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National Guard Youth ChalleNGe

Program Progress in 2021–2022



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About This Report

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. This report covers the program years 2021–2022 and is the seventh in a series of annual reports that RAND Corporation researchers have issued over the course of two research projects. The previous National Guard Youth ChalleNGe Annual Reports cover program years 2015–2016 through 2020–2021. Each report can be found on the RAND ChalleNGe website (Wenger et al., 2017; Wenger, Constant, and Cottrell, 2018; Constant et al., 2019; Constant et al., 2020; Wenger et al., 2021; Wenger, Constant, et al., 2022, all available at www.rand.org/nsrd/projects/national-guard-challenge.html).

Each annual report documents the progress of participants who entered ChalleNGe during specific program years and then completed the program. In this report, we provide information on participants who entered the ChalleNGe program in 2021, as well as some follow-up information on those who entered the program in 2020.

This report draws primarily on quantitative program and site data but also draws on analyses of existing literature, quantitative data describing the civilian labor market, and qualitative data collected from virtual site visits and interviews. Caveats to be considered include some documented inconsistencies in reported data across sites (documented in Chapter 1, table notes, and Appendix A) and the short-run nature of many of the metrics reported here.

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

The research reported here was completed in November 2022 and underwent security review with the sponsor before public release.

RAND National Security Research Division

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Summary

The National Guard Youth Challenge (ChalleNGe) program is a residential, quasi-military program for youth ages 16 to 18 who are experiencing academic difficulties and exhibiting problem behaviors inside school and/or 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. ChalleNGe's stated 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, 2015, p. 2).¹

Participating states operate the program, which began in the mid-1990s, with supporting federal funds and oversight from state National Guard organizations. At the beginning of 2021, there were 39 sites in 28 states, the District of Columbia, and Puerto Rico; as of this writing, one other site has opened, and additional sites are in the planning phase. Since its inception, nearly 264,000 young people have taken part in the ChalleNGe program; nearly 195,000 have completed it.

The ChalleNGe program is 17.5 months in length, broken into a 5.5-month residential phase (comprising a two-week acclimation period, called Pre-ChalleNGe, and the five-month ChalleNGe) followed by a 12-month post-residential phase. During the post-residential phase, graduates may continue their education, find employment, enlist in the military, or undertake some combination of these choices. While at ChalleNGe, participants (or *cadets*) use a tool called the Post-Residential Action Plan (P-RAP) to assist in their planning process. Each graduate also has a mentor whose role is to provide advice and to assist with the transition after ChalleNGe. Additionally, mentors provide monthly reports to the program about the graduate's progress and about the specifics of their placement (i.e., pursuing education, being employed, enlisting in the military, or some combination thereof).

The ChalleNGe program emphasizes the development of eight core components: leadership and followership, responsible citizenship, service to community, life-coping skills, physical fitness, health and hygiene, job skills, and academic excellence. Given the relatively short duration of ChalleNGe's residential phase and the time necessary to complete meaningful training for many occupations, the Job ChalleNGe program was established as a continuation program in three states in 2016. Job ChalleNGe is, like ChalleNGe, a 5.5-month residential program; by partnering with community colleges and similar organizations, Job ChalleNGe provides additional technical and career training to ChalleNGe graduates. As of this writing,

¹ Also see 32 U.S.C. § 509 for information about the program's authority and purpose.

the U.S. Department of Defense (DoD) funds five Job ChalleNGe sites, and the U.S. Department of Labor (DoL) funds a sixth site.²

Project Objectives

The RAND Corporation’s ongoing analytic support of the ChalleNGe program has multiple objectives. First, our team gathers and analyzes data from each ChalleNGe site to support the yearly report on the program, which is delivered to Congress.³ Our current work also includes implementation and outcome analyses for the new Job ChalleNGe program, as well as supporting analyses of key aspects of the ChalleNGe and Job ChalleNGe programs. We described the ongoing implementation and outcomes analyses of Job ChalleNGe in last year’s annual report (Wenger, Constant, et al., 2022); we will describe the final results of these efforts in an upcoming capstone report. Although the ChalleNGe and Job ChalleNGe programs undergo periodic inspections and provide a variety of data and information to their leadership, our data collection and reports have presented consistent information across many aspects of program activities since 2016.

Cross-Site Findings for the 2021 ChalleNGe Classes

The ChalleNGe program continues to recover from the disruptions caused by the coronavirus disease 2019 (COVID-19) pandemic. By the end of 2021, conditions at many sites had begun to resemble those of the pre-pandemic period. While sites often operated at lower capacity in 2021 than prior to the pandemic, we observed that 2021 cadets graduated at a much higher rate than 2020 participants. During 2021, about 77 percent of graduates received an education credential.

2021 class performance resembled or exceeded pre-pandemic levels on many measures. However, some outcomes were disrupted by the pandemic. Among those who participated in ChalleNGe in 2021, standardized test scores increased substantially, and their levels of physical fitness improved over the course of the program. Most eligible cadets registered to vote and for Selective Service. Cadets performed community service at higher levels than the previous year. Recent graduates exhibit somewhat different placement patterns than pre-

² The Job ChalleNGe sites are in California, Georgia, Louisiana (funded by DoL), Michigan, South Carolina, and West Virginia. Throughout this report, we refer to Job ChalleNGe as *Job ChalleNGe* and Youth ChalleNGe as *ChalleNGe*.

³ This research heavily draws on the previous six reports (Wenger, Constant, et al., 2022; Wenger et al., 2021; Constant et al., 2020; Constant et al., 2019; Wenger, Constant, and Cottrell, 2018; Wenger et al., 2017). See the previous reports for additional background information and detail on the ChalleNGe and Job ChalleNGe programs.

pandemic graduates. Some of the differences (such as the lower levels of educational placements) may be driven by favorable labor market conditions.

Findings on Site Operations and Staffing Challenges

During the pandemic, sites modified many aspects of operations. The sites exhibited flexibility by adjusting their modifications in response to changing conditions. While some sites did not operate during one or more classes in 2021, most sites were able to maintain operations through the year. In short, sites have continued to show flexibility during the pandemic, making use of technology and other modifications as needed. Additionally, sites reported intentions to maintain some of the pandemic modifications going forward.

Staff turnover at ChalleNGe sites is relatively high, and program staff frequently report hiring difficulties (especially for instructors and *cadre*, staff who work with and monitor participants). While we have examined turnover in previous reports, we expanded our past work by estimating benchmarks this year in relevant occupations and examining the relationship between these benchmarks and hiring difficulties. We estimate salaries in occupations that frequently employ young veterans as a benchmark for cadre; we use average teacher pay in public schools as a benchmark for instructors. **Hiring cadre is most difficult in areas where cadre pay lags the veteran benchmark. In contrast, hiring instructors is most difficult in areas where instructor pay is low in absolute terms** (instructors generally are paid less than teachers and sometimes are paid less than the veteran benchmark, but benchmarks appear to have less influence in this case). Finally, at most sites, the pandemic has negatively affected the overall well-being of staff.

Recommendations

ChalleNGe sites should all adopt the newest version of the Test of Adult Basic Education (TABE) and examine any requirements based on specific TABE scores. Several years ago, the makers of the TABE, a standardized test used as one measure of cadets' academic progress, developed an updated version of the test. We are pleased to note that nearly all ChalleNGe sites have adopted the newest version of the TABE. We continue to recommend that all sites adopt TABE 11/12 and that sites carefully track progress on the TABE 11/12.

The ChalleNGe and Job ChalleNGe programs should adopt long-term measures of graduate success and continue working to develop the data systems necessary to track this success. We recognize and applaud the efforts, both at the site and the program level, toward this goal. Long-term measures (measures of how graduates fare in the years after they leave ChalleNGe) offer a rigorous way to determine a program's success in meeting its mission. Such measures also could help to identify best practices, leading to program improvement. We expect that such measures will be an especially important form of information as the

program emerges from the pandemic. See Wenger, Wrabel, et al., 2022, for a discussion of strategies and options for developing such measures.

Given the downward trend in ChalleNGe graduates' immediate postsecondary enrollment, **we recommend that sites work with mentors and with current cadets to make sure they are provided with information and resources to apply to postsecondary programs, even if the cadets choose not to apply immediately.** We will continue to track this measure closely in future data collections.

ChalleNGe sites should track staff turnover and local wages, as well as staff satisfaction and working conditions. ChalleNGe sites report substantial difficulties in hiring, the turnover rate of staff is relatively high, and there are indications of decreased well-being among staff. Given the strong relationship between staff turnover and youth outcomes in other settings, such as the negative effects of teacher turnover on student achievement in public schools, we recommend that sites work to lower staff turnover. A staff survey, as well as pilot programs, may be helpful in these efforts.

As part of the past and current multi-year projects, we have completed seven annual reports to date, as well as supplemental analyses in a variety of areas. In this report, we continue to document the opportunities provided by the ChalleNGe program to thousands of young people. We also offer the recommendations summarized above to strengthen the program.

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Introduction: The National Guard Youth ChalleNGe Program

The National Guard Youth ChalleNGe program (ChalleNGe) is a residential, quasi-military program for young people ages 16 to 18 who are at risk of dropping out of high school or have already left high school without a diploma.¹ The more recently established National Guard Job ChalleNGe (Job ChalleNGe) program provides additional career-focused training to ChalleNGe graduates in some states. Like ChalleNGe, Job ChalleNGe is a 5.5-month residential program with aspects of military culture and discipline. Participants in the programs are not enrolled in the military.²

This is the seventh annual report to Congress that has been completed by researchers at the RAND Corporation. In this report, we include information from ChalleNGe classes that began in 2021. (Past reports included information on ChalleNGe classes that began in each year between 2015 and 2020 [RAND Corporation, undated].) We also include information on site operations, responses of the sites to the coronavirus disease 2019 (COVID-19) pandemic, and analyses of staff turnover and wages. This report is designed as a stand-alone document; therefore, some of the information in this chapter and in the following ones is drawn from or shared with previous reports.³ We begin with a description of the ChalleNGe program.

The ChalleNGe Program

The ChalleNGe program is well established; the oldest sites have been in continual operation since the mid-1990s. The original model for ChalleNGe was developed in the 1970s and

¹ Students who are unlikely to earn sufficient credits to graduate, based on their age and associated grade level, are considered to be at risk of dropping out. While different states define and regulate *dropping out* in different ways, the young people who choose to apply to ChalleNGe generally enter the program with poor academic performance; additionally, some are at risk of potential run-ins with the law, and some face difficult situations at home.

² We describe the history and current status of Job ChalleNGe in Wenger, Constant, et al., 2022.

³ See, respectively, Wenger et al., 2017; Wenger, Constant, and Cottrell, 2018; Constant et al., 2019; Constant et al., 2020; Wenger et al., 2021; Wenger, Constant, et al., 2022.

1980s, with a goal of bringing positive aspects of the military’s experience with training and education into a developmentally appropriate program for at-risk youth (Price, 2010).

Participating states operate the ChalleNGe program through their state National Guard organizations with supporting federal funds and oversight. 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 by federal law to contribute at least 25 percent of the operating funds for their ChalleNGe programs. The first ten ChalleNGe sites were established in the mid-1990s. As of 2021, there were 40 ChalleNGe sites in 31 states and territories, and more than 70 percent of young people who are not on track to complete high school have a ChalleNGe site in their state.⁴ As of this writing, nearly 264,000 young people have participated in the ChalleNGe program, and nearly 195,000 have completed the program. Table A.1 in Appendix A includes a list of all ChalleNGe sites, as well as their locations.

The ChalleNGe model is based on 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.

These components are woven through the program’s curriculum and activities. Day-to-day life at ChalleNGe can be characterized as “structured,” with *cadre* (staff who work with and monitor participants, called *cadets*) providing oversight to platoons of cadets around the clock. Cadets generally sleep in large bays and spend four to six hours per day in an intensive classroom setting; in addition, their schedules include prescribed amounts of time for physical fitness activities, eating, studying, personal grooming, group activities to develop leadership and followership, volunteering, and planned extracurricular activities.

ChalleNGe cadets often learn about the program from family and friends, school counselors or other school officials, law enforcement or those working in the juvenile justice system, or other members of their home community. Potential cadets (*applicants*) complete a formal application process, which frequently includes an interview; sites work to screen out applicants who require additional supports that are unavailable at ChalleNGe, as well as those who do not wish to participate in the program. There are no entry requirements per se in terms of

⁴ This figure is based on state-level measures of the youth population and of the adjusted cohort graduation rate (ACGR) using data from the sites that were in operation in mid-2021. The ACGR is a statistic measuring the proportion of public school students who attain a regular high school diploma within four years of entering ninth grade (National Center for Education Statistics, undated). ACGR data are not available for Puerto Rico; we assume the average ACGR for students in Puerto Rico.

test scores or high school credits earned. The program is not means-tested; thus, cadets are eligible regardless of their family income, and no tuition is charged. Some sites require applicants to visit the site as part of the application process.⁵ Some applicants who are accepted decide not to enter the 5.5-month residential portion of the program. Young people who accept admission into ChalleNGe must do so voluntarily; parents or guardians of those who enter as minors consent to the cadets' participation.⁶

All cadets are asked to select a mentor prior to entering ChalleNGe, but program sites recruit and assign mentors for those cadets who cannot identify an appropriate adult to serve in this role. *Mentors*, who are volunteers living in cadets' home communities, are expected to communicate with cadets throughout the residential phase and meet regularly with the cadet for at least one year after the cadet completes the residential phase of ChalleNGe. This 12-month *post-residential* period is viewed as a key window for cadets who have completed ChalleNGe (*graduates*) to carry out the plans that they developed during the residential phase.

The program uses a tool called the Post-Residential Action Plan (P-RAP) to provide structure and to assist with planning during the program for the post-residential period. Cadets document their plans to continue or complete their education, enter the labor force, enter the military, or undertake other appropriate activities (e.g., community service). Collectively, these activities are referred to as *placements*. Cadets include detailed steps in their plans, preparing to overcome barriers that may arise. (For more information about the P-RAP, see Corte and Sontag-Padilla, 2021.) *Graduation*, or successful completion of the ChalleNGe program, does not require earning an education credential, but it does require persistence throughout the entire program and participation in required activities across the core components (completing the P-RAP is one such activity).

Over time, individual sites have made adjustments to the program. One key adjustment involves the program's academic efforts. Sites originally focused on preparing cadets to obtain a General Educational Development (GED) certificate. As of 2021, more than half of sites offered the option for cadets to work toward traditional high school completion, awarding either high school diplomas or high school credits that cadets transfer back to their home high schools after completing ChalleNGe (the latter model is referred to as *credit recovery*). Despite these adjustments, all sites maintain a focus on the eight core components and the central mission of the program.

⁵ During 2020–2021, sites made a number of modifications because of the COVID-19 pandemic; for example, some sites conducted interviews or site visits virtually. We discuss these modifications in detail in Chapter 2.

⁶ A cadet's enrollment or dropout status with their home high school during the residential phase of ChalleNGe is shaped, in part, by state and local policies. Some states require cadets be identified as a dropout (even if they eventually reenroll in their home high school); some ChalleNGe sites operate accredited schools (charter or regional education agency operated), which require a student to transfer their enrollment to the ChalleNGe site.

ChalleNGe's stated 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."⁷ Previous research has found that ChalleNGe has a positive influence on participants' near-term labor market outcomes (Bloom, Gardenhire-Crooks, and Mandsager, 2009; Millenky, Bloom, and Dillon, 2010; Millenky et al., 2011) and is cost-effective (Perez-Arce et al., 2012).⁸

A Logic Model Describing ChalleNGe

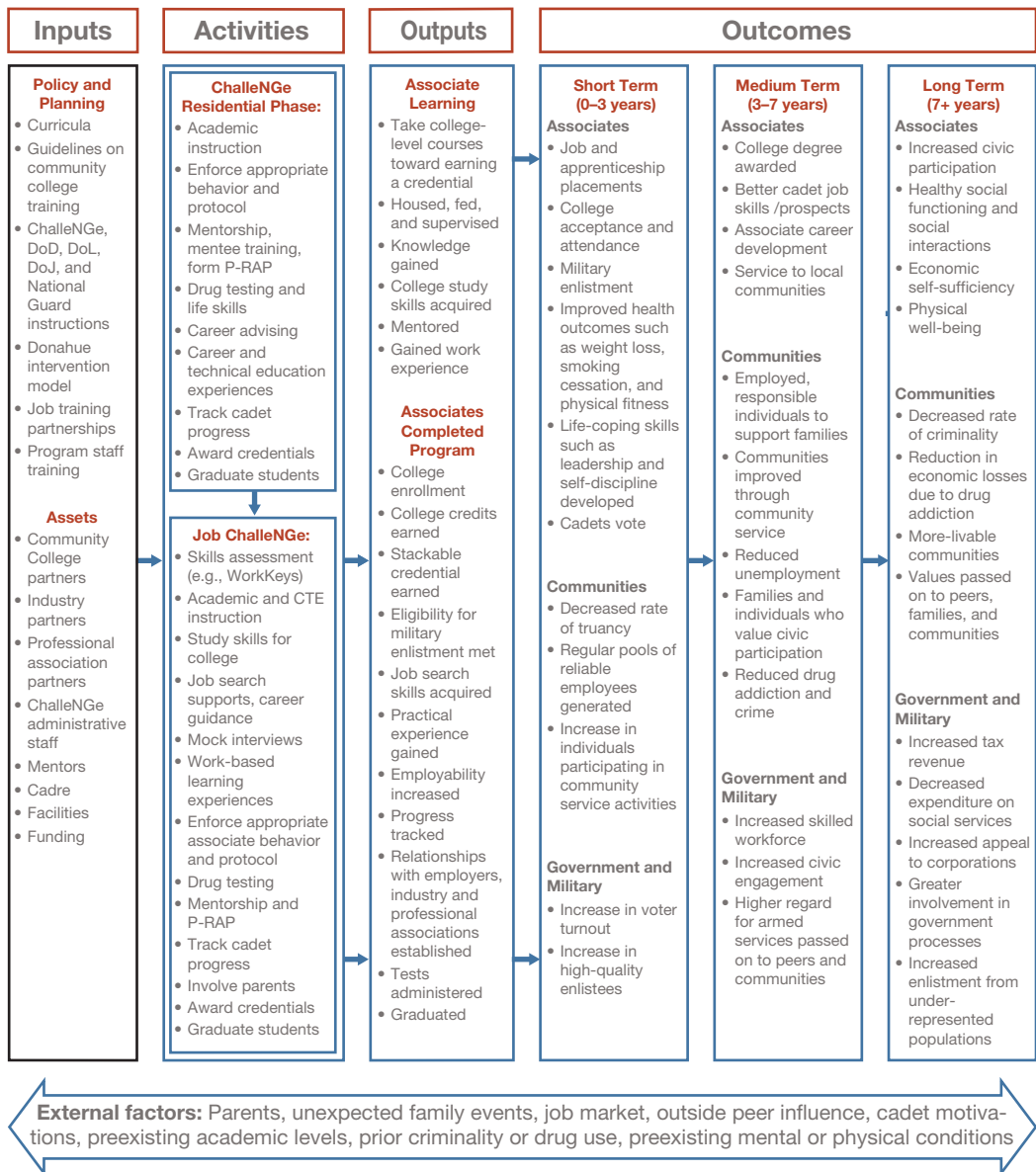
During our initial data collection at the beginning of our first project in 2016, we developed a logic model to describe how the program's resources and activities are expected to meet its outcomes and goals.⁹ The current version of the logic model appears in Figure 1.1. Program *inputs* (the resources 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 orientation activities during the initial two-week acclimation period, undertaken to prepare cadets for ChalleNGe (for example, performing physical exams and instructing cadets on program standards and expectations). The acclimation period activities feed directly into program activities during the 20-week residential phase. Program *outputs* include those related to cadet activities (for example, housing, instructing, and mentoring cadets) and those related to the end process of graduating cadets (for example, administering standardized tests, awarding credentials, and 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 or more years after graduation). These include positive outcomes for the cadets themselves and their families (for example, better job skills and job prospects), as well as for their communities, the government, and the military (for example, an increase in individuals participating in com-

⁷ The mission statement can be found in previous annual reports to Congress (for example, National Guard Youth ChalleNGe, 2015, p. 2) and on the ChalleNGe webpage (National Guard Youth ChalleNGe, undated). 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 in past years.

⁸ See Millenky et al., 2011, for a description of a randomized controlled trial (RCT) developed to evaluate the effects of ChalleNGe by comparing a treatment group (those who participated in ChalleNGe) with an otherwise similar control group that was not randomly assigned to participate in ChalleNGe. The researchers collected information from ChalleNGe participants, via surveys, over the 36 months following the participants' entry into the study and found a variety of positive effects, as well as some areas in which program effects were small or near zero. We used the results from the RCT to conduct a cost-benefit analysis of the program by projecting lifetime earnings using data on ChalleNGe participants' higher educational attainment and labor force participation (Perez-Arce et al., 2012).

⁹ For more information on logic models, see, among others, Knowlton and Phillips, 2008. For a discussion of how our team developed the ChalleNGe logic model, see Wenger et al., 2017.

FIGURE 1.1
ChalleNGe Logic Model



SOURCE: Features information collected from National Guard Youth ChalleNGe sites (Wenger et al., 2017).

NOTE: CTE = career and technical education; DoJ = U.S. Department of Justice; DoL = U.S. Department of Labor. The Donahue intervention model integrates language and social/emotional goals.

munity service activities, greater tax revenue, and increased military enlistment from under-represented populations or communities).

Understanding the dynamic flow of the relationships between and among the inputs, outputs, and outcomes and measuring the expected connections among these components allows for systematic evaluations of the ChalleNGe program (Gonzalez, Miller, and Trail, 2016; W. K. Kellogg Foundation, 2004). In the period since initially developing this model, we have presented it to many program stakeholders, including staff and directors of individual ChalleNGe sites and U.S. Department of Defense (DoD) leadership. We have refined the model based on feedback.

As detailed in Chapter 2, the ChalleNGe sites collect considerable information about the participants, including their progress on the core components during the residential portion of ChalleNGe. The sites also collect information about graduates' activities in the post-residential phase. These data track parts of the left-hand side of the logic model—inputs, activities, and outputs—as well as some short-term outcomes. But the long-term outcomes listed on the right-hand side of the logic model are those that can determine how well ChalleNGe is doing at achieving long-term goals for participants, and thus how well the program is doing at meeting its mission. We note here that the sites meet all current requirements for data collection, and that the placement data collected do provide some information on shorter-term outcomes. However, most sites currently track only minimal long-term outcome measures. Our reporting, therefore, provides a snapshot of some key measures that fall into the categories of activities, outputs, and outcomes within the logic model. These measures are comparable across program sites, and tracking them over time provides valuable information. We discuss some of the specific longer-term outcomes measures that sites could collect, as well as some of the barriers to longer-term data collection, in Wenger, Wrabel, et al., 2022.

Notably, both ChalleNGe and Job ChalleNGe strive to assist participants with the goal of completing or working toward a high school credential, provide opportunities to pursue postsecondary education, and prepare participants to find a “good” job or qualify for military service if they choose to do so. Job ChalleNGe extends the time available for ChalleNGe graduates to complete a high school credential, providing them with an additional 5.5 months of structure and supports. It also gives them the opportunity to gain a postsecondary education credential, such as a certificate of course completion, as well as an industry-based certification that they can use as currency in the job market or an apprenticeship as an entry point into an occupational trade. Some Job ChalleNGe participants have earned college credit that they can further build on toward an associate's or a bachelor's degree. These additional college-based credentials also enhance military enlistment eligibility, affording applicants a choice from a fuller range of occupations and, potentially, a higher pay grade on entry for those who choose to enlist in the military.

Methods and Sources of Data

Using a mixed-methods approach, we have collected and analyzed data and provided other types of analytic support to the ChalleNGe program since 2016. Key initial steps included development of a program logic model and of processes for collecting quantitative and qualitative data. Between 2016 and 2019, our team visited every ChalleNGe site, spoke to key staff members, and collected qualitative data using a semistructured interview protocol.

The current project in support of the ChalleNGe and Job ChalleNGe programs began in 2020 and will continue through 2023. In this project, we continue to use the ChalleNGe logic model and to collect and analyze quantitative data from each ChalleNGe site. Within this project, we also focus on the Job ChalleNGe program. As travel resumes, we plan to conduct in-person site visits and focus groups among Job ChalleNGe participants. We will document analyses and results from in-person site visits and focus groups in future reports.

ChalleNGe Program Data

To provide a snapshot of the ChalleNGe program during 2021, we collected information from individual ChalleNGe sites in June and July 2022. We collected and reviewed information from each site on program characteristics; 2021 budget and sources of funds; numbers of applicants, participants, and graduates; credentials awarded; and metrics of physical fitness and community service or engagement. We also collected information on staffing. Much of this program-level information is similar to the types of information included in our previous annual reports, but this year we included some questions to better understand each site's specific practices. Primary areas of focus include responses to the pandemic and issues related to staffing, including hiring, at each site.

As part of data collection, we also requested cadet-level information on graduation, credentials awarded, changes in the Test of Adult Basic Education (TABE) scores, and placements during the post-residential phase. We requested and received the information through secure data transfers (although we requested no personally identifying information). We specified that sites should include information from the two classes that began in 2021 (most sites start classes in January and July, but some sites run on different schedules). As we have done for the past two years, we accelerated this year's data collection slightly so that sites would have more time to respond. This information forms the basis of the analyses in Chapter 2. When examining ChalleNGe outcomes, we also made use of data from 2020 (again, see Chapter 2).

Data Limitations

As noted above, the descriptions and analyses in this report are based primarily on data collected from the ChalleNGe sites during summer 2022. Many sites store their information in a common database, but some sites use individually designed systems. Data and measurement errors are, of course, possible either when the data are initially entered or when the data are selected for transmission to RAND. We have developed a series of processes to assess the quality of the data. Appendix A includes a short discussion of these processes and of some

site-specific data issues (see the section following Table A.2). Finally, see the notes with individual tables throughout the report for indications of site-specific data issues.

This research has several other limitations. First, the data reported here are for ChalleNGe classes that began in 2021; although sites were returning to more-regular operations, the pandemic continued to cause some disruptions during this period. Therefore, some of the results may be quite different from what would have been observed absent the pandemic. We make note of this when presenting trends or comparing data points across different periods. Finally, the ChalleNGe sites collect information on short-term outcomes, but they do not (nor are they directed to) collect information on longer-term outcomes. (See Figure 1.1 for examples of shorter- and longer-term outcome measures). Thus, our analyses focus on placement within the year after participants complete the program; we do not have information on longer-term outcomes that link most closely to the program’s mission. We comment further on this limitation in Chapter 2 and in our recommendations (Chapter 4).

Organization of This Report

The remainder of this report consists of four chapters and three appendixes.

- Chapter 2 focuses on the ChalleNGe program and measures of some cadet activities and outcomes. These include data on the proportion of cadets meeting key TABE levels, cadets’ contributions to their communities, cadets’ progress in terms of physical fitness, and measures of cadets’ activities in the year following graduation from ChalleNGe.
- Chapter 3 focuses on operational aspects of each site, including some descriptive statistics about site practices and detailed information on site responses to the COVID-19 pandemic, as well as some detailed analyses of staff turnover, wages at ChalleNGe, and alternative wages in the civilian labor market.
- Chapter 4 presents concluding thoughts and our recommendations.
- Appendix A includes a complete list of the ChalleNGe programs and more-detailed information collected from each program.
- Appendix B documents and describes the data we use to characterize the civilian labor market (including measures of unemployment and wages).

Data and Analyses, 2021 ChalleNGe Classes

In this chapter, we provide a snapshot of information about the 2021 ChalleNGe program classes. We base all information on the data collected from ChalleNGe sites in July 2021. At times, we make small adjustments to the data to correct for errors; we document these changes in the notes below the tables throughout the report and in Appendix A.

Consistent with past reports, we start with summary information from all reporting sites. We next present detailed site- and class-level information. The classes that began during 2021 are referred to by ChalleNGe staff as Class 56 and Class 57; we use these numbers to denote class-level information in the tables in this report.¹ Calendars vary somewhat across the sites, but the most typical class schedule runs January–June and July–December, so Class 56 was most often held January–June 2021, and Class 57 was most often held July–December 2021.

In the next section of this chapter, we provide detailed information about cadets' standardized test (TABE) scores, as well as a RAND-developed metric to show the number of cadets who achieved key TABE milestones while attending ChalleNGe.² We discuss recent changes to the TABE test. We also present information on changes in physical fitness during the program, participation in community service, voter registration, and Selective Service registration. The information in this chapter provides some short-term measures of sites' activities that focus on multiple core components (including academic excellence, responsible citizenship, service to community, and physical fitness). The information also tracks many of the activities and outputs shown in the logic model (see Figure 1.1).

¹ The National Guard Bureau uses consistent class numbers across all program sites to simplify tracking and reporting requirements. Regardless of when a site opened or operated its first class, that site will use the same class numbering system as all currently operating program sites. Thus, Class 56 represents any site's class that began between January and June 2021; Class 57 represents any site's class that began between July and December 2021.

² In some cases, we requested similar information at the site and cadet levels; for example, we requested the overall number of credentials awarded and indicators of which cadets received credentials. We found occasional minor discrepancies in these data. When such discrepancies occur, we report the numbers calculated from the cadet-level data.

Summary Metrics for the 2021 Classes

In this section, we present summary information on the numbers of young people who applied to, entered, and completed any ChalleNGe program in 2021. We refer to those who entered ChalleNGe as *ChalleNGe participants*.³ Table 2.1 lists this information for 2021, for 2020, for 2019, and for the entirety of the ChalleNGe program. We view the 2019 data as a useful comparison point for the measures in the table because operations among most 2019 classes were not affected by the pandemic.⁴ For the classes that began in 2021, ChalleNGe sites received a total of 13,165 applications; of this group, 7,774 young people met the enrollment criteria, were accepted by a site, and chose to enroll. Of those who enrolled, 5,892 graduated from the 5.5-month residential phase of ChalleNGe.

TABLE 2.1
ChalleNGe Statistics, 1993–2021

ChalleNGe Statistics	1993–2021	2019 ^a	2020 ^b	2021 ^c
Number of applicants	457,025	19,772	15,320	13,165
Number of enrollees	263,688	12,996	8,363	7,774
Number of graduates	194,661	9,546	4,824	5,892
Academic credentials awarded ^d	113,229	4,037	2,078	2,339
Number of service hours to community	12,573,916	556,025	132,039	208,139
Value of service hours (\$)	\$262,068,799	\$14,193,829 ^e	\$3,610,558 ^e	\$5,908,902 ^e

^a Information in this column was reported by all ChalleNGe sites in June and July 2020 and covers Classes 52 and 53; these classes began in 2019. *Applicants* includes all who completed an application (although sites may define *application completion* in slightly different ways).

^b Information in this column was reported by all ChalleNGe sites in July 2021 and covers Classes 54 and 55; these classes began in 2020. Same caveat noted above applies to *applicants*.

^c Information in this column was reported by all ChalleNGe sites in July 2022 and covers Classes 56 and 57; these classes began in 2021. Same caveat noted above applies to *applicants*.

^d *Academic credentials* reflects cadets who graduated and received either a GED, High School Equivalency Test (HSET) certificate, a Test Assessing Secondary Completion (TASC) credential, or a high school diploma (limited to one credential per cadet). When we also consider high school credits, about 77 percent of cadets received an academic credential (see Table A.4 for more information). Programs may have reported the total number of academic credentials for earlier classes rather than limiting credentials to one per cadet; therefore, the numbers here may not be comparable with those documented in reports pertaining to ChalleNGe classes that graduated prior to 2015.

^e Computed by summing the community service hours performed by each graduating cadet and multiplying by the value of volunteer time (Independent Sector, 2020).

³ We define *2021 participants* to include all who entered a ChalleNGe program during a class than began in 2021. In some cases, cadets may have applied in 2020. In most cases, cadets graduated during 2021, but a small number of sites scheduled classes that spanned the 2021–2022 calendar years. Finally, some schedules were adjusted because of the COVID-19 pandemic (see Chapter 3).

⁴ Partly because of variation in operational schedules, a few 2019 classes experienced some disruptions related to COVID-19. Additionally, the placement of the graduates of the 2019 classes was affected by the pandemic. We document these disruptions in Wenger, Constant et al., 2022.

The COVID-19 pandemic disrupted program operations over the past two years. We discuss specific sites' responses to the pandemic in more detail in Chapter 3, but for the classes that entered ChalleNGe during 2020 and 2021, the pandemic resulted in fewer applicants, enrollees, and graduates than in previous years.⁵ In 2019 (a fairly typical year prior to the pandemic), sites had nearly 20,000 applicants, nearly 13,000 enrollees, and more than 9,500 graduates. As shown in Table 2.1, during 2020 and 2021 the program had at least one-third fewer applicants and enrollees than in earlier years. While the first class of 2020 started as planned at most sites, the pandemic disrupted operations broadly during early 2020; some sites were forced to close in the middle of classes, and the number of graduates in 2020 was about half the number in 2019. During 2021, the program continued to show signs of disruption but also showed signs of recovery. The numbers of applicants and enrollees in 2021 were even lower than in 2020 (again, see Table 2.1).⁶ These trends are also reflected in the graduation rate (the proportion of enrollees who graduated); the 2020 graduation rate of 58 percent was far lower than either the 2021 graduation rate (76 percent) or the 2019 graduation rate (74 percent). Indeed, the 2021 graduation rate is higher than the graduation rate documented in any year since our team began collecting data.⁷

Given the focus on academic preparation, the ChalleNGe program tracks participants' progress in terms of education credentials. In 2021, 77 percent of ChalleNGe graduates earned a credential of some sort; this figure includes one of the high school equivalency tests (GED, HiSET, or TASC), as well as high school diplomas and high school credits.⁸ As reflected in Table 2.1, when we limit the list to state-recognized credentials (GED, HiSET, TASC, high school diplomas) the figure is 40 percent. Most sites offer at least the option of one or more of these state-recognized credentials. Over time, more sites have begun to offer credit recovery, which results in high school credits; this option appears popular with cadets and their families.

