table was reported by the sites in fall 2017 and covers Class 46.

* Did not report.

^a Pull-ups; site does not collect data on push-ups.

Table 2.20
Residential Performance—Physical Fitness as Measured by the Average Number Completed and Time for Graduates per Site (Class 47)

Site	Push-Ups		1-Mile Run	
	Initial	Final	Initial	Final
All Sites	23.0	41.7	10:24	08:37
AK	24.8	41.7	10:27	08:46
AR	21.8	40.5	10:06	09:27
CA-LA	16.2	47.8	10:02	07:50
CA-SL	21.6	41.8	09:46	07:31
D.C.	40.4	36.4	10:29	09:45
FL	14.4	29.2	09:46	08:06
GA-FG	*	*	*	*
GA-FS	*	*	09:46	08:55
HI-BP	27.8	59.2	11:18	08:47
HI-HI	45.5	59.1	08:18	07:22
ID	23.6	39.4	10:03	08:03
IL	16.7	38.6	11:28	09:15
IN	*	*	10:54	07:41
KY-FK	25.9	43.3	10:28	09:26
KY-HN	37.1	47.8	10:09	09:07
LA-CB	24.3	39.9	10:06	08:44
LA-CM	18.3	35.4	10:23	09:36

Table 2.20—Continued

Site	Push-Ups		1-Mile Run	
	Initial	Final	Initial	Final
LA-GL	22.0	47.0	12:33	10:37
MD	21.3	46.4	12:12	07:58
MI	40.3	57.3	09:25	08:24
MS	18.9	45.8	11:54	07:56
MT	*	*	10:33	08:14
NC-NL	25.5	44.6	09:57	08:07
NC-S	22.4	37.3	10:34	08:07
NJ	24.5	38.5	11:23	11:03
NM	31.8	49.2	08:13	06:32
OK	24.9	41.0	09:59	09:36
OR	15.4	27.1	09:25	07:38
SC	*	*	*	*
TX-E	24.5	39.3	10:18	09:17
TX-W	6.5 ^a	8.0 ^a	12:20	10:37
VA	*	*	*	*
WA	17.5	35.9	09:32	07:20
WI	11.7	27.6	09:33	08:31
WV	*	*	10:17	08:21
WY	27.0	39.6	08:59	08:17

NOTE: Information in this table was reported by the sites in the fall of 2017 and covers Class 47.

* Did not report.

^a Pull-ups; site does not collect data on push-ups.

Much of the information in this section has been reported consistently across multiple annual reports. And on many measures (e.g., test score gains, graduation rates), programs appear to be performing much as they did in the past. However, these tables also amply demonstrate the substantial variation that exists across programs. Some of this variation is related to program size, but other measures, such as test scores and credentials awarded, are not obviously related to program size. And comparing some of the tables earlier in this chapter with information in past reports would suggest that there are trends in the overall number of cadets in several programs and, perhaps, also in the graduation rates of cadets and other measures. To further demonstrate the variation across sites, we have included two charts in Appendix A; the charts include the material from Tables 2.14 and 2.19; in a manner, that makes the between-site variation more apparent.

In the next section, we present a more-detailed analysis of measures related to physical fitness. In the following section, we present a more-detailed analysis of a key education-related measure, performance on the TABE. In the last section of this chapter, we examine some trends across time.

Physical Fitness

Physical fitness is one of the eight core components of ChalleNGe, and the programs emphasize physical fitness throughout the 5.5-month Residential Phase. Measures of physical fitness are also likely related to health and hygiene (another core component) and could also be related to many other outcomes. For example, research indicates that those who are obese at age 16 complete fewer years of school than others, and girls who are obese at 16 have lower earnings at age 23; those who are physically fit in childhood have higher levels of achievement on standardized test scores.¹

We collected several pieces of data on physical fitness; height and weight at the beginning of the program, weight at the end of the Residential Phase, as well as mile times and the number of push-ups accomplished at the beginning and end of ChalleNGe. These data allow us to produce some measures indicating physical fitness. We begin by looking at height and weight.

Body mass index (BMI) is a common measure of weight-for-height that is used to define *overweight* and *obese*; the measure is applied in the same manner to men and women. Table 2.21 lists the definitions of overweight and obese.

There are criticisms of the BMI measure; in particular, the measure can conflate muscle mass and body fat. For this reason, optimal standards would be based on body fat rather than weight for height (Cawley and Burkhauser, 2006). Additionally, the Centers for Disease Control and Prevention recommends using gender- and age-specific criteria, which they refer to as

Table 2.21
BMI and Definitions of Overweight and Obese

BMI	Definition
Less than 18.5	Underweight
18.5–24.9	Normal range
25–29.9	Overweight
30–plus	Obese

NOTE: BMI is calculated as weight in pounds divided by the square of height in inches, all multiplied by 703. An individual who is 5 feet, 10 inches tall is considered underweight at weights up to 131 pounds, in the normal range between 132 pounds and 174 pounds, overweight between 175 and 208 pounds, and obese at weights exceeding 209 pounds. The benchmarks are lower for those who are shorter and higher for those who are taller.

¹ See Sargent and Blanchflower (1994), as well as Chiomitz et al. (2009). Neither of these articles establish causality; there is little experimental evidence of the effects of obesity on outcomes. However, it is also worth noting that the negative effects of obesity on health-related outcomes are well established.

“BMI-for-age” when screening children for weight-related issues.² Here, we use the standard calculation of BMI as it offers a straightforward method of assessing weight change that may occur during the ChalleNGe program. Comparing weight change simply in terms of pounds is likely to be misleading when participants vary in height; this may especially be a problem when documenting and comparing weight change between males and females. For these reasons, BMI is widely accepted as a standard of overweight and obesity today. Nonetheless, other measures may offer additional advantages—examples include waist-to-hip ratios or estimates of body fat percentages based on circumference measures. Each of these measures would be somewhat more invasive and time-consuming than measuring weight and height, but could offer additional information that would be valuable for tracking changes in fitness levels over time.

The rapid increase in overweight and obesity rates has caught the attention of the public, and of military planners. In the past 30 years, the U.S. population has become increasingly overweight; today, the majority of adults are overweight or obese and there are indications that obesity rates have risen fastest among young people (Flegal et al., 2010; Christesen et al., 2010). Overweight and obesity are linked to health problems, including a sharp rise in the risk of diabetes. One high-profile organization that included more than 100 retired military officers refers to obesity as “an epidemic that threatens national security” (Christesen et al., 2010, p. 2). For these reasons, tracking overweight and obesity among ChalleNGe cadets offers a method of tracking progress on multiple core components—fitness and health.

Therefore, we attempted to collect weight and height information and calculate BMI for all cadets who complete ChalleNGe. In general, programs measure weight and height for all who enter the ChalleNGe program; some programs also measure weight and height at the end of the program. Of course, cadets who do not graduate from ChalleNGe will not have a final weight recorded, so we analyze only those who complete the program.

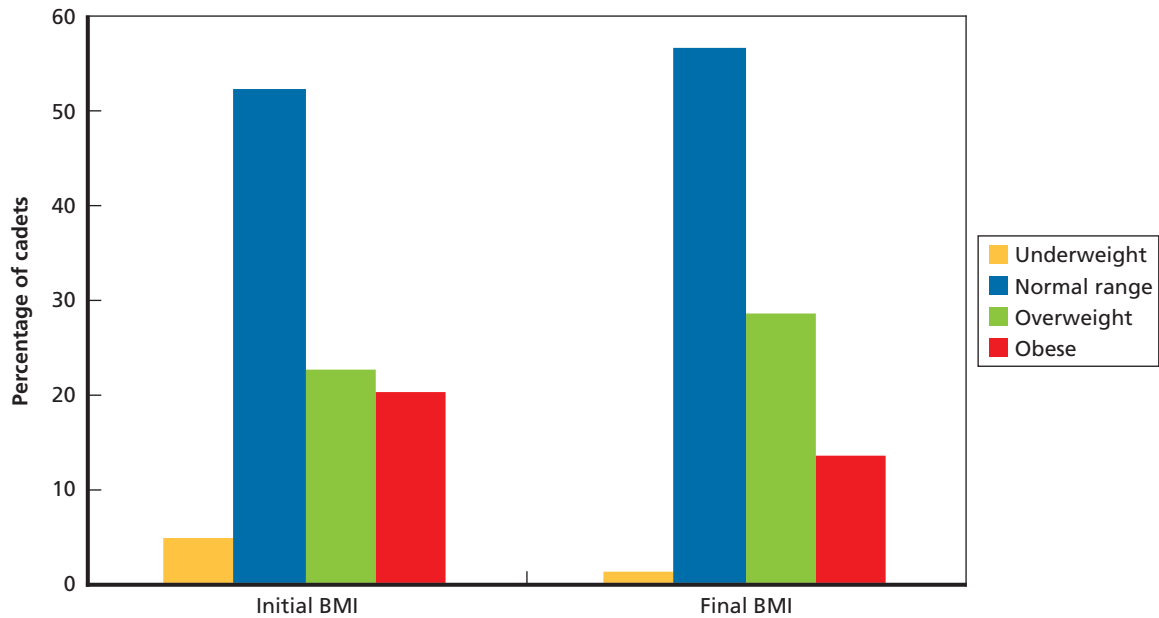
We also learned in the course of our data collection that many programs do not record weight at the end of ChalleNGe. Therefore, our analyses include only a subset of graduates; our sample size for this analysis includes more than 2,368 cadets who graduated from ChalleNGe and attended programs that record final weight.³ On average, cadets lose about 3.5 pounds over the course of the program; average weight loss is less for females (about half a pound). We recommend that all programs collect final weight; this metric will allow programs to calculate one measure of fitness.

Figure 2.1 demonstrates cadets’ BMI measures at the beginning and the end of ChalleNGe. Figure 2.1 indicates that both underweight and obese cadets tend to move toward the normal range over the course of the Residential Phase of ChalleNGe. While the number of underweight cadets is small, these cadets do gain weight on average, slightly affecting the average weight change (thus, there are fewer cadets who are characterized as underweight by their final BMI).

² See the Centers for Disease Control and Prevention (2015) for more information on child and teen BMI. Due to the different criteria recommended by the Centers for Disease Control and Prevention, a physician might use different criteria than the standard BMI measure when determining the health of an adolescent. Here, we use BMI as a rough measure of weight-for-height, and as a measure of how weight changes over the course of the ChalleNGe program.

³ We also excluded observations with outlier values for weight or height—defined as heights of less than 48 inches or greater than 84 inches, or weights less than 50 pounds or greater than 350 pounds. There is no obvious pattern to explain which programs collect final weight; that said, the subsample of ChalleNGe graduates with final weight data may not represent all graduates.

Figure 2.1
Cadet BMI Measures, at Beginning and End of Challenge Residential Phase



NOTE: This figure is based on information reported by the sites in fall 2017 and covers graduates from Classes 46 and 47. Many sites do not collect final weight information. N = 2,368.

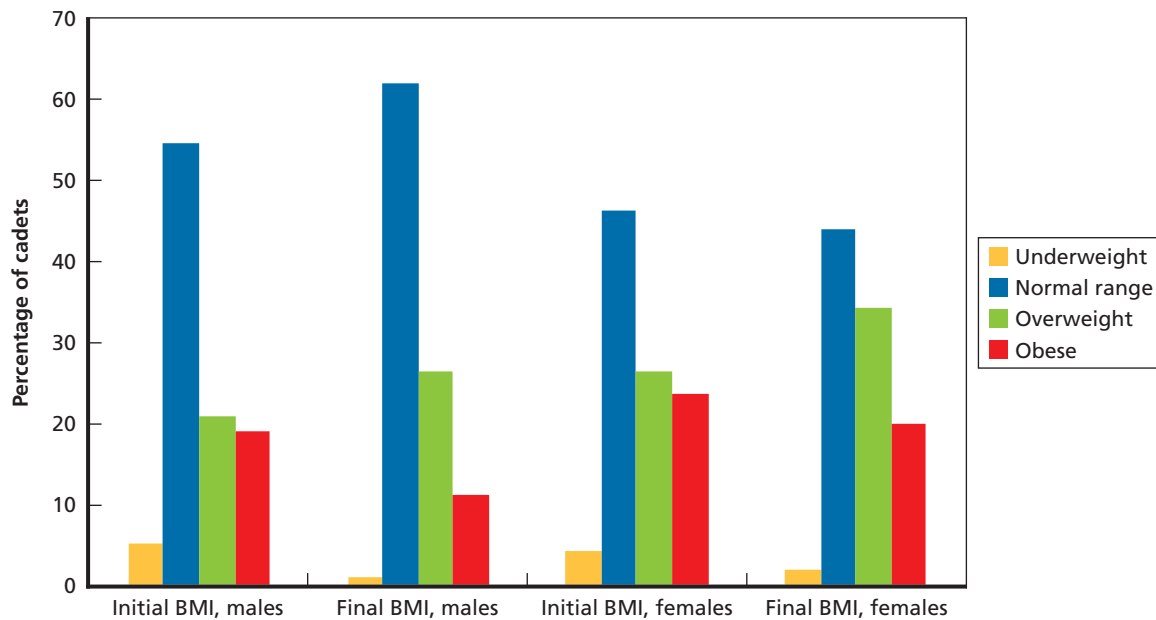
RAND RR2276-2.1

Among obese cadets, average weight loss is about 25 pounds for males and about 14 pounds for females; while among cadets who are initially overweight, average weight loss is about 10 pounds for males and about 1.5 pounds for females. This weight loss among cadets who are obese at the beginning of the program is sufficient so that nearly one-third of them are no longer obese at the end of the program (although many remain in the overweight category). To summarize, by the end of the Residential Phase of Challenge, cadets are substantially less likely to be categorized as obese (or as underweight). Cadets who were obese at the beginning of the program lose a substantial amount of weight, on average, while at Challenge. Cadets at the end of Challenge are more likely to be categorized within the normal range than they were at the beginning of the program. However, 43 percent of cadets are still categorized as either overweight or obese at the end of Challenge. This figure is roughly comparable to what might be found in the youth population (Christesen et al., 2010).⁴

Figure 2.2 shows the same information as Figure 2.1; however, in this case, we have separated the data by gender. Given the differences in average weight loss between male and female cadets, it is not surprising that overall BMI patterns also differ. In general, Figure 2.2 shows that female cadets are more likely than male cadets to be overweight or obese at the beginning of the program. The obesity rate drops much more sharply among male cadets over the course of the Residential Phase; this is not surprising given that obese male cadets lost substantially more weight over the course of the program than initially obese female cadets. In fact, female cadets are less likely to fall in the normal range at the end of the program. This could reflect an

⁴ Obesity rates are not tracked separately for 16–18-year-olds but these figures roughly accord with figures found in Christesen et al. (2010), as well as Robert Wood Johnson Foundation (2017).

Figure 2.2
Cadet BMI Measures, by Gender, at Beginning and End of Challenge Residential Phase



NOTE: This figure is based on information reported by the sites in fall 2017 and covers graduates from Classes 46 and 47. Many sites do not collect final weight information. N = 2,368.

RAND RR2276-2.2

increase in muscle mass among this group. It definitely suggests the need for other measures of fitness among female cadets, and perhaps the need for closer examination of this measure of fitness. Indeed, more than 40 percent of cadets *gain* weight during the Residential Phase of Challenge, and this may not be a bad outcome if they are increasing muscle mass. Those who gain weight are, on average, much lighter than other cadets at the beginning of Challenge; among those who gain weight, the typical cadet gains about 10 pounds for male and female cadets.

Having more complete weight data would allow us to develop a more-robust measure of overweight and obesity; more complete data could potentially allow us to tie BMI change to other outcomes. As mentioned earlier, only a subset of programs collected and reported cadet weight at the end of the Challenge Residential Phase. Therefore, we also examine other outcomes related to physical fitness.

Challenge programs periodically test cadets' fitness using a one-mile run and push-ups (some programs use other measures as well, but these measures are commonly used across programs).⁵ National Physical Fitness Standards offer a way to benchmark overall fitness using run times and push-ups. These standards were established in the mid-1980s to determine which students would qualify for the Presidential Physical Fitness Award and the National Physical Fitness Award. Qualification for these awards was set at the 85th and the 50th percentiles, respectively.⁶ While the standards are no longer used, they offer a convenient benchmark against which to measure changes in fitness. We collected data on mile run times and number

⁵ Note, however, that the TX-W program uses pull-ups, rather than push-ups, to measure fitness; therefore, its data are excluded from these analyses.

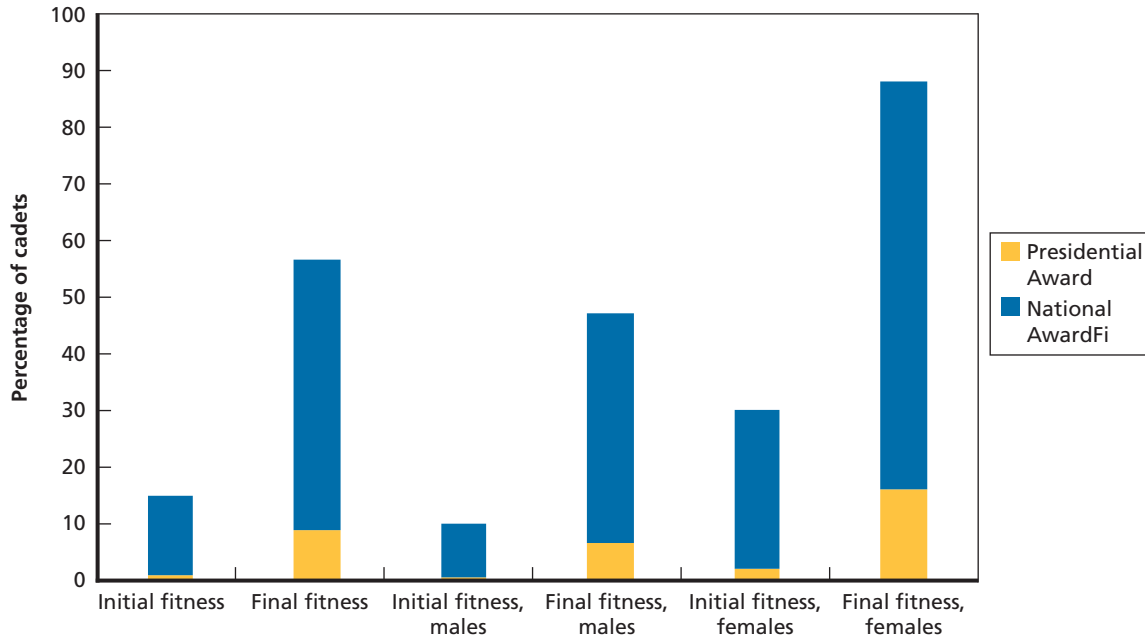
⁶ Student fitness is generally acknowledged to be lower than during the mid-1980s (and youth obesity levels are higher). Note that the standards for the Presidential Physical Fitness Award also include other fitness tests; to lower the burden on sites, we collected information only on one-mile run times and push-ups.

of push-ups for cadets at the beginning and the end of ChalleNGe (while these data are more complete than the weight data reported earlier, again some sites did not collect or report the information).

