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National Guard Youth ChalleNGe

Program Progress in 2019-2020

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Preface

The National Guard Youth ChalleNGe program is a residential, quasi-military program for youth ages 16 to 18 who are experiencing difficulty in traditional high school. This report covers the program years 2019–2020 and is the fifth 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, 2016–2017, 2017–2018, and 2018–2019 respectively, and can be found on the RAND website (Wenger et al., 2017; Wenger, Constant, and Cottrell, 2018; Constant et al., 2019; Constant et al., 2020).

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 in support of the National Guard Youth ChalleNGe Program's required annual report to Congress. In addition to information on participants who entered the ChalleNGe program and completed it in 2019, we include follow-up information on those who entered the program and completed it in 2018. We also include a description of our analyses in support of the Jobs ChalleNGe program and short descriptions of our ongoing research efforts to support the ChalleNGe program.

Methods used in this study include site visits (some virtual), collection and analyses of quantitative and qualitative data, literature reviews, and the development of tools to assist in improving all program metrics—for example, a program logic model. 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.

This report will be of interest to ChalleNGe program staff and to personnel providing oversight for the program. This report might 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 October 2020 and underwent security review with the sponsor and the Defense Office of Prepublication and Security Review before public release

This research was sponsored by the Office of the Assistant Secretary of Defense for Manpower and Reserve Affairs and conducted within the Forces and Resources Policy Center of the RAND National Security Research Division (NSRD), which operates the National Defense Research Institute (NDRI), a federally funded research and development center sponsored by the Office of the Secretary of Defense, the Joint Staff, the Unified Combatant Commands, the Navy, the Marine Corps, the defense agencies, and the defense intelligence enterprise.

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Contents

Figures and Tables

Figures

Tables

Summary

The National Guard Youth ChalleNGe program is a residential, quasi-military program for youth ages 16 to 18 who are experiencing academic difficulties and exhibiting problem behaviors inside school, outside school, or both; 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).

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 2020, there were 39 sites in 28 states, the District of Columbia, and Puerto Rico (two sites closed during the summer of 2020, but three other sites are in various planning phases). Nearly 250,000 young people have taken part in the ChalleNGe program; roughly 184,000 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. Each graduate has a mentor whose role is to provide advice, assist with the transition after ChalleNGe, and provide monthly reports back to the program about the graduate's placement (i.e., pursuing education, being employed, enlisting in the military, or some combination thereof). Graduates and mentors are expected to meet regularly.

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. There is variation across the sites in the variety of program activities implemented to support the program's core components. The factors that determine this variation are likely a combination of state and local context, program history, and site-level preferences.

The program delivers a yearly, congressionally mandated report documenting progress; the data and information in this report support this requirement.[1] Previous research on the ChalleNGe program has found that it is cost-effective and has positive effects on the educational and labor market outcomes of participants (referred to as *cadets*): ChalleNGe participants attain more education and have higher earnings than similar young people who do not

[1] See 32 U.S.C. §509(k) for reporting requirements. This RAND Corporation research heavily draws on the previous four reports (Constant et al., 2020; Constant et al., 2019; Wenger, Constant, and Cottrell, 2018; Wenger et al., 2017). The previous reports include additional background information and detail on the ChalleNGe program.

attend the program (Bloom, Gardenhire-Crooks, and Mandsager, 2009; Millenky, Bloom, and Dillon, 2010; Millenky et al., 2011; Perez-Arce et al., 2012).

Because of the relatively short duration of the ChalleNGe residential phase and the focus across multiple components, the program's career and technical trainings are somewhat limited. Therefore, in 2016, the Department of Defense (DoD), Department of Justice (DoJ), and Department of Labor (DoL) worked together on a three-site pilot program to provide ChalleNGe graduates with additional job training in a residential setting. DoD has since expanded and modified this Job ChalleNGe program; today, DoD funds five Job ChalleNGe sites and DoL funds a sixth site.[2] The Job ChalleNGe sites provide technical and career training in a variety of occupations by forming partnerships with local community colleges. Like ChalleNGe, Job ChalleNGe is a 5.5-month residential program.

Project Objectives

RAND's ongoing analysis to support ChalleNGe has multiple objectives: to gather and analyze data from each ChalleNGe site to support the program's yearly report to Congress, to provide implementation and outcome analyses for the new Job ChalleNGe program, and to provide supporting analyses of key aspects of the ChalleNGe and the Job ChalleNGe programs. This report, which focuses on ChalleNGe and Job ChalleNGe activities in 2019 and early 2020, includes analyses based on ChalleNGe program data collected in June and July 2020, and interviews with Job ChalleNGe staff held in the spring and summer of 2020. The program data focus on ChalleNGe participants who entered the program during 2019; the interviews focus on Job ChalleNGe implementation through mid-2020.