When we focus only on state-recognized credentials, educational attainment among 2021 ChalleNGe graduates was slightly lower than attainment among 2019 or 2020 graduates (42 percent of 2019 graduates, and 43 percent of 2020 graduates, earned a state-recognized

⁵ Virtually every site experienced disruption during 2020; again, see Wenger, Constant et al., 2022, for details.

⁶ The first classes of 2020 were admitted before the pandemic and were about the size of classes in 2018–2019. This is one reason that 2021 figures were lower than 2020 figures. During 2021, the civilian labor market tightened; jobs were relatively plentiful in many areas, and wages increased. This, too, could have had some effect on the number of applicants, as some potential participants may have opted for employment rather than applying to ChalleNGe.

⁷ Cross-year comparisons can be misleading because different sites were operating in different years, and the differences across years are not always statistically significant (and, thus, could occur by chance). However, the relatively high graduation rate among the 2021 classes is an indication that the sites are returning to more-normal operations.

⁸ The HiSET is an alternative to the GED; the test covers language arts, mathematics, social studies, and science. For more information on the HiSET, see PSI Services, undated.

credential). However, 77 percent of 2021 ChalleNGe graduates earned an education credential of some sort when we include high school credits. This figure is higher than the attainment of 2019 or 2020 graduates (70 percent and 72 percent, respectively). Some of this shift likely represents the increasing popularity of credit recovery options that allow graduates of ChalleNGe to earn credits and then transfer these credits to their previous high schools. But some of this shift also likely represents the program's recovery from the pandemic.

The disruptions of 2020 and 2021 also have implications for the Job ChalleNGe program, because only ChalleNGe graduates are eligible to enter Job ChalleNGe. We tabulate the number of potential Job ChalleNGe entrants later in the chapter. Next, we discuss cross-site metrics, including numbers of participants and graduates per site, citizenship activities, amount of community service performed, and measures of physical fitness over the course of the program. In the final section of this chapter, we present analyses of cadets' standardized test scores and changes in these scores during the ChalleNGe program.

Cross-Site Metrics

When reporting cross-site metrics, we indicate the sites that were not operational during each class period, as well as those operating a condensed residential period with early release, those operating at lower capacity, and those operating partially or completely virtually. Parallel information to that reported in this section appears in each of our annual reports.

Tables 2.2 through 2.5 and Figure 2.1 include data on several key core components of ChalleNGe, presented for each site and each class. Appendix A includes additional details.⁹ The tables and figure in this section provide a detailed sense of each site's progress on multiple metrics. In some cases, individual data items are noted as missing (in this chapter and in the corresponding tables in Appendix A). In each instance, we note the reason—some sites were not operational for part or all of 2021 because of the pandemic; some sites failed to report specific elements; in some cases, information was not yet available; in other cases, the information was inconsistent. We discuss our quality assurance processes in more detail in Appendix A.

Information on physical fitness and responsible citizenship presented in Figure 2.1 and Tables 2.3 and 2.4 includes only cadets who graduated from ChalleNGe. In the following section, we delve into information on cadets' standardized test scores.

⁹ Tables A.2 through A.13 provide more-detailed information on the numbers of participants, graduates, and credentials, as well as information on community service, physical fitness, and test scores. Tables A.14 through A.52 provide detailed data on each ChalleNGe site, including information on staffing, funding, dates when classes began and ended, and placement details on ChalleNGe graduates.

Numbers of Entrants and Graduates

- Table 2.2 lists the numbers of entrants and graduates by site. During a typical year, these numbers are key metrics for sites because each site has a target number of graduates. Recall from Table 2.1 that the number of entrants in 2021 was lower than in 2020, although the number of graduates in 2021 was higher than during the previous year. During 2020, no site graduated as many cadets as planned (see Wenger, Constant, et al., 2022, Table 2.1). In contrast, during 2021, some sites graduated at least as many cadets as planned (see Target Number of Graduates in Table 2.2).¹⁰ For more information, see also Tables A.3 and A.4 in Appendix A.
- The number of ChalleNGe graduates is one direct measure of program success. Additionally, with the development of the Job ChalleNGe program, the graduates in the six states that have Job ChalleNGe sites form the potential pool of Job ChalleNGe participants.¹¹ Therefore, a decrease in the number of ChalleNGe graduates can cause difficulties for the Job ChalleNGe programs as well. Prior to the pandemic (during 2019, Classes 52 and 53), the ChalleNGe sites in these six states had roughly 1,950 graduates per class. During 2020, the ChalleNGe sites in the states with Job ChalleNGe sites had 650–750 graduates per class. This represented a decrease of more than 60 percent compared with 2019. By 2021, the ChalleNGe sites in the states with Job ChalleNGe sites had roughly 1,000 graduates per class. It is not clear exactly how many ChalleNGe graduates are needed to supply a Job ChalleNGe site with sufficient applicants and participants. The number likely depends on the size of the Job ChalleNGe sites but also on the type of credentials awarded by the ChalleNGe site—and on the local labor market. By 2021, all six states' ChalleNGe site(s) produced at least 100 graduates per class, with the exception of South Carolina's. However, the South Carolina ChalleNGe program pro-

TABLE 2.2

Entrants, Graduates, and Target Number of Graduates, by Site (Classes 56 and 57)

Program Abbreviation ^a	Number of Entrants	Number of Graduates	Target Number of Graduates
AK	200	156	200
AR	82	74	80
CA-DC	194	169	192

¹⁰ Site targets are established for each class. In Table 2.2, we have combined the class targets for the year. Some sites did achieve their target numbers for one class, but Table 2.2 demonstrates that, overall, graduates were far below what was planned.

¹¹ The six states with Job ChalleNGe sites are California (three ChalleNGe sites), Georgia (two ChalleNGe sites), Louisiana (three ChalleNGe sites, and note that the Job ChalleNGe site is funded by the DoL), Michigan (one ChalleNGe site), South Carolina (one ChalleNGe site), and West Virginia (two ChalleNGe sites).

Table 2.2—Continued

Program Abbreviation ^a	Number of Entrants	Number of Graduates	Target Number of Graduates
CA-LA	230	209	380
CA-SL	288	259	288
DC	101	64	150
FL	257	206	230
GA-FG	205	117	117
GA-FS	292	237	225
HI-BP	178	149	150
HI-HI	121	86	130
ID	258	211	230
IL	160	90	*
IN	176	126	200
KY-FK	157	123	123
KY-HN	170	130	200
LA-CB	194	160	151
LA-CM	171	132	138
LA-GL	194	144	126
MD	87	62	75
MI	266	213	228
MS	425	317	300
MT	239	182	200
NC-NL	171	116	153
NC-S	167	128	250
NJ	76	45	54
NM	95	58	212
NV	22	21	22
OK	311	203	220
OR	253	219	200
PR	488	448	*
SC	166	117	160
TX	224	119	224
VA	155	104	113
WA	216	185	184
WI	226	150	200
WV-N	237	179	300
WV-S	202	102	200
WY	120	82	175

^a Please see Table A.1 in Appendix A for full names of ChalleNGe program sites.

NOTES: * = did not report. Several sites (AR, IL, MD, NM, and NV) operated during only one of the two classes scheduled to begin in 2021. Information in this table was reported by the sites in July 2022 and covers the total numbers of entrants, graduates, and target graduates for Classes 56 and 57. Please see notes below Tables 2.3 and 2.4 for more details about operational limitations during 2021.

duced fewer than 100 graduates per class in 2019; the number of graduates in 2021 was only about 20 percent lower than in 2019. The drops in terms of number of ChalleNGe graduates were largest in Louisiana, Georgia, and California, but these states all have multiple ChalleNGe sites, which should help them to maintain the necessary number of Job ChalleNGe participants. The number of ChalleNGe graduates in Michigan and West Virginia in 2021 was similar to the number in 2019; based on the pre-pandemic trends, these numbers may be sufficient to maintain the Job ChalleNGe programs in these states. We do suggest tracking these numbers closely.

Responsible Citizenship

- Tables 2.3 and 2.4 indicate program progress on responsible citizenship for Class 56 and Class 57, respectively. Metrics of responsible citizenship include registration for voting (all cadets) and registration for the Selective Service (male cadets). Even under pandemic conditions, most operational sites registered 100 percent of eligible cadets for voting and Selective Service.

TABLE 2.3

Core Component Completion—Responsible Citizenship, ChalleNGe Graduates (Class 56)

Program Abbreviation	Eligible to Vote (#)	Registered to Vote (#)	Percentage Eligible Who Registered (%)	Eligible for Selective Service (#)	Registered for Selective Service (#)	Percentage Eligible Who Registered (%)
All sites	745	640	86	837	763	91
AK ^b	15	15	100	11	11	100
AR ^a	8	8	100	25	25	100
CA-DC ^a	11	11	100	9	9	100
CA-LA ^b	21	21	100	17	17	100
CA-SL ^b	29	0	0	32	0	0
DC ^c	3	3	100	3	3	100
FL ^a	89	89	100	15	15	100
GA-FG ^b	20	19	95	35	34	97
GA-FS ^b	16	16	100	15	15	100
HI-BP ^a	21	17	81	37	37	100
HI-HI	11	9	82	26	26	100
ID ^a	24	22	92	34	34	100
IL ^b	33	33	100	32	32	100

Table 2.3—Continued

Site	Eligible to Vote (#)	Registered to Vote (#)	Percentage Eligible Who Registered (%)	Eligible for Selective Service (#)	Registered for Selective Service (#)	Percentage Eligible Who Registered (%)
IN ^a	7	2	29	19	1	5
KY-FK	6	6	100	6	6	100
KY-HN	7	7	100	5	5	100
LA-CB ^b	9	0	0	39	37	95
LA-CM ^a	13	13	100	26	26	100
LA-GL ^b	13	13	100	10	10	100
MD	NOT OP	NOT OP	NOT OP	NOT OP	NOT OP	NOT OP
MI	22	22	100	25	25	100
MS ^a	36	36	100	64	64	100
MT	13	13	100	21	19	90
NC-NL ^b	72	31	43	63	63	100
NC-S ^b	66	66	100	8	8	100
NJ ^c	5	0	0	5	1	20
NM	NOT OP	NOT OP	NOT OP	NOT OP	NOT OP	NOT OP
NV	NOT OP	NOT OP	NOT OP	NOT OP	NOT OP	NOT OP
OK ^a	9	8	89	16	15	94
OR ^b	43	43	100	63	63	100
PR	38	38	100	34	34	100
SC ^b	7	7	100	5	5	100
TX ^b	9	9	100	19	19	100
VA	5	0	0	14	0	0
WA ^b	18	18	100	36	36	100
WI ^a	14	13	93	39	39	100
WV-N ^a	14	14	100	14	14	100
WV-S ^b	11	11	100	9	9	100
WY ^b	7	7	100	6	6	100

NOTE: * = did not report. NOT OP = did not operate (no cadets enrolled). Information in this table was reported by the sites in July 2022 and covers Class 56.

^a Condensed residential period (with early release).

^b Operated at lower capacity (e.g., only 50-percent capacity).

^c Operated partially or completely virtually.

TABLE 2.4

Core Component Completion—Responsible Citizenship, ChalleNge Graduates (Class 57)

Program Abbreviation	Eligible to Vote	Registered to Vote	Percentage Eligible Who Registered	Eligible for Selective Service	Registered for Selective Service	Percentage Eligible Who Registered
All sites	736	699	93	808	779	96
AK ^b	16	16	100	14	14	100
AR	NOT OP	NOT OP	NOT OP	NOT OP	NOT OP	NOT OP
CA-DC ^a	16	16	100	14	14	100
CA-LA	16	16	100	11	11	100
CA-SL ^b	*	*	*	*	*	*
DC ^c	8	8	100	6	6	100
FL ^a	41	41	100	26	26	100
GA-FG ^b	14	13	93	22	22	100
GA-FS ^b	43	39	91	38	32	84
HI-BP ^a	20	18	90	42	42	100
HI-HI	1	1	100	15	15	100
ID ^a	11	11	100	14	12	86
IL	NOT OP	NOT OP	NOT OP	NOT OP	NOT OP	NOT OP
IN ^a	3	0	0	20	20	100
KY-FK	6	6	100	6	6	100
KY-HN	11	11	100	8	8	100
LA-CB ^b	10	0	0	47	42	89
LA-CM ^a	12	12	100	26	26	100
LA-GL ^b	35	35	100	5	5	100
MD ^{a,d}	54	62	115	17	21	124
MI	16	13	81	19	19	100
MS ^a	38	38	100	49	49	100
MT	13	9	69	30	23	77
NC-NL ^b	55	55	100	22	22	100
NC-S ^b	66	66	100	19	19	100
NJ ^b	1	1	100	1	1	100
NM ^b	20	20	100	34	34	100

Table 2.4—Continued

Site	Eligible to Vote	Registered to Vote	Percentage Eligible Who Registered	Eligible for Selective Service	Registered for Selective Service	Percentage Eligible Who Registered
NV	2	0	0	11	0	0
OK ^a	8	8	100	16	16	100
OR ^b	26	26	100	47	47	100
PR	52	52	100	43	43	100
SC	17	17	100	12	12	100
TX ^b	10	10	100	21	21	100
VA	16	0	0	44	42	95
WA ^b	27	27	100	47	47	100
WI	17	17	100	33	33	100
WV-N ^a	22	22	100	20	20	100
WV-S ^b	6	6	100	5	5	100
WY ^b	7	7	100	4	4	100

NOTE: * = did not report. NOT OP = did not operate (no cadets enrolled). Information in this table was reported by the sites in July 2022 and covers Class 57.

^a Condensed residential period (with early release).

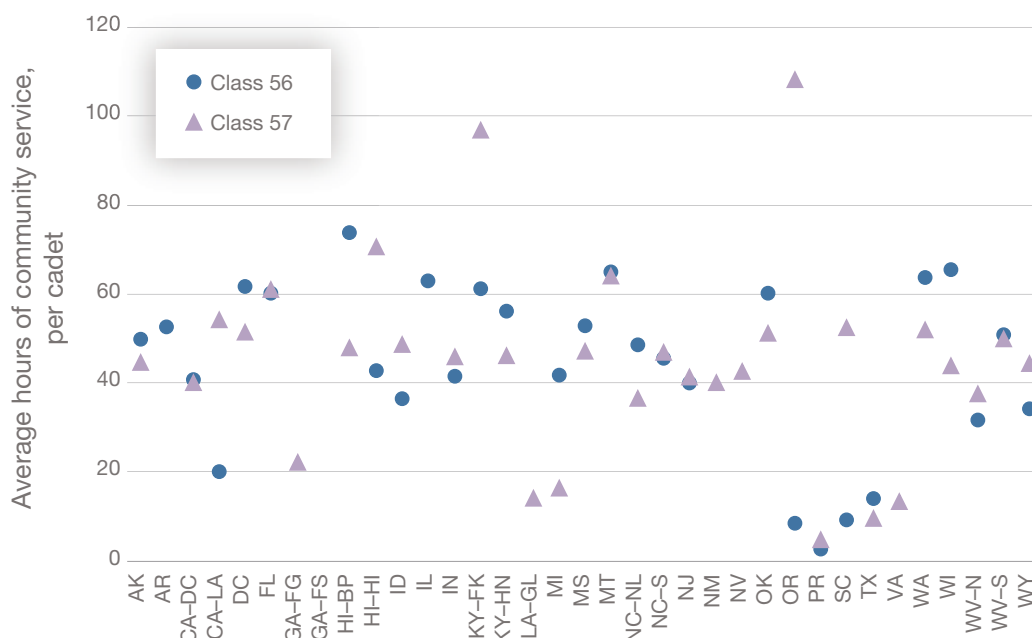
^b Operated at lower capacity (e.g., only 50-percent capacity).

^c Operated partially or completely virtually.

^d In Maryland, a person is *eligible* to vote if the individual is at least 18 years old, but the individual can be *registered* to vote at 16 years old. A person is *eligible* for Selective Service if that person is 18 years old and male; however, a male can be *registered* for Selective Service at 17 years and three months old. All sites' eligible and registered counts (vote and Selective Service) numbers include Maryland, but the percentage eligible who registered calculations (vote and Selective Service) exclude the Maryland counts.

Community Service

Figure 2.1 reports average hours of community service per cadet, by class and site (see Table 2.1 for the overall calculated value of this service; see Table A.5 in Appendix A for calculated value by site). Community service hours generally have varied somewhat across sites, but the COVID-19 pandemic posed particular challenges to sites' efforts to ensure cadet participation in community service activities. During 2021, community service began to resemble the pre-pandemic levels more closely. Cadets in Class 56 performed an average of 34 hours of community service, while cadets in Class 57 performed an average of 37 hours. (The community service average during 2020 was 27 hours; during 2019, the average was just over 50 hours). As shown in Figure 2.1, there is still quite a bit of variation across sites. Figure 2.1 also shows that cadets at most sites could be expected to perform at least 40 hours of community service (this was the pre-pandemic standard). Indeed, cadets at some sites performed substantially more than 40 hours of community service during the 5.5-month residential period.

FIGURE 2.1**Average Hours of Community Service per Cadet, by Site and Class**

NOTES: This figure uses information reported by the sites in July 2022, covering Classes 56 and 57. This figure excludes the sites that were not operational and/or did not report community service data for both classes (CA–SL, LA–CB, LA–CM, MD). For more details about service hours and calculated value of these hours, see Table A.5 in Appendix A.

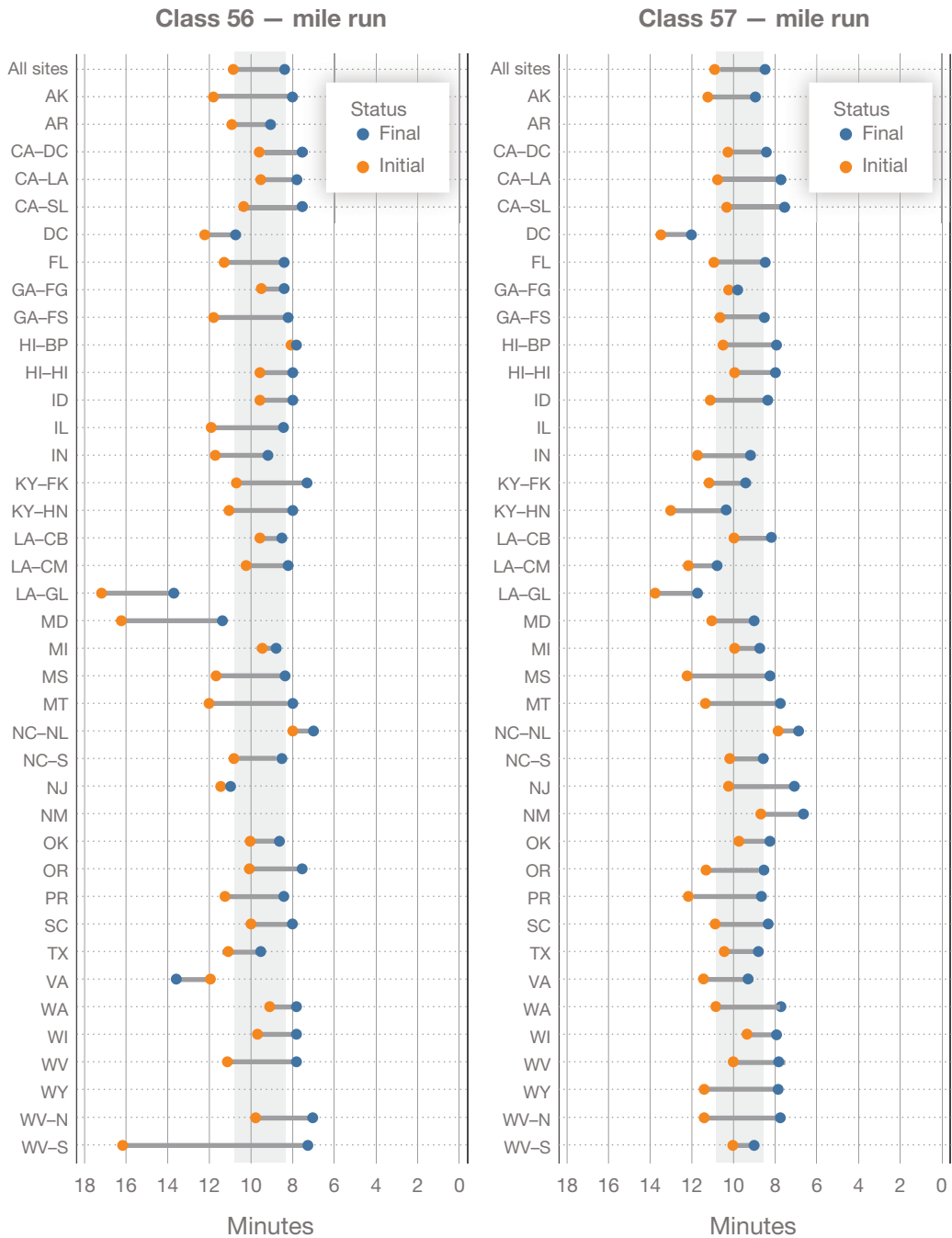
Physical Fitness

Figure 2.2 reports one-mile run times, by site and class, for classes that began in 2021.¹² By the end of ChalleNGe, the average cadet time to run one mile decreased by about 2.5 minutes, an improvement of more than 20 percent. The improvement in run times is similar to the improvement reported by sites in past years. For more-detailed information on cadet fitness, see Tables A.6 and A.7.

Cadets' Use of Prescription Medications

We have collected information on cadets' use of prescription medications over the past four years. The first year we collected these data was 2018; during that year, staff typically reported that roughly 20 percent of cadets were taking prescription medications for mental health challenges or disorders (the question on the data call indicates depression, ADHD, and anxiety as examples of the conditions to be considered). The reported proportion began to drop

¹² We also collected data on push-ups; these results also showed similar levels of improvement, but run-time data are more complete. See Tables A.6 and A.7 for detailed data on push-ups.

FIGURE 2.2**Improvement in Average Mile Run Times, by Site and Class**

NOTE: This figure uses information reported by the sites in July 2022, covering Classes 56 and 57. The edges of the gray columns indicate the cross-site average initial and final run times. For operational statuses of sites, see notes below Tables 2.3 and 2.4.

during 2019, and by early 2020, as the pandemic began, sites reported less than 15 percent of cadets had prescriptions for such medication. The proportion began to increase in late 2020; by 2021, sites reported that roughly 19 percent of cadets were taking prescription medicines for mental health challenges or disorders. There are many potential reasons for this pattern; for example, sites may have selected fewer cadets on medications during the pandemic, and this may have been easier to do while they were operating at lower levels; parents may have been more hesitant to enroll cadets on medication during the pandemic; and/or the widespread shortages of mental health professionals before and especially during the pandemic may have meant that fewer cadets were able to receive care and prescriptions. The pattern is not driven by site-level closures; it remains even when we consider only the largest sites that operated consistently through the pandemic. We will continue to track this statistic. In the next section of this chapter, we discuss the TABE test and cadets' scores in more detail.

Test of Adult Basic Education Scores

The TABE is a standardized test that includes subtests focused on reading, language arts, and math. TABE is most commonly used in adult basic and secondary education programs.¹³ The ChalleNGe program has used TABE for many years as one method of tracking academic progress. ChalleNGe cadets generally take the TABE at least twice—once near the beginning of the program and again near the end of the residential phase. Our analyses focus on first and last reported scores. The current TABE (TABE 11/12) reports cadet performance using scale scores for each subject tested.¹⁴ The TABE developers also developed a crosswalk between subject-specific scale scores on TABE 11/12 and the grade-level competency that scale score represents (Data Recognition Corporation, undated).¹⁵

Implications of the New TABE 11/12 Test

Our team has recommended that all sites be encouraged to adopt the TABE 11/12. The differences between the TABE 11/12 and the previous version (TABE 9/10) mean that comparisons made across the test versions could be misleading. Cadets will, on average, have lower

¹³ Additional information about TABE and the common uses of the test can be found in U.S. Department of Education, Office of Vocational and Adult Education, Division of Adult Education and Literacy, 2016. Our past reports discuss ChalleNGe's use of the TABE and the differences between various measures; see, especially, Wenger et al., 2017, and Wenger, Constant, and Cottrell, 2018.

¹⁴ To better reflect current educational standards and the emphasis on college and career readiness, the TABE test underwent substantive changes in 2017 (see Test of Adult Basic Education, 2019). The updated version is referred to as TABE 11/12; it was initially released in September 2017 and is authorized for use through September 2024.

¹⁵ Earlier versions of the TABE (e.g., TABE 9/10) provided both a scale score and a grade equivalent score. For more information on grade equivalents, as well as differences between TABE 11/12 and prior versions of the assessment, see Wenger et al., 2017, and Constant et al., 2020).

scores on the TABE 11/12 than on the TABE 9/10. However, the TABE 11/12 offers substantial advantages over the previous version (see Constant et al., 2020). Over the past four years, most of the ChalleNGe sites have adopted the TABE 11/12; by the end of 2020, more than two-thirds of sites reported using the TABE 11/12, and, by 2021, 31 sites reported using the TABE 11/12 while six sites reported continuing to use the TABE 9/10.¹⁶

The TABE developers recently released information (Data Recognition Corporation, 2021; Data Recognition Corporation, 2019) that identifies which TABE 11/12 scale scores are associated with the likelihood of passing the TASC, HiSET, and GED exams (see Table 2.5). This information may be beneficial to ChalleNGe sites as they attempt to identify cadets who are prepared for the state’s high school equivalency exam (i.e., GED, HiSET, TASC).

Note that scale scores are associated with the *likelihood* of achieving each assessment’s minimum passing score or better; they are not benchmarks that guarantee a successful pass.¹⁷ Cadets who demonstrate a reading scale score of 536 or a mathematics scale score of 537 have the potential to successfully earn the minimum passing score on the equivalent GED

TABLE 2.5

TABE Reading and Mathematics Scale Scores Associated with Passing High School Equivalency Assessments

Test	TABE Reading Scale Score	TABE Mathematics Scale Score
GED test		
Minimum Passing Score (Level M or above)	536	537
GED College Ready (Level D or above)	627	650
GED College Ready + Credit (Level A)	721	742
HiSET exam		
Minimum Passing Score (Level M or above)	536	537
HiSET College and Career Readiness (Level D or above)	627	604
TASC test		
Low potential for passing score (Level D or above)	463	490
Potential passing score (Level D or above)	487	519
Likely passing score (Level D or above)	510	546

SOURCES: Data extracted from Data Recognition Corporation, 2019, and Data Recognition Corporation, 2021.

¹⁶ California-Discovery did not report TABE scores in 2022 for its 2021 cadets. As of the time of writing, the TABE developers do not intend to develop a Spanish-language version of TABE 11/12; for this reason, the Puerto Rico site has received an exception to policy and does not use the TABE.

¹⁷ *Minimum passing scores* are defined as 145 on the GED, 8 on the HiSET, and 500 on the TASC. The *GED College Ready score* is defined as 165 and the *GED College Ready + Credit* as 175. The *HiSET College and*

or HiSET subject exam. Cadets demonstrating a reading scale score of 510 or a mathematics scale score of 546 are likely to earn the TASC subject test passing score.

TABE Scores, Classes 56 and 57

As one assessment of cadets' progress while at ChalleNGe, we requested cadet-level scale scores on TABE Math and Reading. For TABE 11/12 scores, we link those scale scores to the grade level of performance that the subject-specific scale score represents (Data Recognition Corporation, undated). For TABE 9/10 scores, we use the grade-equivalent scores provided in the assessment scoring process. In the figures that follow, we report cadet achievement grouped by the grade level of competency that the cadet's TABE score represents: elementary (grades 1–5), middle school (grades 6–8), early high school (grades 9 and 10), and late high school (grades 11 and 12). Cadets generally achieved higher TABE scores at the end of ChalleNGe than at the beginning across sites; thus, by the end of ChalleNGe, cadets are more likely to score in the middle or high school grade-level ranges and are less likely to score in the elementary grade-level range. While TABE scores differ across test versions, this pattern is true regardless of test version.¹⁸

Throughout this section and in Appendix A, we report initial and final TABE test scores. The differences represent average change during the residential phase of the ChalleNGe program.¹⁹

Figure 2.3 includes Reading and Math tests among ChalleNGe graduates at the small number of sites that continued to use the TABE 9/10 in 2021. In each case, scores increased substantially during the residential phase. Math scores are lower than Reading scores, both at the beginning and at the end of the residential phase. By the end of ChalleNGe, more than half of cadets are scoring in the (early or late) high school range on Reading; nearly 40 percent scored in these ranges on Math. Across the board, these scores are higher than the scores reported last year.

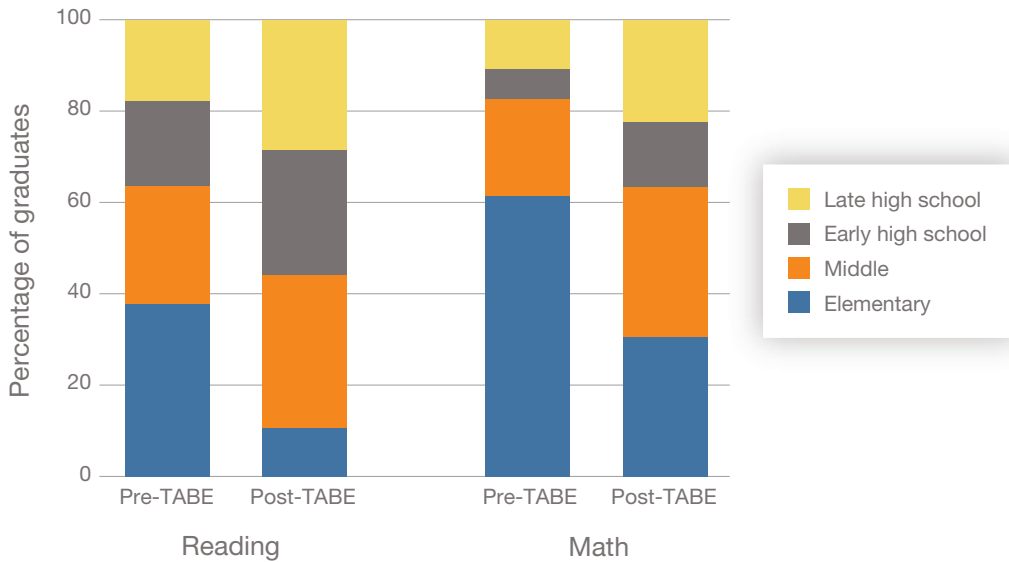
Figure 2.4 shows similar statistics, but this time for the larger group of cadets who attended ChalleNGe sites that used the TABE 11/12. Across the board, TABE 11/12 scores tend to be substantially lower than TABE 9/10 scores. This change reflects the fact that TABE 11/12 assesses more-challenging material.²⁰ Thus, if cadets score lower on the TABE 11/12 than pre-

Career Readiness required score is 15. ChalleNGe staff should verify whether their state uses the standard minimum passing score or a different (often higher) score defines successful passing.

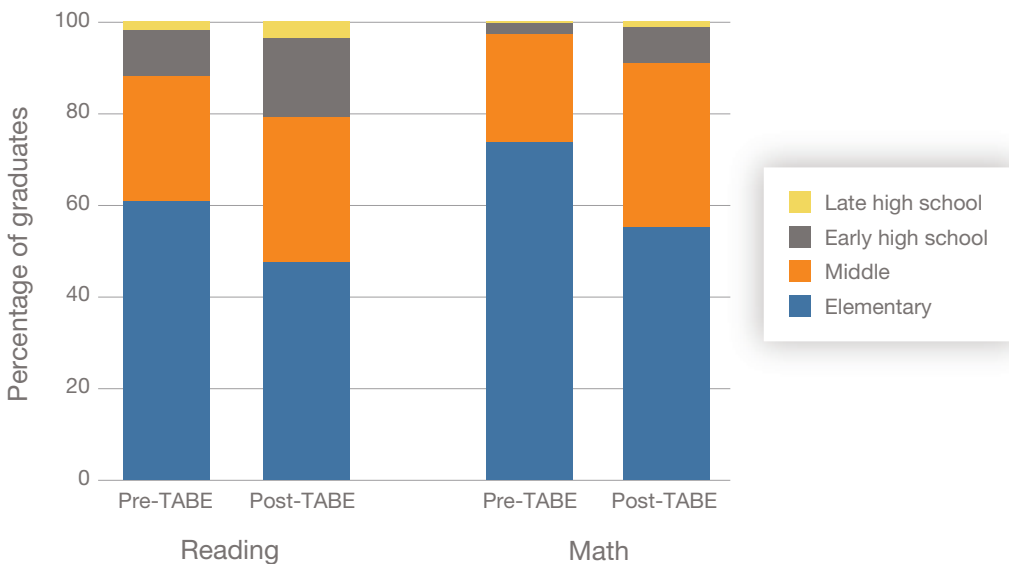
¹⁸ See Tables A.8–A.13 for more-detailed information on test scores by TABE version and site. Given the substantial differences across the TABE 9/10 and TABE 11/12 tests, we do not merge data across versions; rather, we report scores on the TABE 9/10 separately from those on the TABE 11/12 (both in this section and in Appendix A).