As shown in Figure 2.3, at the beginning of the ChalleNGe Residential Phase, fewer than one in six cadets meets either benchmark and only 1 percent reaches the presidential award benchmark. By the end of ChalleNGe, nearly six in ten cadets meet at least the national benchmark and nearly one in ten meets the Presidential Physical Fitness Award benchmark. Figure 2.3 also shows that female cadets are far more likely to meet the benchmarks, both at the beginning and the end of residential ChalleNGe. This is true despite the data (discussed earlier in this chapter) suggesting that female cadets are more likely than male cadets to be overweight or obese on arrival at ChalleNGe. This likely reflects a mismatch between the physical fitness standards and the levels of female versus male fitness among those who attend ChalleNGe. Regardless, Figure 2.3 clearly reflects an improvement in fitness among male and female cadets during their time at ChalleNGe.

In summary, although we do not have final weight data on many of the cadets who completed ChalleNGe during 2016 and are missing data on run times and push-ups for some, the data on different physical fitness measures are quite consistent. These data indicate that cadet fitness increases while at ChalleNGe, that weight decreases on average, and that weight loss is concentrated among those who are most overweight when they enter ChalleNGe. Continuing

Figure 2.3
Cadet Fitness, at Beginning and End of ChalleNGe Residential Phase



NOTE: This figure is based on information reported by the sites in fall 2017 and covers graduates from Classes 46 and 47. Measures of one-mile run time and push-ups completed. Sample includes 6,889 graduates for whom the sites provided complete fitness information. Presidential award benchmark: 6:06 mile time and 53 push-ups for boys; 8:15 mile time and 25 push-ups for girls. National award benchmark: 7:04 mile time and 30 push-ups for boys; 10:22 mile time and seven push-ups for girls.

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to track the weight and fitness measures discussed above will allow ChalleNGe programs to document the increases in fitness- and health-related measures that occur during the Residential Phase of ChalleNGe. Tracking similar measures among graduates would allow programs to learn more about how ChalleNGe influences cadets in the long run. Next, we discuss a measure of academic achievement—the TABE.

Tests of Adult Basic Education Scores

ChalleNGe cadets take the TABE at the beginning of the program and again at the end of the Residential Phase (some sites also use the TABE more extensively to track progress during the course of the five-plus-month Residential Phase). The TABE is commonly used in adult basic and secondary education programs (U.S. Department of Education, Office of Career, Technical, and Adult Education, Division of Adult Education and Literacy, 2016). While ChalleNGe sites and other adult education programs have typically reported TABE scores in terms of grade equivalents and average gains, the gain score metric in particular has several drawbacks: Under many circumstances, the growth identified by this metric can be quite inaccurate; additionally, the TABE test has a “ceiling” (the highest possible score is 12.9, indicating the test-taker performs similarly to a student at the end of high school).⁷ Finally, there is no established system to link gains on TABE scores to other outcomes of interest; therefore, the inherent value of a specific gain on the TABE is unclear.

While gain scores cannot be linked to outcomes of interest, grade equivalent scores *can* be linked to meaningful outcomes. In particular, a grade equivalent score of 9.0 is associated with a 70-percent passing rate on the Reading, Language Arts, and Math Computation sections of the GED, while an 11.0 grade equivalent score is associated with an 85-percent passing rate on the same tests.⁸

Therefore, we collected information on three separate TABE tests—Reading, Language Arts, and Math Computation; we also collected information on the Total Battery.⁹ Figure 2.4 documents changes in the Total Battery of TABE scores over the Residential Phase of the ChalleNGe program. At the beginning of ChalleNGe, about three-quarters of cadets are scoring at the eighth-grade level or lower; however, by the end of the Residential Phase, more than one-half of ChalleNGe cadets are scoring at or above the ninth-grade level on the TABE. This suggests substantial progress and indicates that many of these cadets are quite likely to be able to pass the GED test. Figure 2.4 summarizes the information found in Tables 2.14 and 2.15.

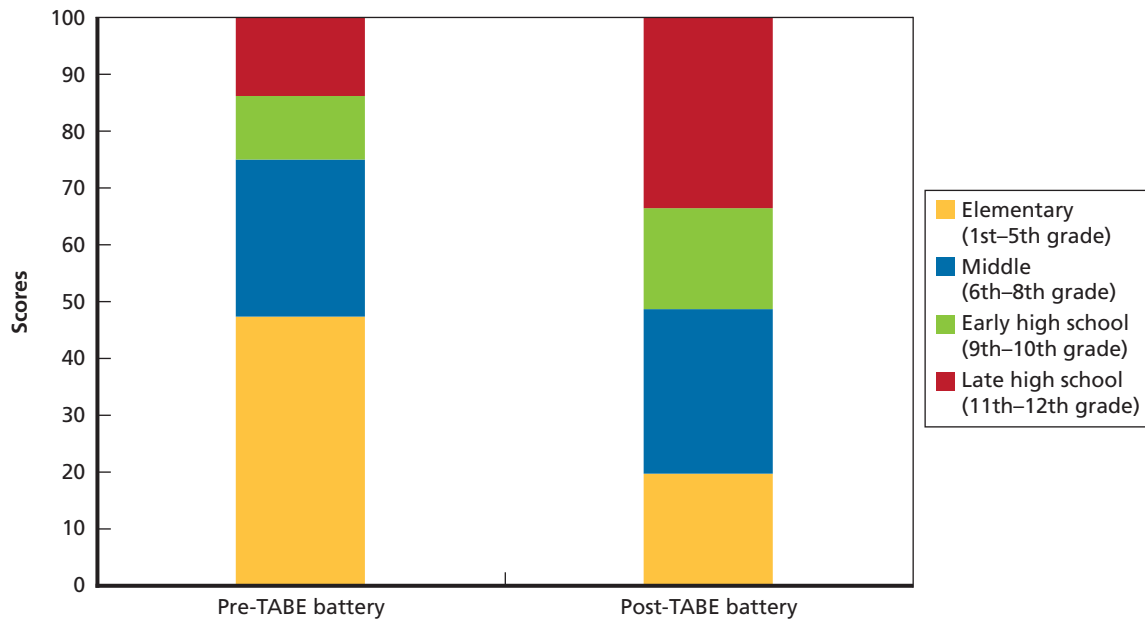
Figure 2.5 presents similar information, but by subject area. Figure 2.5 shows that scores on the TABE Reading test are higher than scores on the Math Computation or Language Arts

⁷ For a discussion of the issues involved with reporting gain TABE scores, see Lindholm-Leary and Hargett, 2006, as well as Jacob and Rothstein, 2016. Technically, a score of 12.9 indicates the test-taker performs similarly to that of an individual performing at the 50th percentile among students in month 9 of 12th grade (those completing high school).

⁸ For example, see National Reporting Service for Adult Education, 2015; Comprehensive Adult Student Assessment System, 2016; Comprehensive Adult Student Assessment System, 2003; West Virginia Department of Education, undated; Olsen, 2009; Wenger, McHugh, and Houck 2006; and Wenger et al., 2017.

⁹ The Total TABE Battery is formed from the scores on Reading, Language Arts, Math Computation, and Applied Math. In an effort to minimize burden on the sites, we collected data on the Total Battery, Reading, Language Arts, and Math Computation tests only; note that these subject tests are the ones that have been found to be predictive of performance on the GED test.

Figure 2.4
Cadet Scores on TABE Total Battery, at Beginning and End of ChalleNGe Residential Phase



NOTE: This figure is based on information reported by the sites in fall 2017 and covers graduates from Classes 46 and 47.

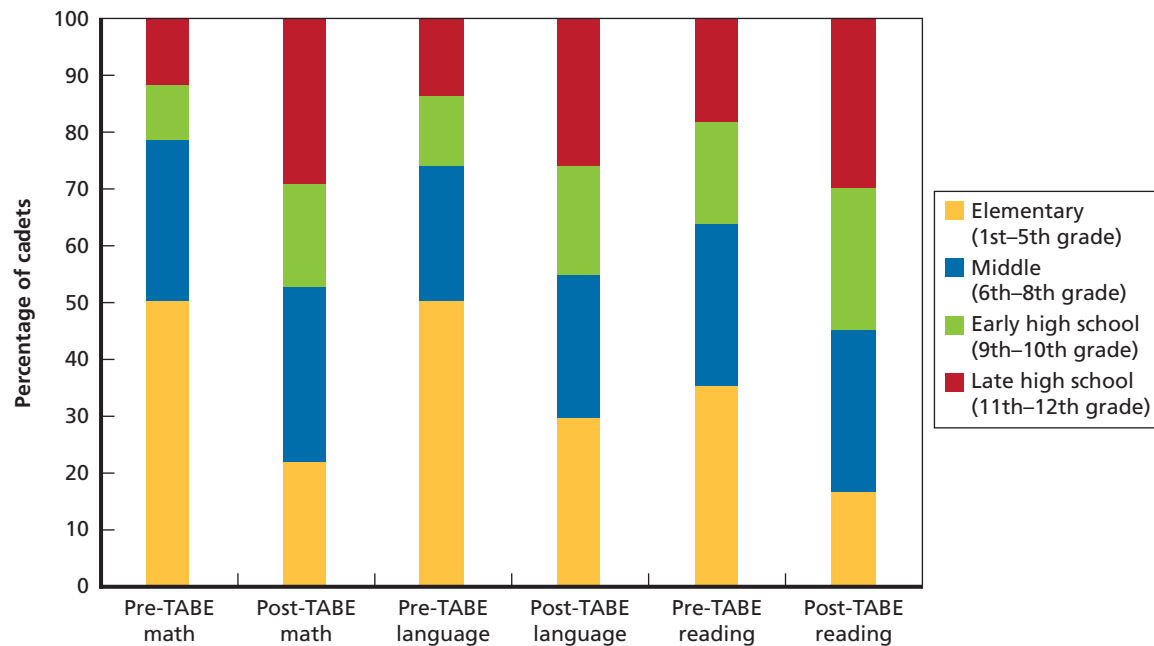
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tests; this is true both at the beginning of ChalleNGe and at the end of the Residential Phase. At the end of the Residential Phase, more than one-half of the cadets are scoring at or above the high school (ninth-grade) level on the reading test, while fewer than one-half have achieved that benchmark on either the math or language tests. Figure 2.5 summarizes the information found in Tables 2.8–2.13.

To summarize, the TABE scores reported in Table 2.5 indicate that cadets make substantial academic progress during the Residential Phase of ChalleNGe; by the end of the Residential phase, about one-half of cadets are scoring at or above the ninth-grade level on the TABE battery, although there is some variation in scores across specific tests. Tables 2.8–2.15 also demonstrate some of the variation found across *sites*. Future analyses will explore the relationships between program completion (graduation), cadet characteristics (such as age at entry and gender), achieving key TABE benchmarks, and program policies (such as credentials offered, program size, staffing ratios).

A typical cadet who graduates from ChalleNGe scores roughly two grade levels higher on the TABE at the end of the program than at the beginning. This suggests that cadets make substantial academic progress during the course of the program. But such substantial gains also could call into question the accuracy of the pre- and post-TABE scores. A number of factors have the potential to affect the accuracy of TABE scores. A partial list includes test conditions, cadet motivation, and staff instructions or actions that accompany the tests (at the beginning *and* at the end of the program). For example, cadets taking the initial TABE test may be overwhelmed at the beginning of the ChalleNGe program, or unmotivated because of past experiences with standardized tests. In contrast, by the end of the program, cadets may be more comfortable at ChalleNGe or more confident of their abilities. Such factors might be expected

Figure 2.5
Cadet Scores on TABE Subject Tests at Beginning and End of Challenge Residential Phase



NOTE: This figure is based on information reported by the sites in fall 2017 and covers graduates from Classes 46 and 47.

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to increase the average gain score. Of course, to the extent that ChalleNGe staff are motivated to produce the maximum possible gains on the TABE score, staff may take actions that artificially increase test scores. Based on qualitative evidence from our site visits, we suspect that the first factors (test conditions, cadet motivation) do affect TABE scores. However, we stress that the TABE is not a traditional high-stakes test; no funding or resource decisions are based on scores or gain scores. For this reason, while we recognize that TABE scores may not perfectly reflect the academic achievements of cadets, we suspect that they provide valuable information. We also note that the benchmarks listed in the tables and figures earlier in this chapter (elementary, middle, early high school, late high school) were developed by RAND researchers over the last year. For this reason, it is also unlikely that program staff have taken actions to artificially increase test scores over key benchmarks (the benchmarks were generally unknown to program staff during the time period that the TABE scores reported here were collected).

Another potential issue with the TABE is the extent to which ChalleNGe instructors “teach to the test.” If classroom instruction is largely focused on the material covered on the TABE, then we might expect substantive gains on the test; to the extent that mastering TABE material results in labor market gains, this may not be problematic. But teaching to the test is an acknowledged issue with other tests, and in many cases, this appears to result in a loss of validity. We suspect that teaching to the test may be an issue at some ChalleNGe programs, but that the GED or the HiSET are much more likely focuses of this practice. We argue above that key benchmarks on the TABE are predictive of performance on these tests; however, there is no evidence that the TABE has complete or even very high levels of overlap with the GED

or the HiSET. One reason for collecting longer-term outcomes is to ensure that passage of the GED or HiSET does ensure labor market gains.

We note here that one potential factor in explaining program completion is staff turnover. We collected information from each site to indicate the number of new personnel in each department over the previous 12 months (the departments included cadre, instructors, case managers, recruiters, and administration). Turnover varied by department, with cadre having the highest turnover rate. Across programs, 35 percent of cadre had been in their positions for fewer than 12 months in fall 2017. At seven programs, more than one-half of cadre had been in their current position for less than one year. Some of this turnover could be due to promotions or program growth, but it could also reflect problems retaining cadre. In our analyses linking program completion to cadet and site characteristics, we will examine staff turnover.

Next, we report placement results for the classes that began ChalleNGe in 2016.

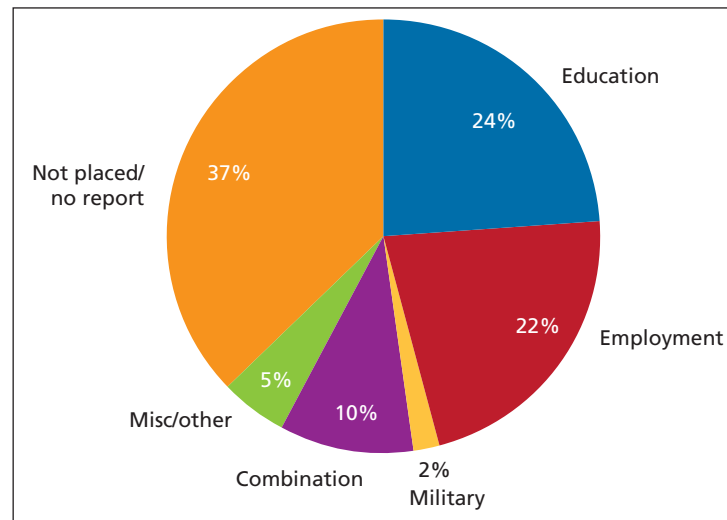
Placement

During the course of the ChalleNGe program, all cadets develop a post-ChalleNGe plan. This plan is quite detailed in nature and could include additional education, searching for and obtaining a job, joining the military, or some combination of these. ChalleNGe sites communicate with mentors and graduates to track graduates' progress over the first year after graduation. From the perspective of the ChalleNGe program, a successful placement is defined as a combination of education, employment, or military participation. As part of our data collection, we requested and received information on the placements of recent graduates. At the times of our data collection, graduates of Class 47 (who generally entered ChalleNGe during the latter half of 2016) had completed ChalleNGe fewer than 12 months prior; for this reason, we report only six months of placement information on these cadets.

Figure 2.6 shows placements of Classes 46 and 47, six months after each class graduated. Nearly 40 percent of graduates do not have a known placement at this point. Qualitative information discovered during our site visits indicate that some or most of these graduates probably *are* placed, but the programs were not able to obtain placement information on these individuals. In many cases, this reflects an inability to contact mentors; we discuss this issue in more detail below. Among cadets who are placed six months after graduation, education and employment are the most common placements; these placements account for nearly one-half of all cadets and for nearly three-quarters of placed cadets. A small proportion of cadets have entered the military within six months of graduation; a larger proportion have a placement that combines at least two of the following activities: education, employment, or the military. Among those who combine activities, education with employment is the most common combination. A few cadets report another type of placement, typically a volunteer position or a part-time placement.

In most cases, placement information is gathered from mentors. During our site visits, program staff expressed concern over the amount of time and effort necessary to remain in contact with mentors, and indicated that, in many cases, they lose contact with mentors fairly soon after graduation. Therefore, we requested that the sites report the number of mentor contacts each month. Figure 2.7 tracks the percentage of mentors reporting each month during the Post-Residential Phase of ChalleNGe.

Figure 2.6
Placements in Month 6, Graduates, Classes 46 and 47



NOTE: This figure is based on information reported by the sites in fall 2017 and covers graduates from Classes 46 and 47. Months 7–12 include only Class 46. Trends in first 6 months are quite similar between Class 46 and Class 47.