Cross-Site Measures for the 2019 ChalleNGe Classes

Participation in ChalleNGe remains strong. Nearly 13,000 young people entered one of the ChalleNGe program's 39 sites during 2019. Roughly 9,500 graduated from the program; over 70 percent of graduates received a credential—either a test-based credential, a high school diploma, or transferrable high school credits. The numbers of applicants and entrants trended up slightly in 2019 when compared with 2018; despite an early dismissal at one site because of the coronavirus disease 2019 (COVID-19) pandemic, both the number of graduates and the graduation rate increased slightly as well.

2019 class performance on outcome measures is similar to earlier cohorts. On most other measures, such as standardized test scores, physical fitness measures, community service, and post-graduation placements, cadet progress appears similar to what was observed in earlier years.

Testing changes complicate cohort and site comparisons. Cross-cohort comparisons of scores on the Test of Adult Basic Education (TABE) are complicated by the fact that some, but not all, sites have begun using the newest version of the TABE and scores differ across versions. But regardless of version, cadets continue to demonstrate substantial improvements on the TABE during the residential period.

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[2] The Job ChalleNGe sites are located in California, Georgia, Louisiana (funded by DoL), Michigan, South Carolina, and West Virginia.

Graduation rates vary across sites and appear to be influenced by site-level factors. The overall graduation rate at ChalleNGe sites has remained roughly constant over recent years, but there is substantial variation in graduation rates among sites. Some of the variation is surely tied to local- or state-level factors (such as cadets' prior educational experiences), but some is related to site-level factors. In this report, we demonstrate that graduation rates are higher at larger sites (although the difference is modest), at sites that have home passes, at sites that cadets are more likely to visit prior to entering the program, and at sites with lower staff turnover. The difference by staff turnover is substantial. We are working to explore these differences in an analytically rigorous manner.

Many of the sites experienced some level of disruption during the time we were collecting data (summer 2020) because of the COVID-19 pandemic. In future data collections, we will continue to track sites' responses to COVID-19 and will put a particular focus on determining how the pandemic disrupted site operations and graduate placements; we expect that the pandemic may have multiple effects over the next few classes.

Job ChalleNGe

The Job ChalleNGe program began in 2016 as a three-year pilot project to provide additional skills and training to ChalleNGe graduates; at the end of the three-year period, the program was continued and expanded. As of early 2020, six Job ChalleNGe sites were operational. The success of Job ChalleNGe will depend on both the efficacy of the Job ChalleNGe program design and the fidelity of its implementation across the different sites. For that reason, we are conducting both an implementation study and an outcomes study. During the spring and summer of 2020, we collected implementation data, completing roughly 80 virtual interviews with Job ChalleNGe staff and their training partners. We found the following.

Program offerings are based on high-demand local occupations. We found that the sites have been working closely with their training partners to identify occupations that graduates of Job ChalleNGe can transition to directly. This strategy is sensible, but some high-demand occupations also require further training beyond what can be included within Job ChalleNGe; at this point, the share of Job ChalleNGe graduates who continue with additional training after leaving the program is unknown.

The program experience differs within and across sites. Within a single site and class, Job ChalleNGe participants take different courses with different durations and schedules; for this reason, their experiences are less consistent than those of ChalleNGe participants.

COVID-19 disrupted spring operations. Of course, the COVID-19 pandemic significantly disrupted the operations of all Job ChalleNGe sites; responses varied by site. Responses were shaped by state and local regulations and the ability of the training partner to shift to online instruction.

Recommendations

ChalleNGe sites should adopt site-level policies and practices focused on improving graduation rates. ChalleNGe graduation rates vary across sites. Although much of the variation can be attributed to local or state factors, analyses continue to suggest that graduation rates are correlated

with some site-level policies and practices. For example, graduation rates are correlated with the credential offered by the site, the size of the site's program, staff turnover, and the schedule of the site's home passes. These relationships suggest that by adopting new policies, many sites could increase their graduation rates. The differences in staff turnover are especially compelling; the differences are large and staff turnover could easily be disruptive to participants. We are working to model multiple site-level differences in an analytically rigorous manner, but at this point, we recommend that sites examine their levels of staff turnover; sites with persistently high turnover should form a plan to decrease excessive staff turnover.