¹⁹ All TABE figures in this report are drawn from graduates; cadets who do not graduate do not have a final TABE score, and thus it is not possible to estimate their test score change.

²⁰ For more information on the differences in TABE versions, see Wenger, Constant, et al., 2022, as well as Constant et al., 2019, especially Appendix B.

FIGURE 2.3**Substantial Improvement in Scores on TABE 9/10 Reading, Math, and Battery Tests During Challenge Residential Phase**

NOTE: This figure uses information reported by seven sites in July 2022, covering graduates ($N = 952$) from Classes 56 and 57 who had pre-TABE and post-TABE scores at sites using the TABE 9/10.

FIGURE 2.4**Substantial Improvement in Scores on TABE 11/12 Reading and Math Tests During Challenge Residential Phase**

NOTE: This figure uses information reported by 31 sites in June and July 2022, covering graduates from Classes 56 and 57 ($N = 4,288$) who had pre-TABE and post-TABE scores at sites using the TABE 11/12.

vious classes did on the TABE 9/10, this does not necessarily imply that they are performing at a lower level than previous cadets. Figure 2.4 demonstrates that scores increase markedly over the residential period. These scores are roughly similar to the scores reported on the TABE 11/12 last year, although the Reading scores are slightly higher this year.²¹

We continue to recommend that sites move to adopt the TABE 11/12, as an increasing number of sites have done. We also continue to recommend that sites revisit their requirements regarding specific TABE scores to assure that their cut-offs are appropriate given the increased rigor of the TABE 11/12. Finally, TABE 11/12 advantages include the availability of technical support (parallel support does not exist for the TABE 9/10, which was officially sunset about three years ago). But the increased alignment between TABE 11/12 and College and Career Readiness standards offers a key advantage as sites seek to determine cadets' preparedness for additional educational and/or training programs. The highly detailed reports available as part of the TABE 11/12 administration will likely be helpful to ChalleNGe staff when assessing cadets' progress.

In the next section, we discuss patterns of placement among cadets who completed ChalleNGe during 2021.

Placement

During the residential phase of ChalleNGe, all cadets develop a post-ChalleNGe plan for their time after the residential portion of ChalleNGe; cadets use a tool called the P-RAP form to assist them in their planning (for more details about the P-RAP, see Corte and Sontag-Padilla, 2021). A cadet's plan may focus on obtaining additional education and/or training, searching for and obtaining employment, joining the military, or some combination of these options (any of which is defined by the ChalleNGe program as successful *placement*). As in past data collections, this year we requested and received information on placements of recent graduates at various points after graduation. At the time of our data collection, the cadets who entered ChalleNGe during the second half of 2021 (Class 57) were still within six months or so of graduation; thus, our information on them is incomplete. For this reason, we also typically request lagged nine-month placement information on the last class from the previous year. Therefore, we include placements of Class 55 cadets in this section (these cadets entered ChalleNGe during the second half of 2020); in next year's report, we will request and present similar information on Class 57.

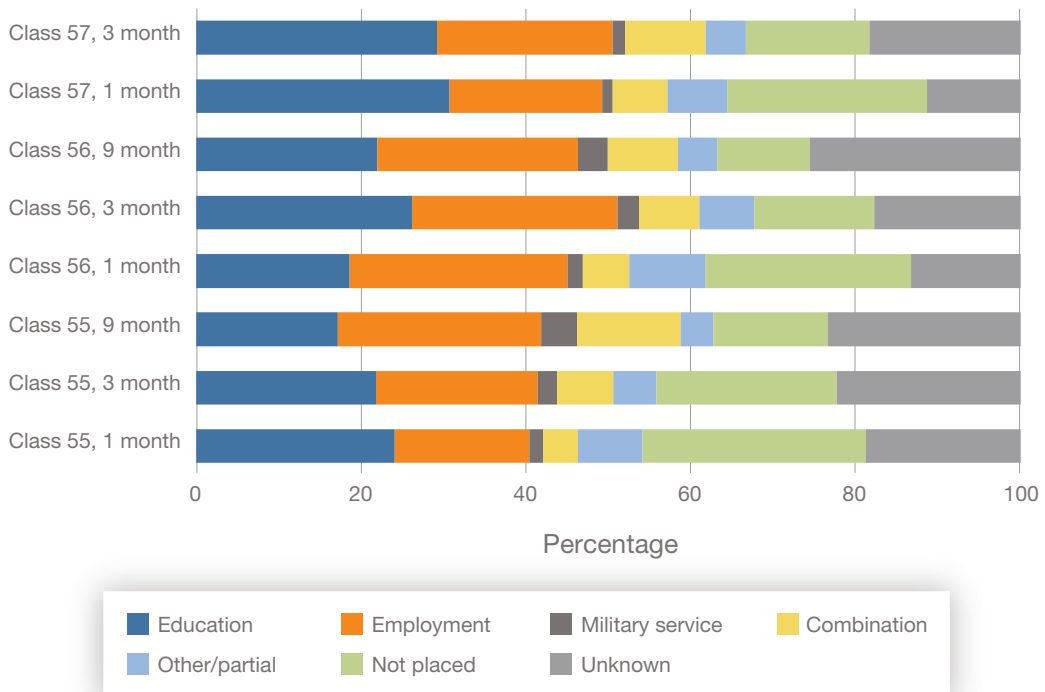
As documented in our previous report (Wenger, Constant, et al., 2022), cadets who graduated from ChalleNGe in 2020 had placement patterns that were somewhat similar to those of earlier cohorts, but they were less likely to report school enrollment immediately after leav-

²¹ To demonstrate the differences between 2021 and 2020 TABE scores, we note that more than 50 percent of 2020 graduates scored at the elementary level on the initial TABE 9/10 Reading test, but less than 40 percent of 2021 graduates scored at this level on the initial TABE 9/10 Reading test. This comparison is complicated by the shift of sites from TABE 9/10 to TABE 11/12.

ing ChalleNGe, and they were more likely to have no known placement nine months after graduation. Figure 2.5 shows placement data from 2021 graduates (and from Class 55). For comparison, pre-pandemic classes typically reported that about 30 percent of graduates were enrolled in additional education immediately after graduation. We noted last year and above that this placement became less common during the pandemic (for example, among Class 55 graduates); immediate educational placements were even less common among Class 56 graduates, but Class 57 graduates reported enrolling in additional schooling at a rate similar to that observed prior to the pandemic. Before COVID-19, the proportion of cadets reporting an educational placement fell over the nine months after graduation; we do not yet see that pattern among Class 57 graduates, but it may become apparent after our next data collection.

Employment placements, as well as military placements, tend to become more common over time; this pattern was noted in earlier reports and is apparent in Figure 2.5. The overall level of employment among graduates was somewhat higher at every point in Classes 56 and 57 than was the case in earlier classes. The pattern is most obvious in Class 56. Finally, over time, cadets are less likely to report that they have no placement, but they are more likely to

FIGURE 2.5
Placement of ChalleNGe Graduates, Classes 55–57

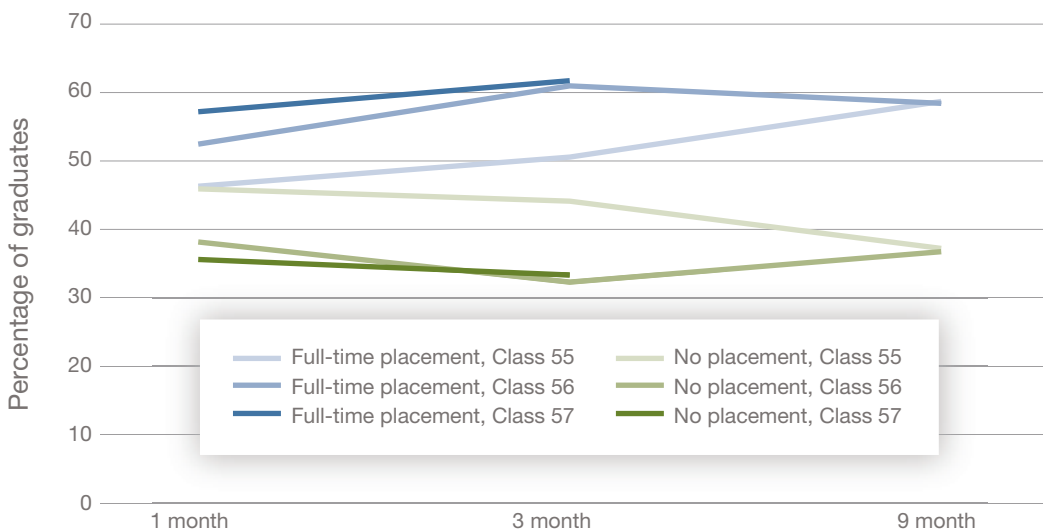


NOTE: This figure uses information that was reported by the sites in June and July 2022 (nine-month data on Class 55; all information on Classes 56 and 57), as well as information reported in June and July 2021 (one- and three-month data on Class 55). Sample sizes differ across the classes; $n = 2,331$ (Class 55); $n = 2,879$ (Class 56); $n = 3,013$ (Class 57).

fail to report at all. (In some cases, this reflects a lack of reporting by mentors; in other cases, both sites and mentors have no contact with the cadet.) We see this pattern in Figure 2.5, across classes.

The data presented in Figure 2.5 are complex. Figure 2.6 combines placements to clarify the difference between cadets who report a full-time placement (education, employment, military, or some combination of these) and those who report no placement or who do not report data.²² Figure 2.6 demonstrates two patterns: First, the rate of full-time placement in month 1 increased over Classes 55–57. In other words, cadets who graduated from Chal-leNge in late 2020 (Class 55) were less likely to report a full-time placement right after graduation than those who graduated in mid-2021, while those who graduated in late 2021 were more likely to report a full-time placement within one month.²³ This likely represents an increase in opportunities as the pandemic began to wane. Late-2020 graduates are less likely to report an education placement and more likely to report no placement than other classes through six months. But by nine months post-graduation, the placement patterns of Class 55 and Class 56 are similar. Most Class 55 cadets were nine months post-graduation in fall 2021.

FIGURE 2.6
Simplified Placement Data of ChalleNge Graduates, Classes 55–57



NOTE: This figure uses information that was reported by the sites in June and July 2022 (nine-month data on Class 55; all information on Classes 56 and 57), as well as information reported in June and July 2021 (one- and three-month data on Class 55). Sample sizes differ across the classes; $n = 2,331$ (Class 55); $n = 2,879$ (Class 56); $n = 3,013$ (Class 57).

²² Figure 2.6 excludes the small number of cadets who report a partial placement of some sort. This category always includes less than 10 percent of cadets, and the proportion tends to decrease with each reporting period post-graduation.

²³ All differences noted in this section of the text are significant at the 5-percent level or better; thus, they are not likely to have occurred by chance.

By three months post-graduation, patterns are similar between Class 56 and Class 57 graduates. Most Class 56 graduates were three months post-graduation in fall 2021. At this point, the civilian economy had recovered from many of the effects of the pandemic (see below for more details on job opportunities for young workers).

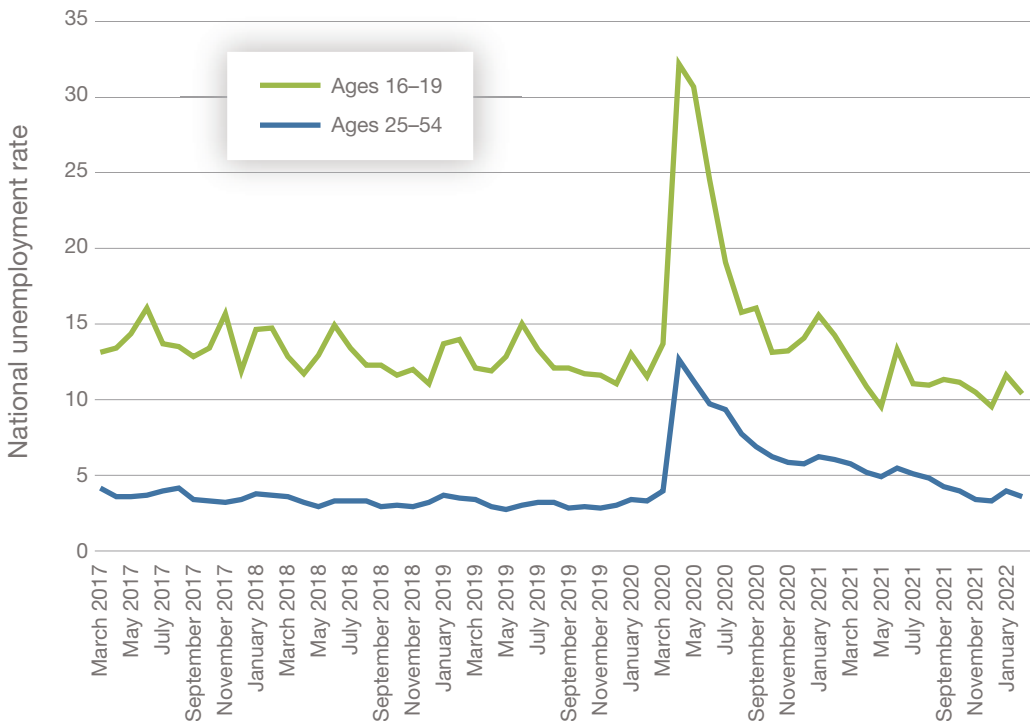
The placement data in Figure 2.6 combine all education placements into a single category, and this is appropriate when tracking the overall proportion of cadets who have achieved a placement. But tracking overall educational attainment is also useful. As sites have increasingly offered credit recovery options, many graduates return to their home high schools to complete a regular high school diploma. This is a positive outcome that allows graduates access to many eventual opportunities, including employment, postsecondary education, and military enlistment. But some graduates have a high school diploma at the end of Chal-leNGe; others have some college credits by graduation; others have exposure to occupations that require additional training. These graduates may be eligible for postsecondary education or technical training immediately. To better understand the nuances in education placements, we asked sites to report the number of graduates by class who have gone on to attend a two- or four-year college or a technical education or internship program.

During the previous three years of data collection, sites typically reported that about 20 percent of their graduates were continuing at a two- or four-year college or in a technical education or internship program. However, this year, program staff reported that less than 10 percent of recent graduates are enrolled in these types of education placements. Site closures are not driving this result; the pattern was quite similar when we examined only large, continuously operating programs.

This sudden shift could be driven by a variety of factors. Cadet age does not appear to be a factor; the age distribution of cadets was very similar in 2019, 2020, and 2021. While some postsecondary programs are overcrowded, the sudden and sharp changes in the civilian labor market appear the most likely driver. Youth unemployment rates tend to follow the same pattern as general unemployment rates in the United States, with youth rates always higher than general rates. Figure 2.7 plots five years of national monthly unemployment data, separately for 16-to-19-year-olds and for those ages 25 to 54 (often referred to as “prime age workers”). Unemployment spiked sharply at the beginning of the pandemic, topping out above 30 percent for those ages 16 to 19. This suggests that obtaining employment upon graduation would have been especially difficult for Class 53 (typical graduation date in December 2019) and perhaps for Class 54 (typical graduation date in mid-June 2020). Our previous report (Wenger et al., 2021) documented a markedly lower level of employment among Class 53 graduates soon after graduation; employment levels of Class 54 graduates were generally similar to those of earlier cohorts. Class 54, operating during the earliest days of the pandemic and often with condensed residential periods, was quite small compared with earlier and later classes.

Youth unemployment rates fell rapidly from a peak of more than 30 percent in April 2020; by October, only 13 percent of young people ages 16 to 19 reported searching unsuccessfully for work. The youth unemployment rate ticked upward at the end of 2020 and then contin-

FIGURE 2.7
Monthly Unemployment Rates, by Age Group



SOURCE: This analysis features a compilation of data from the Bureau of Labor Statistics' monthly Labor Force Statistics based on the Current Population Survey (CPS). The compilation, with its focus on younger workers, is produced by *Mathematica*; see Inanc et al., 2022.

NOTE: The CPS is a monthly, nationally representative household survey used to calculate overall unemployment figures. For more information on the survey, see U.S. Bureau of Labor Statistics, undated-c. Individuals who are not employed for pay but who report searching for work are classified as unemployed. More-recent youth unemployment rates were not available at this writing.

ued to fall, although unevenly, through 2021 and early 2022. Although the youth unemployment rate remained above the rate for those ages 25 to 54, the difference in the rates was smaller than the norm (this is demonstrated by the space between the blue and green lines in Figure 2.7). This suggests that ChalleNGe graduates, who generally have received job and placement training and support, may have been quite successful at securing employment during the past 12 to 18 months.

Wages also increased during this period, and there is evidence that wage growth was substantial among the lowest-paid workers (Gould and Kandra, 2022). Indeed, among workers ages 16 to 19, usual weekly inflation-adjusted earnings increased from roughly \$500 to roughly \$600 between spring 2020 and spring 2022.²⁴ This, too, suggests that recent Chal-

²⁴ Authors' calculations using labor force statistics from the CPS, adjusted for inflation using the Current Price Index for Urban Consumers (CPI-U). See U.S. Bureau of Labor Statistics, undated-c, for more details

leNGe graduates may have entered the labor force during a period offering good opportunities. Consistent with these factors, the results of a nationwide household pulse survey in August 2021 indicated that most students had made changes to their postsecondary plans for the fall. The most common change was taking classes in a different format, canceling classes, or taking fewer classes; less-educated students and those from lower-income households were more likely than others to report canceling their postsecondary plans completely (National Center for Education Statistics, Institute of Education Sciences, 2021). These factors are a likely explanation for the drop in ChalleNGe graduates' enrollment in postsecondary/training. This is a good-news story, but with caveats. As the labor market inevitably cools, ChalleNGe graduates may be at a disadvantage because of a lack of postsecondary education. We will continue to track the postsecondary enrollment figures closely for future classes, and we recommend that sites work with mentors and with current cadets to make sure they have the information they need to apply to postsecondary programs, even if the cadets choose not to do so immediately upon graduation.

The changes in the civilian labor market also may have effects on enrollment; especially in those areas with the strongest wage growth, young people who are struggling in traditional high school settings may opt for employment rather than applying to ChalleNGe. At this point, it is difficult to discern changes in applications caused by labor market growth versus those caused by pandemic effects, but we will continue to monitor trends in applicants over the next few years.

Summary

In this chapter, we provide data on the numbers of applicants, enrollees, and graduates at each site. While the numbers of applicants and enrollees remain well below those of previous years, 2021 cadets graduated in larger numbers than 2020 cadets. Additionally, the graduation *rate* among 2021 cadets was higher than in many previous years. These graduates also earned credentials at high rates; about 77 percent of them left ChalleNGe with an education credential.

Cadets who completed ChalleNGe showed substantial progress on many measures related to the ChalleNGe core components; their standardized test scores increased substantially while they were in the residential program phase, they earned educational credentials, and their levels of physical fitness improved. Cadets registered to vote and registered for Selective Service at relatively high rates, and they performed substantial hours of valuable community service.

Recent graduates show somewhat different placement patterns than earlier graduates. Additionally, recent graduates are less likely than earlier graduates to be enrolled in post-

on the CPS labor force statistics; see U.S. Bureau of Labor Statistics, undated-a, for more details on the Consumer Price Index.

secondary or technical training programs. We hypothesize that these trends are driven or influenced by the labor market; the youth unemployment rate has remained quite low for much of the past year, and earnings among young workers have increased, making it possible that more ChalleNGe graduates than usual entered the labor force rather than pursuing postsecondary education. The labor market will inevitably cool in the future; at that point, a lack of postsecondary education could place some ChalleNGe graduates at a disadvantage. We will continue to track these trends; we recommend that sites and mentors continue to make postsecondary application information available to cadets even well after they complete ChalleNGe.

As noted in Chapter 1 and in our earlier reports, much of the data that sites report focuses on program activities and outputs, as well as short-term outcomes. This is partly due to practicality; collecting data from cadets at ChalleNGe sites is far more straightforward than collecting data on graduates after they leave the program. But attaining a better understanding of the program's capacity to meet its mission will require a better understanding of long-term outcomes. Program staff are aware of this; some sites have begun to experiment with strategies for collecting longer-term outcome data. Our team is working to test and compare different strategies; we will include detailed results in future reports. In the next chapter, we focus on ChalleNGe site-level operations. We examine sites' specific responses to the pandemic, as well as sites' capacities to hire and retain staff.

Data and Analyses, ChalleNGe Site Operations

In this chapter, we focus on several aspects of ChalleNGe sites' operations. In the first section, we describe the sites' continuing responses to the COVID-19 pandemic. We focus on how their operations changed during the pandemic, the extent to which they have begun to return to pre-pandemic operations, and the pandemic adaptations that the sites have chosen to keep in place. In the second section, we focus on staffing and staff turnover. We describe sites' hiring difficulties and compare sites' wages to typical earnings in the local labor markets.

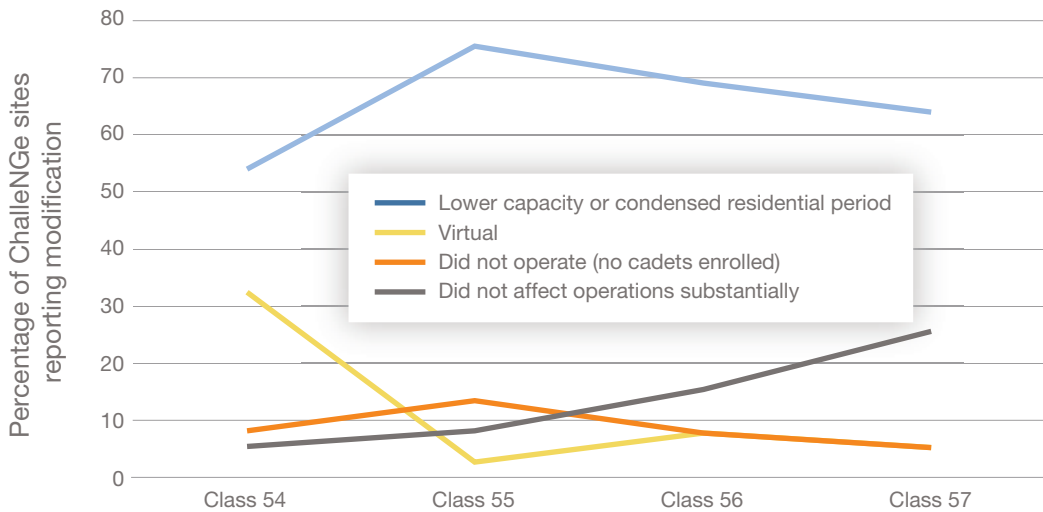
COVID-19–Related Disruptions

Each year our data call to sites includes many consistent questions, as well as a set of questions unique to the given year. The consistent questions have enabled us to track trends over time. We asked about TABE, applicants, cadets, etc. We also asked a set of timely questions; both this year and last year, one focus was on how sites were responding to the COVID-19 pandemic.

As suggested by Figure 3.1, nearly all the sites made adjustments in response to the pandemic in 2020 and 2021 (Classes 54–57). Only Hawaii-Hilo consistently reported that operations were not affected during all the classes held in 2020 and 2021; this suggests that, as we would expect, state-level responses to the pandemic influenced the sites.¹

Figure 3.1 also suggests that responses changed over time, and a closer examination of the data confirms this. Indeed, sites showed substantial flexibility and agility in terms of their responses, switching tactics frequently. In early 2020 (Class 54), about one-third of the sites pivoted to virtual instruction; the timing of the shift was driven by pandemic closures and differed slightly across sites. By Class 55, virtual instruction was relatively uncommon. During every class period shown in Figure 3.1, a few sites did not operate at all; shutdowns

¹ Hawaii had especially stringent requirements in place for those visiting the state during much of the pandemic; these requirements, as well as a mask mandate, remained in place into 2022, and the state reported lower levels of COVID-19 than many other states during this period (see, for example, Centers for Disease Control and Prevention, 2022). This likely helped the Hawaii ChalleNGe sites to maintain operations.

FIGURE 3.1**Site Responses and Adjustments Due to COVID-19, 2020–2021**

NOTE: This figure uses information that was reported by the sites in July 2021 and July 2022. There were small differences in sites' answers to modifications during Class 56 (we asked about these modifications both in July 2021 and in July 2022). This may be due to wording used during data collection—we requested that the sites choose only one response category, and some sites may have combined strategies across categories within a specific class.

were most common during late 2020. No site shut down for all four classes in 2020 and 2021, though substantial modifications were implemented to enable site operations. By late 2021 (Class 57), about one-quarter of sites indicated they were operating normally, and nearly two-thirds were operating in person but at lower capacity or with a shorter residential period. All this suggests that sites are moving toward more-normal operations.

Along with requesting that sites categorize their disruptions as shown in Figure 3.1, we also requested information on how sites altered their specific processes and practices. We asked the sites to indicate modifications to the hiring process, cadet recruiting process, and the process for collecting placement data. We also asked sites to report any other modifications and to report which modifications they planned to adopt permanently. Finally, we asked how the pandemic had affected the well-being of staff.

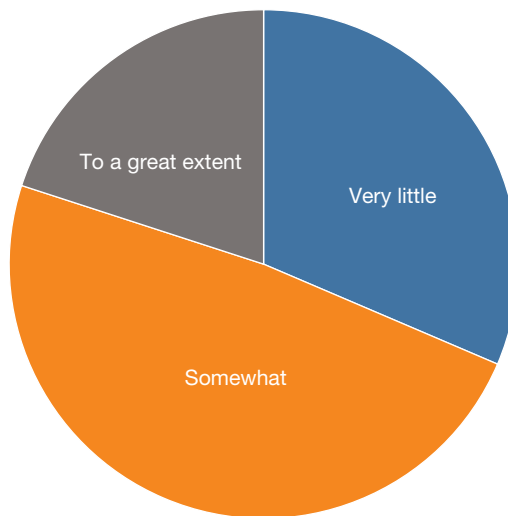
Nearly every site reported making changes to cadet recruiting processes, about half of sites reported making changes to hiring processes due to the pandemic, and the vast majority reported that the pandemic had affected the program, staff, and/or cadets in other ways as well. Sites often reported conducting portions of the cadet recruiting process virtually; these could include information sessions, interviews, and orientations. Some sites also conducted graduation at least partially virtually. Many sites required vaccination or testing before allowing cadets to participate in the program. Changes to hiring processes included vaccination and testing for staff; some sites reported shifting interviews to a virtual platform. Several sites also noted staff shortages or recruiting difficulties as some of the pandemic's impacts on the

program. One site reported that the safety and sanitation processes adopted appeared to have led to a decrease in other illnesses among cadets. Many sites noted that operating at partial capacity had a large (and generally negative) impact; some sites mentioned that the need to keep cadets segregated from each other at times and the decrease in off-campus opportunities had negative effects on cadets.

Sites do intend to adopt some COVID-19 changes into their permanent operating procedures. As of mid-2022, most of the procedures were related to cadet and staff wellness. For example, some sites reported continued emphasis on COVID-19 testing. Other sites reported that the increased emphasis on sanitizing and hand washing will remain as part of their operations. Others mentioned mask-wearing and isolation for cadets with symptoms of illness, or upon arrival at the site. Also, numerous sites reported plans to maintain the virtual option for meeting with mentors, parent briefings, and other meetings. Retaining these capabilities may enable programs, particularly in large states where travel times to the site are prohibitive, to connect with families, mentors, and even potential employers of graduates more readily and regularly.

Most sites reported that the pandemic had an overall effect on the physical, mental, and emotional well-being of their staff (see Figure 3.2). Tracking staff well-being going forward is

FIGURE 3.2
Pandemic Effects on Overall Well-Being of ChalleNGe Staff



NOTE: This figure uses information that was reported by the sites in July 2022. The figure represents responses to the question, "To what extent has the COVID-19 pandemic affected the overall (physical, mental, emotional) well-being of staff?" Response options were "Very little," "Somewhat," or "To a great extent." $N = 37$ (two sites did not respond to the question).

likely an appropriate response to these reported issues, especially in light of the relatively high staff turnover reported at some sites (see below).

In the next section, we discuss staffing, staff turnover, pay, and local labor market conditions at ChalleNGe sites.

Staffing and Staff Turnover at ChalleNGe Sites

In this section, we analyze data on program characteristics and local economic conditions with the goal of better understanding a typical program's pay, turnover rates, and staffing challenges. We have collected staffing, turnover, and entry-level pay data over the past five years; therefore, while we situate our recommendations within the current economic circumstances, some of the data reported also include periods prior to the pandemic.

A typical ChalleNGe site (during the period 2017–2021) had 60 staff members at any given time. Of course, staffing varies with site size; over this period, the smallest sites reported very small numbers of staff—occasionally fewer than 30—while the largest sites typically reported as many as 125. We asked the sites to divide staff into a few categories: cadre, instructors, case managers, recruiters, administrative staff, counselors, and other. We recognize that, at times, these categories do not perfectly represent staff duties. Especially in smaller programs, an individual's role may include tasks from more than one category, and some sites divide staff duties in different ways. But when asked to classify staff in this manner, a typical site reported 27 cadre, seven instructors, four case managers, two recruiters, one counselor, 11 administrators (an admittedly broad category that could include very different tasks), with the remaining eight or so classified as “other” (which could include medical staff, cooks, or additional categories). Given that cadre accompany cadets around the clock, the relatively large number of cadre positions is not surprising.

ChalleNGe sites report substantial turnover.² On average, programs hire 15 new staff members each year, suggesting an average turnover rate of nearly 25 percent.³ Nearly two-thirds of new hires are for the cadre position (which has a yearly turnover rate of around 30 percent at a typical site, with some sites reporting much higher rates). Sites report typically hiring one or two new instructors each year as well; this suggests that turnover rates among instructors could be higher than those reported across teachers in public school settings. Turnover in other positions is reported to be lower.

While some level of turnover is certainly beneficial, staff indicate that turnover can have profound and negative effects on cadets. In past annual reports, our team has found that

² We measure turnover by asking the sites to report the number of staff who have been at the program for less than 12 months. When analyzing turnover, we exclude newly opened sites because, at these sites, all or nearly all of the staff members have been in their positions for less than 12 months.

³ There is no obvious benchmark for turnover rates among ChalleNGe staff. Recent data suggest that public school teacher turnover rates range from 9 percent to 17 percent, annually, depending on region and urbanicity (Carver-Thomas and Darling-Hammond, 2017).

graduation rates were lower at programs with higher cadre turnover and at those with higher overall staff turnover (Constant et al., 2019; Wenger et al., 2021). Additionally, staff turnover rates were higher at programs with lower starting salaries (Constant et al., 2020). We recommended that sites track staff turnover, and that the sites with the highest turnover form specific plans to lower the turnover (Wenger et al., 2021). Our earlier findings were descriptive in nature; we did not identify specific causal mechanisms, and we did not control for any differences in local labor markets or wage rates. For example, it is possible that staff turnover is highest at sites with the most-difficult working conditions and at sites that have relatively low cadet graduation rates for other reasons. Our measure of turnover (i.e., number of staff hired in the past 12 months) could be driven partially by growth at the site or by changes in leadership or by other factors.

During site visits in past years, site staff have reported that turnover among cadre and instructors has negative effects on cadets. Additionally, other research on turnover suggests that it can have a negative effect in similar situations. In particular, teacher turnover is found to have a substantial negative effect on student learning in public schools, and the effects are larger (and more negative) on students who are less advantaged.⁴ Given the effects of turnover and the relationship between turnover and pay, in this report we compare entry-level pay at ChalleNGe sites to other wages available in local labor markets. But we also extend our analyses by asking sites to report how difficult hiring is within each staff category.⁵

As shown in Figure 3.3, sites indicated that hiring cadre and instructors posed the most difficulties—every single site reported at least some difficulty in hiring cadre, and most sites indicated that hiring instructors also posed specific challenges.⁶ As noted above, sites have indicated consistently over the past five years that turnover rates are higher among cadre and instructors than among other staff. Therefore, we focus on hiring difficulties and local labor markets for these two positions—cadre and instructors.