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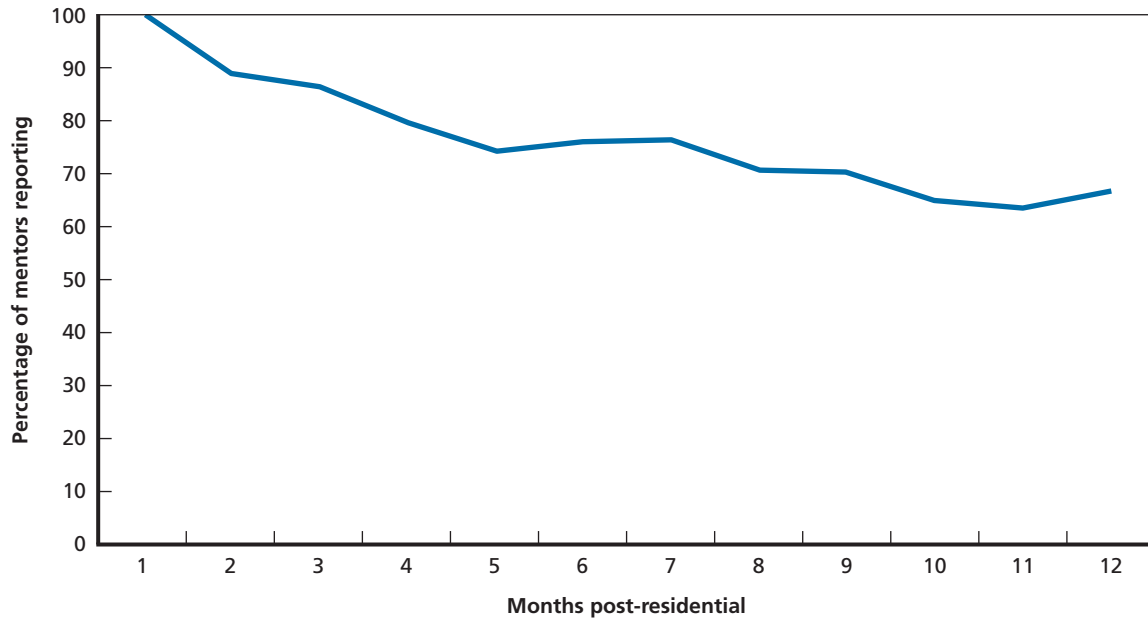
Figure 2.7 clearly demonstrates a sharp drop-off in mentor reporting rates beginning after the third month. Six months after graduation, about one-quarter of mentors are not providing reports on cadets' activities; nine months after graduation, less than two-thirds of mentors are providing reports on cadets' progress. Lack of mentor reporting may mean that programs are not able to report on the placement status of cadets, or that programs must expend considerable resources to attempt to contact cadets directly (generally, after multiple attempts to contact the mentors). It is possible that additional mentor training could assist in improving mentor reporting rates.

Given that one-quarter of mentors are not providing information six months after graduation, the 37 percent of graduates with no reported placement (as shown in Figure 2.6) is not surprising. If we assume that these cadets are as likely as others to be placed, this would suggest that fewer than 20 percent of cadets actually lack a placement. Of course, it is quite possible that mentor reporting is lower in cases where cadets lack placements, either because mentors do not wish to report this information or because cadets who are not placed are less likely to stay in touch with their mentors. In any case, while it appears likely that fewer than 37 percent of cadets actually lack placement six months after graduation, the relatively low reporting rate of mentors makes it impossible to discern exactly how many cadets are not placed.

Time Trends, 2015–2016

One focus of this project is to collect consistent, cadet-level data across time. We have begun to do this and now have data on four classes (the classes that began in 2015 and 2016). Over the

Figure 2.7
Percentage of Mentors Reporting, by Month



NOTE: This figure is based on information reported by the sites in fall 2017 and covers graduates from Classes 46 and 47. Months 7–12 include only Class 46. Trends in the first six months are similar between Class 46 and Class 47.

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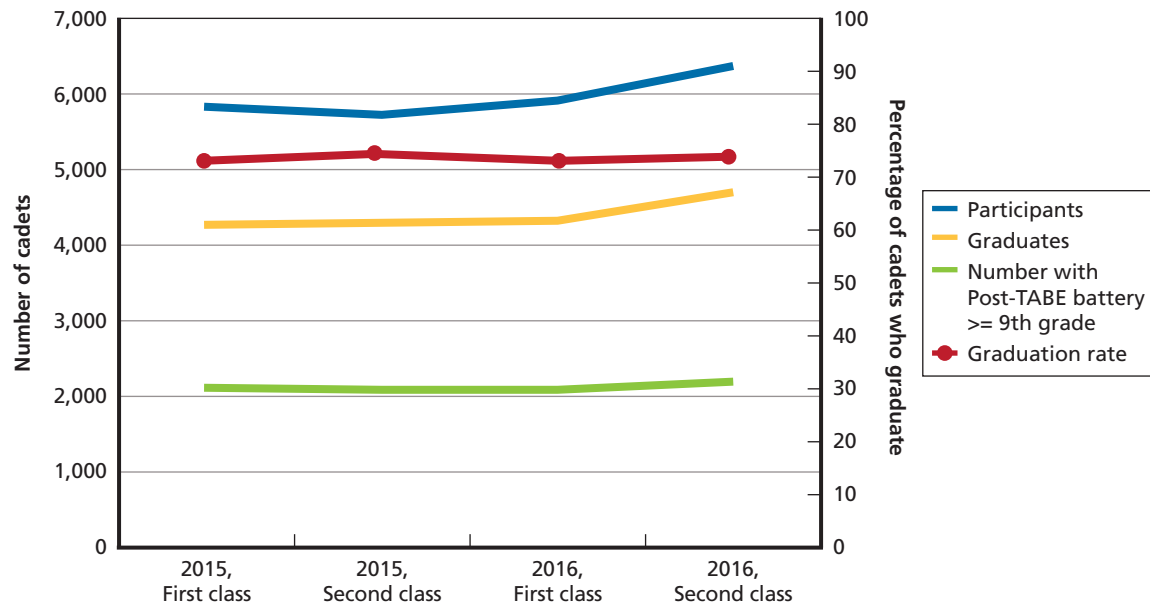
course of this project, we will continue to collect this information and will be able to include data on eight classes in our final report.

Here, we present some time trends in terms of a few outcomes—total number of graduates, graduation rates, and TABE battery scores exceeding the ninth-grade benchmark. We track this information for each site by class. Figure 2.8 presents the overall trends. Over the period included in this chart, the number entering ChalleNGe increased slightly.¹⁰ The total number of graduates also increased, but the graduation rate remained roughly constant. Given that we are reporting on the same number of programs throughout Figure 2.8, this suggests that programs became slightly larger on average—but that they were able to grow without seeing a large decrease in graduation rates. In other words, the program appeared to have sufficient demand among cadets who are likely to succeed to support this expansion.

Over this period, the number of cadets who scored at or above the ninth-grade level at the end of the program also remained roughly constant. This is consistent with sites continuing to enroll cadets who are well prepared for the program. Over the next year, we will carry out more detailed analyses to better understand the trends in graduation rates and in the number of participants. Future reports will include additional analyses of time trends, as we collect consistent data over longer periods.

¹⁰ Recall that the Puerto Rico program was disrupted by a hurricane during the most recent data collection period in fall 2017 and, therefore, reported no data from the 2016 classes. For comparability over time, we excluded Puerto Rico's data from the classes that began in 2015. For this reason, the 2015 totals reported here do not match those in our previous report (Wenger et al., 2017).

Figure 2.8
Trends in Graduates, Credentials, and TABE Battery Scores over Time



NOTE: Aggregated cadet-level data from each site; this figure is based on information reported by the sites in the fall of 2017 covering Classes 46 and 47, as well as information collected for previous report (Wenger et al., 2017). Only for this figure, data from Puerto Rico 2015 classes is excluded because Puerto Rico was unable to report data from 2016 classes.

Summary

In this chapter, we have documented progress made across the ChalleNGe sites in 2016–2017; we focus on the two classes of cadets who began ChalleNGe in 2016. The data indicate that cadets made considerable progress both in terms of academic and nonacademic outcomes, and that overall graduation rates have remained roughly constant. However, many of our analyses here are descriptive in nature, and it is unclear what drives many of the program differences we report in this chapter. In Chapter Three, we describe our other analytic efforts—development of a logic model, progress on site visits and analyses of the information gathered during these visits, as well as additional analytic efforts focused on many aspects of the ChalleNGe program. Some of these efforts focus on explaining program-level differences.

Current and Future Analyses in Support of ChalleNGe

The ChalleNGe program's documented effectiveness stems from the fact that those who take part in ChalleNGe obtain more education and have better labor market outcomes than similar young people who do not take part in the program; outcomes were measured three years after entering ChalleNGe (Millenky et al., 2011). However, most existing measures of program effectiveness focus on short-term outcomes, such as the placement rate among recent graduates. In the ChalleNGe program, *placement* is defined as participation in the labor market, military enlistment, working toward an education credential, or some combination of these. Existing measures of placement do not record the level of education obtained, or the wage rate or other aspects of a graduate's job. Thus, the existing measures lack specificity that would be necessary to determine, for example, the expected earnings of ChalleNGe graduates and the measures are short term in nature.

In this chapter, we discuss our framework for measuring the longer-term outcomes of the program; much of our framework rests on the models (a TOC model and a logic model) that we developed in our prior report (Wenger et al., 2017). We include the logic model here, and discuss its use to date in the project and the implications for the long-term metrics under development. We also describe a variety of current and future research efforts to support the development of these longer-term metrics.

Logic Model

To assist in our development of long-term metrics, we first developed a program logic model. This model delineates the inputs, processes or activities, expected outputs, and desired outcomes of a program (for more detail, see Shakman and Rodriguez, 2015).

Program logic models are a useful way of specifying the reasoning behind program structure and activities and how those activities are connected to expected program results (Knowlton and Phillips, 2009). They are used to illustrate how program resources, activities, services (inputs), and direct products of services (outputs) are designed to produce short-term, medium-term, and long-term outcomes. These models also identify broader community effects that should result from program activities and services (Knowlton and Phillips, 2009). As such, they serve to communicate how a program contributes not only to the specific needs and outcomes of program participants but also to the broader community and society at large. Program logic models also serve as a blueprint for evaluating how effectively a program is meeting its expected goals.

In the case of the ChalleNGe program, the logic model emphasizes the temporal aspects of ChalleNGe and its influence on participants. The model also lays out expected results in detail. Figure 3.1 displays the program logic model we developed for the ChalleNGe program. The initial logic model was informed by a review of program documentation and annual reports, followed by site visits to two ChalleNGe locations (the Mountaineer ChalleNGe Academy in West Virginia and the Gillis Long ChalleNGe site in Louisiana).

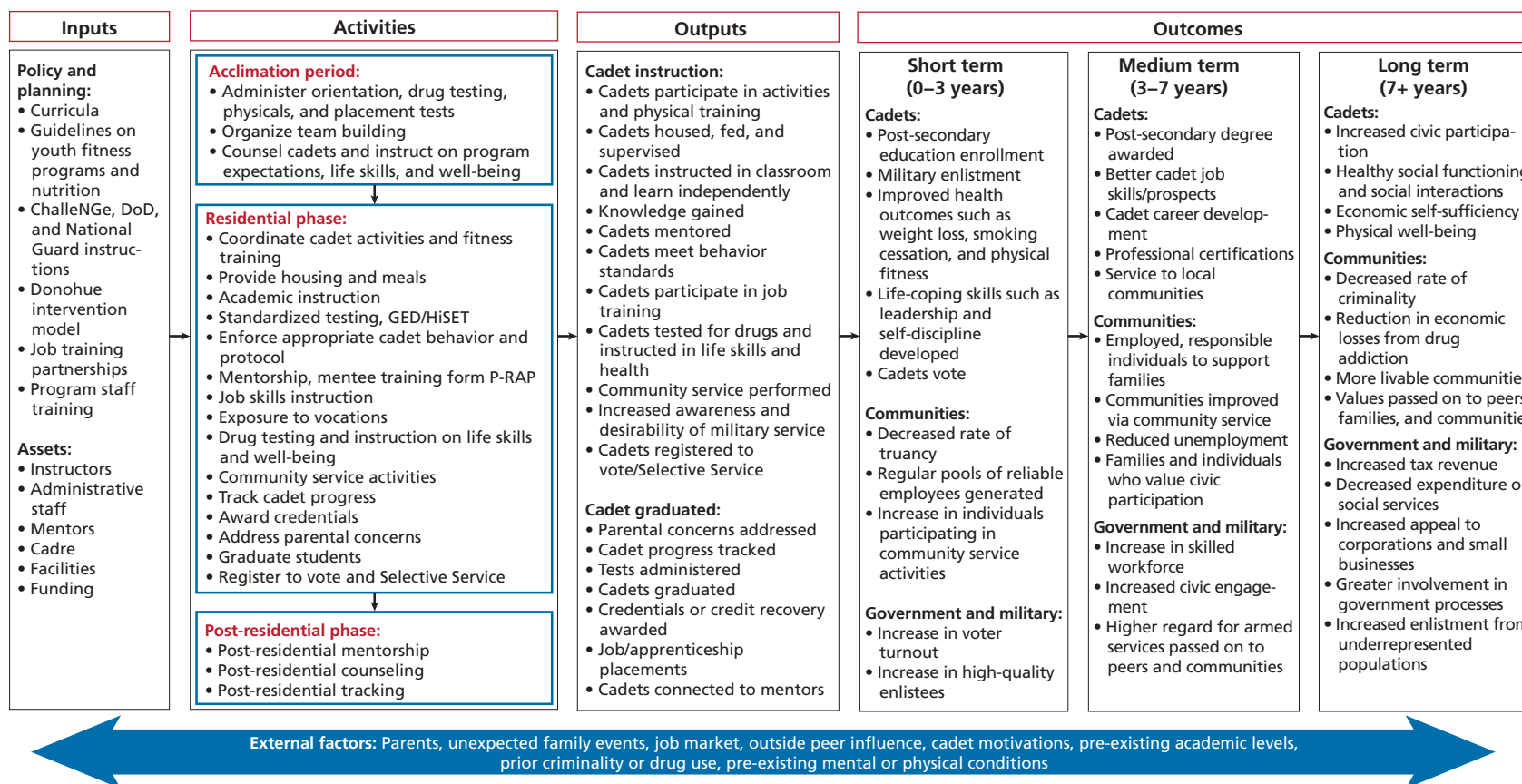
Program inputs (the resources needed to administer the program) include policy and planning materials to guide program activities and the assets needed to house and instruct cadets. Program activities include Acclimation Period orientation activities, undertaken to prepare cadets for ChalleNGe (e.g., performing physical exams, instructing cadets on program standards and expectations). The Acclimation Period activities feed directly into program activities during the Residential Phase. Program outputs include those related to cadet instruction activities (e.g., housing, instructing, and mentoring cadets) and those related to the end process of graduating cadets (e.g., administering standardized tests, awarding credentials, placing cadets). Outcomes expected to result from program completion include those in the short term (within three years of graduation), medium term (within three to seven years of graduation), and long term (seven years or longer after graduation). These include positive outcomes for the cadets themselves and their families (e.g., better job skills and job prospects), as well as for their communities, government, and the military (e.g., an increase in individuals participating in community service activities, greater tax revenue, increased military enlistment from under-represented populations). Understanding the dynamic flow of the relationships between and among the inputs, outputs, and outcomes, and measuring the expected connections among these components will allow for systematic evaluations of the ChalleNGe program (W. K. Kellogg Foundation, 2006).

While the primary purpose of this logic model is to serve as a tool to assist us in developing appropriate metrics for the program, we also note that logic models can be useful tools to communicate key aspects of a program to a variety of stakeholders. We have presented the logic model in Figure 3.1 to the ChalleNGe program directors and other program staff; we have also used the model in briefings to decisionmakers. In each case, the model has served as a helpful communication tool. We will continue to refine and expand on the current program logic model and its uses in future reports.

Currently, the programs focus primarily on collecting and reporting on metrics associated with the inputs, activities, and outputs. Metrics on short-term outcomes (one year) are collected and reported on, but the extent and consistency of reporting varies from program to program. In Figure 3.1, we note the components of the logic model that have been discussed in the 2015–2016 annual report, and in this one for 2016–2017. Please note that some of the outcome measures (especially those listed as community outcomes) may be initially influenced by the program participants; for example, ChalleNGe graduates may vote and perform community service at higher levels than would be expected without program participation. However, it is also possible that the program will eventually have a broader influence on community-level outcomes. Future iterations of the logic model will address this issue in more detail.

The logic model has several implications for the ChalleNGe program. Recall that ChalleNGe's mission is to produce graduates who are successful, productive citizens in the years after they complete the program. The research that established the effectiveness of ChalleNGe on job performance and earnings, and the cost-benefit calculations associated with that research, focused on longer-term outcomes, which could be referred to as *impacts* (see Chapter One of

Figure 3.1
Program Logic Model Describing the National Guard Youth Challenge Program



SOURCE: RAND analyses based on information collected from ChalleNGe sites. Figure also appears in Wenger et al., 2017.

NOTE: The Donohue intervention model was the initial design and description of the ChalleNGe program (Price, 2010). GED and HiSET credentials are awarded based on performance on standardized tests. The P-RAP is the Post-Residential Action Plan, designed to support planning and goal development among cadets.

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this report, as well as Wenger et al., 2017). This suggests that while outcomes and short-term outputs may be considered key aspects of a program's *effectiveness*, determining the extent to which ChalleNGe is meeting its *mission* will require collecting longer-term outcomes. Much of the information presented in Chapter Two focuses on inputs, outputs, and short-term outcomes; in other words, much of Chapter Two focuses on the left-hand side of the logic model. But measuring the extent to which the program is meeting its missions will require collecting longer-term outcomes of the type collected from a subset of programs a decade ago as part of the RCT detailed in Millenky et al. (2011). Due to the expense and significant burden on participants, we do not intent to replicate an RCT. However, as we work to develop longer-term metrics, we also seek to develop methods of estimating the overall returns to the program without enrolling thousands of ChalleNGe cadets into RCTs. We discuss this in more detail below.

In summary, our program logic model provides useful guidelines for developing improved metrics for the ChalleNGe program. Metrics currently collected do include information from several aspects of the ChalleNGe program (such as physical fitness and community service), but comparing this list with the logic model suggests that future metrics should also include increased focus on longer-term outcomes and effects, as these metrics are more closely related to the ChalleNGe program's mission. Especially in terms of academic progress, there is a significant emphasis on the short-term aspects of the program. This includes metrics of credentials awarded and TABE scores. However, there is little information collected on how these metrics relate to longer-term effects (such as eventual educational attainment or earnings). In addition, future metrics could include more aspects of the eight core components. Our analytic efforts (discussed next) feed into this goal.

Site Visits

Over the course of this project, the RAND team will visit each of the 40 current ChalleNGe sites. We developed a detailed protocol that includes questions for the director, deputy director, commandant (head of the cadre), recruiter, placement coordinator, mentoring coordinator, lead instructor (or principal), and the management information specialist. The protocol includes questions about the site's core mission, resources, staffing and hiring, outreach efforts, and relationship with the community, as well as many questions about the day-to-day operations and the types of data that are collected on cadets both during and after the program. The protocol also includes questions about recruiting and training mentors, and a number of questions about cadet placements. Finally, we asked about the process of recruiting cadets and mentors, as well as detailed questions about instruction, credentials, and occupational training offered. We talked with personnel at each site about each of these topics. However, we also developed some additional questions for sites in states with multiple ChalleNGe sites, and for sites that offer Jobs ChalleNGe (a program with a focus on job training that is designed to follow ChalleNGe, currently available at the Michigan, South Carolina, and Georgia-Fort Stewart ChalleNGe sites). Table 3.1 indicates the timing of the visits across sites.