ChalleNGe sites should all adopt the newest version of the TABE and examine any requirements based on specific TABE scores. ChalleNGe sites use the TABE as one method of tracking cadet progress. Currently, some sites use the newest version of the TABE, but other sites continue to use an older version. Because scores on the two versions are not comparable, we recommend that sites shift to the new version, which offers substantial information on student progress. Also, we recommend that sites reexamine any requirements that might be based on specific TABE scores. Such requirements are likely to require adjustment to maintain validity with the new TABE score. Finally, scores should be reported separately by version.

The ChalleNGe program should adopt long-term measures of graduate success. ChalleNGe sites lack long-term measures of graduate success. Such measures are necessary to determine the program's success at meeting its mission, and could also help identify best practices that would lead to program improvement. We recommend that sites work toward collecting data on long-term success. Developing some measures jointly with the Job ChalleNGe program could produce efficiencies.

Job ChalleNGe should evolve its model using practices from technical education and youth programming. The Job ChalleNGe program is relatively new and still developing. Although ChalleNGe offers a useful model for the Job ChalleNGe program and the focus on common core components brings cohesion across the two programs, it is not clear that some of the core components add substantively to Job ChalleNGe. We recommend a rethinking of the model using best practices found in technical education and in other youth programs to determine the feasibility of continuing to emphasize all eight core components within the current model.

We recommend piloting a program with a partner institution to schedule courses in a manner that better aligns with the Job ChalleNGe schedule. Another complication that has emerged within the Job ChalleNGe program involves variation in the duration of courses across occupational fields. This variation exists because training occurs with partners, and the curriculum generally is designed by the partner (such as a community college). Because of this variation, participants complete different training pipelines at different times. This variation makes the Job ChalleNGe experience less consistent than that of ChalleNGe and also likely serves to decrease the total time some participants spend at Job ChalleNGe (leading to empty beds during some portions of the program).

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Abbreviations

ACGR	Adjusted Cohort Graduation Rate
BMI	body mass index
CCR	College and Career Readiness
CNA	Certified Nurse Assistant/Aide
COVID-19	coronavirus disease 2019
CTE	Career Technical Education
DoD	U.S. Department of Defense
DoJ	U.S. Department of Justice
DoL	U.S. Department of Labor
DRC	Data Recognition Corporation
GED	General Educational Development
HiSET	High School Equivalency Test
NGB	National Guard Bureau
P-RAP	Post-Residential Action Plan
PT	physical training
RCT	randomized control trial
TABE	Test of Adult Basic Education
TASC	Test Assessing Secondary Completion

CHAPTER ONE

Introduction: The National Guard Youth ChalleNGe Program

The National Guard Youth ChalleNGe program is a residential, quasi-military program for young people ages 16 to 18 who have left high school without a diploma or are at risk of dropping out.[1] This report is the fifth annual report to Congress that has been completed by the RAND Corporation. In this report, we include information from ChalleNGe classes that began in 2019. (Past reports included information on ChalleNGe classes that began in 2015, 2016, 2017, and 2018.) This report is designed as a standalone document; therefore, it includes some information in common with the previous reports.[2] We begin with a description of the ChalleNGe program.

Participating states operate the 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 the ChalleNGe programs in their state. The first ten ChalleNGe sites were established in the mid-1990s; as of June 2020, there were 39 ChalleNGe sites in 28 states, the District of Columbia, and Puerto Rico.[3] As of this writing, nearly 250,000 young people have participated in the ChalleNGe program, and roughly 184,000 have completed the program. Table A.1 in the Appendix includes a list of all ChalleNGe sites.

ChalleNGe participants (or *cadets*) may be referred by school counselors or other school officials, law enforcement or those working in the juvenile justice system, or other members of the community. Programs require that young people who participate in ChalleNGe do so voluntarily, and parents or guardians of those who enter as minors must consent to their participation. Potential cadets must complete a formal application; sites work to screen out applicants who require additional supports that are unavailable at ChalleNGe, but there are no requirements in terms of test scores or high school credits earned. The program is not means-tested, so cadets are eligible regardless of their family income. Some sites require potential cadets to visit the site as part of the application process; many sites require an interview of some sort. Some applicants who are accepted decide not to enter the 5.5-month residential portion of the program. The program also includes a 12-month post-residential period; during this period,

[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.