Hiring challenges could have a variety of causes. For example, some sites may struggle to hire across the board, perhaps because they are located in a remote area. Indeed, some sites report hiring difficulties across most staff categories. Additionally, workers take or leave jobs for many different reasons. Along with pay, working conditions have a large effect on turnover.⁷ While we acknowledge the importance of other factors, we focus on pay; we document

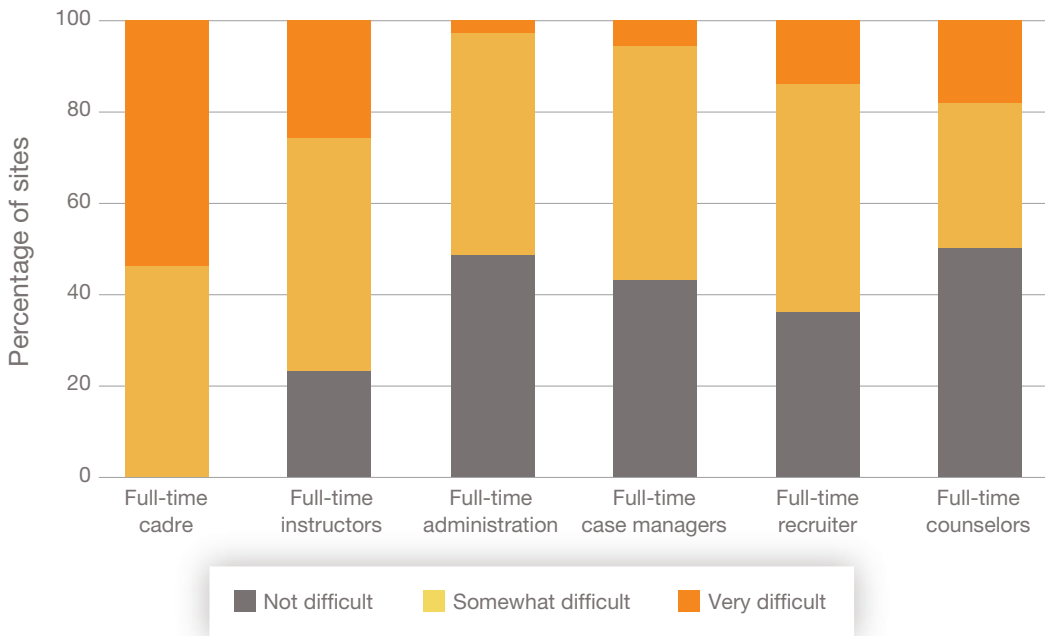
⁴ See Ronfeldt, Loeb, and Wyckoff, 2013, for a careful estimate of these effects and a detailed discussion of potential mechanisms.

⁵ As we would expect, turnover and hiring difficulty are correlated; sites that have higher turnover are more likely to report difficulties in hiring.

⁶ The current labor market (2021–2022, the focus of this report) is in some ways atypical. But we believe our results will have relevance beyond this year because sites' reported level of hiring difficulty is correlated with the staff turnover rates that they have reported over the past five years.

⁷ Kraft and Papay, 2014, discuss the importance of working conditions among teachers; for a discussion of the importance of working conditions among a broader set of occupations, see Maestas et al., 2018.

FIGURE 3.3
Difficulty of Hiring, by Staff Position



NOTE: This figure uses information that was reported by the sites in July 2022. $N = 39$.

the entry-level pay offered by sites, estimate alternative wages for cadre and for instructors, and finally compare the pay offered by ChalleNGe sites to the pay offered by other employers.

Entry-level cadre pay varies substantially across sites. In 2021, a typical site reported entry-level cadre pay of about \$37,500, but some sites reported paying \$30,000 or less—and several sites reported that they offered starting pay of more than \$55,000.⁸ Such variation may represent a response to local labor market conditions, or it could stem from other sources. As with cadre, instructor pay varies; a typical site reported starting pay of about \$44,000 for an instructor, but some sites reported figures below \$30,000, and other sites reported salaries above \$60,000. Over the past five years, after accounting for inflation, sites report only modest changes in starting salaries for cadre or instructors.

Next, we consider measures of pay (wages) in alternative jobs. There are many potential measures of wages. The simplest measure is the median wage earned by a full-time worker in the United States; this represents the wage earned by a typical worker (half of all workers earn more than this figure, and half earn less). But comparing the overall median wage to ChalleNGe salaries may not make sense for several reasons. First, not all jobs offer practical alternatives to those who apply for employment at ChalleNGe because of specific require-

⁸ We report all pay figures in 2021 dollars. See Appendix B for more details on cleaning and reporting of pay data.

ments for degrees or certifications. Second, wages vary with geographic location, and very few ChalleNGe sites are in major urban areas where wages tend to be highest. Therefore, we would prefer to have a measure of local alternatives near each ChalleNGe site. Because we do not know exactly which alternative jobs potential staff members consider, we developed several potential alternative measures. Our goal was to understand which measures ChalleNGe staff should track when seeking to make sure their salaries remain competitive. For cadre, we considered a measure drawn from military compensation and a measure drawn from jobs that are frequently held by young veterans.⁹ For instructors, we considered a measure drawn from teacher compensation and one from jobs frequently held by young veterans. We explain the logic of each in turn.

Many (but not all) cadre are former or current servicemembers. Thus, they may use military pay as a benchmark to judge compensation. We formed a simple approximation of military pay by combining the monthly basic pay for an E-5 with four years of experience with the local basic allowance for housing (BAH) for an E-5 with dependents. The measure does not precisely capture military compensation; in particular, it excludes any special or incentive pays, as well as the tax advantage inherent in the military pay system.¹⁰ But this measure provides a rough approximation of military pay, and it varies by location because of our inclusion of BAH; thus, it may help to capture some aspects of local cost differences.

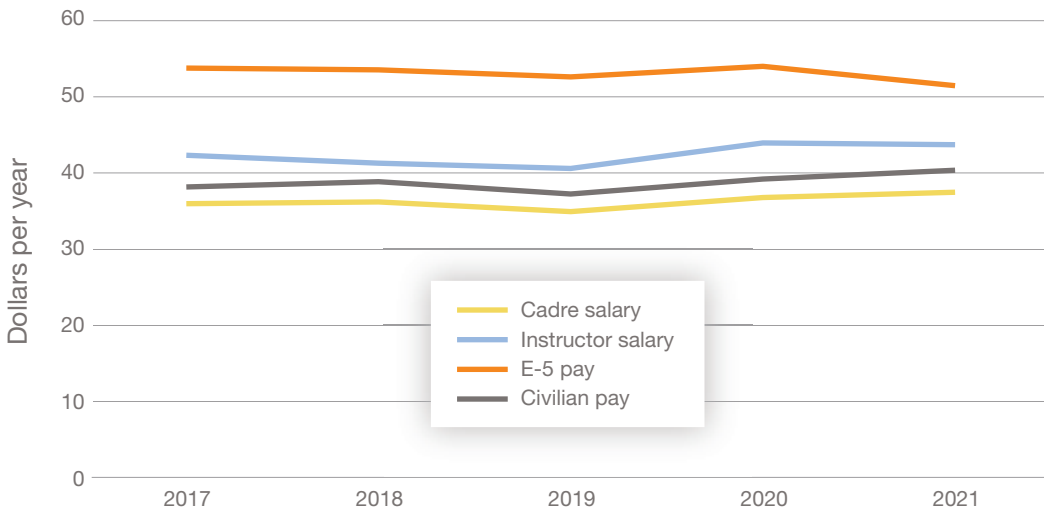
We also formed a measure of local pay by identifying the occupations in which young veterans are most likely to be employed and then measuring typical wages in these jobs within the local labor markets near each site.¹¹ Again, not all cadre are veterans, but these relatively common jobs also employ many other workers with similar levels of education and experience, so they may serve as appropriate comparisons for nonveterans as well. Figure 3.4 traces out each of these pays over time. Figure 3.4 indicates that, while E-5 pay (including BAH) remained roughly constant and higher than the other salaries through the period, cadre salaries rose about \$2,500, and starting salaries for instructors fell about \$2,000 (both after correcting for inflation). But the largest change was in civilian pay, which increased sharply between 2019 and 2021. By 2021, cadre pay was, on average, about \$4,500 less than a typical civilian job in the occupations in which young veterans are most likely to work. By 2021, instructor pay was roughly comparable to civilian pay.¹²

⁹ These occupations include police officers and detectives, drivers/sales workers and truck drivers, security guards and gaming surveillance, first-line supervisors of sales workers, laborers and freight, stock, and materials workers, sheriffs and bailiffs, and correctional officers. For more details on these data, see Appendix B.

¹⁰ For more details on our calculation, see Appendix B. For more information on military compensation, see Asch et al., 2020.

¹¹ See Appendix B for more details on our estimation of local pay.

¹² Note that we do not include teacher pay here because our preferred measure of teacher pay is not available for each year.

FIGURE 3.4**Cadre Salary and Alternative Salaries over Time, by Difficulty of Hiring**

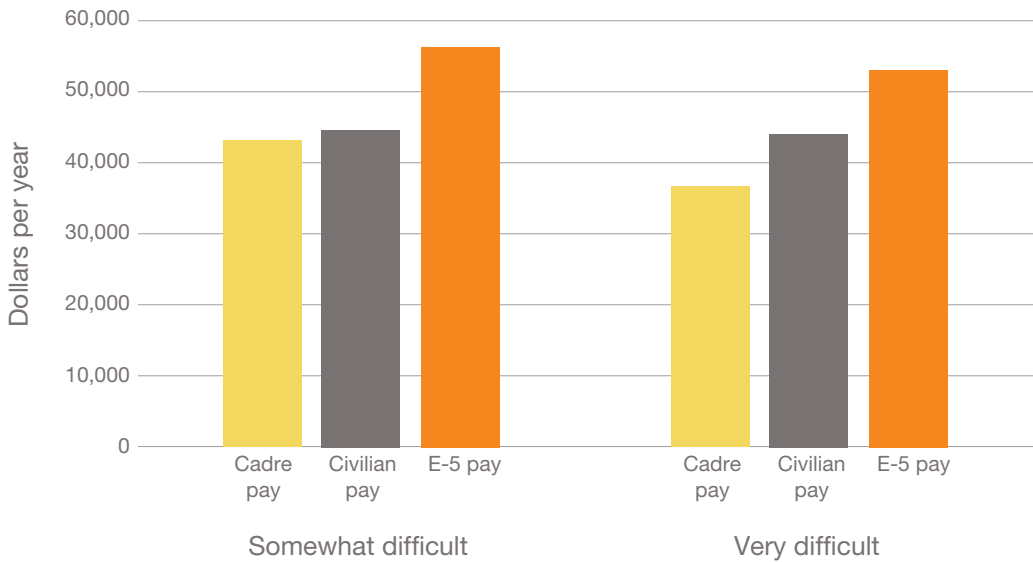
NOTE: This figure uses information collected from the sites in July 2022 (hiring difficulty, starting cadre salary), as well as our estimates of civilian and military (E-5) pay; see Appendix B for a detailed explanation of these estimates.

Averages such as these could mask important site-level differences. Therefore, as a final step, we compared our measures of military pay and civilian pay to starting cadre pay at the site level; we carried out these comparisons separately for sites that reported some difficulty hiring cadre and for those that reported a great deal of difficulty hiring (recall that no sites reported hiring cadre without difficulty). Figure 3.5 shows the results of these comparisons. In these analyses, we used only 2021 data because we collected information on hiring difficulties only during our most recent data call.

Figure 3.5 shows that starting cadre salaries are lower at sites that report hiring cadre is “very difficult” than they are at sites that report hiring cadre is “somewhat difficult.”¹³ In each case, both cadre starting salaries and local pay are considerably lower than military pay; this is not surprising, considering that military compensation generally falls at or above the 75th percentile of civilian compensation (Asch et al., 2020). In each case, cadre starting salaries are below civilian pay, but the difference is larger at sites that describe hiring cadre as “very difficult.”¹⁴ This suggests that hiring difficulties may be at least partly driven by starting pay that compares unfavorably with local pay. Additionally, this suggests that staff should

¹³ Despite the relatively small sample size, this difference is statistically significant at the 2-percent level, implying that the difference is unlikely to be due to chance.

¹⁴ This difference is statistically significant at the 1-percent level, implying that the difference is unlikely to be due to chance.

FIGURE 3.5**Cadre Salary and Alternative Salaries at the Site Level, by Difficulty of Hiring**

NOTES: This figure uses information collected from the sites ($N = 39$) in July 2022 (hiring difficulty, starting cadre salary), as well as our estimates of civilian and military (E-5) pay from 2021; see Appendix B for a detailed explanation of these estimates.

track local pay and periodically reassess cadre pay to understand how cadre pay compares with other options.

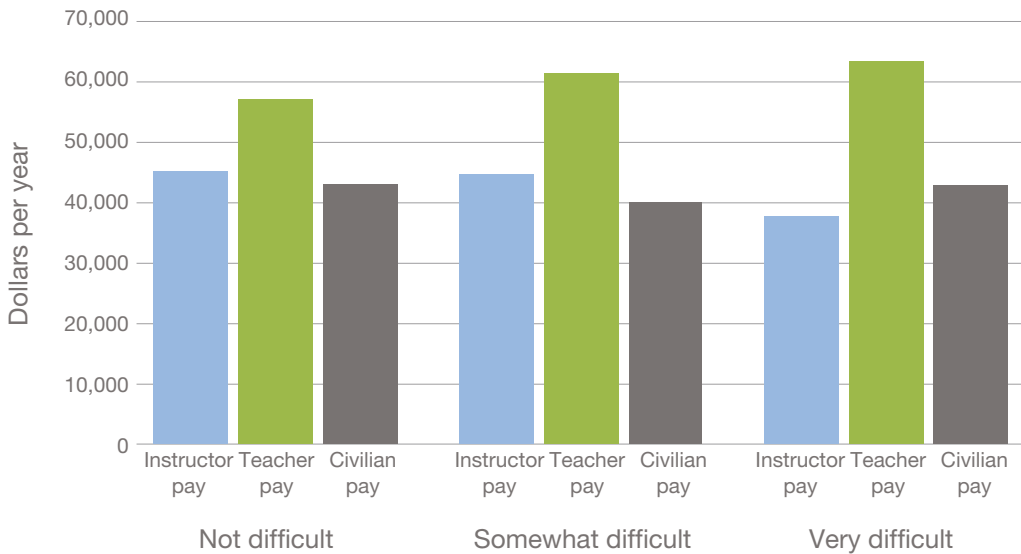
In Figure 3.6, we show a similar comparison between starting instructor pay and alternative pay. In this case, rather than military pay, we used average teacher pay as one comparison point.¹⁵ Because not all ChalleNGe instructors are licensed teachers, we also used local civilian pay (the same measure shown in Figure 3.5) as a second comparison point.¹⁶ Local pay does not appear to have a large amount of influence in this case. While instructor pay exceeds local pay at sites that describe hiring instructors as “not difficult” or “somewhat difficult” and lags local pay at sites that describe instructor hiring as “very difficult,” the differences are relatively small.¹⁷

Average instructor pay always lags average teacher pay. This is not especially surprising given that we used starting instructor pay. We still believe that average teacher pay is an

¹⁵ Average teacher pay is available at the state level for 2021. Again, see Appendix B for additional details on these data and comparisons.

¹⁶ We considered initial teacher pay as an alternative measure of instructor pay. However, many instructors have substantial years of experience; therefore, average teacher pay is likely a more meaningful measure. Additionally, initial teacher pay was not available for 2021 and was not available for two areas near ChalleNGe sites. Again, see Appendix B for more details.

¹⁷ Also, the difference between instructor pay and civilian pay is not statistically significant.

FIGURE 3.6**Instructor Salary and Alternative Salaries, by Difficulty of Hiring**

NOTE: This figure uses information that was reported by the sites ($N = 39$) in 2022 (hiring difficulty, starting instructor salary), as well as our estimates of civilian and teacher pay from 2021; see Appendix B for a detailed explanation of these estimates.

appropriate benchmark because many ChalleNGe instructors have substantial amounts of experience in other educational settings. But here, the clearest pattern exists between the overall level of instructor pay and the level of hiring difficulty. Instructor pay is notably lower at sites that report great difficulty in hiring.¹⁸

Teaching at ChalleNGe is very different from teaching in a public school. Nonetheless, the research on public school teachers suggests that both pay and working conditions matter a great deal (Loeb and Page, 2000; Kraft and Papay, 2014), and there is little reason to think that this is not the case for ChalleNGe instructors (and cadre). Our results suggest that hiring is more difficult at sites with cadre pay that compares unfavorably to pay offered by other jobs requiring similar education and training. In the case of instructors, the absolute value of the starting salary may be a larger impediment to hiring. In each case, we recommend tracking pay offered by other relevant local employers and reassessing starting pay in light of this information. As a first step in this process, Figure B.1 in Appendix B provides site-level estimates of teacher pay and civilian pay. These figures may be helpful if sites are experiencing high turnover among cadre or instructors; the information may serve as one benchmark of outside opportunities. Additionally, we note that staff turnover is also correlated with hiring difficulty. This could suggest an issue with working conditions, pay, or both. Therefore, we

¹⁸ The difference between instructor salaries at sites that report hiring is “very difficult” and other sites is statistically significant at the 5-percent level, implying the difference is unlikely to occur by chance.

also recommend examining raises and focusing on wage trajectories; a substantial proportion of wage growth occurs when workers switch jobs or employers (Davis and Haltiwanger, 2014). Of course, to the extent that sites can improve working conditions, this also has the potential to decrease staff turnover.

We close with some comments on the current state of the labor market, and on the likely implications for ChalleNGe sites going forward. Over the period covered by our data in the relevant areas, the unemployment rate varied from 2 percent to more than 16 percent.¹⁹ The unemployment rate spiked sharply during the early months of the pandemic before falling rapidly. At this writing, the national unemployment rate is 3.7 percent, near historical lows. Especially relevant for hiring cadre, the unemployment rate for young workers also remains very low. Additionally, wage growth has accelerated over the past two years; despite the high rate of inflation, earners within the lowest quartile of workers saw real wage gains in 2021.²⁰ While the economy could reverse course in the coming months, the current situation implies that hiring could become even more difficult for ChalleNGe sites that seek to fill cadre (and other) positions in the near future.

Summary

The focus of this chapter is site-level operations. First, we documented sites' continually evolving responses to the COVID-19 pandemic. Operations changed substantially during that period. Many sites pivoted to virtual operations early in the pandemic; in more recent months, sites have moved toward operating in person but at lower capacity. Sites modified many aspects of operations, and program staff indicated that they intend to retain some of those modifications going forward. The most common examples of modifications to be retained include increased sanitation procedures and maintaining a virtual option for some meetings with mentors, parents, and others.

Staff turnover at ChalleNGe sites is difficult to benchmark, but, given the strong link between staff turnover and student achievement in other organizations, focusing on turnover has the potential to improve program effectiveness. Program staff frequently report hiring difficulties, most often when hiring cadre and instructors, and hiring difficulties are most notable at sites with higher staff turnover. To better understand these issues, we compare cadre and instructor (beginning) salaries with civilian and military benchmarks. We cal-

¹⁹ We found that a measure of the local unemployment rate was also correlated with hiring difficulty (for both cadre and instructors), but the differences were small and not statistically significant. Measures of job openings in specific areas (such as those found in the Job Openings and Labor Turnover Survey data—see U.S. Bureau of Labor Statistics, undated-b) could also be correlated with hiring difficulty. We prefer measures of alternative wages presented in this chapter because they offer a specific benchmark for the ChalleNGe sites. See Appendix B for more information on unemployment rates.

²⁰ *Real* wage gains occur when wages increase faster than inflation. See Gould and Kandra, 2022, for more information on current wages.

culate civilian wages based on average teacher pay (for instructors) and based on local pay in occupations in which young veterans are most frequently employed. In the case of cadre, we find that ChalleNGe salaries are lower than comparable civilian wages at sites that report hiring cadre is “very difficult.” In the case of instructors, salaries are always lower than average teacher pay and are sometimes lower than other civilian alternatives. But the absolute level of instructor salaries may be the largest impediment to hiring; salaries are notably lower at sites that report that hiring instructors is “very difficult.” In each case, we recommend tracking civilian alternatives to gain a better understanding of how ChalleNGe salaries compare in the local labor market. Surveying staff to learn more about working conditions and other concerns may also make sense as a strategy to control turnover and increase effectiveness. In the next chapter, we offer some final observations, as well as a series of recommendations.

Closing Thoughts, Recommendations, and Next Steps

During 2021, the National Guard Youth ChalleNGe program continued to provide opportunities to thousands of young people who were at risk of failing to complete high school. A major theme of 2021 is the movement toward more-normal operations after the severe pandemic disruptions that characterized 2020. At the same time, the sites have continued to adapt to changing conditions and report plans to permanently maintain some of the alterations developed during the pandemic (most often, sites report more use of technology to hold meetings and orientations virtually, as well as adopting policies to improve sanitation and physical health).

As of this writing, ChalleNGe is well established and has built a network of sites across the majority of states; indeed, roughly 70 percent of young people who are struggling in high school live in a state that maintains at least one ChalleNGe program.¹ New sites are in the process of opening or coming online; the addition of these sites means that the vast majority of young people in the United States have potential access to a ChalleNGe program. Job ChalleNGe was established more recently, and, at this point, it is smaller in scope than ChalleNGe; Job ChalleNGe sites operate in six states and provide a potential follow-on program to graduates from the 11 ChalleNGe sites in those six states.

While attending ChalleNGe, cadets exhibit progress across the program's core components; we documented progress across some of the components in the form of academic credentials earned, gains on standardized test scores and physical fitness measures, community service, registering to vote, and taking part in Selective Service (as appropriate). This year, nearly 77 percent of graduates left the program with a recognized credential or with high school credits that helped move them toward high school graduation. Placement patterns were somewhat similar to those shown in earlier years; overall placement rates were higher than last year. Sites reported much lower placement in postsecondary programs than in pre-

¹ This figure, cited in Wenger, Constant, et al., 2022, is derived from state-level measures of the youth population and of the ACGR using data from the sites that were in operation in mid-2021. The ACGR is a statistic measuring the proportion of public school students who attain a regular high school diploma within four years of entering ninth grade; see National Center for Education Statistics, undated. ACGR data are not available for Puerto Rico; we assume the average ACGR for students in Puerto Rico.

vious years, a trend that we believe is driven by opportunities in the civilian labor market. Based on the data collected from the 2021 ChalleNGe sites, we have developed a set of recommendations to further strengthen the program.

Recommendations

ChalleNGe sites should all adopt the newest version of the TABE and examine any requirements based on specific TABE scores. We are pleased to note that nearly all ChalleNGe sites have adopted the newest version of the TABE. We continue to recommend that the last few sites adopt TABE 11/12 (Puerto Rico should remain the exception because the TABE 11/12 is not likely to be translated into Spanish). We recommend that sites carefully track progress on the TABE 11/12; we believe our documentation of scale scores associated with the likelihood of passing a high school equivalency test (shown in Chapter 2) will be helpful in these efforts.

The ChalleNGe and Job ChalleNGe programs should adopt long-term measures of graduate success and continue working to develop the data systems necessary to track this success. We continue to recommend these steps, while we recognize efforts, at both the site and the program levels, toward this goal. Long-term measures (measures of how graduates fare in the years after they leave ChalleNGe) are necessary to determine a program's success in meeting its mission and could also help identify best practices that would lead to program improvement. Especially as the program emerges from the pandemic, these measures will form an important source of information. We discuss strategies for developing long-term measures in Wenger, Wrabel, et al., 2022. We are currently developing pilot projects to test each of these strategies. We will document the results of these pilot projects in future reports.

The downward trend in ChalleNGe graduates' immediate postsecondary enrollment during 2021 could be caused by increasing wages and opportunities in the labor market. We will continue to track this measure closely. **We recommend that sites work with mentors and with current cadets to make sure they are provided with information and resources to apply to postsecondary programs, even if the cadets choose not to apply immediately.**

Finally, **ChalleNGe sites should track staff turnover and local wages. We also recommend tracking staff satisfaction and working conditions.** ChalleNGe sites report substantial difficulties in hiring, and the turnover rate of staff is relatively high. Given the strong relationship between staff turnover and youth outcomes in other settings, we recommend that sites work to lower staff turnover. A staff survey (either through a stand-alone effort or through adding questions to an existing climate survey) would be a logical first step. Pilot programs may offer a practical way to test changes in working conditions and the effectiveness of such changes.

The Path Forward

As part of the past and current multi-year projects, we have completed seven annual reports as well as supplemental analyses in a variety of areas. Job ChalleNGe has been a major focus of this project (although not of this year's annual report). We are currently working to complete implementation and outcomes studies for Job ChalleNGe. As a final step, we will produce a capstone report, which will include complete results from the Job ChalleNGe analyses and summaries of all the research and recommendations produced during the course of this project.

Supplemental Information on ChalleNGe Sites

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, as well as the type of credential most frequently awarded at the program. Table A.2 provides each program’s modifications in response to the COVID-19 pandemic.

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

Program Abbreviation	State	Program Name	Program Type
AK	Alaska	Alaska Military Youth Academy	High school credits or diploma, GED
AR	Arkansas	Arkansas Youth ChalleNGe	GED
CA-DC	California	Discovery ChalleNGe Academy	High school credits or diploma
CA-LA	California	Sunburst Youth Academy	High school credits or diploma, HiSET
CA-SL	California	Grizzly Youth Academy	High school credits or diploma, HiSET
DC	District of Columbia	Capital Guardian Youth ChalleNGe Academy	High school credits or diploma, GED
FL	Florida	Florida Youth ChalleNGe Academy	High school credits or diploma, GED
GA-FG	Georgia	Fort Gordon Youth ChalleNGe Academy	High school credits or diploma, GED
GA-FS	Georgia	Fort Stewart Youth ChalleNGe Academy	High school credits or diploma, GED
HI-BP	Hawaii	Hawaii Youth ChalleNGe Academy at Barber’s Point	High school credits or diploma, HiSET
HI-HI	Hawaii	Hawaii Youth ChalleNGe Academy at Hilo	High school credits or diploma, HiSET
ID	Idaho	Idaho Youth ChalleNGe Academy	High school credits or diploma, GED

Table A.1—Continued

Program Abbreviation	State	Program Name	Program Type
IL	Illinois	Lincoln's ChalleNGe Academy	High school credits or diploma, GED
IN	Indiana	Hoosier Youth ChalleNGe Academy	High school credits or diploma, HiSET
KY-FK	Kentucky	Bluegrass ChalleNGe Academy	High school credits or diploma
KY-HN	Kentucky	Appalachian ChalleNGe Program	High school credits or diploma, GED
LA-CB	Louisiana	Louisiana Youth ChalleNGe Program—Camp Beauregard	High school credits or diploma, HiSET
LA-CM	Louisiana	Louisiana Youth ChalleNGe Program—Camp Minden	High school credits or diploma, HiSET
LA-GL	Louisiana	Louisiana Youth ChalleNGe Program—Gillis Long	High school credits or diploma, HiSET
MD	Maryland	Freestate ChalleNGe Academy	High school credits or diploma
MI	Michigan	Michigan Youth ChalleNGe Academy	High school credits or diploma, GED
MS	Mississippi	Mississippi Youth ChalleNGe Academy	High school credits or diploma
MT	Montana	Montana Youth ChalleNGe Academy	High school credits or diploma, HiSET
NC-NL	North Carolina	Tarheel ChalleNGe Academy—New London	High school credits or diploma, HiSET
NC-S	North Carolina	Tarheel ChalleNGe Academy—Salemberg	High school credits or diploma, HiSET
NJ	New Jersey	New Jersey Youth ChalleNGe Academy	High school credits or diploma, GED
NM	New Mexico	New Mexico Youth ChalleNGe Academy	HiSET
NV	Nevada	Battle Born Youth ChalleNGe Academy	High school credits or diploma
OK	Oklahoma	Thunderbird Youth Academy	High school credits or diploma, GED
OR	Oregon	Oregon Youth ChalleNGe Program	High school credits or diploma, GED
PR	Puerto Rico	Puerto Rico Youth ChalleNGe Academy	High school credits or diploma
SC	South Carolina	South Carolina Youth ChalleNGe Academy	GED

Table A.1—Continued

Program Abbreviation	State	Program Name	Program Type
TX	Texas	Texas Challenge Academy	High school credits or diploma, GED
VA	Virginia	Virginia Commonwealth Challenge Youth Academy	High school credits or diploma, GED
WA	Washington	Washington Youth Academy	High school credits or diploma
WI	Wisconsin	Wisconsin Challenge Academy	High school credits or diploma, GED
WV-N	West Virginia	Mountaineer Challenge Academy—North	High school credits or diploma
WV-S	West Virginia	Mountaineer Challenge Academy—South	HiSET
WY	Wyoming	Wyoming Cowboy Challenge Academy	High school credits or diploma, HiSET

NOTE: As of this writing, a site in Pennsylvania is preparing to open. Information in this table was reported by the sites in July 2022 and covers Classes 56 and 57, which began in 2021.

TABLE A.2**National Guard Youth Challenge: Program Modifications Due to COVID-19**

Program Abbreviation	State	Class 56 Modification	Class 57 Modification
AK	Alaska	Operated at lower capacity (e.g., 50% capacity)	Operated at lower capacity (e.g., 50% capacity)
AR	Arkansas	Condensed residential period (with early release)	Did not operate (no cadets enrolled)
CA-DC	California	Condensed residential period (with early release)	Condensed residential period (with early release)
CA-LA	California	Operated at lower capacity (e.g., 50% capacity)	Did not affect operations substantially
CA-SL	California	Operated at lower capacity (e.g., 50% capacity)	Operated at lower capacity (e.g., 50% capacity)
DC	District of Columbia	Operated partially or completely virtually	Operated partially or completely virtually
FL	Florida	Condensed residential period (with early release)	Condensed residential period (with early release)
GA-FG	Georgia	Operated at lower capacity (e.g., 50% capacity)	Operated at lower capacity (e.g., 50% capacity)

Table A.2—Continued

Program Abbreviation	State	Class 56 Modification	Class 57 Modification
GA-FS	Georgia	Operated at lower capacity (e.g., 50% capacity)	Operated at lower capacity (e.g., 50% capacity)
HI-BP	Hawaii	Condensed residential period (with early release)	Condensed residential period (with early release)
HI-HI	Hawaii	Did not affect operations substantially	Did not affect operations substantially
ID	Idaho	Condensed residential period (with early release)	Condensed residential period (with early release)
IL	Illinois	Operated at lower capacity (e.g., 50% capacity)	Did not operate (no cadets enrolled)
IN	Indiana	Condensed residential period (with early release)	Condensed residential period (with early release)
KY-FK	Kentucky	Did not affect operations substantially	Did not affect operations substantially
KY-HN	Kentucky	Did not affect operations substantially	Did not affect operations substantially
LA-CB	Louisiana	Operated at lower capacity (e.g., 50% capacity)	Operated at lower capacity (e.g., 50% capacity)
LA-CM	Louisiana	Condensed residential period (with early release)	Condensed residential period (with early release)
LA-GL	Louisiana	Operated at lower capacity (e.g., 50% capacity)	Operated at lower capacity (e.g., 50% capacity)
MD	Maryland	Did not operate (no cadets enrolled)	Condensed residential period (with early release)
MI	Michigan	Did not affect operations substantially	Did not affect operations substantially
MS	Mississippi	Condensed residential period (with early release)	Condensed residential period (with early release)
MT	Montana	Did not affect operations substantially	Did not affect operations substantially
NC-NL	North Carolina	Operated at lower capacity (e.g., 50% capacity)	Operated at lower capacity (e.g., 50% capacity)
NC-S	North Carolina	Operated at lower capacity (e.g., 50% capacity)	Operated at lower capacity (e.g., 50% capacity)
NJ	New Jersey	Operated partially or completely virtually	Operated at lower capacity (e.g., 50% capacity)
NM	New Mexico	Did not operate (no cadets enrolled)	Operated at lower capacity (e.g., 50% capacity)

Table A.2—Continued

Program Abbreviation	State	Class 56 Modification	Class 57 Modification
NV	Nevada	Not operational	Did not affect operations substantially
OK	Oklahoma	Condensed residential period (with early release)	Condensed residential period (with early release)
OR	Oregon	Operated at lower capacity (e.g., 50% capacity)	Operated at lower capacity (e.g., 50% capacity)
PR	Puerto Rico	Did not affect operations substantially	Did not affect operations substantially
SC	South Carolina	Operated at lower capacity (e.g., 50% capacity)	Did not affect operations substantially
TX	Texas	Operated at lower capacity (e.g., 50% capacity)	Operated at lower capacity (e.g., 50% capacity)
VA	Virginia	Operated partially or completely virtually	Operated partially or completely virtually
WA	Washington	Operated at lower capacity (e.g., 50% capacity)	Operated at lower capacity (e.g., 50% capacity)
WI	Wisconsin	Condensed residential period (with early release)	Did not affect operations substantially
WV-N	West Virginia	Condensed residential period (with early release)	Condensed residential period (with early release)
WV-S	West Virginia	Operated at lower capacity (e.g., 50% capacity)	Operated at lower capacity (e.g., 50% capacity)
WY	Wyoming	Operated at lower capacity (e.g., 50% capacity)	Operated at lower capacity (e.g., 50% capacity)

The following tables include detailed information collected from each program. (Tables A.3–A.13 provide site data; Tables A.14–A.52 provide site profiles.) We carried out data collection in June and July 2022. The focus of the data collection was on classes that began in 2021 (Classes 56 and 57, according to the ChalleNGe class numbering system, which began with the first class in the 1990s).

In some cases, programs provided incomplete data or data that were suspect in some way. When this occurred, we requested clarification from the relevant site(s). In cases in which we were unable to resolve the issue, the suspect elements were not reported, and the omission is noted in the relevant table. Some of these data issues are related to variations in how the individual sites collect and store data. Our analysts have developed a series of “data checks” that have helped to improve the data quality; we continue to explore strategies to increase the accuracy of future data collected from the sites, with a focus on limiting the burden of data collection for sites and ChalleNGe personnel. Some data elements are missing or contain unexpected values because of the different ways the sites responded to the COVID-19

pandemic. We have noted, below each table in the report, specific instances of sites operating virtually, operating on a condensed schedule or at lower capacity, or not operating at all because of the pandemic.