To date, we have visited 17 sites; we plan to visit at least 15 sites during 2018.¹ The site visits have multiple purposes. During the first months of the project, we visited several sites to

¹ We visited the Louisiana-Gillis Long site and the West Virginia site in late 2016 when we were designing our logic model. During the past year, we have developed and considerably expanded our protocol; therefore, we returned to West

Table 3.1
Schedule of Site Visits

ChalleNGe Site	2016–2017	2018	2019
Alaska		√	
Arkansas			√
CA-Discovery	√		
CA-Grizzly	√		
CA-Sunburst		√	
District of Columbia			√
Florida	√		
Georgia-Fort Gordon		√	
Georgia-Fort Stewart		√	
Georgia-Milledgeville		√	
Hawaii-Barber's Point	√		
Hawaii-Hilo	√		
Idaho			√
Illinois			√
Indiana	√		
Kentucky-Fort Knox (Bluegrass)		√	
Kentucky-Harlan (Appalachian)	√		
Louisiana-Camp Beauregard		√	
Louisiana-Camp Minden		√	
Louisiana-Gillis Long	√	√	
Maryland			√
Michigan		√	
Mississippi			√
Montana	√		
North Carolina-New London		√	
North Carolina-Salemburg (Tarheel)		√	
New Jersey	√		
New Mexico	√		
Oklahoma			√
Oregon	√		
Puerto Rico			√
South Carolina		√	

Table 3.1—Continued

ChalleNGe Site	2016–2017	2018	2019
Tennessee			√
Texas-East		√	
Texas-West		√	
Virginia	√		
Washington	√		
Wisconsin	√		
West Virginia	√		
Wyoming	√		

gather information as we developed our logic model. Site visits in the interim have been helpful as we worked to refine our research efforts in support of developing long-term metrics of program performance. On site visits, we have learned quite a bit about the sources of variation across ChalleNGe sites. This has been helpful in designing our yearly data collection instruments. We have also learned about the data resident at each site, and have been able to determine which sites are good candidates for future small-term pilot projects exploring specific aspects of the ChalleNGe model or the site. Our visits in 2018 will be concentrated in states with multiple sites and at sites with well-developed job training programs.

As we continue site visits, we have begun to organize and analyze all of the information collected at each site. We will use Dedoose, a qualitative analysis software tool designed to organize and analyze textual information collected through the individual and group interviews conducted at each program site; in this manner, we will be able to identify and quantify cross-site and within-site themes, as well as determine how findings differ depending on site characteristics (such as size of program or credentials awarded). These findings, in turn, will allow us to directly measure some of the metrics delineated in the logic model. By the end of the study, we will have drawn on both quantitative and qualitative information to examine fidelity to the ChalleNGe design based on the program logic model, as well as make suggestions to further refine the program logic model to better reflect the ChalleNGe programs' objectives, mechanisms by which these objectives are reached, and desired results.

Other Analytic Efforts

Along with the annual reports to Congress, the development of the TOC and logic models, and the site visits described earlier, we are undertaking a series of related research efforts. While these efforts jointly support the development of long-term metrics and the goal of measuring ChalleNGe's effectiveness, each of these efforts is focused on a single research question. Next, we describe briefly our efforts to date, noting that other efforts will likely be developed in the near future depending on the needs of the ChalleNGe program.

Virginia in late 2017 and plan a return visit to Louisiana-Gillis Long in 2018.

Analysis of High School Leavers in the United States

This research effort uses data on the U.S. population to develop updated estimates of the number of students who leave high school without a diploma, by state or metropolitan area. This information will assist ChalleNGe staff in determining the placement of future programs. This analysis will also provide information on underserved areas in states with programs. For example, our analyses may reveal that, while a given area has many potential ChalleNGe participants, few of them take part in ChalleNGe. This could suggest a need for additional outreach efforts in the area, or a need to understand the extent to which local policies or regulations may work to decrease ChalleNGe participation. We expect the preliminary analyses from this effort to be complete by mid-2018.

Returns to Credentials Among Young Workers

ChalleNGe programs offer a variety of credentials. While a single credential tends to be dominant within each program, programs may offer classroom work focused on helping a cadet pass the GED or HiSET test, obtain high school credits to transfer back to his or her home high school, or obtain a high school diploma while at the ChalleNGe site. Additionally, some programs offer training that results in specific credentials or the opportunity to earn college credits. This research effort will document the return to each type of credential at the state or regional level (the goal is to produce accurate estimates at the most local level possible). The assumption behind this research is that the payoff to credentials may vary with geography. If this is the case, it suggests that it may be optimal for different ChalleNGe sites to offer different credentials, and that different credentials could be considered *meaningful* (in the sense that they offer a substantial and positive payoff to the recipients) at different sites. This information will assist ChalleNGe decisionmakers in determining the credentials offered by each ChalleNGe site. This effort should be completed in 2018.

Insights from the Literature: Job Training, Mentorship, and Community Service

As noted earlier, the ChalleNGe program includes eight separate core components. Some of these components are present across a wide variety of programs aimed at disadvantaged youth; in some cases, there is a well-developed literature that may suggest ways to strengthen that component of ChalleNGe. Therefore, we are examining the relevant literature with the goal of determining preferred practices that have been found effective in other programs. An in-depth review of this literature will allow us to determine the extent to which the ChalleNGe sites follow preferred practices, and may suggest ways to strengthen individual ChalleNGe sites or the ChalleNGe model. Areas of interest include job training, mentoring, community service, and citizenship. This effort should be completed by mid-2018.

How Are Program Characteristics Related to Program Outcomes?

This analysis will use the data that form the basis of this series of reports (the data collected each year from each ChalleNGe program) to estimate the relationships between program characteristics and short- and long-run outcomes. This effort will also include the development of a value-added-type model to examine the characteristics that are associated with higher TABE score gains. This effort should be completed by late 2018.

Developing Benchmarks for At-Risk Youth

Developing longer-term measures of cadet success is a primary focus of the overall project. In this research effort, we will develop benchmarks to make longer-term measures of cadet success more meaningful. The specific goal is to estimate the likely outcomes for young people who do *not* complete ChalleNGe. Comparing the longer-term measures of cadet success with these benchmarks will allow decisionmakers to better understand the effect of the ChalleNGe program and the extent to which the program is meeting its overall mission. Of course, developing meaningful benchmarks will require analytic techniques designed to create appropriate comparison groups for ChalleNGe cadets. In future work, we will provide additional detail on these techniques and analyses. Such benchmarks will also make it possible to estimate the return on investment of the ChalleNGe program.² This effort should be completed by the end of 2018.

Summary

In this chapter, we reviewed our logic model. We also described the schedule of ChalleNGe site visits, including the methodology that we are using to collect and analyze data from the sites. Finally, we described our additional analytic efforts, all of which support the operation of the ChalleNGe program and will assist in determining the extent to which the program is meeting its mission. Taken as a group, these analytic efforts will examine many of the core components of ChalleNGe and will produce actionable recommendations to improve program outcomes. In Chapter Four, we offer some concluding thoughts.

² Previous research estimated ChalleNGe's return on investment, but the analyses were based on data collected roughly a decade ago, from only 7 ChalleNGe sites. See Millenky et al. (2011) and Perez-Arce et al. (2012).

Concluding Thoughts

The National Guard Youth ChalleNGe program continues to provide opportunities for young people who struggle in traditional high schools. Cadets who participate in ChalleNGe have the opportunity to earn a combination of academic credentials—certificates (such as the GED or HiSET), high school credits that allow them to re-enroll in their home high schools, or high school diplomas. Along with academic credentials, cadets can gain a variety of occupational experience and training, perform community service, improve their physical fitness, and develop their noncognitive or socioemotional skills. The focus on the eight core components of ChalleNGe ensures that cadets gain a variety of experiences and skills.

To date, more than 200,000 young people have participated in ChalleNGe and about 155,000 have completed the program. Among cadets who entered ChalleNGe in 2016, about 9,000 graduated from one of the 36 sites included in our data collection and more than 6,000 received at least one educational credential. Data collected from the sites demonstrate that ChalleNGe cadets show marked improvement in both academic skills (measured by the proportion who achieve key benchmarks on the TABE) and physical fitness.

In the first 14 months of the RAND team's current ChalleNGe project, we have collected two rounds of data from the ChalleNGe sites and have carried out 17 site visits. This document is the second report that supports ChalleNGe's reporting requirement to Congress. We will produce two more documents in the coming years. We are also making progress on the second main goal of the project: developing metrics to measure cadets' outcomes. These metrics will make it possible to determine how well the ChalleNGe program is doing in meeting its mission, "to intervene in and reclaim the lives of 16–18-year-old high school dropouts, producing program graduates with the values, life skills, education, and self-discipline necessary to succeed as productive citizens."

An important first step in developing metrics to measure cadets' outcomes included developing models to help understand and communicate the pathways through which the ChalleNGe program is likely to cause change. We developed a TOC model and a logic model; the logic model appears in Chapter Three. We are working to launch several research efforts; the goals of these efforts are to learn more about specific aspects of ChalleNGe and to develop recommendations for ChalleNGe based on the existing literature in specific areas (such as job training, mentoring, and community service). A key aspect of our research is developing benchmarks—measures of expected outcomes among young people who were eligible for ChalleNGe but did *not* attend the program. Without such benchmarks, a longer-term measure of cadet progress will be less useful. For example, even if we measure wages of ChalleNGe graduates 12 or 24 months after leaving the program, the gain to cadets will not be quantifiable without an understanding of the likely outcomes for those who do not attend ChalleNGe.

To be clear, RCTs that follow participants and a carefully matched control group over a long period remain the gold standard in social science research. However, benchmarks have the potential to provide a second-best method for measuring the effects of ChalleNGe in a far less costly manner. Also, existing public data sets are rich and detailed enough to produce benchmarks that differ by region. This is likely to be key if, as we expect, cadets in different regions of the country have different outcomes (perhaps because of differences in labor market conditions).

Although we are still in the process of developing the final metrics, based on our analyses and the variation across sites, we expect that there will not be a single final preferred education credential that each site is required to provide. Rather, we expect to use the analyses described in Chapter Three to develop a framework that will allow sites to determine the extent to which the training, education, and other skills they offer result in graduates with skills that are required for success in their local labor markets. Therefore, we expect to emphasize the extent to which sites are able to award *meaningful credentials* to most or all graduates. Such a credential could vary by region, but it would be expected to place graduates in a position to obtain better long-term outcomes than young people who left high school but did not attend ChalleNGe. Many of our research efforts described in Chapter Three will feed into this. Future reports will document each of these efforts.

Site-Specific Information

This Appendix includes a complete list of the ChalleNGe programs, as well as the program-level tables of information. Table A.1 provides the complete name and location (state) of each program.

Table A.1
National Guard Youth ChalleNGe: Program Abbreviation, State, and Name

Program Abbreviation	State	Program Name
AK	Alaska	Alaska Military Youth Academy
AR	Arkansas	Arkansas Youth ChalleNGe
CA-DI*	California	Discovery ChalleNGe Academy
CA-LA	California	Sunburst Youth Academy
CA-SL	California	Grizzly Youth Academy
D.C.	District of Columbia	Capital Guardian Youth ChalleNGe Academy
FL	Florida	Florida Youth ChalleNGe Academy
GA-FG	Georgia	Fort Gordon Youth ChalleNGe Academy
GA-MV*	Georgia	Milledgeville Youth Academy
GA-FS	Georgia	Fort Stewart Youth ChalleNGe Academy
HI-BP	Hawaii	Hawaii Youth ChalleNGe Academy at Barber's Point
HI-HI	Hawaii	Hawaii Youth ChalleNGe Academy at Hilo
ID	Idaho	Idaho Youth ChalleNGe Academy
IL	Illinois	Lincoln's ChalleNGe Academy
IN	Indiana	Hoosier Youth ChalleNGe Academy
KY-FK	Kentucky	Bluegrass ChalleNGe Academy
KY-HN	Kentucky	Appalachian ChalleNGe Program
LA-CB	Louisiana	Louisiana Youth ChalleNGe Program—Camp Beauregard
LA-CM	Louisiana	Louisiana Youth ChalleNGe Program—Camp Minden
LA-GL	Louisiana	Louisiana Youth ChalleNGe Program—Gillis Long
MD	Maryland	Freestate ChalleNGe Academy

Table A.1—Continued

Program Abbreviation	State	Program Name
MI	Michigan	Michigan Youth ChalleNGe Academy
MS	Mississippi	Mississippi Youth ChalleNGe Academy
MT	Montana	Montana Youth ChalleNGe Academy
NC-NL	North Carolina	Tarheel ChalleNGe Academy—New London
NC-S	North Carolina	Tarheel ChalleNGe Academy—Salemberg
NJ	New Jersey	New Jersey Youth ChalleNGe Academy
NM	New Mexico	New Mexico Youth ChalleNGe Academy
OK	Oklahoma	Thunderbird Youth Academy
OR	Oregon	Oregon Youth ChalleNGe Program
PR*	Puerto Rico	Puerto Rico Youth ChalleNGe Academy
SC	South Carolina	South Carolina Youth ChalleNGe Academy
TN*	Tennessee	Volunteer Youth ChalleNGe Academy
TX-E	Texas	Texas ChalleNGe Academy—East
TX-W	Texas	Texas ChalleNGe Academy—West
VA	Virginia	Virginia Commonwealth ChalleNGe Youth Academy
WA	Washington	Washington Youth Academy
WI	Wisconsin	Wisconsin ChalleNGe Academy
WV	West Virginia	Mountaineer ChalleNGe Academy
WY	Wyoming	Wyoming Cowboy ChalleNGe Academy

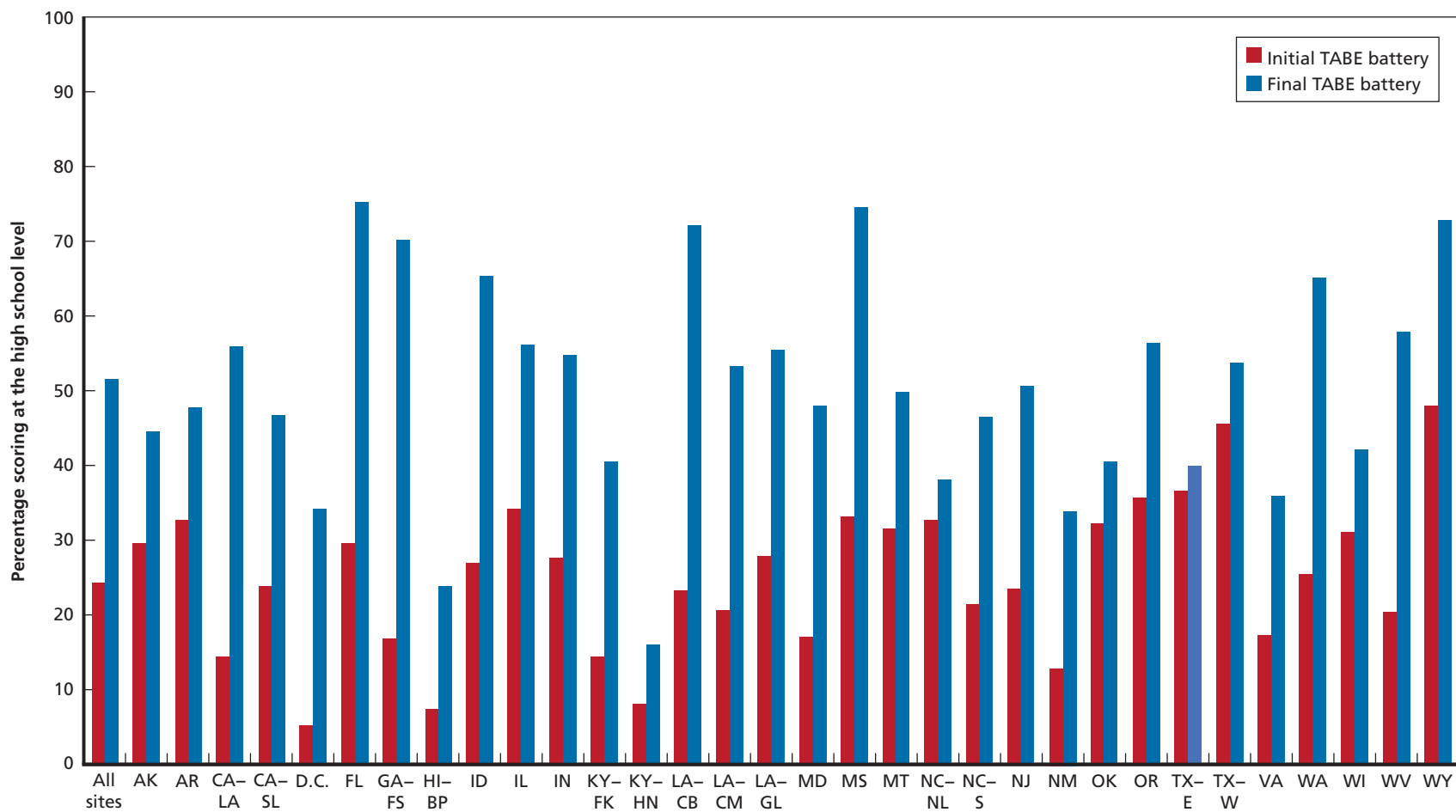
* = Program data not included in this report. The Milledgeville Youth Academy, the Discovery Youth Academy, and the Volunteer Youth ChalleNGe Academy are newly operational; the Puerto Rico Youth ChalleNGe Academy closed temporarily in September 2017 because of damage sustained in Hurricane Maria. Data from these programs will be included in future reports.

Figures A.1 and A.2 are provided to demonstrate the site-level variation in a manner that may not be immediately apparent from examining the tables in Chapter Two.

The following tables include detailed information collected from each program. We carried out data collection in September–October 2017. The focus of the data collection was on classes that began in 2016 (Classes 46 and 47 according to the ChalleNGe class numbering system, which began with the first class in the 1990s). Three ChalleNGe programs (California-Discovery, Georgia-Milledgeville, and Tennessee) began operations recently; therefore, they did not report information for this report. The Puerto Rico ChalleNGe program was negatively affected by Hurricane Maria in September 2017; the program was not operational and was unable to provide data during data collection. We include information below on the remaining 36 programs.

In some cases, programs provided incomplete data or data that were suspect in some way. When this occurred, we indicated the specific elements that were not reported. Some of these data issues are related to the variation in how the individual sites collect and store data.