[2] See Wenger et al. 2017; Wenger, Constant, and Cottrell, 2018; Constant et al., 2019; and Constant et al., 2020.

[3] Two sites (Georgia-Milledgeville and Tennessee) closed during the summer of 2020. A site in Nevada is currently preparing to open, and two other sites (in Ohio and Pennsylvania) are in earlier planning phases. Some plans and timelines of future and current sites have been disrupted by the coronavirus disease 2019 (COVID-19) pandemic; we discuss current sites' responses to the pandemic in Chapter Two.

cadets who have completed the ChalleNGe program (*graduates*) work closely with a mentor. Graduates may obtain additional education or training, search for and obtain employment, join the military, or combine these options in some way.

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."[4] 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).[5]

The ChalleNGe Model

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 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).

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 cadets) providing oversight to platoons of cadets around the clock. Cadets generally sleep in large bays and spend 4–6 hours per day in an intensive classroom setting; their schedules include prescribed amounts of time for physical fitness activities, eating, studying, personal grooming, volunteering, and planned extracurricular activities.

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[4] 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 website (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.

[5] Researchers at MDRC, an organization that conducts rigorous research in several social policy areas, employed a randomized controlled trial (RCT) 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' entries into the study (Bloom, Gardenhire-Crooks, and Mandsager, 2009; Millenky, Bloom, and Dillon, 2010; Millenky et al., 2011). RAND researchers used the MDRC results 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).

All cadets are asked to select a mentor, but program sites do assign mentors when the cadet cannot find an adult who is appropriate 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 to meet regularly for at least 12 months after the cadet leaves the residential phase of ChalleNGe; this *post-residential* period is viewed as a key window for cadets to carry out the plans they develop during the residential phase. The program uses a document called a Post-Residential Action Plan (P-RAP) to provide structure and assist with planning during the program and the post-residential period; cadets can plan to continue or complete their education, enter the labor force, enter the military, or undertake other activities. *Graduation*, or successful completion of the ChalleNGe program, does not require earning an education credential, but it does imply persistence in the program, participation, and completing 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 participants to obtain a General Educational Development (GED) certificate, but as of 2020, many sites focus instead on high school completion. Some sites award high school diplomas, while others offer some high school credits and then arrange for the cadet to transfer back to his or her home high school after completing ChalleNGe. (The latter model is referred to as *credit recovery*). However, all sites maintain a focus on the eight core components and the central mission of the program.

During our initial data collection in 2016, we developed a logic model to describe how program's resources and activities are expected to meet its outcomes and goals.[6] 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 instruction 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 community service activities, greater tax revenue, and increased military enlistment from underrepresented 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 will allow for systematic evaluations of the ChalleNGe program (Gonzalez et al., 2016; W. K. Kellogg Foundation, 2004).

Although logic models serve primarily as tools to assist in developing program metrics, they also can be useful tools to communicate key aspects of a program to a wide variety of

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

stakeholders. Since 2017, we have presented the logic model to many stakeholders, including staff and directors of individual ChalleNGe sites and DoD leadership. We have refined the model based on feedback. See Figure 1.1 for a current version of the ChalleNGe logic model.

As detailed in Chapter Two, the ChalleNGe sites collect considerable information about the number of participants and their progress on the core components during the residential portion of ChalleNGe; the sites also collect some information about graduates' activities in the first post-graduate year. These items generally describe parts of the left-hand side of the logic model—inputs, activities, and outputs. But the long-term outcomes listed on the right-hand side of the logic model are the measures that can determine how well ChalleNGe is doing at achieving its mission. At this point, the sites are still working toward the goal of collecting long-term outcome measures. We discuss progress on this goal and recommendations regarding specific outcome measures in unpublished RAND Corporation research completed in 2020.

National Guard Youth ChalleNGe has grown from an initial ten-site pilot program to a program with nearly 40 sites. Today, roughly 70 percent of young people who are not on track to complete high school have a ChalleNGe site in their state.[7] Sites continue to focus on the eight core components, but many sites have considerably expanded both educational and job training opportunities. But the ChalleNGe program is too brief to be able to include all the training necessary to obtain many credentials. Job ChalleNGe, a separate program that is modeled on key aspects of ChalleNGe, exists to provide job training to ChalleNGe graduates. We describe the history and the current status of Job ChalleNGe next.