In some cases, we requested similar information at the site and cadet levels; for example, we requested the overall number of credentials awarded and indicators of which cadets received credentials. We found occasional minor discrepancies in these data. When such discrepancies occur, we report the numbers calculated from the cadet-level data.

The sites are listed alphabetically by state or territory name. Each table includes metrics of the number and type of staff, total funding in 2021, and 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, and the numbers of cadets registered to vote and for Selective Service. Finally, the tables include information about post-graduation placement (but because of our accelerated data collection schedule this year, the placement information is not always directly comparable with information in past reports). The tables also include nine-month placement rates for Class 55; at the time of our previous data collection, this information was not yet available for cadets in Class 55. Some of the data

TABLE A.3
Applicants and Graduates (Classes 56 and 57)

Residential Class 56					Residential Class 57				
Site	Target	Applied	Entrants	Graduates	Site	Target	Applied	Entrants	Graduates
All sites		6,311	3,741	2,879	All sites		6,854	4,033	3,013
AK ^b	75	100	94	79	AK ^b	125	111	106	77
AR ^a	80	222	82	74	AR	NOT OP	194	NOT OP	NOT OP
CA-DC ^a	96	170	88	81	CA-DC ^a	96	167	106	88
CA-LA ^b	190	170	103	96	CA-LA	190	250	127	113
CA-SL ^b	137	145	137	126	CA-SL ^b	151	151	151	133
DC ^c	75	77	51	31	DC ^c	75	77	50	33
FL ^a	80	103	103	89	FL ^a	150	154	154	117
GA-FG ^b	76	201	114	76	GA-FG ^b	41	196	91	41
GA-FS ^b	100	138	109	86	GA-FS ^b	125	184	183	151
HI-BP ^a	75	134	91	70	HI-BP ^a	75	126	87	79
HI-HI	75	78	64	55	HI-HI	55	62	57	31
ID ^a	115	134	128	108	ID ^a	115	143	130	103
IL ^b	*	388	160	90	IL	NOT OP	NOT OP	NOT OP	NOT OP

Table A.3—Continued

Residential Class 56					Residential Class 57				
Site	Target	Applied	Entrants	Graduates	Site	Target	Applied	Entrants	Graduates
IN ^a	100	88	88	63	IN ^a	100	88	88	63
KY-FK	65	80	80	65	KY-FK	58	77	77	58
KY-HN	100	118	80	57	KY-HN	100	155	90	73
LA-CB ^b	67	139	88	73	LA-CB ^b	84	159	106	87
LA-CM ^a	50	111	65	57	LA-CM ^a	88	152	106	75
LA-GL ^b	63	157	115	86	LA-GL ^b	63	137	79	58
MD	NOT OP	NOT OP	NOT OP	NOT OP	MD ^a	75	180	87	62
MI	114	168	132	106	MI	114	165	134	107
MS ^a	150	383	186	162	MS ^a	150	449	239	155
MT	100	141	110	79	MT	100	189	129	103
NC-NL ^b	96	118	109	71	NC-NL ^b	57	70	62	45
NC-S ^b	125	186	77	66	NC-S ^b	125	350	90	62
NJ ^c	30	82	55	28	NJ ^b	24	35	21	17
NM	112	83	NOT OP	NOT OP	NM ^b	100	194	95	58
NV	NOT OP	NOT OP	NOT OP	NOT OP	NV	22	27	22	21
OK ^a	110	321	130	73	OK ^a	110	403	181	130
OR ^b	100	259	125	114	OR ^b	100	232	128	105
PR	*	255	245	227	PR	*	249	243	221
SC ^b	60	150	62	48	SC	100	202	104	69
TX ^b	91	172	91	55	TX ^b	133	243	133	64
VA ^c	40	116	85	58	VA ^c	73	104	70	46
WA ^b	92	242	99	80	WA ^b	92	310	117	105
WI ^a	100	376	135	79	WI	100	384	91	71
WV-N ^a	150	236	96	73	WV-N ^a	150	264	141	106
WV-S ^b	100	176	102	58	WV-S ^b	100	153	100	44
WY ^b	100	94	62	40	WY ^b	75	68	58	42

^a Condensed residential period (with early release).^b Operated at lower capacity (e.g., 50 percent capacity).^c Operated partially or completely virtually.

NOTE: * = did not report. NOT OP = did not operate (no cadets enrolled). Information in this table was reported by the sites in July 2022 and covers Classes 56 and 57, which began in 2021. *Target* columns represent the program's graduation goal. Additional information on each ChalleNGe site is available throughout this appendix.

TABLE A.4

Number of Challenge Graduates and Number of Graduates by Type of Credential Awarded, by Site (Classes 56 and 57)

Residential Class 56					Residential Class 57				
Site	Number of Graduates from Challenge	Number Receiving GED, HiSET, or TASC	Number Receiving HS Credits	Number Receiving HS Diploma	Site	Number of Graduates from Challenge	Number Receiving GED, HiSET, or TASC	Number Receiving HS Credits	Number Receiving HS Diploma
All sites	2,879	574	980	663	All sites	3,013	494	1,202	608
AK ^b	79	0	54	25	AK ^b	77	0	54	23
AR ^a	74	14	0	0	AR	NOT OP	NOT OP	NOT OP	NOT OP
CA-DC ^a	81	0	59	22	CA-DC ^a	88	0	71	17
CA-LA ^b	96	0	81	15	CA-LA	113	0	96	16
CA-SL ^b	126	0	87	39	CA-SL ^b	133	0	133	0
DC ^c	31	3	0	0	DC ^c	33	0	0	0
FL ^a	89	57	11	2	FL ^a	117	58	16	2
GA-FG ^b	76	52	16	7	GA-FG ^b	41	28	0	1
GA-FS ^b	86	25	50	0	GA-FS ^b	151	39	99	0
HI-BP ^a	70	18	0	0	HI-BP ^a	79	28	0	0
HI-HI	55	35	0	0	HI-HI	31	14	0	0
ID ^a	108	8	91	9	ID ^a	103	4	89	10
IL ^b	90	54	6	1	IL	NOT OP	NOT OP	NOT OP	NOT OP
IN ^a	63	20	0	0	IN ^a	63	15	0	0
KY-FK	65	0	58	6	KY-FK	58	0	50	8
KY-HN	57	0	57	0	KY-HN	73	0	73	0
LA-CB ^b	73	21	0	0	LA-CB ^b	87	31	0	0
LA-CM ^a	57	23	11	0	LA-CM ^a	75	32	14	0
LA-GL ^b	86	32	0	0	LA-GL ^b	58	25	0	0
MD	NOT OP	NOT OP	NOT OP	NOT OP	MD ^a	62	0	0	41
MI	106	0	0	0	MI	107	0	0	0
MS ^a	162	0	0	105	MS ^a	155	0	0	88
MT	79	18	61	0	MT	103	16	85	0
NC-NL ^b	71	26	0	22	NC-NL ^b	45	13	0	17

Table A.4—Continued

Site	Residential Class 56				Site	Residential Class 57			
	Number of Graduates from ChalleNGe	Number Receiving GED, HiSET, or TASC	Number Receiving HS Credits	Number Receiving HS Diploma		Number of Graduates from ChalleNGe	Number Receiving GED, HiSET, or TASC	Number Receiving HS Credits	Number Receiving HS Diploma
NC-S ^b	66	0	0	53	NC-S ^b	62	0	1	24
NJ ^c	28	0	0	20	NJ ^b	17	0	0	13
NM	NOT OP	NOT OP	NOT OP	NOT OP	NM ^b	58	39	0	0
NV	NOT OP	NOT OP	NOT OP	NOT OP	NV	21	0	21	0
OK ^a	73	7	56	10	OK ^a	130	0	116	14
OR ^b	114	0	85	29	OR ^b	105	0	87	18
PR	227	0	0	224	PR	221	0	0	207
SC ^b	48	33	0	0	SC	69	38	2	0
TX ^b	55	0	49	6	TX ^b	64	1	48	15
VA ^c	58	29	0	0	VA ^c	46	15	0	0
WA ^b	80	0	80	0	WA ^b	105	0	105	0
WI ^a	79	72	1	0	WI	71	56	0	0
WV-N ^a	73	2	0	68	WV-N ^a	106	0	0	94
WV-S ^b	58	0	58	0	WV-S ^b	44	42	0	0
WY ^b	40	25	9	0	WY ^b	42	0	42	0

^a Condensed residential period (with early release).

^b Operated at lower capacity (e.g., 50 percent capacity).

^c Operated partially or completely virtually.

NOTE: HS = high school. NOT OP = did not operate (no cadets enrolled). Information in this table was reported by the sites in July 2022 and covers Classes 56 and 57, which began in 2021. Credentials awarded include those conveyed during the ChalleNGe residential phase. Counts reflect a single credential per cadet. Cadets with multiple credentials are assigned according to the hierarchy of high school diploma, high school credits, then GED/HiSET/TASC. At the Idaho ChalleNGe program, those who received GEDs also received high school credits, although the credits were not used. In New Jersey, ChalleNGe graduates who passed the GED were awarded a state high school diploma. In West Virginia, ChalleNGe graduates who passed the state standardized test were awarded a state high school diploma. The Wisconsin program generates a pathway for all credentialing options awarded through the 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 throughout this appendix.

TABLE A.5

**Core Component Completion—Community Service, ChalleNGe Graduates
(Classes 56 and 57)**

Residential Class 56				Residential Class 57			
Site	Service Hours per Cadet	Value per Hour (\$)	Total Community Service Contribution (\$)	Site	Service Hours per Cadet	Value per Hour (\$)	Total Community Service Contribution (\$)
All sites	34		2,757,503	All sites	37		3,151,399
AK ^b	50	31.34	123,699	AK ^b	45	31.34	107,794
AR ^a	53	23.79	92,614	AR	NOT OP	23.79	NOT OP
CA-DC ^a	41	35.56	117,561	CA-DC ^a	40	35.56	125,171
CA-LA ^b	20	35.56	68,275	CA-LA	54	35.56	217,752
CA-SL ^b	ETP	35.56	ETP	CA-SL ^b	ETP	35.56	ETP
DC ^c	62	50.48	96,619	DC ^c	51	50.48	85,412
FL ^a	60	27.68	148,545	FL ^a	61	27.68	197,090
GA-FG ^b	ETP	27.66	ETP	GA-FG ^b	22	27.66	25,115
GA-FS ^b	ETP	27.66	ETP	GA-FS ^b	ETP	27.66	ETP
HI-BP ^a	74	32.10	165,700	HI-BP ^a	48	32.10	121,611
HI-HI	43	32.10	75,499	HI-HI	71	32.10	70,203
ID ^a	37	26.11	102,965	ID ^a	49	26.11	130,942
IL ^b	63	30.97	175,786	IL	NOT OP	30.97	NOT OP
IN ^a	42	26.76	70,058	IN ^a	46	26.76	77,390
KY-FK	61	24.83	98,774	KY-FK	97	24.83	139,545
KY-HN	56	24.83	79,501	KY-HN	46	24.83	83,541
LA-CB ^b	ETP	26.33	ETP	LA-CB ^b	ETP	26.33	ETP
LA-CM ^a	ETP	26.33	ETP	LA-CM ^a	ETP	26.33	ETP
LA-GL ^b	ETP	26.33	ETP	LA-GL ^b	14	26.33	21,512
MD	NOT OP	32.82	NOT OP	MD ^a	ETP	32.82	ETP
MI	42	28.35	125,732	MI	16	28.35	49,131
MS ^a	53	22.57	193,628	MS ^a	47	22.57	164,716
MT	65	26.48	135,739	MT	64	26.48	174,416
NC-NL ^b	49	27.63	95,379	NC-NL ^b	36	27.63	45,252
NC-S ^b	46	27.63	83,291	NC-S ^b	47	27.63	80,086

Table A.5—Continued

Residential Class 56				Residential Class 57			
Site	Service Hours per Cadet	Value per Hour (\$)	Total Community Service Contribution (\$)	Site	Service Hours per Cadet	Value per Hour (\$)	Total Community Service Contribution (\$)
NJ ^c	40	32.39	36,277	NJ ^b	41	32.39	22,738
NM	NOT OP	24.32	NOT OP	NM ^b	40	24.32	56,447
NV	NOT OP	26.18	NOT OP	NV	43	26.18	23,418
OK ^a	60	24.96	109,924	OK ^a	51	24.96	165,497
OR ^b	8	29.75	28,441	OR ^b	108	29.75	337,484
PR	3	14.11	8,805	PR	5	14.11	14,900
SC ^b	9	26.59	11,700	SC	52	26.59	96,309
TX ^b	14	28.14	21,612	TX ^b	9	28.14	17,053
VA ^c	ETP	30.80	ETP	VA ^c	13	30.80	18,850
WA ^b	64	34.87	177,924	WA ^b	52	34.87	189,797
WI ^a	66	27.87	144,456	WI	44	27.87	86,826
WV-N ^a	32	25.07	57,887	WV-N ^a	38	25.07	99,891
WV-S ^b	51	25.07	74,044	WV-S ^b	50	25.07	55,026
WY ^b	34	27.13	37,070	WY ^b	44	27.13	50,486

^a Condensed residential period (with early release).

^b Operated at lower capacity (e.g., 50 percent capacity).

^c Operated partially or completely virtually.

NOTE: NOT OP = did not operate (no cadets enrolled). ETP = Exception to Protocol waiver due to COVID-19. Information in this table was reported by the sites in July 2022 and covers Classes 56 and 57, which began in 2021. The value of community service is calculated using published figures at the state level for 2021 that are available online (Independent Sector, 2020). The value of community service was calculated in the same manner in the previous annual reports (Constant et al., 2019; National Guard Youth Challenge, 2015; Wenger, Constant, and Cottrell, 2018; Wenger et al., 2017).

TABLE A.6

Residential Performance—Physical Fitness as Measured by the Average Number of Initial and Final Push-Ups Completed and Initial and Final Run Time for Graduates, per Site (Class 56)

Site	Number of Push-Ups		1-Mile Run Time	
	Initial	Final	Initial	Final
All sites	24	39	10:49	08:23
AK ^b	22	41	11:48	08:07
AR ^a	*	*	10:54	09:01
CA-DC ^a	31	42	09:38	07:34
CA-LA ^b	26	39	09:27	07:48
CA-SL ^b	22	36	10:21	07:34
DC ^c	20	32	12:11	10:48
FL ^a	22	28	11:20	08:31
GA-FG ^b	29	39	09:33	08:32
GA-FS ^b	25	33	11:47	08:15
HI-BP ^a	34	43	08:12	07:49
HI-HI	41	53	09:36	07:58
ID ^a	31	39	09:30	07:59
IL ^b	22	45	11:50	08:25
IN ^a	16	32	11:42	09:09
KY-FK	27	34	10:45	07:16
KY-HN	16	27	11:02	08:00
LA-CB ^b	21	37	09:35	08:30
LA-CM ^a	20	37	10:15	08:13
LA-GL ^b	25	43	17:11	13:42
MD	NOT OP	NOT OP	NOT OP	NOT OP
MI	*	*	09:27	08:52
MS ^a	22	46	11:40	08:23
MT	17	42	12:00	07:59
NC-NL ^b	27	37	07:59	07:00
NC-S ^b	26	40	10:50	08:34
NJ ^c	23	35	11:28	10:58

Table A.6—Continued

Site	Number of Push-Ups		1-Mile Run Time	
	Initial	Final	Initial	Final
NM	NOT OP	NOT OP	NOT OP	NOT OP
NV	NOT OP	NOT OP	NOT OP	NOT OP
OK ^a	23	43	10:01	08:40
OR ^b	21	36	10:07	07:33
PR	19	38	11:18	08:24
SC ^b	33	65	09:58	07:59
TX ^b	29	43	11:06	09:35
VA ^c	34	22	11:55	13:33
WA ^b	25	37	09:06	07:49
WI ^a	17	28	09:41	07:51
WV-N ^a	18	37	09:52	07:01
WV-S ^b	25	59	16:06	07:17
WY ^b	22	45	11:07	07:51

^a Condensed residential period (with early release).^b Operated at lower capacity (e.g., 50 percent capacity).^c Operated partially or completely virtually.

NOTE: * = did not report. NOT OP = did not operate (no cadets enrolled). Information in this table was reported by the sites in July 2022 and covers Class 56.

TABLE A.7

Residential Performance—Physical Fitness as Measured by the Average Number of Initial and Final Push-Ups Completed and Initial and Final Run Time for Graduates, per Site (Class 57)

Site	Number of Push-Ups		1-Mile Run Time	
	Initial	Final	Initial	Final
All sites	23	41	10:52	08:29
AK ^b	23	47	11:17	08:54
AR	NOT OP	NOT OP	NOT OP	NOT OP
CA-DC ^a	25	41	10:15	08:23
CA-LA	19	37	10:41	07:43
CA-SL ^b	20	35	10:20	07:34
DC ^c	11	17	13:27	12:00

Table A.7—Continued

Site	Number of Push-Ups		1-Mile Run Time	
	Initial	Final	Initial	Final
FL ^a	25	52	10:56	08:31
GA-FG ^b	30	41	10:15	09:47
GA-FS ^b	27	46	10:36	08:27
HI-BP ^a	38	43	10:30	07:54
HI-HI	37	46	09:53	08:01
ID ^a	22	39	11:05	08:18
IL	NOT OP	NOT OP	NOT OP	NOT OP
IN ^a	16	32	11:42	09:09
KY-FK	26	39	11:07	09:23
KY-HN	21	33	12:58	10:18
LA-CB ^b	22	49	09:53	08:09
LA-CM ^a	17	34	12:08	10:47
LA-GL ^b	34	36	13:43	11:42
MD ^a	24	41	11:03	09:02
MI	*	*	09:54	08:43
MS ^a	22	47	12:12	08:14
MT	22	43	11:20	07:42
NC-NL ^b	27	44	07:44	06:52
NC-S ^b	23	36	10:07	08:30
NJ ^b	28	61	10:15	07:03
NM ^b	25	45	08:43	06:35
NV	22	28	11:23	09:44
OK ^a	26	39	09:44	08:15
OR ^b	19	36	11:15	08:28
PR	17	36	12:05	08:39
SC	22	48	10:49	08:17
TX ^b	33	46	10:24	08:45
VA ^c	28	45	11:23	09:17
WA ^b	20	41	10:41	07:40

Table A.7—Continued

Site	Number of Push-Ups		1-Mile Run Time	
	Initial	Final	Initial	Final
WI	20	35	09:20	07:52
WV-N ^a	18	38	11:24	07:45
WV-S ^b	25	37	10:01	09:00
WY ^b	14	38	09:59	07:51

^a Condensed residential period (with early release).

^b Operated at lower capacity (e.g., 50 percent capacity).

^c Operated partially or completely virtually.

NOTE: * = did not report. NOT OP = did not operate (no cadets enrolled). Information in this table was reported by the sites in July 2022 and covers Class 57.

TABLE A.8

Percentage of ChalleNGe Graduates in Pre- and Post-TABE Math Grade-Equivalent, by Site (Class 56)

Site	Pre-TABE (%)			Post-TABE (%)		
	Elementary	Middle School	High School	Elementary	Middle School	High School
	(Grades 1–5)	(Grades 6–8)	(Grades 9–12)	(Grades 1–5)	(Grades 6–8)	(Grades 9–12)
All sites 9/10	59	23	18	31	32	37
All sites 11/12	72	25	2	55	37	9
AK ^b	64	34	3	47	38	15
AR ^a	73	26	1	53	45	3
CA-DC ^a	*	*	*	*	*	*
CA-LA ^b	65	27	8	23	41	36
CA-SL ^b	71	18	11	42	35	23
DC ^c	50	35	15	21	31	48
FL ^a	78	19	3	44	47	9
GA-FG ^b	63	37	0	71	28	1
GA-FS ^b	74	24	1	45	45	9
HI-BP ^a	88	12	0	79	21	0
HI-HI	74	25	2	74	24	2
ID ^a	64	32	4	49	40	11
IL ^b	63	36	1	63	33	5
IN ^a	73	25	2	73	26	2

Table A.8—Continued

Site	Pre-TABE (%)			Post-TABE (%)		
	Elementary	Middle School	High School	Elementary	Middle School	High School
	(Grades 1–5)	(Grades 6–8)	(Grades 9–12)	(Grades 1–5)	(Grades 6–8)	(Grades 9–12)
KY-FK	84	14	2	66	34	0
KY-HN	96	2	2	68	25	7
LA-CB ^b	69	25	6	44	36	19
LA-CM ^a	77	21	2	39	54	7
LA-GL ^b	69	28	2	51	45	4
MD	NOT OP	NOT OP	NOT OP	NOT OP	NOT OP	NOT OP
MI	83	15	2	84	13	3
MS ^a	71	27	2	33	50	17
MT	75	22	4	52	41	8
NC-NL ^b	65	34	1	45	44	11
NC-S ^b	68	29	3	53	33	14
NJ ^c	ETP	ETP	ETP	ETP	ETP	ETP
NM	NOT OP	NOT OP	NOT OP	NOT OP	NOT OP	NOT OP
NV	NOT OP	NOT OP	NOT OP	NOT OP	NOT OP	NOT OP
OK ^a	73	21	7	52	34	14
OR ^b	45	23	32	25	25	50
PR	ETP	ETP	ETP	ETP	ETP	ETP
SC ^b	79	19	2	75	21	4
TX ^b	65	35	0	74	17	9
VA ^c	72	16	12	47	24	29
WA ^b	63	34	4	51	34	15
WI ^a	71	29	0	58	32	10
WV-N ^a	75	23	1	45	48	7
WV-S ^b	71	24	5	38	50	12
WY ^b	33	30	38	23	33	45

^a Condensed residential period (with early release).^b Operated at lower capacity (e.g., 50 percent capacity).^c Operated partially or completely virtually.

NOTE: * = did not report. NOT OP = did not operate (no cadets enrolled). ETP = Exception to Protocol waiver due to COVID-19. Information in this table was reported by the sites in July 2022 and covers Class 56. Some numbers do not sum to 100 percent because of rounding. The following sites used TABE Survey Form 9/10: CA-LA, CA-SL, DC, OR, VA, and WY. The remaining sites used TABE Survey Form 11/12.

TABLE A.9

Percentage of ChalleNGe Graduates in Pre- and Post-TABE Math Grade-Equivalent, by Site (Class 57)

Site	Pre-TABE (%)			Post-TABE (%)		
	Elementary (Grades 1–5)	Middle School (Grades 6–8)	High School (Grades 9–12)	Elementary (Grades 1–5)	Middle School (Grades 6–8)	High School (Grades 9–12)
All sites 9/10	64	20	16	30	34	36
All sites 11/12	75	22	3	55	35	9
AK ^b	77	21	3	45	47	8
AR	NOT OP	NOT OP	NOT OP	NOT OP	NOT OP	NOT OP
CA-DC ^a	*	*	*	*	*	*
CA-LA	73	19	8	16	40	44
CA-SL ^b	67	17	16	60	34	6
DC ^c	73	15	12	55	19	26
FL ^a	81	17	2	62	35	3
GA-FG ^b	74	26	0	70	30	0
GA-FS ^b	78	18	4	39	49	13
HI-BP ^a	79	19	1	78	22	0
HI-HI	97	3	0	76	21	3
ID ^a	60	35	5	50	34	16
IL	NOT OP	NOT OP	NOT OP	NOT OP	NOT OP	NOT OP
IN ^a	65	32	3	57	43	0
KY-FK	74	24	2	70	28	2
KY-HN	92	6	2	68	26	6
LA-CB ^b	77	22	1	49	39	11
LA-CM ^a	67	29	4	37	45	17
LA-GL ^b	74	23	4	46	42	12
MD ^a	60	15	26	21	28	51
MI	86	13	1	80	14	6
MS ^a	73	25	2	30	46	23
MT	71	25	4	58	30	12
NC-NL ^b	69	24	7	51	38	11

Table A.9—Continued

Site	Pre-TABE (%)			Post-TABE (%)		
	Elementary (Grades 1–5)	Middle School (Grades 6–8)	High School (Grades 9–12)	Elementary (Grades 1–5)	Middle School (Grades 6–8)	High School (Grades 9–12)
NC-S ^b	79	18	3	66	29	5
NJ ^b	18	47	35	24	29	47
NM ^b	86	13	2	60	35	5
NV	100	0	0	100	0	0
OK ^a	70	26	4	61	29	10
OR ^b	52	25	23	25	34	41
PR	ETP	ETP	ETP	ETP	ETP	ETP
SC	87	13	0	78	20	1
TX ^b	71	29	0	65	35	0
VA ^c	63	24	13	48	33	20
WA ^b	76	24	0	55	36	9
WI	68	30	3	49	41	10
WV-N ^a	66	29	5	36	50	14
WV-S ^b	84	16	0	73	25	2
WY ^b	77	21	3	50	48	2

^a Condensed residential period (with early release).

^b Operated at lower capacity (e.g., 50 percent capacity).

^c Operated partially or completely virtually.

NOTE: * = did not report. NOT OP = did not operate (no cadets enrolled). ETP = Exception to Protocol waiver due to COVID-19. Information in this table was reported by the sites in July 2022 and covers Class 57. Some numbers do not sum to 100 percent because of rounding. The following sites used TABE Survey Form 9/10: CA-LA, CA-SL, DC, MD, OR, and VA. The remaining sites used TABE Survey Form 11/12.

TABLE A.10

Percentage of ChalleNGe Graduates in Pre- and Post-TABE Reading Grade-Equivalent, by Site (Class 56)

Site	Pre-TABE (%)			Post-TABE (%)		
	Elementary	Middle School	High School	Elementary	Middle School	High School
	(Grades 1–5)	(Grades 6–8)	(Grades 9–12)	(Grades 1–5)	(Grades 6–8)	(Grades 9–12)
All sites 9/10	34	25	41	10	36	54
All site 11/12	60	27	13	46	34	20
AK ^b	52	31	17	34	43	23
AR ^a	65	27	8	43	42	15
CA-DC ^a	*	*	*	*	*	*
CA-LA ^b	56	26	18	11	33	55
CA-SL ^b	37	27	37	10	40	50
DC ^c	35	30	35	10	30	60
FL ^a	60	24	17	20	35	45
GA-FG ^b	54	33	13	57	31	11
GA-FS ^b	77	21	2	43	51	6
HI-BP ^a	79	15	6	76	19	4
HI-HI	61	24	15	59	24	18
ID ^a	52	30	19	32	48	19
IL ^b	66	24	11	56	26	19
IN ^a	62	30	8	65	23	13
KY-FK	71	23	6	64	23	13
KY-HN	94	4	2	67	26	7
LA-CB ^b	49	34	17	37	30	33
LA-CM ^a	46	32	23	25	40	35
LA-GL ^b	60	25	15	43	38	20
MD	NOT OP	NOT OP	NOT OP	NOT OP	NOT OP	NOT OP
MI	79	17	4	75	22	4
MS ^a	50	35	15	21	40	39
MT	57	29	14	43	38	19

in the following tables (along with other cadet-level data collected at the same time) formed

Table A.10—Continued

Site	Pre-TABE (%)			Post-TABE (%)		
	Elementary (Grades 1–5)	Middle School (Grades 6–8)	High School (Grades 9–12)	Elementary (Grades 1–5)	Middle School (Grades 6–8)	High School (Grades 9–12)
NC-NL ^b	55	31	14	35	46	18
NC-S ^b	50	29	21	44	30	26
NJ ^c	ETP	ETP	ETP	ETP	ETP	ETP
NM	NOT OP	NOT OP	NOT OP	NOT OP	NOT OP	NOT OP
NV	NOT OP	NOT OP	NOT OP	NOT OP	NOT OP	NOT OP
OK ^a	51	34	15	39	38	23
OR ^b	15	20	65	8	31	61
PR	ETP	ETP	ETP	ETP	ETP	ETP
SC ^b	77	19	4	67	25	8
TX ^b	58	42	0	74	24	2
VA ^c	45	28	28	16	45	40
WA ^b	45	33	23	38	33	30
WI ^a	57	28	16	62	22	16
WV-N ^a	62	33	5	45	41	14
WV-S ^b	53	26	21	22	34	43
WY ^b	15	25	60	5	35	60

^a Condensed residential period (with early release).^b Operated at lower capacity (e.g., 50 percent capacity).^c Operated partially or completely virtually.

NOTE: * = did not report. NOT OP = did not operate (no cadets enrolled). ETP = Exception to Protocol waiver due to COVID-19. Information in this table was reported by the sites in July 2022 and covers Class 56. Some numbers do not sum to 100 percent because of rounding. The following sites used TABE Survey Form 9/10: CA-LA, CA-SL, DC, OR, VA, and WY. The remaining sites used TABE Survey Form 11/12.

TABLE A.11

Percentage of Challenge Graduates in Pre- and Post-TABE Reading Grade-Equivalent, by Site (Class 57)

Site	Pre-TABE (%)			Post-TABE (%)		
	Elementary	Middle School	High School	Elementary	Middle School	High School
	(Grades 1–5)	(Grades 6–8)	(Grades 9–12)	(Grades 1–5)	(Grades 6–8)	(Grades 9–12)
All sites 9/10	41	27	32	11	31	58
All sites 11/12	62	27	11	49	30	21
AK ^b	58	26	16	35	27	38
AR	NOT OP	NOT OP	NOT OP	NOT OP	NOT OP	NOT OP
CA-DC ^a	*	*	*	*	*	*
CA-LA	59	22	19	10	27	63
CA-SL ^b	41	27	31	14	31	54
DC ^c	33	48	18	13	52	35
FL ^a	63	25	12	50	32	19
GA-FG ^b	54	39	7	74	21	5
GA-FS ^b	68	26	6	46	36	19
HI-BP ^a	73	20	6	74	21	5
HI-HI	71	16	13	74	6	19
ID ^a	64	22	14	47	20	33
IL	NOT OP	NOT OP	NOT OP	NOT OP	NOT OP	NOT OP
IN ^a	57	35	8	59	33	8
KY-FK	60	31	9	65	24	11
KY-HN	96	4	0	55	30	15
LA-CB ^b	54	26	20	31	33	36
LA-CM ^a	47	35	19	44	23	33
LA-GL ^b	53	26	21	40	33	28
MD ^a	32	31	37	3	31	66
MI	66	25	9	82	12	6
MS ^a	53	30	17	28	25	46
MT	54	37	9	44	40	17
NC-NL ^b	53	33	13	47	27	27

Table A.11—Continued

Site	Pre-TABE (%)			Post-TABE (%)		
	Elementary (Grades 1–5)	Middle School (Grades 6–8)	High School (Grades 9–12)	Elementary (Grades 1–5)	Middle School (Grades 6–8)	High School (Grades 9–12)
NC-S ^b	61	23	16	35	47	18
NJ ^b	53	18	29	24	41	35
NM ^b	66	26	9	38	41	21
NV	100	0	0	100	0	0
OK ^a	56	30	14	45	28	27
OR ^b	24	23	53	10	29	61
PR	ETP	ETP	ETP	ETP	ETP	ETP
SC	78	20	1	68	23	9
TX ^b	53	45	2	60	40	0
VA ^c	52	24	24	24	33	43
WA ^b	63	30	8	35	41	24
WI	49	35	15	46	38	15
WV-N ^a	52	31	16	45	34	21
WV-S ^b	86	14	0	57	30	14
WY ^b	68	23	10	52	29	19

^a Condensed residential period (with early release).

^b Operated at lower capacity (e.g., 50 percent capacity).

^c Operated partially or completely virtually.

NOTE: * = did not report. NOT OP = did not operate (no cadets enrolled). ETP = Exception to Protocol waiver due to COVID-19. Information in this table was reported by the sites in July 2022 and covers Class 57. Some numbers do not sum to 100 percent because of rounding. The following sites used TABE Survey Form 9/10: CA-LA, CA-SL, DC, MD, OR, and VA. The remaining sites used TABE Survey Form 11/12.

TABLE A.12

Percentage of Challenge Graduates in Pre- and Post-TABE Language Grade-Equivalent, by Site (Class 56)

Site	Pre-TABE (%)			Post-TABE (%)		
	Elementary	Middle School	High School	Elementary	Middle School	High School
	(Grades 1–5)	(Grades 6–8)	(Grades 9–12)	(Grades 1–5)	(Grades 6–8)	(Grades 9–12)
All sites	80	15	5	68	22	10
AK ^b	77	18	5	58	29	13
AR ^a	72	23	5	68	26	7
CA-DC ^a	*	*	*	*	*	*
CA-LA ^b	N/A	N/A	N/A	N/A	N/A	N/A
CA-SL ^b	N/A	N/A	N/A	N/A	N/A	N/A
DC ^c	N/A	N/A	N/A	N/A	N/A	N/A
FL ^a	83	11	6	62	28	10
GA-FG ^b	77	16	8	79	19	1
GA-FS ^b	83	16	1	51	44	5
HI-BP ^a	89	9	2	91	4	4
HI-HI	75	17	8	62	23	15
ID ^a	74	17	9	56	31	13
IL ^b	81	15	4	78	15	7
IN ^a	90	10	0	84	13	3
KY-FK	88	10	2	81	16	3
KY-HN	96	4	0	93	7	0
LA-CB ^b	67	25	7	58	21	21
LA-CM ^a	75	21	4	54	25	21
LA-GL ^b	77	17	6	62	26	12
MD	NOT OP	NOT OP	NOT OP	NOT OP	NOT OP	NOT OP
MI	94	3	3	91	8	2
MS ^a	78	12	9	55	28	17
MT	76	19	5	63	29	8
NC-NL ^b	82	10	8	68	23	10
NC-S ^b	82	15	3	68	26	6

Table A.12—Continued

Site	Pre-TABE (%)			Post-TABE (%)		
	Elementary (Grades 1–5)	Middle School (Grades 6–8)	High School (Grades 9–12)	Elementary (Grades 1–5)	Middle School (Grades 6–8)	High School (Grades 9–12)
NJ ^c	ETP	ETP	ETP	ETP	ETP	ETP
NM	NOT OP	NOT OP	NOT OP	NOT OP	NOT OP	NOT OP
NV	NOT OP	NOT OP	NOT OP	NOT OP	NOT OP	NOT OP
OK ^a	70	21	10	66	20	14
OR ^b	N/A	N/A	N/A	N/A	N/A	N/A
PR	ETP	ETP	ETP	ETP	ETP	ETP
SC ^b	88	6	6	88	8	4
TX ^b	80	20	0	86	14	0
VA ^c	N/A	N/A	N/A	N/A	N/A	N/A
WA ^b	74	18	9	60	24	16
WI ^a	81	15	4	76	19	5
WV-N ^a	79	19	1	62	29	10
WV-S ^b	79	9	12	59	17	24
WY ^b	N/A	N/A	N/A	N/A	N/A	N/A

^a Condensed residential period (with early release).^b Operated at lower capacity (e.g., 50 percent capacity).^c Operated partially or completely virtually.