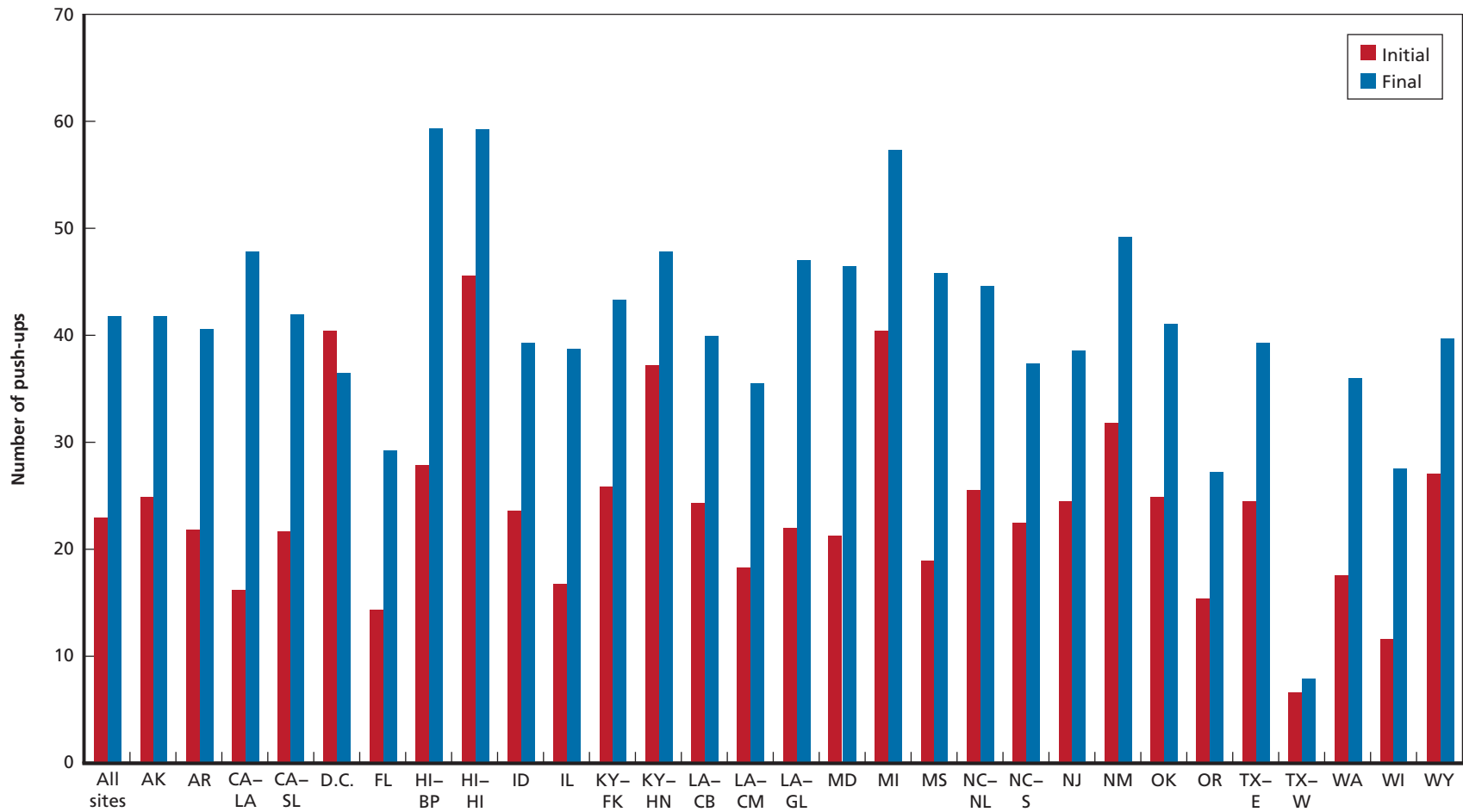
Figure A.1
Variation in TABE Total Battery Scores, by Site



NOTE: TABE Total Battery scores of ChalleNGe graduates, Class 47 (same information appears in Table 2.15). Percentage scoring at or above 9.0 grade level.

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Figure A.2
Variation in the Number of Push-Ups, by Site



NOTE: Number of push-ups from graduates at the beginning and end of Challenge, Class 47. Same information appears in Table 2.20 in Chapter Two.

RAND RR2276-A.2

RAND analysts are currently exploring strategies to increase the accuracy of future data collected from the sites, with a focus of limiting the burden of data collection on sites and Challenge personnel.

The sites are listed alphabetically by state or territory name. Each table includes metrics of the number and type of staff, total funding in 2016, as well as the numbers of cadets who applied, entered, graduated, and received various credentials. The tables also include data related to several of the core components—service to community (and calculated values based on local labor market conditions), gains on specific physical fitness tests, as well as the numbers of cadets registered to vote and for Selective Service. Finally, the tables include information about postgraduation placement (although there is no information on Class 47's 12-month placement rates because fewer than 12 months have passed since graduation for this group). The tables also include 12-month placement rates for Class 45; at the time of our previous data collection, 12-month information was not yet available for cadets in Class 45.

Some of the data in the following tables (along with other cadet-level data collected at the same time) formed the basis of analyses presented in Chapter Two. These same data will also be used in some of our future analyses described in Chapter Three.

Table A.2
Profile of Alaska Military Youth Academy

ALASKA MILITARY YOUTH ACADEMY, ESTABLISHED 1994							
Graduates since inception: 5,131				Program type: GED			
Staffing							
	Instructional	Cadre	Administrative	Case Managers	Recruiters	Total	
Number Employed	8	23	18	5	3	57	
Funding							
	Federal Funding		State Funding		Other Funding		
Classes 46 and 47	\$3,715,000		\$1,238,000		\$0		
Residential Performance							
	Dates	Applied	Entered Pre-Challenge	Graduated	Received GED/HiSET	Received HS Credits	Received HS Diploma
Class 46	March 2016–July 2016	240	226	166	59	165	2
Class 47	Sept. 2016–Jan. 2017	231	215	165	61	164	6
Physical Fitness							
	Push-Ups		1-Mile Run		BMI		
	Initial	Final	Initial	Final	Initial	Final	
Class 46	28.5	44.9	10:30	08:21	25.8	26.9	
Class 47	24.8	41.7	10:27	08:46	26.1	26.8	
Responsible Citizenship							
	Voting		Selective Service				
	Eligible	Registered	Eligible	Registered			
Class 46	30	30	17	17			
Class 47	38	38	25	25			
Service to Community							
	Hours of Service/Cadet		Dollar Value/Hr		Total Value		
Class 46	74		\$27.80		\$340,572		
Class 47	48		\$27.80		\$221,093		
Postresidential Performance Status							
	Graduated	Contacted	Placed	Education	Employment	Military	Multiple/Other
Class 45							
Month 12	118	84	82	25	31	3	25
Class 46							
Month 1	166	138	134	107	4	0	24
Month 6	166	111	108	70	9	0	29
Month 12	166	106	100	29	36	3	33
Class 47							
Month 1	165	130	121	83	6	0	32
Month 6	165	81	73	28	17	0	34

* Did not report; HS = high school.

Table A.3
Profile of Arkansas Youth Challenge

ARKANSAS YOUTH CHALLENGE, ESTABLISHED 1993							
Graduates since inception: 3,556				Program type: GED			
Staffing							
	Instructional	Cadre	Administrative	Case Managers	Recruiters	Total	
Number Employed	4	15	16	4	5	44	
Funding							
	Federal Funding		State Funding		Other Funding		
Classes 46 and 47	\$2,300,000		\$767,000		\$0		
Residential Performance							
	Dates	Applied	Entered Pre-ChalleNGE	Graduated	Received GED/HiSET	Received HS Credits	Received HS Diploma
Class 46	Jan. 2016–June 2016	207	134	65	15	0	0
Class 47	July 2016–Dec. 2016	221	127	95	39	0	0
Physical Fitness							
	Push-Ups		1-Mile Run		BMI		
	Initial	Final	Initial	Final	Initial	Final	
Class 46	28.7	48.4	10:19	08:03	25.4	*	
Class 47	21.8	40.5	10:06	09:27	24.2	*	
Responsible Citizenship							
	Voting		Selective Service				
	Eligible	Registered	Eligible	Registered			
Class 46	12	0	26	23			
Class 47	16	0	54	37			
Service to Community							
	Hours of Service/Cadet		Dollar Value/Hr		Total Value		
Class 46	56		\$19.66		\$71,562		
Class 47	91		\$19.66		\$169,961		
Postresidential Performance Status							
	Graduated	Contacted	Placed	Education	Employment	Military	Multiple/Other
Class 45							
Month 12	97	97	46	20	18	2	6
Class 46							
Month 1	65	48	22	16	3	0	3
Month 6	65	56	44	37	6	0	1
Month 12	65	50	39	31	6	0	2
Class 47							
Month 1	95	80	46	38	3	1	4
Month 6	95	70	57	40	14	0	3

* Did not report; HS = high school.

Table A.4
Profile of Sunburst Youth Academy (California)

SUNBURST YOUTH ACADEMY, ESTABLISHED 2008							
Graduates since inception: 2,837				Program type: Credit recovery, HS diploma, HiSET			
Staffing							
	Instructional	Cadre	Administrative	Case Managers	Recruiters	Total	
Number Employed	22	28	19	4	1	74	
Funding							
	Federal Funding		State Funding		Other Funding		
Classes 46 and 47	\$5,400,000		\$1,950,000		\$2,232,688		
Residential Performance							
	Dates	Applied	Entered Pre-ChalleNGE	Graduated	Received GED/HiSET	Received HS Credits	Received HS Diploma
Class 46	Jan. 2016–June 2016	532	216	199	5	158	37
Class 47	July 2016–Dec. 2016	587	218	197	4	177	17
Physical Fitness							
	Push-Ups		1-Mile Run		BMI		
	Initial	Final	Initial	Final	Initial	Final	
Class 46	21.1	53.5	09:32	07:11	25.9	25.5	
Class 47	16.2	47.8	10:02	07:50	26.4	25.9	
Responsible Citizenship							
	Voting		Selective Service				
	Eligible	Registered	Eligible	Registered			
Class 46	34	34	43	43			
Class 47	25	25	36	36			
Service to Community							
	Hours of Service/Cadet		Dollar Value/Hr		Total Value		
Class 46	49		\$28.46		\$276,211		
Class 47	43		\$28.46		\$238,842		
Postresidential Performance Status							
	Graduated	Contacted	Placed	Education	Employment	Military	Multiple/Other
Class 45							
Month 12	184	134	134	60	16	3	55
Class 46							
Month 1	199	194	187	132	6	0	49
Month 6	199	173	173	94	10	6	63
Month 12	199	95	95	49	15	7	24
Class 47							
Month 1	197	192	183	150	7	1	25
Month 6	197	183	183	114	11	4	54

* Did not report; HS = high school.

Table A.5
Profile of Grizzly Youth Academy (California)

GRIZZLY YOUTH ACADEMY, ESTABLISHED 1998							
Graduates since inception: 5,484				Program type: Credit recovery, HS diploma, HiSET			
Staffing							
	Instructional	Cadre	Administrative	Case Managers	Recruiters	Total	
Number Employed	12	32	14	4	1	63	
Funding							
	Federal Funding		State Funding		Other Funding		
Classes 46 and 47	\$5,525,750		\$1,800,000		\$3,186,410		
Residential Performance							
	Dates	Applied	Entered Pre-ChalleNGE	Graduated	Received GED/HiSET	Received HS Credits	Received HS Diploma
Class 46	Jan. 2016–June 2016	335	211	185	5	135	45
Class 47	July 2016–Dec. 2016	371	222	203	9	148	55
Physical Fitness							
	Push-Ups		1-Mile Run		BMI		
	Initial	Final	Initial	Final	Initial	Final	
Class 46	19.9	36.2	10:16	07:46	*	*	
Class 47	21.6	41.8	09:46	07:31	*	*	
Responsible Citizenship							
	Voting		Selective Service				
	Eligible	Registered	Eligible	Registered			
Class 46	32	32	29	29			
Class 47	33	33	28	28			
Service to Community							
	Hours of Service/Cadet		Dollar Value/Hr		Total Value		
Class 46	57		\$28.46		\$300,579		
Class 47	46		\$28.46		\$267,822		
Postresidential Performance Status							
	Graduated	Contacted	Placed	Education	Employment	Military	Multiple/Other
Class 45							
Month 12	208	197	177	52	48	9	71
Class 46							
Month 1	185	178	153	108	16	0	31
Month 6	185	175	153	77	23	1	55
Month 12	185	176	148	48	45	5	50
Class 47							
Month 1	203	197	173	112	17	0	45
Month 6	203	189	162	70	35	6	55

* Did not report; HS = high school.

Table A.6
Profile of Capital Guardian Youth Challenge Academy (District of Columbia)

CAPITAL GUARDIAN YOUTH CHALLENGE ACADEMY, ESTABLISHED 2007							
Graduates since inception: 524				Program type: GED			
Staffing							
	Instructional	Cadre	Administrative	Case Managers	Recruiters	Total	
Number Employed	6	30	9	6	2	53	
Funding							
	Federal Funding		State Funding		Other Funding		
Classes 46 and 47	\$2,256,127		\$752,040		\$1,398,089		
Residential Performance							
	Dates	Applied	Entered Pre-ChalleNGE	Graduated	Received GED/HiSET	Received HS Credits	Received HS Diploma
Class 46	Jan. 2016–June 2016	147	38	25	18	0	0
Class 47	July 2016–Dec. 2016	157	69	39	13	0	0
Physical Fitness							
	Push-Ups		1-Mile Run		BMI		
	Initial	Final	Initial	Final	Initial	Final	
Class 46	23.2	44.3	11:19	08:43	26.3	26.2	
Class 47	40.4	36.4	10:29	09:45	25.9	25.6	
Responsible Citizenship							
	Voting		Selective Service				
	Eligible	Registered	Eligible	Registered			
Class 46	35	4	4	4			
Class 47	48	7	7	7			
Service to Community							
	Hours of Service/Cadet		Dollar Value/Hr		Total Value		
Class 46	40		\$39.17		\$39,170		
Class 47	40		\$39.17		\$61,105		
Postresidential Performance Status							
	Graduated	Contacted	Placed	Education	Employment	Military	Multiple/Other
Class 45							
Month 12	57	35	29	13	12	0	4
Class 46							
Month 1	25	26	24	2	22	0	0
Month 6	25	26	22	14	8	0	0
Month 12	25	18	16	8	5	1	2
Class 47							
Month 1	39	36	10	6	4	0	0
Month 6	39	35	29	15	13	1	0

* Did not report; HS = high school.

Table A.7
Profile of Florida Youth Challenge Academy (Florida)

FLORIDA YOUTH CHALLENGE ACADEMY, ESTABLISHED 2001							
Graduates since inception: 4,333				Program type: Credit recovery, GED			
Staffing							
	Instructional	Cadre	Administrative	Case Managers	Recruiters	Total	
Number Employed	8	41	9	5	2	65	
Funding							
	Federal Funding		State Funding		Other Funding		
Classes 46 and 47	\$3,500,00		\$1,350,523		\$289,656		
Residential Performance							
	Dates	Applied	Entered Pre-Challenge	Graduated	Received GED/HiSET	Received HS Credits	Received HS Diploma
Class 46	Jan. 2016–June 2016	259	201	154	80	35	2
Class 47	July 2016–Dec. 2016	185	179	149	82	39	3
Physical Fitness							
	Push-Ups		1-Mile Run		BMI		
	Initial	Final	Initial	Final	Initial	Final	
Class 46	25.5	34.1	09:04	07:30	25.2	25.6	
Class 47	14.4	29.2	09:46	08:06	24.7	25.2	
Responsible Citizenship							
	Voting		Selective Service				
	Eligible	Registered	Eligible	Registered			
Class 46	47	47	42	42			
Class 47	43	43	33	33			
Service to Community							
	Hours of Service/Cadet		Dollar Value/Hr		Total Value		
Class 46	52		\$22.70		\$181,782		
Class 47	69		\$22.70		\$233,379		
Postresidential Performance Status							
	Graduated	Contacted	Placed	Education	Employment	Military	Multiple/Other
Class 45							
Month 12	167	102	51	11	36	3	1
Class 46							
Month 1	154	105	36	8	23	1	4
Month 6	154	101	67	17	41	3	6
Month 12	154	87	62	7	48	4	3
Class 47							
Month 1	149	60	46	8	36	1	1
Month 6	149	68	44	6	32	3	3

* Did not report; HS = high school.

Table A.8
Profile of of Fort Gordon Youth Academy (Georgia)

FORT GORDON YOUTH CHALLENGE ACADEMY, ESTABLISHED 2000							
Graduates since inception: 5,732				Program type: Credit recovery, GED, HS diploma			
Staffing							
	Instructional	Cadre	Administrative	Case Managers	Recruiters	Total	
Number Employed	9	47	7	4	1	68	
Funding							
	Federal Funding		State Funding		Other Funding		
Classes 46 and 47	\$4,875,000		\$1,625,000		\$0		
Residential Performance							
	Dates	Applied	Entered Pre-ChalleNGE	Graduated	Received GED/HiSET	Received HS Credits	Received HS Diploma
Class 46	March 2016–Aug. 2016	276	276	176	104	5	7
Class 47	Sept. 2016–March 2017	253	253	146	68	11	2
Physical Fitness							
	Push-Ups		1-Mile Run		BMI		
	Initial	Final	Initial	Final	Initial	Final	
Class 46	*	*	*	*	23.5	*	
Class 47	*	*	*	*	23.4	*	
Responsible Citizenship							
	Voting		Selective Service				
	Eligible	Registered	Eligible	Registered			
Class 46	57	36	65	65			
Class 47	34	25	59	59			
Service to Community							
	Hours of Service/Cadet		Dollar Value/Hr		Total Value		
Class 46	40		\$24.39		\$171,706		
Class 47	40		\$24.39		\$142,438		
Postresidential Performance Status							
	Graduated	Contacted	Placed	Education	Employment	Military	Multiple/Other
Class 45							
Month 12	182	177	125	18	98	2	7
Class 46							
Month 1	176	146	114	34	60	0	20
Month 6	176	146	113	26	71	3	13
Month 12	176	141	119	11	91	4	13
Class 47							
Month 1	146	143	81	23	51	0	7
Month 6	146	143	100	26	70	0	4

* Did not report; HS = high school.