Job ChalleNGe

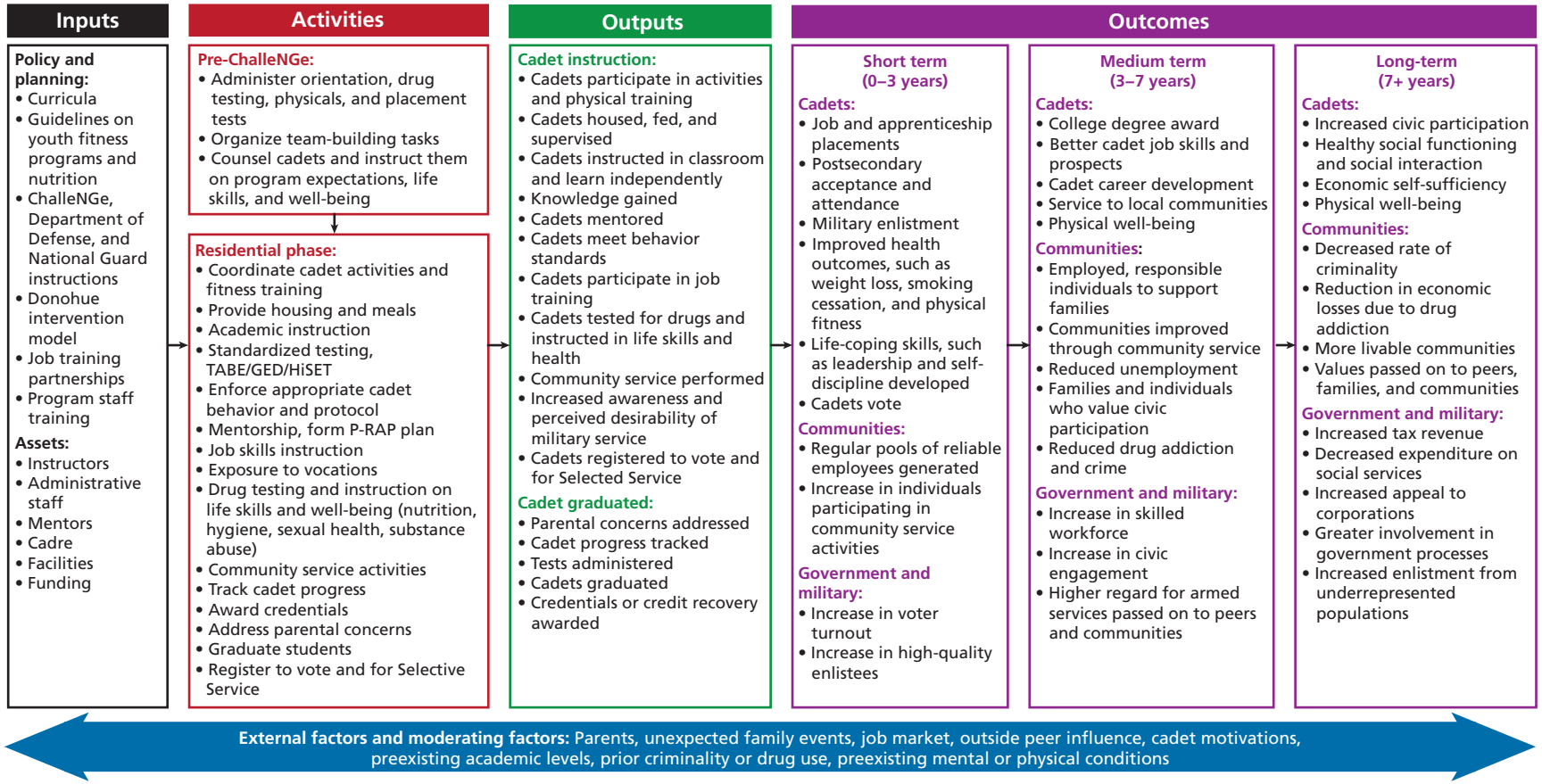
In 2016, the Department of Defense (DoD), Department of Justice (DoJ), and Department of Labor (DoL) worked together on a three-site pilot program to provide ChalleNGe graduates with additional job training in a residential setting. The pilot program included an emphasis on adjudicated youth. The mission statement of this program, which is referred to as *Job ChalleNGe*, is to "provide Youth ChalleNGe program graduates with post-secondary Career Technical Education (CTE) training and concurrent high school education, leading to service industry certificates, college credits, and a high school diploma, resulting in job placement" (California Jobs Challenge Program, undated). Based on initially promising results, DoD has expanded and modified this program; today, DoD funds five Job ChalleNGe sites and DoL funds a sixth site.[8]