NOTE: * = did not report. NOT OP = did not operate (no cadets enrolled). ETP = Exception to Protocol waiver due to COVID-19. N/A = not available. Information in this table was reported by the sites in July 2022 and covers Class 56. Some numbers do not sum to 100 percent because of rounding. TABE Survey Form 9/10 does not have the language test. The following sites used TABE Survey Form 9/10: CA-LA, CA-SL, DC, OR, VA, and WY. The remaining sites used TABE Survey Form 11/12.

TABLE A.13

Percentage of ChalleNGe Graduates in Pre- and Post-TABE Language Grade-Equivalent, by Site (Class 57)

Site	Pre-TABE (%)			Post-TABE (%)		
	Elementary (Grades 1–5)	Middle School (Grades 6–8)	High School (Grades 9–12)	Elementary (Grades 1–5)	Middle School (Grades 6–8)	High School (Grades 9–12)
All sites	81	13	5	70	20	10
AK ^b	73	21	6	68	25	8
AR	NOT OP	NOT OP	NOT OP	NOT OP	NOT OP	NOT OP
CA-DC ^a	*	*	*	*	*	*
CA-LA	N/A	N/A	N/A	N/A	N/A	N/A
CA-SL ^b	N/A	N/A	N/A	N/A	N/A	N/A
DC ^c	N/A	N/A	N/A	N/A	N/A	N/A
FL ^a	82	11	7	62	24	14
GA-FG ^b	80	15	5	90	7	2
GA-FS ^b	85	13	2	49	40	11
HI-BP ^a	92	6	1	96	3	1
HI-HI	87	0	13	83	3	14
ID ^a	72	18	10	63	23	14
IL	NOT OP	NOT OP	NOT OP	NOT OP	NOT OP	NOT OP
IN ^a	71	24	5	65	25	10
KY-FK	78	10	12	85	9	6
KY-HN	100	0	0	82	12	5
LA-CB ^b	82	11	7	65	23	12
LA-CM ^a	77	12	11	60	17	23
LA-GL ^b	70	20	11	54	26	19
MD ^a	N/A	N/A	N/A	N/A	N/A	N/A
MI	91	8	1	91	7	3
MS ^a	76	17	7	52	27	21
MT	82	17	2	70	22	8
NC-NL ^b	82	16	2	71	20	9
NC-S ^b	87	6	6	81	13	6
NJ ^b	47	18	35	76	12	12

Table A.13—Continued

Site	Pre-TABE (%)			Post-TABE (%)		
	Elementary (Grades 1–5)	Middle School (Grades 6–8)	High School (Grades 9–12)	Elementary (Grades 1–5)	Middle School (Grades 6–8)	High School (Grades 9–12)
NM ^b	91	7	2	76	19	5
NV	100	0	0	100	0	0
OK ^a	74	17	9	72	15	14
OR ^b	N/A	N/A	N/A	N/A	N/A	N/A
PR	ETP	ETP	ETP	ETP	ETP	ETP
SC	94	6	0	88	10	1
TX ^b	69	31	0	77	23	0
VA ^c	N/A	N/A	N/A	N/A	N/A	N/A
WA ^b	78	16	6	67	26	8
WI	79	20	1	73	18	8
WV-N ^a	75	17	9	62	18	20
WV-S ^b	95	5	0	84	16	0
WY ^b	88	8	5	76	14	10

^a Condensed residential period (with early release).

^b Operated at lower capacity (e.g., 50 percent capacity).

^c Operated partially or completely virtually.

NOTE: * = did not report. NOT OP = did not operate (no cadets enrolled). ETP = Exception to Protocol waiver due to COVID-19. N/A = not available. Information in this table was reported by the sites in July 2022 and covers Class 57. Some numbers do not sum to 100 percent because of rounding. TABE Survey Form 9/10 does not have the language test. The following sites used TABE Survey Form 9/10: CA-LA, CA-SL, DC, MD, OR, and VA. The remaining sites used TABE Survey Form 11/12.

TABLE A.14

Profile of Alaska Military Youth Academy

Alaska Military Youth Academy, Established 1994							
Graduates since inception: 6,338				Program type: Credit recovery, high school diploma, GED			
Staffing							
	Instructional	Cadre	Admin.	Case Managers	Recruiters	Counselors	Other
Number employed	7	27	11	6	1	1	17
Funding							
	Federal Funding			State Funding		Other Funding	
Classes 56 and 57	\$4,756,577			\$5,736,488		\$443,750	
Residential performance							
	Dates	Applied	Entered Pre-ChalleNGe	Graduated	Received GED/HiSet	Received HS Credits	Received HS Diploma
Class 56	January 2021–June 2021	100	94	79	0	54	25
Class 57	July 2021–December 2021	111	106	77	0	54	23
Physical fitness							
	Number of Push-Ups		1-Mile Run Time		BMI		
	Initial	Final	Initial	Final	Initial	Final	
Class 56	22	41	11:48	08:07	26.8	*	
Class 57	23	47	11:17	08:54	26.4	*	
Responsible citizenship							
	Voting				Selective Service		
	Eligible		Registered		Eligible	Registered	
Class 56	15		15		11	11	
Class 57	16		16		14	14	
Service to community							
	Service Hours per Cadet			Dollar Value per Hour		Total Value	
Class 56	50			\$31.34		\$123,699	
Class 57	45			\$31.34		\$107,794	

Table A.14—Continued

Alaska Military Youth Academy, Established 1994							
Post-residential performance status							
	Graduated	Contacted	Placed	Education	Employment	Military	Multiple/ Other
Class 55							
Month 9	91	61	60	20	21	3	16
Class 56							
Month 1	79	58	54	22	22	0	11
Month 3	79	58	54	23	20	1	11
Month 6	79	52	50	19	18	2	11
Month 9	79	57	56	22	19	5	11
Class 57							
Month 1	77	59	53	28	12	0	13
Month 3	77	52	49	25	16	0	8
Month 6	77	16	16	1	12	1	2

NOTE: * = did not report; admin. = administrative; BMI = body mass index; HS = high school.

**TABLE A.15
Profile of Arkansas Youth Challenge**

Arkansas Youth Challenge, Established 1993							
Graduates since inception: 4,362				Program type: GED			
Staffing							
	Instructional	Cadre	Admin.	Case Managers	Recruiters	Counselors	Other
Number employed	4	15	9	4	2	0	6
Funding							
	Federal Funding			State Funding		Other Funding	
Classes 56 and 57	\$3,326,934			\$1,108,978		\$0	
Residential performance							
	Dates	Applied	Entered Pre- ChalleNge	Graduated	Received GED/HiSet	Received HS Credits	Received HS Diploma
Class 56	January 2021– June 2021	222	82	74	14	0	0
Class 57	July 2021– December 2021	194	NOT OP	NOT OP	NOT OP	NOT OP	NOT OP

Table A.15—Continued

Arkansas Youth Challenge, Established 1993							
Physical fitness							
	Number of Push-Ups		1-Mile Run Time		BMI		
	Initial	Final	Initial	Final	Initial	Final	
Class 56	*	*	10:54	09:01	24.8	*	
Class 57	NOT OP	NOT OP	NOT OP	NOT OP	NOT OP	NOT OP	
Responsible citizenship							
	Voting				Selective Service		
	Eligible		Registered		Eligible	Registered	
Class 56	8		8		25	25	
Class 57	NOT OP		NOT OP		NOT OP	NOT OP	
Service to community							
	Service Hours per Cadet		Dollar Value per Hour		Total Value		
Class 56	53		\$23.79		\$92,614		
Class 57	NOT OP		\$23.79		NOT OP		
Post-residential performance status							
	Graduated	Contacted	Placed	Education	Employment	Military	Multiple/ Other
Class 55							
Month 9	78	0	0	0	0	0	0
Class 56							
Month 1	74	46	36	6	24	0	8
Month 3	74	21	17	8	4	0	6
Month 6	74	26	21	7	9	0	5
Month 9	74	16	15	3	8	0	4
Class 57							
Month 1	NOT OP	NOT OP	NOT OP	NOT OP	NOT OP	NOT OP	NOT OP
Month 3	NOT OP	NOT OP	NOT OP	NOT OP	NOT OP	NOT OP	NOT OP
Month 6	NOT OP	NOT OP	NOT OP	NOT OP	NOT OP	NOT OP	NOT OP

NOTE: * = did not report; admin. = administrative; HS = high school; NOT OP = did not operate (no cadets enrolled).

TABLE A.16

Profile of Discovery ChalleNGe Academy (California)

Discovery Challenge Academy, Established 2017							
Graduates since inception: 1,051				Program type: Credit recovery, high school diploma			
Staffing							
	Instructional	Cadre	Admin.	Case Managers	Recruiters	Counselors	Other
Number employed	7	23	10	3	1	1	4
Funding							
		Federal Funding		State Funding		Other Funding	
Classes 56 and 57		\$5,295,000		\$1,800,000		\$1,884,348	
Residential performance							
	Dates	Applied	Entered Pre-ChalleNGe	Graduated	Received GED/HiSet	Received HS Credits	Received HS Diploma
Class 56	January 2021–June 2021	170	88	81	0	59	22
Class 57	July 2021–December 2021	167	106	88	0	71	17
Physical fitness							
	Number of Push-Ups		1-Mile Run Time		BMI		
	Initial	Final	Initial	Final	Initial	Final	
Class 56	31	42	09:38	07:34	29.7	*	
Class 57	25	41	10:15	08:23	*	*	
Responsible citizenship							
	Voting				Selective Service		
	Eligible		Registered		Eligible	Registered	
Class 56	11		11		9	9	
Class 57	16		16		14	14	
Service to community							
		Service Hours per Cadet		Dollar Value per Hour		Total Value	
Class 56		41		\$35.56		\$117,561	
Class 57		40		\$35.56		\$125,171	

Table A.16—Continued

Discovery Challenge Academy, Established 2017							
Post-residential performance status							
	Graduated	Contacted	Placed	Education	Employment	Military	Multiple/ Other
Class 55							
Month 9	NOT OP	NOT OP	NOT OP	NOT OP	NOT OP	NOT OP	NOT OP
Class 56							
Month 1		81	76	41	15	5	15
Month 3		80	78	46	13	8	11
Month 6		81	79	40	17	9	13
Month 9		80	68	28	12	11	17
Class 57							
Month 1		88	74	35	14	1	24
Month 3		88	74	35	14	1	24
Month 6		88	74	35	14	1	24

NOTE: * = did not report; admin. = administrative; HS = high school; NOT OP = did not operate (no cadets enrolled).

**TABLE A.17
Profile of Sunburst Youth Academy (California)**

Sunburst Youth Academy, Established 2008							
Graduates since inception: 4,402				Program type: Credit recovery, HiSET			
Staffing							
	Instructional	Cadre	Admin.	Case Managers	Recruiters	Counselors	Other
Number employed	20	25	11	3	1	4	3
Funding							
	Federal Funding			State Funding		Other Funding	
Classes 56 and 57	\$6,295,000			\$2,098,333		\$3,481,916	
Residential performance							
	Dates	Applied	Entered Pre- ChalleNGe	Graduated	Received GED/HiSet	Received HS Credits	Received HS Diploma
Class 56	January 2021– June 2021	170	103	96	0	81	15
Class 57	July 2021– December 2021	250	127	113	0	96	16

Table A.17—Continued

Sunburst Youth Academy, Established 2008							
Physical fitness							
	Number of Push-Ups		1-Mile Run Time		BMI		
	Initial	Final	Initial	Final	Initial	Final	
Class 56	26	39	09:27	07:48	*	*	
Class 57	19	37	10:41	07:43	26.9	25.6	
Responsible citizenship							
	Voting				Selective Service		
	Eligible		Registered		Eligible	Registered	
Class 56	21		21		17	17	
Class 57	16		16		11	11	
Service to community							
	Service Hours per Cadet		Dollar Value per Hour		Total Value		
Class 56	20		\$35.56		\$68,275		
Class 57	54		\$35.56		\$217,752		
Post-residential performance status							
	Graduated	Contacted	Placed	Education	Employment	Military	Multiple/ Other
Class 55							
Month 9	105	105	76	67	2	2	5
Class 56							
Month 1	96	96	89	79	4	2	4
Month 3	96	96	89	79	6	2	2
Month 6	96	96	87	68	13	3	3
Month 9	96	96	85	63	16	3	3
Class 57							
Month 1	113	113	101	93	6	2	0
Month 3	113	113	105	96	6	3	0
Month 6	113	113	107	96	8	3	0

NOTE: * = did not report; admin. = administrative; HS = high school.

TABLE A.18
Profile of Grizzly Youth Academy (California)

Grizzly Youth Academy, Established 1998							
Graduates since inception: 7,147				Program type: Credit recovery, high school diploma, HiSET			
Staffing							
	Instructional	Cadre	Admin.	Case Managers	Recruiters	Counselors	Other
Number employed	19	26	8	6	0	7	2
Funding							
	Federal Funding			State Funding		Other Funding	
Classes 56 and 57	\$6,412,500			\$2,137,500		\$4,163,668	
Residential performance							
	Dates	Applied	Entered Pre-ChalleNGe	Graduated	Received GED/HiSet	Received HS Credits	Received HS Diploma
Class 56	January 2021–June 2021	145	137	126	0	87	39
Class 57	July 2021–December 2021	151	151	133	0	133	0
Physical fitness							
	Number of Push-Ups		1-Mile Run Time		BMI		
	Initial	Final	Initial	Final	Initial	Final	
Class 56	22	36	10:21	07:34	*	*	
Class 57	20	35	10:20	07:34	*	*	
Responsible citizenship							
	Voting				Selective Service		
	Eligible		Registered		Eligible	Registered	
Class 56	29		0		32	0	
Class 57	*		*		*	*	
Service to community							
	Service Hours per Cadet			Dollar Value per Hour		Total Value	
Class 56	ETP			\$35.56		ETP	
Class 57	ETP			\$35.56		ETP	

Table A.18—Continued

Grizzly Youth Academy, Established 1998							
Post-residential performance status							
	Graduated	Contacted	Placed	Education	Employment	Military	Multiple/ Other
Class 55							
Month 9	156	125	122	18	20	6	78
Class 56							
Month 1	126	96	82	44	11	0	32
Month 3	126	*	*	*	*	*	*
Month 6	126	85	80	29	8	0	45
Month 9	126	58	46	7	7	0	38
Class 57							
Month 1	133	119	111	78	10	0	25
Month 3	133	91	86	45	7	1	36
Month 6	133	N/A	N/A	N/A	N/A	N/A	N/A

NOTE: * = did not report; admin. = administrative; ETP = Exception to Protocol waiver due to COVID-19; HS = high school; N/A = not applicable, follow-up period has not occurred.

TABLE A.19**Profile of Capital Guardian Youth Challenge Academy (District of Columbia)**

Capital Guardian Youth Challenge Academy, Established 2007							
Graduates since inception: 873				Program type: GED, credit recovery			
Staffing							
	Instructional	Cadre	Admin.	Case Managers	Recruiters	Counselors	Other
Number employed	4	17	8	5	1	0	9
Funding							
	Federal Funding		State Funding		Other Funding		
Classes 56 and 57	\$2,100,000		\$700,000		\$1,483,340		
Residential performance							
	Dates	Applied	Entered Pre- ChalleNGe	Graduated	Received GED/HiSet	Received HS Credits	Received HS Diploma
Class 56	January 2021– June 2021	77	51	31	3	0	0
Class 57	July 2021– December 2021	77	50	33	0	0	0

Table A.19—Continued

Capital Guardian Youth Challenge Academy, Established 2007							
Physical fitness							
	Number of Push-Ups		1-Mile Run Time		BMI		
	Initial	Final	Initial	Final	Initial	Final	
Class 56	20	32	12:11	10:48	26.5	*	
Class 57	11	17	13:27	12:00	23.5	*	
Responsible citizenship							
	Voting				Selective Service		
	Eligible		Registered		Eligible	Registered	
Class 56	3		3		3	3	
Class 57	8		8		6	6	
Service to community							
	Service Hours per Cadet		Dollar Value per Hour		Total Value		
Class 56	62		\$50.48		\$96,619		
Class 57	51		\$50.48		\$85,412		
Post-residential performance status							
	Graduated	Contacted	Placed	Education	Employment	Military	Multiple/ Other
Class 55							
Month 9	30	0	0	0	0	0	0
Class 56							
Month 1	31	30	19	4	7	0	8
Month 3	31	29	22	5	14	0	3
Month 6	31	30	26	12	9	0	5
Month 9	31	30	27	5	16	0	6
Class 57							
Month 1	33	31	15	5	7	0	3
Month 3	33	31	22	9	8	0	5
Month 6	33	N/A	N/A	N/A	N/A	N/A	N/A

NOTE: * = did not report; admin. = administrative; HS = high school; N/A = not applicable, follow-up period has not occurred.

TABLE A.20

Profile of Florida Youth Challenge Academy

Florida Youth Challenge Academy, Established 2001							
Graduates since inception: 5,646				Program type: Credit recovery, high school diploma, GED			
Staffing							
	Instructional	Cadre	Admin.	Case Managers	Recruiters	Counselors	Other
Number employed	9	24	13	5	1	4	16
Funding							
	Federal Funding			State Funding		Other Funding	
Classes 56 and 57	\$4,351,569			\$1,450,523		\$107,289	
Residential performance							
	Dates	Applied	Entered Pre-ChalleNGE	Graduated	Received GED/HiSet	Received HS Credits	Received HS Diploma
Class 56	January 2021–June 2021	103	103	89	57	11	2
Class 57	July 2021–December 2021	154	154	117	58	16	2
Physical fitness							
	Number of Push-Ups		1-Mile Run Time		BMI		
	Initial	Final	Initial	Final	Initial	Final	
Class 56	22	28	11:20	08:31	26.9	26.5	
Class 57	25	52	10:56	08:31	26.0	25.6	
Responsible citizenship							
	Voting				Selective Service		
	Eligible		Registered		Eligible	Registered	
Class 56	89		89		15	15	
Class 57	41		41		26	26	
Service to community							
	Service Hours per Cadet			Dollar Value per Hour		Total Value	
Class 56	60			\$27.68		\$148,545	
Class 57	61			\$27.68		\$197,090	

Table A.20—Continued

Florida Youth Challenge Academy, Established 2001							
Post-residential performance status							
	Graduated	Contacted	Placed	Education	Employment	Military	Multiple/ Other
Class 55							
Month 9	71	47	38	3	25	7	3
Class 56							
Month 1	89	74	51	7	36	4	4
Month 3	89	75	57	12	35	4	6
Month 6	89	73	55	12	36	3	4
Month 9	89	76	55	13	31	6	5
Class 57							
Month 1	117	95	76	18	51	2	5
Month 3	117	97	77	17	49	4	7
Month 6	117	N/A	N/A	N/A	N/A	N/A	N/A

NOTE: Admin. = administrative; HS = high school; N/A = not applicable, follow-up period has not occurred.

TABLE A.21
Profile of Fort Gordon Youth Challenge Academy (Georgia)

Fort Gordon Youth Challenge Academy, Established 2000							
Graduates since inception: 6,871				Program type: Credit recovery, high school diploma, GED			
Staffing							
	Instructional	Cadre	Admin.	Case Managers	Recruiters	Counselors	Other
Number employed	4	25	8	0	1	5	26
Funding							
		Federal Funding		State Funding		Other Funding	
Classes 56 and 57		\$4,674,603		\$1,558,201		\$170,995	
Residential performance							
	Dates	Applied	Entered Pre-ChalleNGe	Graduated	Received GED/HiSet	Received HS Credits	Received HS Diploma
Class 56	January 2021–June 2021	201	114	76	52	16	7
Class 57	July 2021–December 2021	196	91	41	28	0	1

Table A.21—Continued

Fort Gordon Youth Challenge Academy, Established 2000							
Physical fitness							
	Number of Push-Ups		1-Mile Run Time		BMI		
	Initial	Final	Initial	Final	Initial	Final	
Class 56	29	39	09:33	08:32	*	*	
Class 57	30	41	10:15	09:47	*	*	
Responsible citizenship							
	Voting				Selective Service		
	Eligible		Registered		Eligible	Registered	
Class 56	20		19		35	34	
Class 57	14		13		22	22	
Service to community							
	Service Hours per Cadet		Dollar Value per Hour		Total Value		
	ETP		\$27.66		ETP		
Class 56	22		\$27.66		\$25,115		
Post-residential performance status							
	Graduated	Contacted	Placed	Education	Employment	Military	Multiple/ Other
Class 55							
Month 9	63	57	52	6	31	5	10
Class 56							
Month 1	76	75	53	11	31	3	8
Month 3	76	75	70	21	32	5	12
Month 6	76	75	68	13	32	4	20
Month 9	76	76	70	9	37	5	19
Class 57							
Month 1	41	39	26	18	4	1	3
Month 3	41	38	32	19	5	1	7
Month 6	41	N/A	N/A	N/A	N/A	N/A	N/A

NOTE: * = did not report; admin. = administrative; ETP = Exception to Protocol waiver due to COVID-19; HS = high school; N/A = not applicable, follow-up period has not occurred.

TABLE A.22

Profile of Fort Stewart Youth Challenge Academy (Georgia)

Fort Stewart Youth Challenge Academy, Established 1993							
Graduates since inception: 10,832				Program type: Credit recovery, high school diploma, GED			
Staffing							
	Instructional	Cadre	Admin.	Case Managers	Recruiters	Counselors	Other
Number employed	8	32	6	3	2	4	26
Funding							
	Federal Funding			State Funding		Other Funding	
Classes 56 and 57	\$6,191,904			\$2,063,968		\$405,168	
Residential performance							
	Dates	Applied	Entered Pre-ChalleNGe	Graduated	Received GED/HiSet	Received HS Credits	Received HS Diploma
Class 56	January 2021–June 2021	138	109	86	25	50	0
Class 57	July 2021–December 2021	184	183	151	39	99	0
Physical fitness							
	Number of Push-Ups		1-Mile Run Time		BMI		
	Initial	Final	Initial	Final	Initial	Final	
Class 56	25	33	11:47	08:15	26.1	*	
Class 57	27	46	10:36	08:27	25.8	*	
Responsible citizenship							
	Voting				Selective Service		
	Eligible		Registered		Eligible	Registered	
Class 56	16		16		15	15	
Class 57	43		39		38	32	
Service to community							
	Service Hours per Cadet			Dollar Value per Hour		Total Value	
Class 56	ETP			\$27.66		ETP	
Class 57	ETP			\$27.66		ETP	

Table A.22—Continued

Fort Stewart Youth Challenge Academy, Established 1993							
Post-residential performance status							
	Graduated	Contacted	Placed	Education	Employment	Military	Multiple/ Other
Class 55							
Month 9	49	45	43	14	17	3	9
Class 56							
Month 1	86	79	53	26	24	2	2
Month 3	86	77	67	33	28	3	3
Month 6	86	79	71	28	35	3	7
Month 9	86	74	61	14	38	3	7
Class 57							
Month 1	151	129	117	84	30	2	2
Month 3	151	131	121	82	36	2	1
Month 6	151	5	4	3	0	0	1

NOTE: * = did not report; admin. = administrative; ETP = Exception to Protocol waiver due to COVID-19; HS = high school.

TABLE A.23**Profile of Youth ChallengeNGe Academy at Barbers Point (Hawaii)**

Hawaii Youth Challenge Academy at Barbers Point, Established 1993							
Graduates since inception: 4,857				Program type: Credit recovery, HiSET, other			
Staffing							
	Instructional	Cadre	Admin.	Case Managers	Recruiters	Counselors	Other
Number employed	5	17	12	3	2	0	7
Funding							
	Federal Funding		State Funding		Other Funding		
Classes 56 and 57	\$2,675,261		\$891,754		\$0		
Residential performance							
	Dates	Applied	Entered Pre- ChalleNGe	Graduated	Received GED/HiSet	Received HS Credits	Received HS Diploma
Class 56	January 2021– June 2021	134	91	70	18	0	0
Class 57	July 2021– December 2021	126	87	79	28	0	0

Table A.23—Continued

Hawaii Youth Challenge Academy at Barbers Point, Established 1993							
Physical fitness							
	Number of Push-Ups		1-Mile Run Time		BMI		
	Initial	Final	Initial	Final	Initial	Final	
Class 56	34	43	08:12	07:49	25.7	*	
Class 57	38	43	10:30	07:54	26.8	*	
Responsible citizenship							
	Voting				Selective Service		
	Eligible		Registered		Eligible	Registered	
Class 56	21		17		37	37	
Class 57	20		18		42	42	
Service to community							
	Service Hours per Cadet		Dollar Value per Hour		Total Value		
Class 56	74		\$32.10		\$165,700		
Class 57	48		\$32.10		\$121,611		
Post-residential performance status							
	Graduated	Contacted	Placed	Education	Employment	Military	Multiple/ Other
Class 55							
Month 9	40	38	31	2	19	2	8
Class 56							
Month 1	70	66	23	0	18	5	12
Month 3	70	68	38	0	22	6	29
Month 6	70	67	46	5	26	6	17
Month 9	70	65	47	6	29	6	16
Class 57							
Month 1	79	79	59	1	34	9	23
Month 3	79	79	58	5	32	8	23
Month 6	79	79	56	4	27	10	21

NOTE: * = did not report; admin. = administrative; HS = high school.

TABLE A.24

Profile of Youth Challenge Academy at Hilo (Hawaii)

Hawaii Youth Challenge Academy at Hilo, Established 2011							
Graduates since inception: 1,183				Program type: Credit recovery, HiSET, other			
Staffing							
	Instructional	Cadre	Admin.	Case Managers	Recruiters	Counselors	Other
Number employed	4	10	8	3	1	0	3
Funding							
	Federal Funding		State Funding		Other Funding		
Classes 56 and 57	\$2,140,208		\$713,403		\$0		
Residential performance							
	Dates	Applied	Entered Pre-ChalleNge	Graduated	Received GED/HiSet	Received HS Credits	Received HS Diploma
Class 56	January 2021–June 2021	78	64	55	35	0	0
Class 57	July 2021–December 2021	62	57	31	14	0	0
Physical fitness							
	Number of Push-Ups		1-Mile Run Time		BMI		
	Initial	Final	Initial	Final	Initial	Final	
Class 56	41	53	09:36	07:58	24.6	24.6	
Class 57	37	46	09:53	08:01	24	25.4	
Responsible citizenship							
	Voting			Selective Service			
	Eligible		Registered		Eligible		Registered
Class 56	11		9		26		26
Class 57	1		1		15		15
Service to community							
	Total Service Hours		Dollar Value per Hour		Total Value		
Class 56	43		\$32.10		\$75,499		
Class 57	71		\$32.10		\$70,203		

Table A.24—Continued

Hawaii Youth Challenge Academy at Hilo, Established 2011							
Post-residential performance status							
	Graduated	Contacted	Placed	Education	Employment	Military	Multiple/ Other
Class 55							
Month 9	29	29	20	2	16	2	0
Class 56							
Month 1	55	48	19	1	14	1	12
Month 3	55	49	30	1	22	1	15
Month 6	55	45	31	1	25	2	10
Month 9	55	45	33	1	29	2	3
Class 57							
Month 1	31	29	11	0	10	1	8
Month 3	31	29	16	0	15	1	4
Month 6	31	29	18	1	16	1	2

NOTE: Admin. = administrative; HS = high school.

TABLE A.25
Profile of Idaho Youth ChalleNGe Academy

Idaho Youth Challenge Academy, Established 2014							
Graduates since inception: 1,582				Program type: Credit recovery, high school diploma, GED			
Staffing							
	Instructional	Cadre	Admin.	Case Managers	Recruiters	Counselors	Other
Number employed	8	25	9	4	2	0	13
Funding							
	Federal Funding			State Funding		Other Funding	
Classes 56 and 57	\$3,791,781			\$1,745,366		\$238,778	
Residential performance							
	Dates	Applied	Entered Pre-ChalleNGE	Graduated	Received GED/HiSet	Received HS Credits	Received HS Diploma
Class 56	January 2021–June 2021	134	128	108	8	91	9
Class 57	July 2021–December 2021	143	130	103	4	89	10

Table A.25—Continued

Idaho Youth Challenge Academy, Established 2014							
Physical fitness							
	Number of Push-Ups		1-Mile Run Time		BMI		
	Initial	Final	Initial	Final	Initial	Final	
Class 56	31	39	09:30	07:59	25.3	24.3	
Class 57	22	39	11:05	08:18	25.7	25.9	
Responsible citizenship							
	Voting				Selective Service		
	Eligible		Registered		Eligible	Registered	
Class 56	24		22		34	34	
Class 57	11		11		14	12	
Service to community							
	Service Hours per Cadet		Dollar Value per Hour		Total Value		
Class 56	37		\$26.11		\$102,965		
Class 57	49		\$26.11		\$130,942		
Post-residential performance status							
	Graduated	Contacted	Placed	Education	Employment	Military	Multiple/ Other
Class 55							
Month 9	101	61	36	11	4	3	18
Class 56							
Month 1	108	101	20	1	16	1	29
Month 3	108	93	62	49	5	1	16
Month 6	108	88	68	45	6	1	18
Month 9	108	86	65	35	13	3	16
Class 57							
Month 1	103	103	39	37	0	0	35
Month 3	103	76	49	41	2	0	21
Month 6	103	83	67	31	7	5	27

NOTE: Admin. = administrative; HS = high school.

TABLE A.26

Profile of Lincoln's Challenge Academy (Illinois)

Lincoln's Challenge Academy, Established 1993							
Graduates since inception: 15,825				Program type: Credit recovery, GED, high school diploma, other			
Staffing							
	Instructional	Cadre	Admin.	Case Managers	Recruiters	Counselors	Other
Number employed	8	35	9	16	6	0	10
Funding							
	Federal Funding		State Funding		Other Funding		
Classes 56 and 57	\$4,949,885		\$1,649,957		\$0		
Residential performance							
	Dates	Applied	Entered Pre-ChalleNGE	Graduated	Received GED/HiSet	Received HS Credits	Received HS Diploma
Class 56	June 2021–October 2021	388	160	90	54	6	1
Class 57	NOT OP	NOT OP	NOT OP	NOT OP	NOT OP	NOT OP	NOT OP
Physical fitness							
	Number of Push-Ups		1-Mile Run Time		BMI		
	Initial	Final	Initial	Final	Initial	Final	
Class 56	22	45	11:50	08:25	26.8	25.8	
Class 57	NOT OP	NOT OP	NOT OP	NOT OP	NOT OP	NOT OP	
Responsible citizenship							
	Voting				Selective Service		
	Eligible		Registered		Eligible	Registered	
Class 56	33		33		32	32	
Class 57	NOT OP		NOT OP		NOT OP	NOT OP	
Service to community							
	Service Hours per Cadet		Dollar Value per Hour		Total Value		
Class 56	63		\$30.97		\$175,786		
Class 57	NOT OP		NOT OP		NOT OP		

Table A.26—Continued

Lincoln's Challenge Academy, Established 1993							
Post-residential performance status							
	Graduated	Contacted	Placed	Education	Employment	Military	Multiple/ Other
Class 55							
Month 9	95	94	35	0	20	7	8
Class 56							
Month 1	90	82	50	5	36	7	8
Month 3	90	78	38	5	25	4	18
Month 6	90	68	37	3	27	5	7
Month 9	90	N/A	N/A	N/A	N/A	N/A	N/A
Class 57							
Month 1	NOT OP	NOT OP	NOT OP	NOT OP	NOT OP	NOT OP	NOT OP
Month 3	NOT OP	NOT OP	NOT OP	NOT OP	NOT OP	NOT OP	NOT OP
Month 6	NOT OP	NOT OP	NOT OP	NOT OP	NOT OP	NOT OP	NOT OP

NOTE: Admin. = administrative; HS = high school; N/A = not applicable, follow-up period had not occurred; NOT OP = did not operate (no cadets enrolled).