Table A.9
Profile of Fort Stewart Youth Academy (Georgia)

FORT STEWART YOUTH CHALLENGE ACADEMY, ESTABLISHED 1993							
Graduates since inception: 9,318				Program type: Credit recovery, GED, HS diploma			
Staffing							
	Instructional	Cadre	Administrative	Case Managers	Recruiters	Total	
Number Employed	7	53	43	6	3	112	
Funding							
	Federal Funding		State Funding		Other Funding		
Classes 46 and 47	\$5,307,812		\$1,735,938		\$290,000		
Residential Performance							
	Dates	Applied	Entered Pre-Challenge	Graduated	Received GED/HiSET	Received HS Credits	Received HS Diploma
Class 46	Jan. 2016–June 2016	389	303	215	*	*	*
Class 47	July 2016–Dec. 2016	415	309	225	*	*	*
Physical Fitness							
	Push-Ups		1-Mile Run		BMI		
	Initial	Final	Initial	Final	Initial	Final	
Class 46	*	*	09:15	09:06	23.9	*	
Class 47	*	*	09:46	08:55	24.7	*	
Responsible Citizenship							
	Voting		Selective Service				
	Eligible	Registered	Eligible	Registered			
Class 46	70	69	60	60			
Class 47	68	68	55	55			
Service to Community							
	Hours of Service/Cadet		Dollar Value/Hr		Total Value		
Class 46	71		\$24.39		\$369,691		
Class 47	60		\$24.39		\$329,265		
Postresidential Performance Status							
	Graduated	Contacted	Placed	Education	Employment	Military	Multiple/Other
Class 45							
Month 12	214	191	182	67	73	6	37
Class 46							
Month 1	215	208	184	69	49	1	66
Month 6	215	181	173	70	67	3	34
Month 12	215	195	178	44	93	7	34
Class 47							
Month 1	225	207	166	102	45	1	22
Month 6	225	204	187	90	69	4	24

* Did not report; HS = high school.

Table A.10
Profile of Challenge Academy at Barber's Point (Hawaii)

HAWAII YOUTH CHALLENGE ACADEMY AT BARBER’S POINT, ESTABLISHED 1993							
Graduates since inception: 4,074				Program type: HS diploma			
Staffing							
	Instructional	Cadre	Administrative	Case Managers	Recruiters	Total	
Number Employed	6	23	17	1	1	48	
Funding							
	Federal Funding		State Funding		Other Funding		
Classes 46 and 47	\$3,187,500		\$1,062,500		\$0		
Residential Performance							
	Dates	Applied	Entered Pre-Challenge	Graduated	Received GED/HiSET	Received HS Credits	Received HS Diploma
Class 46	Jan. 2016–June 2016	165	135	106	0	0	106
Class 47	July 2016–Dec. 2016	191	138	121	0	0	118
Physical Fitness							
	Push-Ups		1-Mile Run		BMI		
	Initial	Final	Initial	Final	Initial	Final	
Class 46	28.0	58.6	10:13	08:11	25.5	*	
Class 47	27.8	59.2	11:18	08:47	25.7	*	
Responsible Citizenship							
	Voting		Selective Service				
	Eligible	Registered	Eligible	Registered			
Class 46	22	22	51	51			
Class 47	20	20	59	59			
Service to Community							
	Hours of Service/Cadet		Dollar Value/Hr		Total Value		
Class 46	120		\$23.80		\$302,736		
Class 47	98		\$23.80		\$282,220		
Postresidential Performance Status							
	Graduated	Contacted	Placed	Education	Employment	Military	Multiple/Other
Class 45							
Month 12	129	72	65	2	57	3	3
Class 46							
Month 1	106	101	58	18	38	0	2
Month 6	106	94	69	5	60	1	3
Month 12	106	80	60	3	55	2	0
Class 47							
Month 1	121	91	57	19	37	0	1
Month 6	121	57	34	2	32	0	0

* Did not report; HS = high school.

Table A.11
Profile of Youth Academy at Hilo Pointe (Hawaii)

HAWAII YOUTH CHALLENGE ACADEMY AT HILO, ESTABLISHED 2011							
Graduates since inception: 627				Program type: HS diploma			
Staffing							
	Instructional	Cadre	Administrative	Case Managers	Recruiters	Total	
Number Employed	5	23	16	2	1	47	
Funding							
	Federal Funding		State Funding		Other Funding		
Classes 46 and 47	\$1,912,500		\$637,500		\$0		
Residential Performance							
	Dates	Applied	Entered Pre-Challenge	Graduated	Received GED/HiSET	Received HS Credits	Received HS Diploma
Class 46	Jan. 2016–June 2016	95	70	58	0	0	48
Class 47	July 2016–Dec. 2016	95	59	51	0	0	46
Physical Fitness							
	Push-Ups		1-Mile Run		BMI		
	Initial	Final	Initial	Final	Initial	Final	
Class 46	39.1	58.9	09:42	08:02	25.4	24.9	
Class 47	45.5	59.1	08:18	07:22	25.1	25.0	
Responsible Citizenship							
	Voting		Selective Service				
	Eligible	Registered	Eligible	Registered			
Class 46	15	15	23	23			
Class 47	10	10	34	34			
Service to Community							
	Hours of Service/Cadet		Dollar Value/Hr		Total Value		
Class 46	110		\$23.80		\$151,844		
Class 47	110		\$23.80		\$133,518		
Postresidential Performance Status							
	Graduated	Contacted	Placed	Education	Employment	Military	Multiple/Other
Class 45							
Month 12	70	70	8	2	5	0	1
Class 46							
Month 1	58	58	9	2	6	0	1
Month 6	58	58	25	7	16	2	0
Month 12	58	58	20	3	14	3	0
Class 47							
Month 1	51	51	13	5	5	0	3
Month 6	51	51	16	2	13	1	0

* Did not report; HS = high school.

Table A.12
Profile of Idaho Youth Challenge Academy

IDAHO YOUTH CHALLENGE ACADEMY, ESTABLISHED 2014							
Graduates since inception: 544				Program type: Credit recovery, GED, HS diploma			
Staffing							
	Instructional	Cadre	Administrative	Case Managers	Recruiters	Total	
Number Employed	7	21	20	4	2	54	
Funding							
	Federal Funding		State Funding		Other Funding		
Classes 46 and 47	\$2,500,000		\$833,333		\$412,385		
Residential Performance							
	Dates	Applied	Entered Pre-Challenge	Graduated	Received GED/HiSET	Received HS Credits	Received HS Diploma
Class 46	Jan. 2016–June 2016	143	122	107	10	107	12
Class 47	July 2016–Dec. 2016	147	124	104	8	104	11
Physical Fitness							
	Push-Ups		1-Mile Run		BMI		
	Initial	Final	Initial	Final	Initial	Final	
Class 46	25.9	38.6	09:35	07:49	24.7	24.0	
Class 47	23.6	39.4	10:03	08:03	23.8	23.6	
Responsible Citizenship							
	Voting		Selective Service				
	Eligible	Registered	Eligible	Registered			
Class 46	17	17	31	31			
Class 47	16	16	36	36			
Service to Community							
	Hours of Service/Cadet		Dollar Value/Hr		Total Value		
Class 46	46		\$21.10		\$103,854		
Class 47	45		\$21.10		\$98,748		
Postresidential Performance Status							
	Graduated	Contacted	Placed	Education	Employment	Military	Multiple/Other
Class 45							
Month 12	101	84	62	12	25	2	32
Class 46							
Month 1	107	79	36	9	15	1	23
Month 6	107	88	73	28	9	1	40
Month 12	107	90	65	17	14	4	43
Class 47							
Month 1	104	83	45	31	1	2	23
Month 6	104	95	79	29	17	2	38

* Did not report; HS = high school.

Table A.13
Profile of Lincoln's Challenge Academy (Illinois)

LINCOLN'S CHALLENGE ACADEMY, ESTABLISHED 1993							
Graduates since inception: 14,900				Program type: GED			
Staffing							
	Instructional	Cadre	Administrative	Case Managers	Recruiters	Total	
Number Employed	9	40	38	0	0	87	
Funding							
	Federal Funding		State Funding		Other Funding		
Classes 46 and 47	\$4,400,000		\$2,028,000		\$0		
Residential Performance							
	Dates	Applied	Entered Pre-ChalleNGE	Graduated	Received GED/HiSET	Received HS Credits	Received HS Diploma
Class 46	Jan. 2016–June 2016	263	239	143	103	0	0
Class 47	July 2016–Dec. 2016	301	279	159	92	0	0
Physical Fitness							
	Push-Ups		1-Mile Run		BMI		
	Initial	Final	Initial	Final	Initial	Final	
Class 46	*	*	*	*	*	*	
Class 47	16.7	38.6	11:28	09:15	*	*	
Responsible Citizenship							
	Voting		Selective Service				
	Eligible	Registered	Eligible	Registered			
Class 46	31	31	23	23			
Class 47	38	38	30	30			
Service to Community							
	Hours of Service/Cadet		Dollar Value/Hr		Total Value		
Class 46	59		\$25.95		\$218,940		
Class 47	71		\$25.95		\$292,950		
Postresidential Performance Status							
	Graduated	Contacted	Placed	Education	Employment	Military	Multiple/Other
Class 45							
Month 12	174	162	73	31	37	4	1
Class 46							
Month 1	143	82	33	2	25	0	6
Month 6	143	74	51	14	21	1	15
Month 12	143	53	29	7	13	3	6
Class 47							
Month 1	159	109	44	18	12	1	13
Month 6	159	94	65	6	35	3	21

* Did not report; HS = high school.

Table A.14
Profile of Hoosier Youth Challenge Academy (Indiana)

HOOSIER YOUTH CHALLENGE ACADEMY, ESTABLISHED 2007							
Graduates since inception: 1,437				Program type: GED			
Staffing							
	Instructional	Cadre	Administrative	Case Managers	Recruiters	Total	
Number Employed	4	26	4	4	3	41	
Funding							
	Federal Funding		State Funding		Other Funding		
Classes 46 and 47	\$2,955,000		\$985,000		\$0		
Residential Performance							
	Dates	Applied	Entered Pre-Challenge	Graduated	Received GED/HiSET	Received HS Credits	Received HS Diploma
Class 46	Jan. 2016–June 2016	146	112	94	54	0	0
Class 47	July 2016–Dec. 2016	163	111	90	39	0	0
Physical Fitness							
	Push-Ups		1-Mile Run		BMI		
	Initial	Final	Initial	Final	Initial	Final	
Class 46	*	*	16:00	08:54	24.3	*	
Class 47	*	*	10:54	07:41	24.4	*	
Responsible Citizenship							
	Voting		Selective Service				
	Eligible	Registered	Eligible	Registered			
Class 46	12	0	41	41			
Class 47	17	16	40	39			
Service to Community							
	Hours of Service/Cadet		Dollar Value/Hr		Total Value		
Class 46	52		\$23.38		\$114,281		
Class 47	53		\$23.38		\$111,523		
Postresidential Performance Status							
	Graduated	Contacted	Placed	Education	Employment	Military	Multiple/Other
Class 45							
Month 12	80	59	11	0	5	2	5
Class 46							
Month 1	94	63	7	1	4	1	11
Month 6	94	66	17	0	9	1	7
Month 12	94	65	10	0	5	1	5
Class 47							
Month 1	90	87	10	0	9	0	5
Month 6	90	90	22	1	7	0	15

* Did not report; HS = high school.

Table A.15
Profile of Bluegrass Challenge Academy (Kentucky)

BLUEGRASS CHALLENGE ACADEMY, ESTABLISHED 1999							
Graduates since inception: 2,945				Program type: Credit recovery, GED			
Staffing							
	Instructional	Cadre	Administrative	Case Managers	Recruiters	Total	
Number Employed	6	24	11	3	4	48	
Funding							
	Federal Funding		State Funding		Other Funding		
Classes 46 and 47	\$2,550,000		\$850,000		\$0		
Residential Performance							
	Dates	Applied	Entered Pre-ChalleNGE	Graduated	Received GED/HiSET	Received HS Credits	Received HS Diploma
Class 46	April 2016–Sept. 2016	100	118	66	0	85	0
Class 47	Oct. 2016–March 2017	100	129	73	1	73	0
Physical Fitness							
	Push-Ups		1-Mile Run		BMI		
	Initial	Final	Initial	Final	Initial	Final	
Class 46	28.7	35.8	10:13	09:18	25.0	25.0	
Class 47	25.9	43.3	10:28	09:26	26.3	26.2	
Responsible Citizenship							
	Voting		Selective Service				
	Eligible	Registered	Eligible	Registered			
Class 46	14	14	14	14			
Class 47	23	23	23	23			
Service to Community							
	Hours of Service/Cadet		Dollar Value/Hr		Total Value		
Class 46	40		\$21.38		\$56,443		
Class 47	40		\$21.38		\$62,430		
Postresidential Performance Status							
	Graduated	Contacted	Placed	Education	Employment	Military	Multiple/Other
Class 45							
Month 12	50	50	50	44	1	0	5
Class 46							
Month 1	66	63	61	56	5	0	0
Month 6	66	63	56	47	6	3	0
Month 12	66	63	55	33	18	4	0
Class 47							
Month 1	73	68	68	57	4	0	7
Month 6	73	68	68	48	14	2	4

* Did not report; HS = high school.

Table A.16
Profile of Appalachian Challenge Program (Kentucky)

APPALACHIAN CHALLENGE PROGRAM, ESTABLISHED 2012							
Graduates since inception: 725				Program type: Credit recovery, GED			
Staffing							
	Instructional	Cadre	Administrative	Case Managers	Recruiters	Total	
Number Employed	5	26	13	0	3	47	
Funding							
	Federal Funding		State Funding		Other Funding		
Classes 46 and 47	\$2,607,000		\$869,000		\$0		
Residential Performance							
	Dates	Applied	Entered Pre-Challenge	Graduated	Received GED/HiSET	Received HS Credits	Received HS Diploma
Class 46	Jan. 2016–June 2016	142	153	74	0	66	0
Class 47	July 2016–Dec. 2016	136	101	75	0	73	0
Physical Fitness							
	Push-Ups		1-Mile Run		BMI		
	Initial	Final	Initial	Final	Initial	Final	
Class 46	33.4	51.5	12:37	10:05	25.8	*	
Class 47	37.1	47.8	10:09	09:07	24.6	*	
Responsible Citizenship							
	Voting		Selective Service				
	Eligible	Registered	Eligible	Registered			
Class 46	10	10	23	23			
Class 47	11	11	25	25			
Service to Community							
	Hours of Service/Cadet		Dollar Value/Hr		Total Value		
Class 46	48		\$21.38		\$75,942		
Class 47	49		\$21.38		\$78,572		
Postresidential Performance Status							
	Graduated	Contacted	Placed	Education	Employment	Military	Multiple/Other
Class 45							
Month 12	110	101	95	63	20	2	10
Class 46							
Month 1	74	35	27	24	1	0	2
Month 6	74	32	28	19	1	2	6
Month 12	74	33	29	14	4	3	8
Class 47							
Month 1	75	42	38	32	2	0	4
Month 6	75	42	37	28	1	0	8

* Did not report; HS = high school.

Table A.17
Profile of Camp Beauregard (Louisiana)

LOUISIANA YOUTH CHALLENGE PROGRAM—CAMP BEAUREGARD, ESTABLISHED 1993							
Graduates since inception: 9,660				Program type: HiSET			
Staffing							
	Instructional	Cadre	Administrative	Case Managers	Recruiters	Total	
Number Employed	15	46	46	12	2	121	
Funding							
	Federal Funding		State Funding		Other Funding		
Classes 46 and 47	\$6,375,000		\$2,125,000		\$0		
Residential Performance							
	Dates	Applied	Entered Pre-ChalleNGE	Graduated	Received GED/HiSET	Received HS Credits	Received HS Diploma
Class 46	Jan. 2016–June 2016	502	336	250	101	0	0
Class 47	July 2016–Dec. 2016	530	351	251	109	0	0
Physical Fitness							
	Push-Ups		1-Mile Run		BMI		
	Initial	Final	Initial	Final	Initial	Final	
Class 46	27.9	46.5	09:47	07:21	24.8	*	
Class 47	24.3	39.9	10:06	08:44	23.8	*	
Responsible Citizenship							
	Voting		Selective Service				
	Eligible	Registered	Eligible	Registered			
Class 46	35	35	108	108			
Class 47	36	36	124	124			
Service to Community							
	Hours of Service/Cadet		Dollar Value/Hr		Total Value		
Class 46	46		\$22.77		\$262,994		
Class 47	46		\$22.77		\$260,616		
Postresidential Performance Status							
	Graduated	Contacted	Placed	Education	Employment	Military	Multiple/Other
Class 45							
Month 12	221	183	161	30	86	10	36
Class 46							
Month 1	250	248	232	34	158	0	40
Month 6	250	236	214	64	105	3	42
Month 12	250	232	201	33	128	3	39
Class 47							
Month 1	251	251	233	38	139	1	55
Month 6	251	240	209	33	127	6	44

* Did not report; HS = high school.

Table A.18
Profile of Profile of Camp Minden (Louisiana)

LOUISIANA YOUTH CHALLENGE PROGRAM—CAMP MINDEN, ESTABLISHED 2002							
Graduates since inception: 4,661				Program type: HiSET			
Staffing							
	Instructional	Cadre	Administrative	Case Managers	Recruiters	Total	
Number Employed	13	39	26	11	N/A	89	
Funding							
	Federal Funding		State Funding		Other Funding		
Classes 46 and 47	\$5,100,000		\$1,700,000		\$0		
Residential Performance							
	Dates	Applied	Entered Pre-ChalleNGE	Graduated	Received GED/HiSET	Received HS Credits	Received HS Diploma
Class 46	Feb. 2016–July 2016	353	254	207	94	0	0
Class 47	Aug. 2016–Jan. 2017	391	284	235	107	0	0
Physical Fitness							
	Push-Ups		1-Mile Run		BMI		
	Initial	Final	Initial	Final	Initial	Final	
Class 46	24.8	35.0	11:49	08:23	24.9	*	
Class 47	18.3	35.4	10:23	09:36	25.5	*	
Responsible Citizenship							
	Voting		Selective Service				
	Eligible	Registered	Eligible	Registered			
Class 46	26	26	71	71			
Class 47	41	41	94	94			
Service to Community							
	Hours of Service/Cadet		Dollar Value/Hr		Total Value		
Class 46	56		\$22.77		\$261,735		
Class 47	44		\$22.77		\$235,335		
Postresidential Performance Status							
	Graduated	Contacted	Placed	Education	Employment	Military	Multiple/Other
Class 45							
Month 12	200	196	164	43	83	2	36
Class 46							
Month 1	207	206	194	61	62	3	68
Month 6	207	207	183	68	71	5	39
Month 12	207	207	178	53	76	8	41
Class 47							
Month 1	235	234	211	47	58	0	106
Month 6	235	234	202	53	91	2	56

* Did not report; HS = high school.