TABLE A.27**Profile of Hoosier Youth ChallengeNGe Academy (Indiana)**

Hoosier Youth Challenge Academy, Established 2007							
Graduates since inception: 2,131				Program type: HiSET, credit recovery			
Staffing							
	Instructional	Cadre	Admin.	Case Managers	Recruiters	Counselors	Other
Number employed	3	25	8	6	4	3	6
Funding							
	Federal Funding			State Funding		Other Funding	
Classes 56 and 57	\$3,524,592			\$1,174,865		\$0	
Residential performance							
	Dates	Applied	Entered Pre- ChalleNGe	Graduated	Received HiSET	Received HS Credits	Received HS Diploma
Class 56	January 2021– June 2021	88	88	63	20	0	0
Class 57	July 2021– December 2021	88	88	63	15	0	0

Table A.27—Continued

Hoosier Youth Challenge Academy, Established 2007							
Physical fitness							
	Push-Ups		1-Mile Run		BMI		
	Initial	Final	Initial	Final	Initial	Final	
Class 56	16	32	11:42	09:09	26.6	25.7	
Class 57	16	32	11:42	09:09	25.5	24.5	
Responsible citizenship							
	Voting				Selective Service		
	Eligible		Registered		Eligible	Registered	
Class 56	7		2		19	1	
Class 57	3		0		20	20	
Service to community							
	Service Hours per Cadet		Dollar Value per Hour		Total Value		
Class 56	42		\$26.76		\$70,058		
Class 57	46		\$26.76		\$77,390		
Post-residential performance status							
	Graduated	Contacted	Placed	Education	Employment	Military	Multiple/ Other
Class 55							
Month 9	50	50	47	22	20	3	2
Class 56							
Month 1	63	63	49	41	7	1	0
Month 3	63	63	49	41	7	1	0
Month 6	63	63	58	39	14	3	2
Month 9	63	63	62	39	17	3	3
Class 57							
Month 1	63	63	44	39	4	1	0
Month 3	63	63	44	39	4	1	0
Month 6	63	63	59	39	17	2	2

NOTE: Admin. = administrative; HS = high school.

TABLE A.28

Profile of Bluegrass Challenge Academy (Kentucky)

Bluegrass Challenge Academy, Established 1999							
Graduates since inception: 3,557				Program type: Credit recovery, high school diploma			
Staffing							
	Instructional	Cadre	Admin.	Case Managers	Recruiters	Counselors	Other
Number employed	6	24	9	1	3	5	1
Funding							
	Federal Funding			State Funding		Other Funding	
Classes 56 and 57	\$3,465,581			\$1,155,194		\$0	
Residential performance							
	Dates	Applied	Entered Pre-Challenge	Graduated	Received GED/HiSet	Received HS Credits	Received HS Diploma
Class 56	January 2021–June 2021	80	80	65	0	58	6
Class 57	July 2021–December 2021	77	77	58	0	50	8
Physical fitness							
	Number of Push-Ups		1-Mile Run Time		BMI		
	Initial	Final	Initial	Final	Initial	Final	
Class 56	27	34	10:45	07:16	25.4	23.6	
Class 57	26	39	11:07	09:23	25.4	24.1	
Responsible citizenship							
	Voting				Selective Service		
	Eligible		Registered		Eligible	Registered	
Class 56	6		6		6	6	
Class 57	6		6		6	6	
Service to community							
	Service Hours per Cadet			Dollar Value per Hour		Total Value	
Class 56	61			\$24.83		\$98,774	
Class 57	97			\$24.83		\$139,545	

Table A.28—Continued

Bluegrass Challenge Academy, Established 1999							
Post-residential performance status							
	Graduated	Contacted	Placed	Education	Employment	Military	Multiple/ Other
Class 55							
Month 9	35	0	0	0	0	0	0
Class 56							
Month 1	65	65	65	65	0	0	0
Month 3	65	65	47	40	5	2	0
Month 6	65	65	64	58	4	2	0
Month 9	65	65	58	53	3	2	0
Class 57							
Month 1	58	58	58	58	0	0	0
Month 3	58	45	43	38	5	0	0
Month 6	58	45	37	32	5	0	0

NOTE: Admin. = administrative; HS = high school.

**TABLE A.29
Profile of Appalachian Challenge Program (Kentucky)**

Appalachian Challenge Program, Established 2012							
Graduates since inception: 1,490				Program type: Credit recovery, high school diploma, GED			
Staffing							
	Instructional	Cadre	Admin.	Case Managers	Recruiters	Counselors	Other
Number employed	5	27	9	2	3	1	2
Funding							
		Federal Funding		State Funding		Other Funding	
Classes 56 and 57		\$7,667,099		\$255,855		\$0	
Residential performance							
	Dates	Applied	Entered Pre-ChalleNGe	Graduated	Received GED/HiSet	Received HS Credits	Received HS Diploma
Class 56	January 2021–June 2021	118	80	57	0	57	0
Class 57	July 2021–December 2021	155	90	73	0	73	0

Table A.29—Continued

Appalachian Challenge Program, Established 2012							
Physical fitness							
	Number of Push-Ups		1-Mile Run Time		BMI		
	Initial	Final	Initial	Final	Initial	Final	
Class 56	16	27	11:02	08:00	26.4	26.4	
Class 57	21	33	12:58	10:18	27.1	27.1	
Responsible citizenship							
	Voting				Selective Service		
	Eligible		Registered		Eligible	Registered	
Class 56	7		7		5	5	
Class 57	11		11		8	8	
Service to community							
	Service Hours per Cadet		Dollar Value per Hour		Total Value		
Class 56	56		\$24.83		\$79,501		
Class 57	46		\$24.83		\$83,541		
Post-residential performance status							
	Graduated	Contacted	Placed	Education	Employment	Military	Multiple/ Other
Class 55							
Month 9	61	24	24	24	0	0	0
Class 56							
Month 1	57	49	28	27	0	1	0
Month 3	57	50	35	34	0	1	0
Month 6	57	49	36	35	0	1	0
Month 9	57	48	35	34	0	1	0
Class 57							
Month 1	73	52	52	52	0	0	0
Month 3	73	52	52	51	0	1	0
Month 6	73	52	52	51	0	1	0

NOTE: Admin. = administrative; HS = high school.

TABLE A.30

Profile of Camp Beauregard (Louisiana)

Louisiana Youth Challenge Program—Camp Beauregard, Established 1993							
Graduates since inception: 11,247				Program type: Credit recovery, HiSET			
Staffing							
	Instructional	Cadre	Admin.	Case Managers	Recruiters	Counselors	Other
Number employed	16	51	14	12	5	9	18
Funding							
		Federal Funding		State Funding		Other Funding	
Classes 56 and 57		\$6,000,000		\$2,000,000		\$750,000	
Residential performance							
	Dates	Applied	Entered Pre-ChalleNGe	Graduated	Received GED/HiSet	Received HS Credits	Received HS Diploma
Class 56	January 2021–June 2021	139	88	73	21	0	0
Class 57	July 2021–December 2021	159	106	87	31	0	0
Physical fitness							
	Number of Push-Ups		1-Mile Run Time		BMI		
	Initial	Final	Initial	Final	Initial	Final	
Class 56	21	37	09:35	08:30	24.9	*	
Class 57	22	49	09:53	08:09	25.4	*	
Responsible citizenship							
	Voting				Selective Service		
	Eligible		Registered		Eligible	Registered	
Class 56	9		0		39	37	
Class 57	10		0		47	42	
Service to community							
	Service Hours per Cadet			Dollar Value per Hour		Total Value	
Class 56	ETP			\$26.33		ETP	
Class 57	ETP			\$26.33		ETP	

Table A.30—Continued

Louisiana Youth Challenge Program—Camp Beauregard, Established 1993							
Post-residential performance status							
	Graduated	Contacted	Placed	Education	Employment	Military	Multiple/ Other
Class 55							
Month 9	69	60	56	7	27	3	19
Class 56							
Month 1	73	72	68	10	32	0	26
Month 3	73	70	67	20	23	1	23
Month 6	73	67	63	23	23	1	16
Month 9	73	66	62	16	34	1	11
Class 57							
Month 1	87	87	83	22	38	1	22
Month 3	87	82	70	24	23	2	21
Month 6	87	79	67	28	20	3	16

NOTE: * = did not report; admin. = administrative; ETP = Exception to Protocol waiver due to COVID-19; HS = high school.

the basis of analyses presented in Chapter 2.

TABLE A.31**Profile of Camp Minden (Louisiana)**

Louisiana Youth Challenge Program—Camp Minden, Established 2002							
Graduates since inception: 5,999				Program type: Credit recovery, HiSET			
Staffing							
	Instructional	Cadre	Admin.	Case Managers	Recruiters	Counselors	Other
Number employed	13	30	15	10	0	7	18
Funding							
		Federal Funding		State Funding		Other Funding	
Classes 56 and 57		\$6,000,000		\$2,000,000		\$0	
Residential performance							
	Dates	Applied	Entered Pre- ChalleNGe	Graduated	Received GED/HiSet	Received HS Credits	Received HS Diploma
Class 56	February 2021– July 2021	111	65	57	23	11	0
Class 57	August 2021– January 2022	152	106	75	32	14	0

Table A.31—Continued

Louisiana Youth Challenge Program—Camp Minden, Established 2002							
Physical fitness							
	Number of Push-Ups		1-Mile Run Time		BMI		
	Initial	Final	Initial	Final	Initial	Final	
Class 56	20	37	10:15	08:13	25.8	25.2	
Class 57	17	34	12:08	10:47	24.8	24.8	
Responsible citizenship							
	Voting			Selective Service			
	Eligible	Registered		Eligible	Registered		
Class 56	13	13		26	26		
Class 57	12	12		26	26		
Service to community							
	Service Hours per Cadet		Dollar Value per Hour		Total Value		
	ETP		\$26.33		ETP		
Class 56	ETP		\$26.33		ETP		
Class 57	ETP		\$26.33		ETP		
Post-residential performance status							
	Graduated	Contacted	Placed	Education	Employment	Military	Multiple/ Other
Class 55							
Month 9	53	53	48	8	29	4	7
Class 56							
Month 1	57	57	56	19	9	0	28
Month 3	57	57	52	20	17	0	15
Month 6	57	57	49	14	26	1	8
Month 9	57	57	46	6	28	1	11
Class 57							
Month 1	75	75	69	30	22	0	17
Month 3	75	75	68	29	23	0	16
Month 6	75	75	70	27	30	0	13

NOTE: Admin. = administrative; ETP = Exception to Protocol waiver due to COVID-19; HS = high school.

TABLE A.32

Profile of Gillis Long (Louisiana)

Louisiana Youth Challenge Program—Gillis Long, Established 1999							
Graduates since inception: 9,319				Program type: Credit recovery, HiSET			
Staffing							
	Instructional	Cadre	Admin.	Case Managers	Recruiters	Counselors	Other
Number employed	12	39	18	8	1	5	25
Funding							
	Federal Funding		State Funding		Other Funding		
Classes 56 and 57	\$5,960,000		\$2,091,477		\$500,000		
Residential performance							
	Dates	Applied	Entered Pre-ChalleNGe	Graduated	Received GED/HiSet	Received HS Credits	Received HS Diploma
Class 56	April 2021–September 2021	157	115	86	32	0	0
Class 57	October 2021–March 2022	137	79	58	25	0	0
Physical fitness							
	Number of Push-Ups		1-Mile Run Time		BMI		
	Initial	Final	Initial	Final	Initial	Final	
Class 56	25	43	17:11	13:42	*	*	
Class 57	34	36	13:43	11:42	*	*	
Responsible citizenship							
	Voting				Selective Service		
	Eligible		Registered		Eligible	Registered	
Class 56	13		13		10	10	
Class 57	35		35		5	5	
Service to community							
	Service Hours per Cadet		Dollar Value per Hour		Total Value		
Class 56	ETP		\$26.33		ETP		
Class 57	14		\$26.33		\$21,512		

Table A.32—Continued

Louisiana Youth Challenge Program—Gillis Long, Established 1999							
Post-residential performance status							
	Graduated	Contacted	Placed	Education	Employment	Military	Multiple/ Other
Class 55							
Month 9	65	61	58	7	31	6	14
Class 56							
Month 1	86	85	83	27	37	2	18
Month 3	86	79	77	31	30	2	14
Month 6	86	83	79	27	30	2	22
Month 9	86	N/A	N/A	N/A	N/A	N/A	N/A
Class 57							
Month 1	58	54	53	22	16	2	13
Month 3	58	47	46	18	12	3	13
Month 6	58	N/A	N/A	N/A	N/A	N/A	N/A

NOTE: * = did not report; admin. = administrative; ETP = Exception to Protocol waiver due to COVID-19; HS = high school; N/A = not applicable, follow-up period had not occurred.

TABLE A.33**Profile of Freestate Challenge Academy (Maryland)**

Freestate Challenge Academy, Established 1993							
Graduates since inception: 4,826				Program type: High school diploma			
Staffing							
	Instructional	Cadre	Admin.	Case Managers	Recruiters	Counselors	Other
Number employed	5	18	7	8	1	0	3
Funding							
	Federal Funding			State Funding		Other Funding	
Classes 56 and 57	\$3,601,500			\$1,200,500		\$23,028	
Residential performance							
	Dates	Applied	Entered Pre- ChalleNGe	Graduated	Received GED/HiSet	Received HS Credits	Received HS Diploma
Class 56	January 2021– June 2021	NOT OP	NOT OP	NOT OP	NOT OP	NOT OP	NOT OP
Class 57	July 2021– December 2021	180	87	62	0	0	41

Table A.33—Continued

Louisiana Youth Challenge Program—Gillis Long, Established 1999							
Physical fitness							
	Number of Push-Ups		1-Mile Run Time		BMI		
	Initial	Final	Initial	Final	Initial	Final	
Class 56	NOT OP	NOT OP	NOT OP	NOT OP	NOT OP	NOT OP	
Class 57	24	41	11:03	09:02	27	26.3	
Responsible citizenship							
	Voting				Selective Service		
	Eligible		Registered		Eligible	Registered	
Class 56	NOT OP		NOT OP		NOT OP	NOT OP	
Class 57	54		62		17	21	
Service to community							
	Service Hours per Cadet		Dollar Value per Hour		Total Value		
	NOT OP		\$32.82		NOT OP		
Class 57	ETP		\$32.82		ETP		
Post-residential performance status							
	Graduated	Contacted	Placed	Education	Employment	Military	Multiple/ Other
Class 55							
Month 9	NOT OP	NOT OP	NOT OP	NOT OP	NOT OP	NOT OP	NOT OP
Class 56							
Month 1	NOT OP	NOT OP	NOT OP	NOT OP	NOT OP	NOT OP	NOT OP
Month 3	NOT OP	NOT OP	NOT OP	NOT OP	NOT OP	NOT OP	NOT OP
Month 6	NOT OP	NOT OP	NOT OP	NOT OP	NOT OP	NOT OP	NOT OP
Month 9	NOT OP	NOT OP	NOT OP	NOT OP	NOT OP	NOT OP	NOT OP
Class 57							
Month 1	62	56	6	0	6	0	0
Month 3	62	58	22	2	18	1	1
Month 6	62	56	28	4	19	4	1

NOTE: Admin. = administrative; ETP = Exception to Protocol waiver due to COVID-19; HS = high school; NOT OP = did not operate (no cadets enrolled). In Maryland, a young person is eligible to vote if they are at least 18 years old but can be registered to vote at 16 years old; males are eligible for Selective Service at 18 years old but can be registered for Selective Service at 17 years and 3 months old.

TABLE A.34

Profile of Michigan Youth Challenge Academy

Michigan Youth Challenge Academy, Established 1999							
Graduates since inception: 4,475				Program type: Credit recovery, high school diploma, GED			
Staffing							
	Instructional	Cadre	Admin	Case Managers	Recruiters	Counselors	Other
Number employed	7	23	8	4	3	0	3
Funding							
	Federal Funding			State Funding		Other Funding	
Classes 56 and 57	\$4,068,954			\$1,368,318		\$0	
Residential performance							
	Dates	Applied	Entered Pre-ChalleNGe	Graduated	Received GED/HiSet	Received HS Credits	Received HS Diploma
Class 56	January 2021–June 2021	168	132	106	0	0	0
Class 57	July 2021–December 2021	165	134	107	0	0	0
Physical fitness							
	Number of Push-Ups		1-Mile Run Time		BMI		
	Initial	Final	Initial	Final	Initial	Final	
Class 56	*	*	09:27	08:52	26.7	26.6	
Class 57	*	*	09:54	08:43	25.1	24.7	
Responsible citizenship							
	Voting				Selective Service		
	Eligible		Registered		Eligible	Registered	
Class 56	22		22		25	25	
Class 57	16		13		19	19	
Service to community							
	Service Hours per Cadet			Dollar Value per Hour		Total Value	
Class 56	42			\$28.35		\$125,732	
Class 57	16			\$28.35		\$49,131	

Table A.34—Continued

Michigan Youth Challenge Academy, Established 1999							
Post-residential performance status							
	Graduated	Contacted	Placed	Education	Employment	Military	Multiple/ Other
Class 55							
Month 9	100	34	26	4	18	0	4
Class 56							
Month 1	106	49	25	7	16	2	0
Month 3	106	40	35	21	10	2	3
Month 6	106	26	17	6	10	1	4
Month 9	106	18	14	4	9	0	2
Class 57							
Month 1	107	43	31	18	11	1	3
Month 3	107	36	27	12	11	0	6
Month 6	107	20	12	2	9	0	1

NOTE: * = did not report; admin. = administrative; HS = high school. Data on education credentials (Received GED/HISET, Received HS Credits, Received HS Diploma) are inconsistent with other data reported here and with data reporting patterns in previous years.

TABLE A.35

Profile of Mississippi Youth Challenge Academy

Mississippi Youth Challenge Academy, Established 1994							
Graduates since inception: 10,621				Program type: High school diploma			
Staffing							
	Instructional	Cadre	Admin.	Case Managers	Recruiters	Counselors	Other
Number employed	10	49	20	7	5	6	22
Funding							
		Federal Funding		State Funding		Other Funding	
Classes 56 and 57		\$4,350,000		\$1,450,000		\$379,567	
Residential performance							
	Dates	Applied	Entered Pre-ChalleNGE	Graduated	Received GED/HiSet	Received HS Credits	Received HS Diploma
Class 56	January 2021–June 2021	383	186	162	0	0	105
Class 57	July 2021–December 2021	449	239	155	0	0	88
Physical fitness							
	Number of Push-Ups		1-Mile Run Time		BMI		
	Initial	Final	Initial	Final	Initial	Final	
Class 56	22	46	11:40	08:23	25.8	*	
Class 57	22	47	12:12	08:14	25.4	*	
Responsible citizenship							
	Voting				Selective Service		
	Eligible		Registered		Eligible	Registered	
Class 56	36		36		64	64	
Class 57	38		38		49	49	
Service to community							
	Service Hours per Cadet			Dollar Value per Hour		Total Value	
Class 56	53			\$22.57		\$193,628	
Class 57	47			\$22.57		\$164,716	

Table A.35—Continued

Mississippi Youth Challenge Academy, Established 1994							
Post-residential performance status							
	Graduated	Contacted	Placed	Education	Employment	Military	Multiple/ Other
Class 55							
Month 9	140	105	99	11	53	4	31
Class 56							
Month 1	162	162	100	14	71	1	14
Month 3	162	162	134	16	82	6	30
Month 6	162	162	135	13	89	12	21
Month 9	162	162	134	13	89	15	17
Class 57							
Month 1	155	155	110	12	79	7	12
Month 3	155	155	117	14	77	8	18
Month 6	155	155	130	18	82	10	20

NOTE: * = did not report; admin. = administrative; HS = high school.

TABLE A.36
Profile of Montana Youth ChallengeNGe Academy

Montana Youth Challenge Academy, Established 1999							
Graduates since inception: 3,571				Program type: Credit recovery, high school diploma, HiSET			
Staffing							
	Instructional	Cadre	Admin.	Case Managers	Recruiters	Counselors	Other
Number employed	4	29	9	4	5	4	8
Funding							
		Federal Funding		State Funding		Other Funding	
Classes 56 and 57		\$3,996,527		\$1,332,176		\$165,000	
Residential performance							
	Dates	Applied	Entered Pre-ChalleNGe	Graduated	Received GED/HiSet	Received HS Credits	Received HS Diploma
Class 56	January 2021–June 2021	141	110	79	18	61	0
Class 57	July 2021–December 2021	189	129	103	16	85	0

Table A.36—Continued

Montana Youth Challenge Academy, Established 1999							
Physical fitness							
	Number of Push-Ups		1-Mile Run Time		BMI		
	Initial	Final	Initial	Final	Initial	Final	
Class 56	17	42	12:00	07:59	26.1	*	
Class 57	22	43	11:20	07:42	26.1	*	
Responsible citizenship							
	Voting				Selective Service		
	Eligible		Registered		Eligible	Registered	
Class 56	13		13		21	19	
Class 57	13		9		30	23	
Service to community							
	Service Hours per Cadet		Dollar Value per Hour		Total Value		
Class 56	65		\$26.48		\$135,739		
Class 57	64		\$26.48		\$174,416		
Post-residential performance status							
	Graduated	Contacted	Placed	Education	Employment	Military	Multiple/ Other
Class 55							
Month 9	82	73	67	14	33	6	14
Class 56							
Month 1	79	78	65	7	56	2	3
Month 3	79	79	66	14	38	7	9
Month 6	79	78	62	14	36	8	7
Month 9	79	75	65	11	39	8	9
Class 57							
Month 1	103	103	80	25	53	0	7
Month 3	103	102	85	22	56	2	11
Month 6	103	103	83	16	57	2	10

NOTE: * = did not report; admin. = administrative; HS = high school.

TABLE A.37

Profile of Tarheel ChalleNGe Academy—New London (North Carolina)

Tarheel Challenge Academy—New London, Established 2015							
Graduates since inception: 1,067				Program type: Credit recovery, high school diploma, HiSET			
Staffing							
	Instructional	Cadre	Admin.	Case Managers	Recruiters	Counselors	Other
Number employed	7	21	9	3	2	2	13
Funding							
	Federal Funding			State Funding		Other Funding	
Classes 56 and 57	\$3,482,922			\$1,160,974		\$167,514	
Residential performance							
	Dates	Applied	Entered Pre-ChalleNGe	Graduated	Received GED/HiSet	Received HS Credits	Received HS Diploma
Class 56	April 2021–September 2021	118	109	71	26	0	22
Class 57	October 2021–March 2022	70	62	45	13	0	17
Physical fitness							
	Number of Push-Ups		1-Mile Run Time		BMI		
	Initial	Final	Initial	Final	Initial	Final	
Class 56	27	37	07:59	07:00	24.5	23.7	
Class 57	27	44	07:44	06:52	24	24.5	
Responsible citizenship							
	Voting				Selective Service		
	Eligible		Registered		Eligible	Registered	
Class 56	72		31		63	63	
Class 57	55		55		22	22	
Service to community							
	Service Hours per Cadet			Dollar Value per Hour		Total Value	
Class 56	49			\$27.63		\$95,379	
Class 57	36			\$27.63		\$45,252	

Table A.37—Continued

Tarheel Challenge Academy—New London, Established 2015							
Post-residential performance status							
	Graduated	Contacted	Placed	Education	Employment	Military	Multiple/ Other
Class 55							
Month 9	61	61	31	4	18	5	4
Class 56							
Month 1	71	71	47	7	23	3	14
Month 3	71	71	50	6	26	3	15
Month 6	71	71	44	4	22	7	12
Month 9	71	N/A	N/A	N/A	N/A	N/A	N/A
Class 57							
Month 1	45	45	12	1	7	0	4
Month 3	45	N/A	N/A	N/A	N/A	N/A	N/A
Month 6	45	N/A	N/A	N/A	N/A	N/A	N/A

NOTES: Admin. = administrative; HS = high school; N/A = not applicable; follow-up period has not occurred.

TABLE A.38**Profile of Tarheel ChalleNGe Academy—Salemberg (North Carolina)**

Tarheel Challenge Academy—Salemberg, Established 1994							
Graduates since inception: 5,443				Program type: Credit recovery, high school diploma, HiSET			
Staffing							
	Instructional	Cadre	Admin.	Case Managers	Recruiters	Counselors	Other
Number employed	10	36	19	3	2	2	13
Funding							
		Federal Funding		State Funding		Other Funding	
Classes 56 and 57		\$3,846,967		\$1,282,322		\$56,000	
Residential performance							
	Dates	Applied	Entered Pre-ChalleNGe	Graduated	Received GED/HiSet	Received HS Credits	Received HS Diploma
Class 56	January 2021–June 2021	186	77	66	0	0	53
Class 57	July 2021–December 2021	350	90	62	0	1	24

Table A.38—Continued

Tarheel Challenge Academy—Salemberg, Established 1994							
Physical fitness							
	Number of Push-Ups		1-Mile Run Time		BMI		
	Initial	Final	Initial	Final	Initial	Final	
Class 56	26	40	10:50	08:34	24.9	24.9	
Class 57	23	36	10:07	08:30	24.9	24.9	
Responsible citizenship							
	Voting			Selective Service			
	Eligible		Registered	Eligible		Registered	
Class 56	66		66	8		8	
Class 57	66		66	19		19	
Service to community							
	Service Hours per Cadet		Dollar Value per Hour		Total Value		
Class 56	46		\$27.63		\$83,291		
Class 57	47		\$27.63		\$80,086		
Post-residential performance status							
	Graduated	Contacted	Placed	Education	Employment	Military	Multiple/ Other
Class 55							
Month 9	47	0	0	0	0	0	0
Class 56							
Month 1	66	65	62	1	32	0	29
Month 3	66	64	56	2	35	3	16
Month 6	66	44	36	4	18	6	8
Month 9	66	60	56	3	26	6	21
Class 57							
Month 1	62	61	51	23	21	0	7
Month 3	62	62	53	24	13	0	16
Month 6	62	N/A	N/A	N/A	N/A	N/A	N/A

NOTE: Admin. = administrative; HS = high school; N/A = not applicable, follow-up period has not occurred.

TABLE A.39

Profile of New Jersey Youth Challenge Academy

New Jersey Youth Challenge Academy, Established 1994							
Graduates since inception: 4,216				Program type: GED, high school diploma			
Staffing							
	Instructional	Cadre	Admin.	Case Managers	Recruiters	Counselors	Other
Number employed	5	16	5	2	3	0	5
Funding							
	Federal Funding			State Funding		Other Funding	
Classes 56 and 57	\$4,248,986			\$1,416,329		\$0	
Residential performance							
	Dates	Applied	Entered Pre-ChalleNGe	Graduated	Received GED/HiSet	Received HS Credits	Received HS Diploma
Class 56	July 2021–December 2021	82	55	28	0	0	20
Class 57	January 2022–June 2022	35	21	17	0	0	13
Physical fitness							
	Number of Push-Ups		1-Mile Run Time		BMI		
	Initial	Final	Initial	Final	Initial	Final	
Class 56	23	35	11:28	10:58	*	*	
Class 57	28	61	10:15	07:03	25.9	25.8	
Responsible citizenship							
	Voting				Selective Service		
	Eligible		Registered		Eligible	Registered	
Class 56	5		0		5	1	
Class 57	1		1		1	1	
Service to community							
	Service Hours per Cadet			Dollar Value per Hour		Total Value	
Class 56	40			\$32.39		\$36,277	
Class 57	41			\$32.39		\$22,738	

Table A.39—Continued

New Jersey Youth Challenge Academy, Established 1994							
Post-residential performance status							
	Graduated	Contacted	Placed	Education	Employment	Military	Multiple/ Other
Class 55							
Month 9	NOT OP	NOT OP	NOT OP	NOT OP	NOT OP	NOT OP	NOT OP
Class 56							
Month 1	28	28	18	0	15	1	2
Month 3	28	27	22	2	18	1	1
Month 6	28	N/A	N/A	N/A	N/A	N/A	N/A
Month 9	28	N/A	N/A	N/A	N/A	N/A	N/A
Class 57							
Month 1	17	N/A	N/A	N/A	N/A	N/A	N/A
Month 3	17	N/A	N/A	N/A	N/A	N/A	N/A
Month 6	17	N/A	N/A	N/A	N/A	N/A	N/A

NOTE: * = did not report; admin. = administrative; HS = high school; N/A = not applicable, follow-up period has not occurred; NOT OP = did not operate (no cadets enrolled).

TABLE A.40**Profile of New Mexico Youth ChallengeNGe Academy**

New Mexico Youth Challenge Academy, Established 2001							
Graduates since inception: 2,995				Program type: HiSET			
Staffing							
	Instructional	Cadre	Admin.	Case Managers	Recruiters	Counselors	Other
Number employed	1	15	9	5	2	1	4
Funding							
	Federal Funding			State Funding		Other Funding	
Classes 56 and 57	\$3,178,125			\$984,375		\$150,881	
Residential performance							
	Dates	Applied	Entered Pre- Challenge	Graduated	Received GED/HiSet	Received HS Credits	Received HS Diploma
Class 56	January 2021– June 2021	83	NOT OP	NOT OP	NOT OP	NOT OP	NOT OP
Class 57	July 2021– December 2021	194	95	58	39	0	0

Table A.40—Continued

New Mexico Youth Challenge Academy, Established 2001							
Physical fitness							
	Number of Push-Ups		1-Mile Run Time		BMI		
	Initial	Final	Initial	Final	Initial	Final	
Class 56	NOT OP	NOT OP	NOT OP	NOT OP	NOT OP	NOT OP	
Class 57	25	45	08:43	06:35	26.9	*	
Responsible citizenship							
	Voting				Selective Service		
	Eligible		Registered		Eligible	Registered	
Class 56	NOT OP		NOT OP		NOT OP	NOT OP	
Class 57	20		20		34	34	
Service to community							
	Service Hours per Cadet		Dollar Value per Hour		Total Value		
	NOT OP		\$24.32		NOT OP		
Class 57	40		\$24.32		\$56,447		
Post-residential performance status							
	Graduated	Contacted	Placed	Education	Employment	Military	Multiple/ Other
Class 55							
Month 9	NOT OP	NOT OP	NOT OP	NOT OP	NOT OP	NOT OP	NOT OP
Class 56							
Month 1	NOT OP	NOT OP	NOT OP	NOT OP	NOT OP	NOT OP	NOT OP
Month 3	NOT OP	NOT OP	NOT OP	NOT OP	NOT OP	NOT OP	NOT OP
Month 6	NOT OP	NOT OP	NOT OP	NOT OP	NOT OP	NOT OP	NOT OP
Month 9	NOT OP	NOT OP	NOT OP	NOT OP	NOT OP	NOT OP	NOT OP
Class 57							
Month 1	58	55	30	0	25	4	5
Month 3	58	55	38	0	32	4	6
Month 6	58	49	32	1	26	3	5

NOTE: * = did not report; admin. = administrative; HS = high school; NOT OP = did not operate (no cadets enrolled).

TABLE A.41

Profile of Battle Born Youth Challenge Academy (Nevada)

Battle Born Youth Challenge Academy, Established 2021							
Graduates since inception: 21				Program type: Credit recovery, high school diploma			
Staffing							
	Instructional	Cadre	Admin.	Case Managers	Recruiters	Counselors	Other
Number employed	11	5	8	3	3	0	3
Funding							
	Federal Funding			State Funding		Other Funding	
Classes 56 and 57	\$4,001,060			\$1,333,687		\$0	
Residential performance							
	Dates	Applied	Entered Pre-ChalleNGE	Graduated	Received GED/HiSet	Received HS Credits	Received HS Diploma
Class 56	NOT OP	NOT OP	NOT OP	NOT OP	NOT OP	NOT OP	NOT OP
Class 57	July 2021–December 2021	27	22	21	0	21	0
Physical fitness							
	Number of Push-Ups		1-Mile Run Time		BMI		
	Initial	Final	Initial	Final	Initial	Final	
Class 56	NOT OP	NOT OP	NOT OP	NOT OP	NOT OP	NOT OP	
Class 57	22	28	11:23	09:44	*	*	
Responsible citizenship							
	Voting				Selective Service		
	Eligible		Registered		Eligible	Registered	
Class 56	NOT OP		NOT OP		NOT OP	NOT OP	
Class 57	2		0		11	0	
Service to community							
	Service Hours per Cadet			Dollar Value per Hour		Total Value	
Class 56	NOT OP			\$26.18		NOT OP	
Class 57	43			\$26.18		\$23,418	

Table A.41—Continued

Battle Born Youth Challenge Academy, Established 2021							
Post-residential performance status							
	Graduated	Contacted	Placed	Education	Employment	Military	Multiple/ Other
Class 55							
Month 9	NOT OP	NOT OP	NOT OP	NOT OP	NOT OP	NOT OP	NOT OP
Class 56							
Month 1	NOT OP	NOT OP	NOT OP	NOT OP	NOT OP	NOT OP	NOT OP
Month 3	NOT OP	NOT OP	NOT OP	NOT OP	NOT OP	NOT OP	NOT OP
Month 6	NOT OP	NOT OP	NOT OP	NOT OP	NOT OP	NOT OP	NOT OP
Month 9	NOT OP	NOT OP	NOT OP	NOT OP	NOT OP	NOT OP	NOT OP
Class 57							
Month 1	21	21	15	9	2	0	6
Month 3	21	17	11	6	1	0	4
Month 6	21	14	8	5	1	0	2

NOTE: * = did not report; admin. = administrative; HS = high school; NOT OP = did not operate (no cadets enrolled).

TABLE A.42
Profile of Thunderbird Youth Academy (Oklahoma)

Thunderbird Youth Academy, Established 1993							
Graduates since inception: 5,388				Program type: Credit recovery, high school diploma, GED, other			
Staffing							
	Instructional	Cadre	Admin.	Case Managers	Recruiters	Counselors	Other
Number employed	6	30	12	4	6	4	13
Funding							
	Federal Funding			State Funding		Other Funding	
Classes 56 and 57	\$3,997,170			\$1,317,391		\$0	
Residential performance							
	Dates	Applied	Entered Pre-ChalleNGe	Graduated	Received GED/HiSet	Received HS Credits	Received HS Diploma
Class 56	January 2021–June 2021	321	130	73	7	56	10
Class 57	July 2021–December 2021	403	181	130	0	116	14

Table A.42—Continued

Thunderbird Youth Academy, Established 1993							
Physical fitness							
	Number of Push-Ups		1-Mile Run Time		BMI		
	Initial	Final	Initial	Final	Initial	Final	
Class 56	23	43	10:01	08:40	24.7	24.8	
Class 57	26	39	09:44	08:15	24.4	24.7	
Responsible citizenship							
	Voting				Selective Service		
	Eligible		Registered		Eligible	Registered	
Class 56	9		8		16	15	
Class 57	8		8		16	16	
Service to community							
	Total Service Hours		Dollar Value per Hour		Total Value		
Class 56	60		\$24.96		\$109,924		
Class 57	51		\$24.96		\$165,497		
Post-residential performance status							
	Graduated	Contacted	Placed	Education	Employment	Military	Multiple/ Other
Class 55							
Month 9	111	105	100	32	29	3	36
Class 56							
Month 1	73	72	66	20	19	0	30
Month 3	73	68	65	26	9	0	31
Month 6	73	64	57	28	7	2	23
Month 9	73	65	59	26	6	3	26
Class 57							
Month 1	130	124	119	84	5	1	30
Month 3	130	121	117	67	6	1	43
Month 6	130	N/A	N/A	N/A	N/A	N/A	N/A

NOTE: Admin. = administrative; HS = high school; N/A = not applicable, follow-up period has not occurred.

TABLE A.43

Profile of Oregon Youth Challenge Program

Oregon Youth Challenge Program, Established 1999							
Graduates since inception: 5,315				Program type: Credit recovery, high school diploma, GED			
Staffing							
	Instructional	Cadre	Admin.	Case Managers	Recruiters	Counselors	Other
Number employed	8	28	12	5	2	2	5
Funding							
	Federal Funding			State Funding		Other Funding	
Classes 56 and 57	\$4,950,000			\$1,866,230		\$273,852	
Residential performance							
	Dates	Applied	Entered Pre-ChalleNGe	Graduated	Received GED/HiSet	Received HS Credits	Received HS Diploma
Class 56	January 2021–June 2021	259	125	114	0	85	29
Class 57	July 2021–December 2021	232	128	105	0	87	18
Physical fitness							
	Number of Push-Ups		1-Mile Run Time		BMI		
	Initial	Final	Initial	Final	Initial	Final	
Class 56	21	36	10:07	07:33	27.7	26.8	
Class 57	19	36	11:15	08:28	26.4	26.3	
Responsible citizenship							
	Voting			Selective Service			
	Eligible		Registered		Eligible		Registered
Class 56	43		43		63		63
Class 57	26		26		47		47
Service to community							
	Service Hours per Cadet			Dollar Value per Hour		Total Value	
Class 56	8			\$29.75		\$28,441	
Class 57	108			\$29.75		\$337,484	

Table A.43—Continued

Oregon Youth Challenge Program, Established 1999							
Post-residential performance status							
	Graduated	Contacted	Placed	Education	Employment	Military	Multiple/ Other
Class 55							
Month 9	NOT OP	NOT OP	NOT OP	NOT OP	NOT OP	NOT OP	NOT OP
Class 56							
Month 1	114	114	103	34	54	2	13
Month 3	114	114	108	49	38	2	19
Month 6	114	114	107	45	42	8	12
Month 9	114	114	110	39	48	9	14
Class 57							
Month 1	105	105	99	63	18	0	18
Month 3	105	105	100	64	24	0	12
Month 6	105	105	93	56	19	2	16

NOTE: Admin. = administrative; HS = high school; NOT OP = did not operate (no cadets enrolled).

TABLE A.44
Profile of Puerto Rico Youth ChallengeNGe Academy

Puerto Rico Youth Challenge Academy, Established 1999							
Graduates since inception: 7,493				Program type: Credit recovery, high school diploma			
Staffing							
	Instructional	Cadre	Admin.	Case Managers	Recruiters	Counselors	Other
Number employed	13	44	25	13	1	8	14
Funding							
	Federal Funding			State Funding		Other Funding	
Classes 56 and 57	\$9,570,250			\$3,189,750		\$0	
Residential performance							
	Dates	Applied	Entered Pre- ChalleNGE	Graduated	Received GED/HiSet	Received HS Credits	Received HS Diploma
Class 56	April 2021– September 2021	255	245	227	0	0	224
Class 57	October 2021– March 2022	249	243	221	0	0	207

Table A.44—Continued

Puerto Rico Youth Challenge Academy, Established 1999							
Physical fitness							
	Number of Push-Ups		1-Mile Run Time		BMI		
	Initial	Final	Initial	Final	Initial	Final	
Class 56	19	38	11:18	08:24	25.3	23.5	
Class 57	17	36	12:05	08:39	25.6	24.0	
Responsible citizenship							
	Voting				Selective Service		
	Eligible		Registered		Eligible	Registered	
Class 56	38		38		34	34	
Class 57	52		52		43	43	
Service to community							
	Service Hours per Cadet		Dollar Value per Hour		Total Value		
Class 56	3		\$14.11		\$8,805		
Class 57	5		\$14.11		\$14,900		
Post-residential performance status							
	Graduated	Contacted	Placed	Education	Employment	Military	Multiple/ Other
Class 55							
Month 9	206	206	169	79	38	5	47
Class 56							
Month 1	227	227	52	18	29	2	27
Month 3	227	227	126	63	47	2	45
Month 6	227	227	157	86	44	4	54
Month 9	227	227	162	79	51	4	62
Class 57							
Month 1	221	221	29	1	26	0	28
Month 3	221	221	98	27	54	4	49
Month 6	221	N/A	N/A	N/A	N/A	N/A	N/A

NOTE: Admin. = administrative; HS = high school; N/A = not applicable; follow-up period had not occurred.

TABLE A.45

Profile of South Carolina Youth ChallengeNGe Academy

South Carolina Youth Challenge Academy, Established 1998							
Graduates since inception: 4,068				Program type: GED, other			
Staffing							
	Instructional	Cadre	Admin.	Case Managers	Recruiters	Counselors	Other
Number employed	4	38	6	4	2	1	13
Funding							
	Federal Funding			State Funding		Other Funding	
Classes 56 and 57	\$3,000,000			\$1,250,000		\$0	
Residential performance							
	Dates	Applied	Entered Pre-ChalleNGe	Graduated	Received GED/HiSet	Received HS Credits	Received HS Diploma
Class 56	January 2021–June 2021	150	62	48	33	0	0
Class 57	July 2021–December 2021	202	104	69	38	2	0
Physical fitness							
	Number of Push-Ups		1-Mile Run Time		BMI		
	Initial	Final	Initial	Final	Initial	Final	
Class 56	33	65	09:58	07:59	25.8	25.1	
Class 57	22	48	10:49	08:17	25.7	25.6	
Responsible citizenship							
	Voting				Selective Service		
	Eligible		Registered		Eligible	Registered	
Class 56	7		7		5	5	
Class 57	17		17		12	12	
Service to community							
	Service Hours per Cadet			Dollar Value per Hour		Total Value	
Class 56	9			\$26.59		\$11,700	
Class 57	52			\$26.59		\$96,309	

Table A.45—Continued

South Carolina Youth Challenge Academy, Established 1998							
Post-residential performance status							
	Graduated	Contacted	Placed	Education	Employment	Military	Multiple/ Other
Class 55							
Month 9	38	38	18	1	11	3	3
Class 56							
Month 1	48	42	16	7	4	0	12
Month 3	48	30	6	1	4	0	19
Month 6	48	35	23	12	11	0	0
Month 9	48	20	10	10	0	0	0
Class 57							
Month 1	69	61	21	11	6	2	2
Month 3	69	51	33	21	6	2	9
Month 6	69	49	27	5	15	2	6

NOTE: Admin. = administrative; HS = high school.

**TABLE A.46
Profile of Texas Challenge Academy**

Texas Challenge Academy, Established 2014							
Graduates since inception: 815				Program type: Credit recovery, high school diploma, GED			
Staffing							
	Instructional	Cadre	Admin.	Case Managers	Recruiters	Counselors	Other
Number employed	11	23	8	7	3	0	8
Funding							
		Federal Funding		State Funding		Other Funding	
Classes 56 and 57		\$3,000,000		\$1,429,500		\$243,658	
Residential performance							
	Dates	Applied	Entered Pre-Challenge	Graduated	Received GED/HiSet	Received HS Credits	Received HS Diploma
Class 56	January 2021–June 2021	172	91	55	0	49	6
Class 57	July 2021–December 2021	243	133	64	1	48	15

Table A.46—Continued

Texas Challenge Academy, Established 2014							
Physical fitness							
	Number of Push-Ups		1-Mile Run Time		BMI		
	Initial	Final	Initial	Final	Initial	Final	
Class 56	29	43	11:06	09:35	26.8	26.3	
Class 57	33	46	10:24	08:45	23.8	24.1	
Responsible citizenship							
	Voting			Selective Service			
	Eligible		Registered	Eligible		Registered	
Class 56	9		9	19		19	
Class 57	10		10	21		21	
Service to community							
	Service Hours per Cadet		Dollar Value per Hour		Total Value		
Class 56	14		\$28.14		\$21,612		
Class 57	9		\$28.14		\$17,053		
Post-residential performance status							
	Graduated	Contacted	Placed	Education	Employment	Military	Multiple/ Other
Class 55							
Month 9	60	60	49	16	18	8	7
Class 56							
Month 1	55	55	33	6	25	2	0
Month 3	55	55	46	15	24	2	5
Month 6	55	55	48	16	24	3	5
Month 9	55	55	46	15	23	3	5
Class 57							
Month 1	64	64	40	21	16	1	2
Month 3	64	64	54	25	22	2	5
Month 6	64	64	55	23	21	6	5

NOTE: Admin. = administrative; HS = high school.

TABLE A.47

Profile of Virginia Commonwealth Challenge Youth Academy

Virginia Commonwealth Challenge Youth Academy, Established 1994							
Graduates since inception: 5,490				Program type: Credit recovery, GED			
Staffing							
	Instructional	Cadre	Admin.	Case Managers	Recruiters	Counselors	Other
Number employed	8	24	15	5	3	3	1
Funding							
	Federal Funding		State Funding		Other Funding		
Classes 56 and 57	\$3,369,694		\$1,094,454		\$34,761		
Residential performance							
	Dates	Applied	Entered Pre-ChalleNGE	Graduated	Received GED/HiSet	Received HS Credits	Received HS Diploma
Class 56	April 2021–August 2021	116	85	58	29	0	0
Class 57	October 2021–March 2022	104	70	46	15	0	0
Physical fitness							
	Number of Push-Ups		1-Mile Run Time		BMI		
	Initial	Final	Initial	Final	Initial	Final	
Class 56	34	22	11:55	13:33	25.8	*	
Class 57	28	45	11:23	09:17	24.8	*	
Responsible citizenship							
	Voting				Selective Service		
	Eligible		Registered		Eligible	Registered	
Class 56	5		0		14	0	
Class 57	16		0		44	42	
Service to community							
	Service Hours per Cadet			Dollar Value per Hour		Total Value	
Class 56	ETP			\$30.80		ETP	
Class 57	13			\$30.80		\$18,850	

Table A.47—Continued

Virginia Commonwealth Challenge Youth Academy, Established 1994							
Post-residential performance status							
	Graduated	Contacted	Placed	Education	Employment	Military	Multiple/ Other
Class 55							
Month 9	*	41	41	11	22	0	8
Class 56							
Month 1	58	53	50	19	25	0	6
Month 3	58	*	*	*	*	*	*
Month 6	58	39	35	9	17	1	10
Month 9	58	43	41	11	22	1	7
Class 57							
Month 1	46	40	37	23	7	1	6
Month 3	46	N/A	N/A	N/A	N/A	N/A	N/A
Month 6	46	N/A	N/A	N/A	N/A	N/A	N/A

NOTE: * = did not report; admin. = administrative; ETP = Exception to Protocol waiver due to COVID-19; HS = high school; N/A = not applicable, follow-up period has not occurred.

TABLE A.48**Profile of Washington Youth Academy**

Washington Youth Academy, Established 2009							
Graduates since inception: 3,025				Program type: Credit recovery			
Staffing							
	Instructional	Cadre	Admin.	Case Managers	Recruiters	Counselors	Other
Number employed	7	33	13	8	2	4	10
Funding							
	Federal Funding			State Funding		Other Funding	
Classes 56 and 57	\$4,974,081			\$1,658,027		\$355,958	
Residential performance							
	Dates	Applied	Entered Pre- ChalleNGe	Graduated	Received GED/HiSet	Received HS Credits	Received HS Diploma
Class 56	January 2021– June 2021	242	99	80	0	80	0
Class 57	July 2021– December 2021	310	117	105	0	105	0

Table A.48—Continued

Washington Youth Academy, Established 2009							
Physical fitness							
	Number of Push-Ups		1-Mile Run Time		BMI		
	Initial	Final	Initial	Final	Initial	Final	
Class 56	25	37	09:06	07:49	25.7	25.2	
Class 57	20	41	10:41	07:40	25.3	25.2	
Responsible citizenship							
	Voting			Selective Service			
	Eligible		Registered	Eligible		Registered	
Class 56	18		18	36		36	
Class 57	27		27	47		47	
Service to community							
	Service Hours per Cadet		Dollar Value per Hour		Total Value		
Class 56	64		\$34.87		\$177,924		
Class 57	52		\$34.87		\$189,797		
Post-residential performance status							
	Graduated	Contacted	Placed	Education	Employment	Military	Multiple/ Other
Class 55							
Month 9	28	27	16	13	3	0	0
Class 56							
Month 1	80	79	63	60	1	0	2
Month 3	80	76	64	59	4	0	1
Month 6	80	78	70	61	8	0	1
Month 9	80	79	60	55	5	0	0
Class 57							
Month 1	105	105	97	96	0	0	1
Month 3	105	104	95	93	1	0	1
Month 6	105	N/A	N/A	N/A	N/A	N/A	N/A

NOTE: Admin. = administrative; HS = high school; N/A = not applicable, follow-up period has not occurred.

TABLE A.49

Profile of Wisconsin Challenge Academy

Wisconsin Challenge Academy, Established 1998							
Graduates since inception: 4,314				Program type: Credit recovery, high school diploma, GED			
Staffing							
	Instructional	Cadre	Admin.	Case Managers	Recruiters	Counselors	Other
Number employed	4	32	7	5	4	0	2
Funding							
	Federal Funding			State Funding		Other Funding	
Classes 56 and 57	\$4,155,779			\$1,385,260		\$720	
Residential performance							
	Dates	Applied	Entered Pre-ChalleNGe	Graduated	Received GED/HiSet	Received HS Credits	Received HS Diploma
Class 56	January 2021–June 2021	376	135	79	72	1	0
Class 57	July 2021–December 2021	384	91	71	56	0	0
Physical fitness							
	Number of Push-Ups		1-Mile Run Time		BMI		
	Initial	Final	Initial	Final	Initial	Final	
Class 56	17	28	09:41	07:51	25.3	*	
Class 57	20	35	09:20	07:52	24.4	*	
Responsible citizenship							
	Voting				Selective Service		
	Eligible		Registered		Eligible	Registered	
Class 56	14		13		39	39	
Class 57	17		17		33	33	
Service to community							
	Service Hours per Cadet			Dollar Value per Hour		Total Value	
Class 56	66			\$27.87		\$144,456	
Class 57	44			\$27.87		\$86,826	

Table A.49—Continued

Wisconsin Challenge Academy, Established 1998							
Post-residential performance status							
	Graduated	Contacted	Placed	Education	Employment	Military	Multiple/ Other
Class 55							
Month 9	82	38	23	1	14	5	3
Class 56							
Month 1	79	70	34	1	28	1	12
Month 3	79	64	35	2	29	0	10
Month 6	79	61	35	5	26	1	8
Month 9	79	51	33	4	23	1	7
Class 57							
Month 1	71	66	37	10	24	0	8
Month 3	71	58	39	4	28	0	8
Month 6	71	51	37	5	27	0	5

NOTE: * = did not report; admin. = administrative; HS = high school.

TABLE A.50**Profile of Mountaineer Challenge Academy (West Virginia–North)**

Mountaineer Challenge Academy–North, Established 1993							
Graduates since inception: 4,960				Program type: High school diploma			
Staffing							
	Instructional	Cadre	Admin.	Case Managers	Recruiters	Counselors	Other
Number employed	7	37	17	6	3	1	11
Funding							
	Federal Funding			State Funding		Other Funding	
Classes 56 and 57	\$4,275,000			\$1,425,000		\$0	
Residential performance							
	Dates	Applied	Entered Pre- ChalleNGe	Graduated	Received GED/TASC	Received HS Credits	Received HS Diploma
Class 56	January 2021– June 2021	236	96	73	2	0	68
Class 57	July 2021– December 2021	264	141	106	0	0	94

Table A.50—Continued

Mountaineer Challenge Academy–North, Established 1993							
Physical fitness							
	Number of Push-Ups		1-Mile Run Time		BMI		
	Initial	Final	Initial	Final	Initial	Final	
Class 56	18	37	09:52	07:01	26	25.2	
Class 57	18	38	11:24	07:45	26.3	25.4	
Responsible citizenship							
	Voting				Selective Service		
	Eligible		Registered		Eligible	Registered	
Class 56	14		14		14	14	
Class 57	22		22		20	20	
Service to community							
	Service Hours per Cadet		Dollar Value per Hour		Total Value		
	32		\$25.07		\$57,887		
Class 56	32		\$25.07		\$57,887		
Class 57	38		\$25.07		\$99,891		
Post-residential performance status							
	Graduated	Contacted	Placed	Education	Employment	Military	Multiple/ Other
Class 55							
Month 9	40	34	30	2	18	6	4
Class 56							
Month 1	73	69	19	0	18	0	5
Month 3	73	68	41	6	24	6	9
Month 6	73	68	41	5	26	8	5
Month 9	73	64	43	6	24	9	5
Class 57							
Month 1	106	101	23	2	21	0	8
Month 3	106	98	62	21	38	1	5
Month 6	106	97	62	15	42	3	5

NOTE: Admin. = administrative; HS = high school.

TABLE A.51

Profile of Mountaineer Challenge Academy (West Virginia–South)

Mountaineer Challenge Academy–South, Established 2020							
Graduates since inception: 152				Program type: HiSET			
Staffing							
	Instructional	Cadre	Admin.	Case Managers	Recruiters	Counselors	Other
Number employed	5	20	23	2	2	2	0
Funding							
	Federal Funding		State Funding		Other Funding		
Classes 56 and 57	\$2,556,313		\$852,104		\$0		
Residential performance							
	Dates	Applied	Entered Pre-ChalleNGe	Graduated	Received GED/HiSet	Received HS Credits	Received HS Diploma
Class 56	April 2021–September 2021	176	102	58	0	58	0
Class 57	October 2021–March 2022	153	100	44	42	0	0
Physical fitness							
	Number of Push-Ups		1-Mile Run Time		BMI		
	Initial	Final	Initial	Final	Initial	Final	
Class 56	25	59	16:06	07:17	25.8	25.0	
Class 57	25	37	10:01	09:00	26.0	25.7	
Responsible citizenship							
	Voting				Selective Service		
	Eligible		Registered		Eligible	Registered	
Class 56	11		11		9	9	
Class 57	6		6		5	5	
Service to community							
	Service Hours per Cadet		Dollar Value per Hour		Total Value		
Class 56	51		\$25.07		\$74,044		
Class 57	50		\$25.07		\$55,026		

Table A.51—Continued

Mountaineer Challenge Academy–South, Established 2020							
Post-residential performance status							
	Graduated	Contacted	Placed	Education	Employment	Military	Multiple/ Other
Class 55							
Month 9	50	*	*	*	*	*	*
Class 56							
Month 1	58	10	4	0	2	0	2
Month 3	58	9	4	1	3	0	1
Month 6	58	10	8	3	4	1	0
Month 9	58	7	6	1	5	0	1
Class 57							
Month 1	44	23	11	0	9	0	2
Month 3	44	11	5	0	4	0	2
Month 6	44	N/A	N/A	N/A	N/A	N/A	N/A

NOTE: * = did not report; admin. = administrative; HS = high school; N/A = not applicable, follow-up period has not occurred.

TABLE A.52
Profile of Wyoming Cowboy Challenge Academy

Wyoming Cowboy Challenge Academy, Established 2005							
Graduates since inception: 1,390				Program type: Credit recovery, HiSET			
Staffing							
	Instructional	Cadre	Admin.	Case Managers	Recruiters	Counselors	Other
Number employed	4	17	10	2	4	3	2
Funding							
	Federal Funding			State Funding		Other Funding	
Classes 56 and 57	\$3,346,875			\$1,115,625		\$44,745	
Residential performance							
	Dates	Applied	Entered Pre- ChalleNGe	Graduated	Received GED/HiSet	Received HS Credits	Received HS Diploma
Class 56	January 2021– June 2021	94	62	40	25	9	0
Class 57	July 2021– December 2021	68	58	42	0	42	0

Table A.52—Continued

Wyoming Cowboy Challenge Academy, Established 2005							
Physical fitness							
	Number of Push-Ups		1-Mile Run Time		BMI		
	Initial	Final	Initial	Final	Initial	Final	
Class 56	22	45	11:07	07:51	26.1	25.4	
Class 57	14	38	09:59	07:51	24.7	25.1	
Responsible citizenship							
	Voting			Selective Service			
	Eligible		Registered	Eligible		Registered	
Class 56	7		7	6		6	
Class 57	7		7	4		4	
Service to community							
	Total Service Hours		Dollar Value per Hour		Total Value		
Class 56	34		\$27.13		\$37,070		
Class 57	44		\$27.13		\$50,486		
Post-residential performance status							
	Graduated	Contacted	Placed	Education	Employment	Military	Multiple/ Other
Class 55							
Month 9	55	53	47	1	18	1	27
Class 56							
Month 1	40	39	20	2	16	0	3
Month 3	40	29	24	3	17	1	3
Month 6	40	37	29	3	19	2	5
Month 9	40	40	33	5	21	2	5
Class 57							
Month 1	42	40	11	6	3	0	2
Month 3	42	42	26	13	8	2	3
Month 6	42	42	34	11	14	4	5

NOTE: Admin. = administrative; HS = high school.

Supplemental Information on Local Labor Market Data

In this appendix, we describe and document the data sources on labor market conditions used in Chapters 2 and 3. These data sources fall into several distinct categories: measures of unemployment, measures of civilian wages (including teacher pay), and measures of military pay. We describe each in turn. We also include some notes on our cleaning and presentation of the ChalleNGe site-level data on staffing and pay. Finally, we include a graph that demonstrates the changes in these measures over the past five years.

Measures of Unemployment

Unemployment measures are based on the CPS. The CPS is a monthly household survey including measures of employment, unemployment, earnings, hours of work, and demographic measures (such as age and education). The survey is large enough to be nationally representative; it is the source of official statistics on unemployment. The official definition of *unemployed* is as follows: “Persons are classified as unemployed if they do not have a job, have actively looked for work in the prior 4 weeks, and are currently available for work. Persons who were not working and were waiting to be recalled to a job from which they had been temporarily laid off are also included as unemployed” (U.S. Bureau of Labor Statistics, undated-c, “Unemployment”).

When citing the current unemployment rate, we refer to the seasonally adjusted measure that is featured in the Bureau of Labor Statistics Monthly News Release (see, for example, U.S. Bureau of Labor Statistics, 2022; updated monthly). This is the figure that most often appears in news reports.

Consistent measures of youth unemployment at the national, state, and local levels can be found through the “Tracking Youth Unemployment During the COVID-19 Pandemic” project; see Inanc et al., updated periodically, for more information.

Measures of Civilian Wages

Our goal was to create a measure of civilian wages that likely reflects the alternative job opportunities available to cadre. We began by identifying the occupations in which relatively young (aged 25 to 39) male veterans who have completed high school and lack a four-year college degree are most likely to work; this strategy helped us to identify jobs that might be appealing and available to potential cadre. We used the five-year sample of the American Community Survey for this task. We identified the six largest occupations in terms of veteran employment: police officers and detectives; driver/sales workers and truck drivers; security guards and gaming surveillance; first-line supervisors of sales workers; laborers and movers of freight/stock; and sheriffs, bailiffs, and correctional officers. These occupations fall into the larger categories of protective services, sales and sales-related, and transportation/material moving. These occupations employ nearly 20 percent of young male veterans who do not hold a four-year college degree; they employ about the same percentage of other young men without college degrees. Thus, these are popular occupations, and they exist across the United States.

Next, we needed to estimate wages in these occupations. We wanted to estimate wages available near each ChalleNGe site. For this task, we turned to the Occupational Employment and Wage Statistics (OEWS) data. These data include annual employment and wage estimates based on employer responses to periodic surveys; for more information on the OEWS, see U.S. Bureau of Labor Statistics, undated-d.

OEWS data are available at the Metropolitan Statistical Area (MSA) level. There are nearly 400 MSAs in the United States. MSAs include a city or town and the surrounding areas that are economically linked to the city or town. While considerable areas of the United States are outside established MSAs, the vast majority of the U.S. population lives in an MSA.

For each MSA, we created an average of the annual pay for the six common occupations listed above; we weighted the average according to the number of people employed in each occupation (thus, areas with more jobs in the lower-paying occupations will have lower estimated wages than areas with more jobs in the higher-paying occupations even if the average pay by occupation does not vary across areas). For ChalleNGe sites located in MSAs, we assigned the median wage. For the ChalleNGe sites located outside MSAs, we assigned the state-level median formed from all non-MSA areas.

We discovered some anomalies in the 2021 OEWS data. A few areas had implausibly high wages among the occupations in which young veterans most often are employed. We do not understand the source(s) of these anomalies, but we suspect data collection could have been disrupted during the pandemic. These areas frequently reported wages that were well over 50 percent higher in 2021 than in the same occupations in 2020. For these areas, we substituted estimates based on the overall observed wage growth.

Teacher Pay

We used a state-level measure of average teacher pay; the source is the *Digest of Education Statistics 2020* (National Center for Education Statistics, Institute of Education Studies, 2022, Table 211.50). We inflated these figures to 2021 dollars using the CPI-U; for more information on the CPI-U, see U.S. Bureau of Labor Statistics, undated-a.

Measures of Military Pay

To approximate military pay, we used the basic monthly pay for an E-5 with four years of service combined with the BAH for an E-5 with dependents. We multiplied these figures by 12 to obtain a yearly estimate. The logic behind this measure is that it represents the approximate pay of a service member leaving the military after a single term; we included the BAH because it varies with location and thus helps to capture differences in costs of living. Monthly pay is identical across locations (and across the services), although it increases every year. See DoD, undated, for basic pay for current and past years.

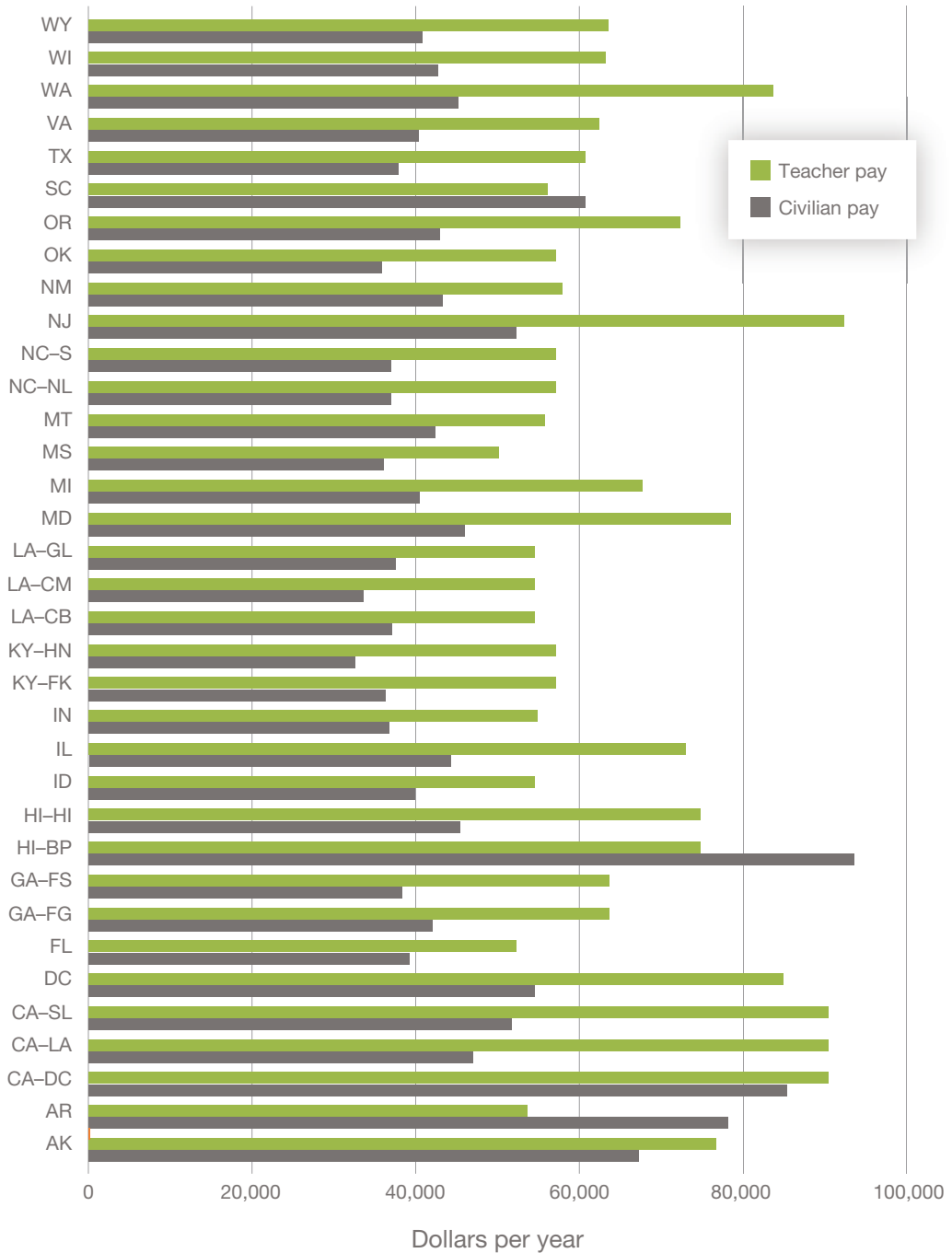
BAH is available at Defense Travel Management Office, undated. To form our estimates, we used BAH by zip code (Defense Travel Management Office, undated). We assigned the appropriate BAH to each ChalleNGe site based on the site's zip code. When there was no BAH assigned to the zip code where the ChalleNGe site was located, we used the assigned County Cost Group.

ChalleNGe Site-Level Data on Staffing and Pay

We asked each site to report entry-level pay by position. We transformed pay into annual terms (some sites reported the wages in hourly terms; in these cases, we assumed that staff work 40 hours per week, 48 weeks per year). Some sites reported a range; in these cases, we coded the entry-level wage as the midpoint of the range.

Trends in Compensation, at ChalleNGe and in Benchmark Occupations

In Figure B.1, we graph the state-level median teacher pay and the median estimated civilian pay for each site.

FIGURE B.1**Comparison of Teacher Pay and Civilian Pay, by Site**

NOTE: This figure uses information from the sources noted above. All figures are from 2021.

Abbreviations

ACGR	adjusted cohort graduation rate
BAH	Basic Allowance for Housing
BMI	body mass index
COVID-19	coronavirus disease 2019
CPI-U	Consumer Price Index for Urban Consumers
CPS	Current Population Survey
DoD	U.S. Department of Defense
DoL	U.S. Department of Labor
GED	General Educational Development
HiSET	High School Equivalency Test
MSA	Metropolitan Statistical Area
OEWS	Occupational Employment and Wage Statistics
P-RAP	Post-Residential Action Plan
TABE	Test of Adult Basic Education
TASC	Test Assessing Secondary Completion

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ational Guard Youth ChalleNGe is a residential, quasi-military program for young people ages 16 to 18 who are experiencing difficulty in traditional high school.

This report covers the program years 2021–2022 and is the seventh in a series of annual reports that RAND

Corporation researchers have issued over the course of two research projects.

Each annual report supports the program's annual report to Congress and documents the progress of participants who entered ChalleNGe during specific program years. In this report, the authors provide information on program participants in 2021, as well as some follow-up information on those who entered the program in 2020.

This report draws primarily on quantitative program and site data but also draws on analyses of existing literature, quantitative data describing the civilian labor market, and qualitative data collected from virtual site visits and interviews. Caveats to be considered include some documented inconsistencies in reported data across sites and the short-run nature of many of the metrics reported here.

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