Table A.19
Profile of Gillis Long (Louisiana)

LOUISIANA YOUTH CHALLENGE PROGRAM—GILLIS LONG, ESTABLISHED 1999							
Graduates since inception: 7,716				Program type: HiSET			
Staffing							
	Instructional	Cadre	Administrative	Case Managers	Recruiters	Total	
Number Employed	16	37	11	10	1	75	
Funding							
	Federal Funding		State Funding		Other Funding		
Classes 46 and 47	\$6,375,000		\$2,125,000		\$678,040		
Residential Performance							
	Dates	Applied	Entered Pre-ChalleNGE	Graduated	Received GED/HiSET	Received HS Credits	Received HS Diploma
Class 46	April 2016–Sept. 2016	472	356	254	106	0	0
Class 47	Oct. 2016–March 2017	435	346	258	74	0	0
Physical Fitness							
	Push-Ups		1-Mile Run		BMI		
	Initial	Final	Initial	Final	Initial	Final	
Class 46	17.0	31.6	10:56	09:50	*	*	
Class 47	22.0	47.0	12:33	10:37	*	*	
Responsible Citizenship							
	Voting		Selective Service				
	Eligible	Registered	Eligible	Registered			
Class 46	42	42	36	36			
Class 47	39	39	42	42			
Service to Community							
	Hours of Service/Cadet		Dollar Value/Hr		Total Value		
Class 46	44		\$22.77		\$254,478		
Class 47	46		\$22.77		\$270,234		
Postresidential Performance Status							
	Graduated	Contacted	Placed	Education	Employment	Military	Multiple/Other
Class 45							
Month 12	250	168	161	23	70	2	66
Class 46							
Month 1	254	124	121	43	53	0	25
Month 6	254	124	120	36	47	3	35
Month 12	254	125	119	23	51	6	44
Class 47							
Month 1	258	199	170	46	72	6	48
Month 6	258	168	143	32	56	2	56

* Did not report; HS = high school.

Table A.20
Profile of Freestate Challenge Academy (Maryland)

FREESTATE CHALLENGE ACADEMY, ESTABLISHED 1993							
Graduates since inception: 4,082				Program type: HS diploma			
Staffing							
	Instructional	Cadre	Administrative	Case Managers	Recruiters	Total	
Number Employed	*	*	*	*	*	*	
Funding							
	Federal Funding		State Funding		Other Funding		
Classes 46 and 47	*		*		*		
Residential Performance							
	Dates	Applied	Entered Pre-ChalleNGE	Graduated	Received GED/HiSET	Received HS Credits	Received HS Diploma
Class 46	Feb. 2016–July 2016	192	139	65	*	*	*
Class 47	Aug. 2016–Jan. 2017	246	159	103	*	*	*
Physical Fitness							
	Push-Ups		1-Mile Run		BMI		
	Initial	Final	Initial	Final	Initial	Final	
Class 46	23.0	37.6	10:36	09:17	26.9	25.7	
Class 47	21.3	46.4	12:12	07:58	24.1	23.4	
Responsible Citizenship							
	Voting		Selective Service				
	Eligible	Registered	Eligible	Registered			
Class 46	20	20	36	36			
Class 47	23	23	42	42			
Service to Community							
	Hours of Service/Cadet		Dollar Value/Hr		Total Value		
Class 46	49		\$26.79		\$85,500		
Class 47	52		\$26.79		\$144,039		
Postresidential Performance Status							
	Graduated	Contacted	Placed	Education	Employment	Military	Multiple/Other
Class 45							
Month 12	107	107	70	14	47	3	6
Class 46							
Month 1	65	65	25	3	21	0	1
Month 6	65	65	44	12	28	0	4
Month 12	65	60	37	11	23	0	3
Class 47							
Month 1	103	104	31	3	28	0	0
Month 6	103	101	60	7	50	1	2

* Did not report; HS = high school.

Table A.21
Profile of Michigan Youth Challenge Academy

MICHIGAN YOUTH CHALLENGE ACADEMY, ESTABLISHED 1999							
Graduates since inception: 3,352				Program type: Credit recovery, GED, HS diploma			
Staffing							
	Instructional	Cadre	Administrative	Case Managers	Recruiters	Total	
Number Employed	8	27	11	3	2	51	
Funding							
	Federal Funding		State Funding		Other Funding		
Classes 46 and 47	\$3,363,488		\$1,121,163		\$0		
Residential Performance							
	Dates	Applied	Entered Pre-ChalleNGE	Graduated	Received GED/HiSET	Received HS Credits	Received HS Diploma
Class 46	Jan. 2016–June 2016	201	150	108	26	82	0
Class 47	July 2016–Dec. 2016	225	157	112	25	74	13
Physical Fitness							
	Push-Ups		1-Mile Run		BMI		
	Initial	Final	Initial	Final	Initial	Final	
Class 46	37.0	66.6	09:22	08:28	*	*	
Class 47	40.3	57.3	09:25	08:24	25.9	*	
Responsible Citizenship							
	Voting		Selective Service				
	Eligible	Registered	Eligible	Registered			
Class 46	25	13	17	17			
Class 47	28	28	23	23			
Service to Community							
	Hours of Service/Cadet		Dollar Value/Hr		Total Value		
Class 46	69		\$23.67		\$175,878		
Class 47	52		\$23.67		\$137,059		
Postresidential Performance Status							
	Graduated	Contacted	Placed	Education	Employment	Military	Multiple/Other
Class 45							
Month 12	107	58	58	18	24	9	7
Class 46							
Month 1	108	54	35	2	13	0	20
Month 6	108	82	75	37	16	6	16
Month 12	108	86	73	12	33	3	25
Class 47							
Month 1	112	83	66	42	9	1	14
Month 6	112	89	73	24	25	3	21

* Did not report; HS = high school.

Table A.22
Profile of Mississippi Youth Challenge Academy

MISSISSIPPI YOUTH CHALLENGE ACADEMY, ESTABLISHED 1994							
Graduates since inception: 8,829				Program type: HS diploma			
Staffing							
	Instructional	Cadre	Administrative	Case Managers	Recruiters	Total	
Number Employed	8	45	18	7	4	82	
Funding							
	Federal Funding		State Funding		Other Funding		
Classes 46 and 47	\$4,200,000		\$1,450,000		\$0		
Residential Performance							
	Dates	Applied	Entered Pre-Challenge	Graduated	Received GED/HiSET	Received HS Credits	Received HS Diploma
Class 46	Jan. 2016–June 2016	465	276	196	0	0	110
Class 47	July 2016–Dec. 2016	509	297	211	0	0	141
Physical Fitness							
	Push-Ups		1-Mile Run		BMI		
	Initial	Final	Initial	Final	Initial	Final	
Class 46	20.3	46.3	11:28	08:14	*	*	
Class 47	18.9	45.8	11:54	07:56	*	*	
Responsible Citizenship							
	Voting		Selective Service				
	Eligible	Registered	Eligible	Registered			
Class 46	45	45	71	71			
Class 47	44	44	80	80			
Service to Community							
	Hours of Service/Cadet		Dollar Value/Hr		Total Value		
Class 46	61		\$19.85		\$238,548		
Class 47	64		\$19.85		\$269,323		
Postresidential Performance Status							
	Graduated	Contacted	Placed	Education	Employment	Military	Multiple/Other
Class 45							
Month 12	206	155	143	29	76	4	39
Class 46							
Month 1	196	180	138	19	62	7	52
Month 6	196	144	130	34	56	6	38
Month 12	196	137	128	20	75	10	24
Class 47							
Month 1	211	208	158	54	58	4	46
Month 6	211	182	170	29	93	10	40

* Did not report; HS = high school.

Table A.23
Profile of Montana Youth Challenge Academy

MONTANA YOUTH CHALLENGE ACADEMY, ESTABLISHED 1999							
Graduates since inception: 2,634				Program type: Credit recovery, HiSET			
Staffing							
	Instructional	Cadre	Administrative	Case Managers	Recruiters	Total	
Number Employed	5	36	10	8	4	63	
Funding							
	Federal Funding		State Funding		Other Funding		
Classes 46 and 47	\$3,387,000		\$1,129,000		\$117,511		
Residential Performance							
	Dates	Applied	Entered Pre-ChalleNGE	Graduated	Received GED/HiSET	Received HS Credits	Received HS Diploma
Class 46	Jan. 2016–June 2016	132	109	86	51	31	0
Class 47	July 2016–Dec. 2016	131	109	95	53	33	0
Physical Fitness							
	Push-Ups		1-Mile Run		BMI		
	Initial	Final	Initial	Final	Initial	Final	
Class 46	*	*	11:10	08:09	24.4	*	
Class 47	*	*	10:33	08:14	24.6	*	
Responsible Citizenship							
	Voting		Selective Service				
	Eligible	Registered	Eligible	Registered			
Class 46	16	16	34	34			
Class 47	15	15	28	28			
Service to Community							
	Hours of Service/Cadet		Dollar Value/Hr		Total Value		
Class 46	60		\$21.04		\$108,434		
Class 47	57		\$21.04		\$113,390		
Postresidential Performance Status							
	Graduated	Contacted	Placed	Education	Employment	Military	Multiple/Other
Class 45							
Month 12	74	72	60	12	18	1	37
Class 46							
Month 1	86	86	70	16	44	2	19
Month 6	86	82	54	19	23	1	20
Month 12	86	81	63	13	39	2	12
Class 47							
Month 1	95	81	59	34	21	0	13
Month 6	95	74	53	17	26	2	12

* Did not report; HS = high school.

Table A.24
Profile of Tarheel Challenge Academy—New London (North Carolina)

TARHEEL CHALLENGE ACADEMY—NEW LONDON, ESTABLISHED 2015							
Graduates since inception: 166				Program type: Credit recovery, HiSET, HS diploma			
Staffing							
	Instructional	Cadre	Administrative	Case Managers	Recruiters	Total	
Number Employed	9	19	21	3	2	54	
Funding							
	Federal Funding		State Funding		Other Funding		
Classes 46 and 47	\$2,550,000		\$850,000		\$0		
Residential Performance							
	Dates	Applied	Entered Pre-ChalleNGE	Graduated	Received GED/HiSET	Received HS Credits	Received HS Diploma
Class 46	May 2016–Oct. 2016	126	113	66	33	0	0
Class 47	Nov. 2016–April 2017	242	78	50	32	4	0
Physical Fitness							
	Push-Ups		1-Mile Run		BMI		
	Initial	Final	Initial	Final	Initial	Final	
Class 46	27.4	40.9	09:09	08:15	24.3	24.1	
Class 47	25.5	44.6	09:57	08:07	26.1	25.5	
Responsible Citizenship							
	Voting		Selective Service				
	Eligible	Registered	Eligible	Registered			
Class 46	21	21	21	21			
Class 47	51	51	18	18			
Service to Community							
	Hours of Service/Cadet		Dollar Value/Hr		Total Value		
Class 46	40		\$22.99		\$60,694		
Class 47	40		\$22.99		\$45,980		
Postresidential Performance Status							
	Graduated	Contacted	Placed	Education	Employment	Military	Multiple/Other
Class 45							
Month 12	50	50	22	5	15	2	0
Class 46							
Month 1	66	66	18	7	9	0	6
Month 6	66	65	29	16	12	0	6
Month 12	66		0				0
Class 47							
Month 1	50	51	26	7	16	0	16
Month 6	50	*	*	*	*	*	*

* Did not report; HS = high school.

Table A.25
Profile of Tarheel Challenge Academy—Salemberg (North Carolina)

TARHEEL CHALLENGE ACADEMY—SALEMBURG, ESTABLISHED 1994							
Graduates since inception: 4,520				Program type: Credit recovery, HiSET, HS diploma			
Staffing							
	Instructional	Cadre	Administrative	Case Managers	Recruiters	Total	
Number Employed	10	32	22	3	2	69	
Funding							
	Federal Funding		State Funding		Other Funding		
Classes 46 and 47	\$2,625,000		\$875,000		\$0		
Residential Performance							
	Dates	Applied	Entered Pre-Challenge	Graduated	Received GED/HiSET	Received HS Credits	Received HS Diploma
Class 46	Jan. 2016–June 2016	232	128	88	0	6	49
Class 47	July 2016–Dec. 2016	332	164	112	0	53	52
Physical Fitness							
	Push-Ups		1-Mile Run		BMI		
	Initial	Final	Initial	Final	Initial	Final	
Class 46	17.9	36.3	10:06	07:58	24.1	*	
Class 47	22.4	37.3	10:34	08:07	24.3	25.1	
Responsible Citizenship							
	Voting		Selective Service				
	Eligible	Registered	Eligible	Registered			
Class 46	19	19	19	19			
Class 47	23	23	23	23			
Service to Community							
	Hours of Service/Cadet		Dollar Value/Hr		Total Value		
Class 46	74		\$22.99		\$150,035		
Class 47	71		\$22.99		\$183,022		
Postresidential Performance Status							
	Graduated	Contacted	Placed	Education	Employment	Military	Multiple/Other
Class 45							
Month 12	140	27	19	4	6	2	8
Class 46							
Month 1	88	43	13	1	8	0	10
Month 6	88	20	17	4	9	0	5
Month 12	88	22	17	6	6	0	5
Class 47							
Month 1	112	74	33	3	16	0	22
Month 6	112	36	30	9	10	1	10

* Did not report; HS = high school.

Table A.26
Profile of New Jersey Youth Challenge Academy

NEW JERSEY YOUTH CHALLENGE ACADEMY, ESTABLISHED 1994							
Graduates since inception: 3,789				Program type: GED, HS diploma			
Staffing							
	Instructional	Cadre	Administrative	Case Managers	Recruiters	Total	
Number Employed	5	28	12	0	4	49	
Funding							
	Federal Funding		State Funding		Other Funding		
Classes 46 and 47	\$2,700,000		\$1,344,927		\$0		
Residential Performance							
	Dates	Applied	Entered Pre-Challenge	Graduated	Received GED/HiSET	Received HS Credits	Received HS Diploma
Class 46	April 2016–Sept. 2016	258	135	82	0	0	31
Class 47	Oct. 2016–March 2017	266	129	81	0	0	33
Physical Fitness							
	Push-Ups		1-Mile Run		BMI		
	Initial	Final	Initial	Final	Initial	Final	
Class 46	33.2	56.3	11:43	09:44	25.4	25.1	
Class 47	24.5	38.5	11:23	11:03	25.7	24.6	
Responsible Citizenship							
	Voting		Selective Service				
	Eligible	Registered	Eligible	Registered			
Class 46	23	23	18	18			
Class 47	27	27	18	18			
Service to Community							
	Hours of Service/Cadet		Dollar Value/Hr		Total Value		
Class 46	53		\$27.46		\$119,589		
Class 47	47		\$27.46		\$103,517		
Postresidential Performance Status							
	Graduated	Contacted	Placed	Education	Employment	Military	Multiple/Other
Class 45							
Month 12	99	99	90	21	40	5	24
Class 46							
Month 1	82	82	31	16	11	1	3
Month 6	82	82	74	20	37	3	14
Month 12	82	82	76	17	39	2	19
Class 47							
Month 1	81	82	40	19	15	2	5
Month 6	81	81	70	30	25	6	9

* Did not report; HS = high school.

Table A.27
Profile of New Mexico Youth Challenge Academy

NEW MEXICO YOUTH CHALLENGE ACADEMY, ESTABLISHED 2001							
Graduates since inception: 2,345				Program type: GED			
Staffing							
	Instructional	Cadre	Administrative	Case Managers	Recruiters	Total	
Number Employed	5	21	5	3	3	37	
Funding							
	Federal Funding		State Funding		Other Funding		
Classes 46 and 47	\$2,351,334		\$765,046		\$167,085		
Residential Performance							
	Dates	Applied	Entered Pre-ChalleNGE	Graduated	Received GED/HiSET	Received HS Credits	Received HS Diploma
Class 46	Jan. 2016–June 2016	130	116	77	52	0	0
Class 47	July 2016–Dec. 2016	153	134	109	77	0	0
Physical Fitness							
	Push-Ups		1-Mile Run		BMI		
	Initial	Final	Initial	Final	Initial	Final	
Class 46	33.9	54.0	08:17	06:17	24.2	*	
Class 47	31.8	49.2	08:13	06:32	25.5	*	
Responsible Citizenship							
	Voting		Selective Service				
	Eligible	Registered	Eligible	Registered			
Class 46	22	22	42	42			
Class 47	19	19	49	49			
Service to Community							
	Hours of Service/Cadet		Dollar Value/Hr		Total Value		
Class 46	87		\$19.77		\$132,369		
Class 47	47		\$19.77		\$101,954		
Postresidential Performance Status							
	Graduated	Contacted	Placed	Education	Employment	Military	Multiple/Other
Class 45							
Month 12	94	90	55	4	41	1	12
Class 46							
Month 1	77	68	49	2	27	0	22
Month 6	77	54	44	4	29	1	10
Month 12	77	59	48	3	36	2	7
Class 47							
Month 1	109	98	48	2	21	0	44
Month 6	109	102	35	3	30	1	28

* Did not report; HS = high school.

Table A.28
Profile of Thunderbird Youth Academy (Oklahoma)

THUNDERBIRD YOUTH ACADEMY, ESTABLISHED 1993							
Graduates since inception: 4,422				Program type: Credit recovery, GED			
Staffing							
	Instructional	Cadre	Administrative	Case Managers	Recruiters	Total	
Number Employed	6	24	9	4	6	49	
Funding							
	Federal Funding		State Funding		Other Funding		
Classes 46 and 47	\$2,808,000		\$936,000		\$48,000		
Residential Performance							
	Dates	Applied	Entered Pre-ChalleNGE	Graduated	Received GED/HiSET	Received HS Credits	Received HS Diploma
Class 46	Jan. 2016–June 2016	354	171	98	8	88	2
Class 47	July 2016–Dec. 2016	364	141	99	9	84	5
Physical Fitness							
	Push-Ups		1-Mile Run		BMI		
	Initial	Final	Initial	Final	Initial	Final	
Class 46	28.9	44.4	09:00	08:48	24.4	24.4	
Class 47	24.9	41.0	09:59	09:36	23.9	24.2	
Responsible Citizenship							
	Voting		Selective Service				
	Eligible	Registered	Eligible	Registered			
Class 46	13	13	30	30			
Class 47	12	12	24	24			
Service to Community							
	Hours of Service/Cadet		Dollar Value/Hr		Total Value		
Class 46	59		\$22.08		\$127,667		
Class 47	65		\$22.08		\$142,085		
Postresidential Performance Status							
	Graduated	Contacted	Placed	Education	Employment	Military	Multiple/Other
Class 45							
Month 12	101	86	75	37	13	1	29
Class 46							
Month 1	98	87	67	33	14	1	21
Month 6	98	87	80	39	8	1	32
Month 12	98	87	81	30	18	1	32
Class 47							
Month 1	99	97	91	70	8	5	8
Month 6	99	96	92	37	16	3	36

* Did not report; HS = high school.

Table A.29
Profile of Oregon Youth Challenge Program

OREGON YOUTH CHALLENGE PROGRAM, ESTABLISHED 1999							
Graduates since inception: 4,122				Program type: Credit recovery, GED, HS diploma			
Staffing							
	Instructional	Cadre	Administrative	Case Managers	Recruiters	Total	
Number Employed	6	26	17	3	1	53	
Funding							
	Federal Funding		State Funding		Other Funding		
Classes 46 and 47	\$3,969,751		\$1,323,249		\$0		
Residential Performance							
	Dates	Applied	Entered Pre-ChalleNGE	Graduated	Received GED/HiSET	Received HS Credits	Received HS Diploma
Class 46	Jan. 2016–June 2016	185	156	126	6	107	13
Class 47	July 2016–Dec. 2017	231	156	135	3	126	7
Physical Fitness							
	Push-Ups		1-Mile Run		BMI		
	Initial	Final	Initial	Final	Initial	Final	
Class 46	15.7	25.0	09:33	07:44	25.9	24.9	
Class 47	15.4	27.1	09:25	07:38	26.6	25.5	
Responsible Citizenship							
	Voting		Selective Service				
	Eligible	Registered	Eligible	Registered			
Class 46	29	29	58	58			
Class 47	24	24	77	77			
Service to Community							
	Hours of Service/Cadet		Dollar Value/Hr		Total Value		
Class 46	87		\$24.15		\$263,819		
Class 47	93		\$24.15		\$304,507		
Postresidential Performance Status							
	Graduated	Contacted	Placed	Education	Employment	Military	Multiple/Other
Class 45							
Month 12	134	134	95	47	30	8	16
Class 46							
Month 1	126	118	108	62	27	0	19
Month 6	126	125	103	72	19	1	11
Month 12	126	122	98	64	21	5	8
Class 47							
Month 1	135	133	118	92	9	0	17
Month 6	135	129	96	73	8	0	15

* Did not report; HS = high school.

Table A.30
Profile of South Carolina Youth Challenge Academy

SOUTH CAROLINA YOUTH CHALLENGE ACADEMY, ESTABLISHED 1998							
Graduates since inception: 3,346				Program type: GED			
Staffing							
	Instructional	Cadre	Administrative	Case Managers	Recruiters	Total	
Number Employed	7	28	20	3	1	59	
Funding							
	Federal Funding		State Funding		Other Funding		
Classes 46 and 47	\$2,744,000		\$916,667		\$0		
Residential Performance							
	Dates	Applied	Entered Pre-Challenge	Graduated	Received GED/HiSET	Received HS Credits	Received HS Diploma
Class 46	Jan. 2016–June 2016	440	150	106	44	1	1
Class 47	July 2016–Dec. 2017	574	162	111	51	0	0
Physical Fitness							
	Push-Ups		1-Mile Run		BMI		
	Initial	Final	Initial	Final	Initial	Final	
Class 46	*	*	*	*	*	*	
Class 47	*	*	*	*	*	*	
Responsible Citizenship							
	Voting		Selective Service				
	Eligible	Registered	Eligible	Registered			
Class 46	28	26	23	21			
Class 47	8	8	6	6			
Service to Community							
	Hours of Service/Cadet		Dollar Value/Hr		Total Value		
Class 46	45		\$21.85		\$104,225		
Class 47	46		\$21.85		\$111,566		
Postresidential Performance Status							
	Graduated	Contacted	Placed	Education	Employment	Military	Multiple/Other
Class 45							
Month 12	103	*	*	*	*	*	*
Class 46							
Month 1	106	31	31	17	12	0	2
Month 6	106	61	61	33	27	0	1
Month 12	106	30	30	21	9	0	0
Class 47							
Month 1	111	37	37	30	7	0	0
Month 6	111	49	49	17	32	0	0

* Did not report; HS = high school.

Table A.31
Profile of Texas Challenge Academy—East

TEXAS CHALLENGE ACADEMY—EAST, ESTABLISHED 2014							
Graduates since inception: 164				Program type: Credit recovery, GED, HS diploma			
Staffing							
	Instructional	Cadre	Administrative	Case Managers	Recruiters	Total	
Number Employed	*	*	*	*	*	*	
Funding							
	Federal Funding		State Funding		Other Funding		
Classes 46 and 47	\$2,400,000		\$800,000		\$48,000		
Residential Performance							
	Dates	Applied	Entered Pre-Challenge	Graduated	Received GED/HiSET	Received HS Credits	Received HS Diploma
Class 46	Jan. 2016–June 2016	148	79	49	24^	49^	8^
Class 47	July 2016–Dec. 2017	198	110	64	35^	65^	5^
Physical Fitness							
	Push-Ups		1-Mile Run		BMI		
	Initial	Final	Initial	Final	Initial	Final	
Class 46	36.6	37.3	09:06	09:09	25.4	24.5	
Class 47	24.5	39.3	10:18	09:17	24.5	23.5	
Responsible Citizenship							
	Voting		Selective Service				
	Eligible	Registered	Eligible	Registered			
Class 46	13	13	13	13			
Class 47	22	22	27	27			
Service to Community							
	Hours of Service/Cadet		Dollar Value/Hr		Total Value		
Class 46	42		\$25.15		\$51,759		
Class 47	46		\$25.15		\$75,199		
Postresidential Performance Status							
	Graduated	Contacted	Placed	Education	Employment	Military	Multiple/Other
Class 45							
Month 12	51	49	33	16	9	2	6
Class 46							
Month 1	49	47	25	10	14	0	1
Month 6	49	44	32	13	14	2	3
Month 12	49	37	27	10	8	5	4
Class 47							
Month 1	64	63	46	32	9	0	5
Month 6	64	63	50	34	11	0	5

* Did not report; ^ = Chart reflects data reported by site. Some cadets received multiple credentials. Credential totals adjusted to reflect this when reported in Table 2.1; HS = high school.

Table A.32
Profile of Texas Challenge Academy—West

TEXAS CHALLENGE ACADEMY—WEST, ESTABLISHED 1999							
Graduates since inception: 3,055				Program type: Credit recovery, GED, HS diploma			
Staffing							
	Instructional	Cadre	Administrative	Case Managers	Recruiters	Total	
Number Employed	8	24	10	5	4	51	
Funding							
	Federal Funding		State Funding		Other Funding		
Classes 46 and 47	\$2,550,000		\$850,000		\$0		
Residential Performance							
	Dates	Applied	Entered Pre-Challenge	Graduated	Received GED/HiSET	Received HS Credits	Received HS Diploma
Class 46	Jan. 2016–June 2016	121	95	56	31	10	16
Class 47	July 2016–Dec. 2017	184	140	78	51	17	10
Physical Fitness							
	Push-Ups		1-Mile Run		BMI		
	Initial	Final	Initial	Final	Initial	Final	
Class 46	4.4	6.4	11:33	08:03	27.0	25.7	
Class 47	6.5	8.0	12:20	10:37	25.9	25.0	
Responsible Citizenship							
	Voting		Selective Service				
	Eligible	Registered	Eligible	Registered			
Class 46	8	6	24	24			
Class 47	11	10	29	29			
Service to Community							
	Hours of Service/Cadet		Dollar Value/Hr		Total Value		
Class 46	44		\$25.15		\$61,970		
Class 47	46		\$25.15		\$90,238		
Postresidential Performance Status							
	Graduated	Contacted	Placed	Education	Employment	Military	Multiple/Other
Class 45							
Month 12	74	74	31	15	13	3	0
Class 46							
Month 1	56	54	9	2	7	0	0
Month 6	56	50	33	16	15	1	1
Month 12	56	48	29	11	13	4	1
Class 47							
Month 1	78	74	41	32	8	0	1
Month 6	78	72	48	32	15	1	0

* Did not report; HS = high school.

Table A.33
Profile of Virginia Commonwealth Challenge Youth Academy

VIRGINIA COMMONWEALTH CHALLENGE YOUTH ACADEMY, ESTABLISHED 1994							
Graduates since inception: 4,585				Program type: Credit recovery, GED			
Staffing							
	Instructional	Cadre	Administrative	Case Managers	Recruiters	Total	
Number Employed	12	31	15	4	3	65	
Funding							
	Federal Funding		State Funding		Other Funding		
Classes 46 and 47	\$4,004,250		\$1,334,750		\$0		
Residential Performance							
	Dates	Applied	Entered Pre-ChalleNGE	Graduated	Received GED/HiSET	Received HS Credits	Received HS Diploma
Class 46	Oct. 2015–Feb. 2016	240	187	105	39	62	0
Class 47	March 2016–Aug. 2016	221	187	93	41	75	0
Physical Fitness							
	Push-Ups		1-Mile Run		BMI		
	Initial	Final	Initial	Final	Initial	Final	
Class 46	*	*	*	*	24.2	*	
Class 47	*	*	*	*	24.9	*	
Responsible Citizenship							
	Voting		Selective Service				
	Eligible	Registered	Eligible	Registered			
Class 46	17	4	38	30			
Class 47	23	11	47	35			
Service to Community							
	Hours of Service/Cadet		Dollar Value/Hr		Total Value		
Class 46	120		\$26.96		\$339,696		
Class 47	130		\$26.96		\$325,946		
Postresidential Performance Status							
	Graduated	Contacted	Placed	Education	Employment	Military	Multiple/Other
Class 45							
Month 12	91	46	41	2	14	3	22
Class 46							
Month 1	105	79	61	24	24	0	16
Month 6	105	57	47	9	18	1	22
Month 12	105	46	38	13	11	2	12
Class 47							
Month 1	93	52	41	20	10	0	12
Month 6	93	35	25	11	7	0	9

* Did not report; HS = high school.

Table A.34
Profile of Washington Youth Academy

WASHINGTON YOUTH ACADEMY, ESTABLISHED 2009							
Graduates since inception: 1,902				Program type: Credit recovery			
Staffing							
	Instructional	Cadre	Administrative	Case Managers	Recruiters	Total	
Number Employed	11	35	24	6	2	78	
Funding							
	Federal Funding		State Funding		Other Funding		
Classes 46 and 47	\$3,600,000		\$2,904,597		\$0		
Residential Performance							
	Dates	Applied	Entered Pre-ChalleNGE	Graduated	Received GED/HiSET	Received HS Credits	Received HS Diploma
Class 46	Jan. 2016–June 2016	271	155	138	0	138	0
Class 47	July 2016–Dec. 2017	267	164	149	0	149	0
Physical Fitness							
	Push-Ups		1-Mile Run		BMI		
	Initial	Final	Initial	Final	Initial	Final	
Class 46	27.9	36.4	09:03	07:17	26.7	25.6	
Class 47	17.5	35.9	09:32	07:20	26.7	25.8	
Responsible Citizenship							
	Voting		Selective Service				
	Eligible	Registered	Eligible	Registered			
Class 46	41	41	56	56			
Class 47	56	56	78	78			
Service to Community							
	Hours of Service/Cadet		Dollar Value/Hr		Total Value		
Class 46	56		\$30.04		\$231,519		
Class 47	55		\$30.04		\$245,770		
Postresidential Performance Status							
	Graduated	Contacted	Placed	Education	Employment	Military	Multiple/Other
Class 45							
Month 12	152	142	110	78	26	6	0
Class 46							
Month 1	138	126	83	47	25	0	11
Month 6	138	137	133	120	7	2	4
Month 12	138	130	117	93	16	4	4
Class 47							
Month 1	149	148	127	123	2	0	2
Month 6	149	149	143	136	5	0	2

* Did not report; HS = high school.

Table A.35
Profile of Wisconsin Challenge Academy

WISCONSIN CHALLENGE ACADEMY, ESTABLISHED 1998							
Graduates since inception: 3,423				Program type: Credit recovery, GED, HS diploma			
Staffing							
	Instructional	Cadre	Administrative	Case Managers	Recruiters	Total	
Number Employed	5	24	10	5	4	48	
Funding							
	Federal Funding		State Funding		Other Funding		
Classes 46 and 47	\$3,555,400		\$1,185,133		\$0		
Residential Performance							
	Dates	Applied	Entered Pre-ChalleNGE	Graduated	Received GED/HiSET	Received HS Credits	Received HS Diploma
Class 46	Jan. 2016–June 2016	249	164	107	0	0	83
Class 47	July 2016–Dec. 2017	278	167	116	0	0	79
Physical Fitness							
	Push-Ups		1-Mile Run		BMI		
	Initial	Final	Initial	Final	Initial	Final	
Class 46	10.0	28.8	10:05	07:16	24.9	24.7	
Class 47	11.7	27.6	09:33	08:31	24.1	24.8	
Responsible Citizenship							
	Voting		Selective Service				
	Eligible	Registered	Eligible	Registered			
Class 46	29	25	60	57			
Class 47	29	29	57	57			
Service to Community							
	Hours of Service/Cadet		Dollar Value/Hr		Total Value		
Class 46	70		\$23.06		\$172,719		
Class 47	71		\$23.06		\$189,922		
Postresidential Performance Status							
	Graduated	Contacted	Placed	Education	Employment	Military	Multiple/Other
Class 45							
Month 12	100	95	68	7	49	4	15
Class 46							
Month 1	107	104	59	6	45	0	26
Month 6	107	106	74	12	48	3	27
Month 12	107	104	75	7	50	7	21
Class 47							
Month 1	116	116	64	23	27	0	42
Month 6	116	113	83	18	43	2	31

* Did not report; HS = high school.

Table A.36
Profile of Mountaineer Challenge Academy (West Virginia)

MOUNTAINEER CHALLENGE ACADEMY, ESTABLISHED 1993							
Graduates since inception: 3,742				Program type: HS diploma			
Staffing							
	Instructional	Cadre	Administrative	Case Managers	Recruiters	Total	
Number Employed	7	34	33	6	4	84	
Funding							
	Federal Funding		State Funding		Other Funding		
Classes 46 and 47	\$7,425,000		\$2,475,000		\$0		
Residential Performance							
	Dates	Applied	Entered Pre-Challenge	Graduated	Received GED/HiSET	Received HS Credits	Received HS Diploma
Class 46	Jan. 2016–June 2016	314	185	154	0	0	130
Class 47	July 2016–Dec. 2017	367	199	157	0	0	129
Physical Fitness							
	Push-Ups		1-Mile Run		BMI		
	Initial	Final	Initial	Final	Initial	Final	
Class 46	*	*	10:46	07:36	25.2	*	
Class 47	*	*	10:17	08:21	24.6	24.0	
Responsible Citizenship							
	Voting		Selective Service				
	Eligible	Registered	Eligible	Registered			
Class 46	34	34	27	27			
Class 47	42	42	33	33			
Service to Community							
	Hours of Service/Cadet		Dollar Value/Hr		Total Value		
Class 46	65		\$20.98		\$210,010		
Class 47	66		\$20.98		\$217,395		
Postresidential Performance Status							
	Graduated	Contacted	Placed	Education	Employment	Military	Multiple/Other
Class 45							
Month 12	152	148	93	5	56	12	35
Class 46							
Month 1	154	154	29	2	22	2	30
Month 6	154	149	73	10	45	9	39
Month 12	154	148	80	6	47	17	24
Class 47							
Month 1	157	159	10	3	6	0	33
Month 6	157	155	69	3	40	9	47

* Did not report; HS = high school.

Table A.37
Profile of Wyoming Cowboy Challenge Academy

WYOMING COWBOY CHALLENGE ACADEMY, ESTABLISHED 2005							
Graduates since inception: 883				Program type: Credit recovery, HiSET			
Staffing							
	Instructional	Cadre	Administrative	Case Managers	Recruiters	Total	
Number Employed	4	21	11	2	5	43	
Funding							
	Federal Funding		State Funding		Other Funding		
Classes 46 and 47	\$1,406,000		\$2,287,250		\$50,500		
Residential Performance							
	Dates	Applied	Entered Pre-Challenge	Graduated	Received GED/HiSET	Received HS Credits	Received HS Diploma
Class 46	Jan. 2016–June 2016	90	87	64	1	9	48
Class 47	July 2016–Dec. 2017	78	75	48	0	7	24
Physical Fitness							
	Push-Ups		1-Mile Run		BMI		
	Initial	Final	Initial	Final	Initial	Final	
Class 46	30.3	40.1	08:59	07:13	24.2	*	
Class 47	27.0	39.6	08:59	08:17	24.8	*	
Responsible Citizenship							
	Voting		Selective Service				
	Eligible	Registered	Eligible	Registered			
Class 46	12	12	11	11			
Class 47	6	6	3	3			
Service to Community							
	Hours of Service/Cadet		Dollar Value/Hr		Total Value		
Class 46	43		\$22.13		\$61,256		
Class 47	43		\$22.13		\$45,852		
Postresidential Performance Status							
	Graduated	Contacted	Placed	Education	Employment	Military	Multiple/Other
Class 45							
Month 12	58	30	27	10	9	6	4
Class 46							
Month 1	64	53	38	5	21	2	10
Month 6	64	45	43	13	25	2	3
Month 12	64	59	57	15	35	3	4
Class 47							
Month 1	48	39	30	13	11	0	6
Month 6	48	44	38	16	14	1	7

* Did not report; HS = high school.

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The National Guard Youth ChalleNGe program is a residential, quasi-military program for young people ages 16–18 who are experiencing difficulty in traditional high school. The program is operated by participating states through their state National Guard organizations with supporting federal funds and oversight. The first ChalleNGe sites began in the mid-1990s; today there are 40 ChalleNGe sites in 29 states, the District of Columbia, and Puerto Rico. To date, nearly 155,000 young people have completed the ChalleNGe program. This report is the second in a series supporting ChalleNGe's reporting requirement to Congress. RAND researchers' analyses of ChalleNGe began in September 2016; ongoing efforts will continue through June 2020. We will produce two more reports in the coming years.

This report presents information on recent National Guard Youth ChalleNGe program participants (those who entered ChalleNGe during 2016). This report also documents progress toward the second main goal of the project: to develop longer-term metrics to measure the effectiveness of the program and to determine how site-level differences influence effectiveness. These metrics will make it possible to determine how well the ChalleNGe program is doing in meeting its mission, "to intervene in and reclaim the lives of 16–18-year-old high school dropouts, producing program graduates with the values, life skills, education, and self-discipline necessary to succeed as productive citizens."



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