Job ChalleNGe sites can be co-located with existing ChalleNGe programs and, in some cases, staff are shared between the programs. Postsecondary training is provided by a local partner, typically a nearby community college. Like ChalleNGe, Job ChalleNGe is a 5.5-month residential program with an emphasis on the eight core components. Although the Job ChalleNGe sites feature structure and rules, participants generally have more free-

[7] This number is based on state-level measures of the youth population and of the Adjusted Cohort Graduation Rate (ACGR) using data from the 39 sites that were in operation in early 2020. The ACGR is a statistic measuring the proportion of public school students who attain a regular high school diploma within 4 years of entering ninth grade; see U.S. Department of Education, National Center for Education Statistics, undated. ACGR data are not available for Puerto Rico; we assume the average ACGR for students in Puerto Rico. The only program in Tennessee closed in mid-2020; that change, coupled with opening programs in Nevada, Ohio, and Pennsylvania, will mean that an estimated 76 percent of young people who are unlikely to graduate on time will live in a state with a ChalleNGe program.

[8] The Job ChalleNGe sites are located in California, Georgia, Louisiana (funded by DoL), Michigan, South Carolina, and West Virginia.

Figure 1.1
ChalleNGe Logic Model



SOURCE: RAND analysis based on information collected from National Guard Youth ChalleNGe sites (Wenger et al., 2017).
NOTES: HiSET = High School Equivalency Test; TABE = Test of Adult Basic Education. GED and HiSET credentials are awarded based on performance on standardized tests. The P-RAP is the Post-Residential Action Plan, designed to support planning and goal development among cadets.

dom than ChalleNGe cadets. At this point, rigorous evidence of effectiveness has not been established because of the program's nascence. However, as described in the following section, RAND's current analyses include an emphasis on Job ChalleNGe. See Chapter Three for additional information about Job ChalleNGe.

Project Methodology

RAND's ongoing analyses in support of the ChalleNGe and Job ChalleNGe programs are planned to occur until 2023, and can be described by a series of tasks:

- collecting and analyzing data for the program's yearly reports to Congress
- carrying out a process and implementation study on the Job ChalleNGe program
- designing and carrying out an outcomes study on the Job ChalleNGe program
- designing and carrying out a series of analytic tasks and pilot projects.

This report includes data on cadets who entered ChalleNGe in 2019. In the following chapters, we provide descriptive information on current ChalleNGe sites and discuss progress on the remaining tasks as of this writing in late 2020. In the following section, we describe the methods that we have used to collect and analyze data for these tasks.

Methods

Addressing the variety of tasks listed previously requires the use of several different methods. We divide this discussion into three subsections based on the type of data collection: program data, interview data, and documents and databases.

Program Data

To provide a snapshot of the ChalleNGe program during 2019 and 2020, we collected information from individual ChalleNGe sites in June and July of 2020. We collected and reviewed information from each site on program characteristics; 2019 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, the dates classes began and ended, and post-residential placements. 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 efforts at recruiting cadets. The recruiting-focused questions included queries about the types of advertising the sites used, how recruiters are assigned to territories within the state, how familiar applicants are with the site before application, and the extent to which the sites face recruiting challenges.

As part of our data collection, we also requested cadet-level information on graduation, credentials awarded, changes in the Test of Adult Basic Education (TABE) grade-equivalent scores, and placements during the post-residential phase. Achieving *key levels* on the TABE predicts other relevant outcomes, such as passing the GED exam. We developed a series of metrics to better express cadets' progress on the TABE; a strength of these metrics is that they map to outcomes of interest (such as likelihood of passing the GED). We report these metrics, which align with kindergarten through grade 12 levels, in the next chapter. However, we note

that the mapping of the new version of the TABE (11/12) to outcomes of interest is not currently available.[9]

This year, we accelerated the data collection slightly so that sites would have more time to respond (earlier conversations with some site staff indicated that COVID-19 had disrupted various aspects of site operations). We also included some questions about each site's response to COVID-19 during 2020 and about sites' current plans for future modifications in response to the pandemic.

We requested and received the information through secure data transfers (although we requested no identifying information).[10] We specified that sites should include information from the two classes that began in 2019 (most sites start classes in January and July, but some sites run on different schedules); however, our queries about COVID-19 cover a different period, the first half of 2020.

Interviews

We have used interviews and conversations with program staff throughout the time we have worked with the ChalleNGe program. Interviews constitute a key methodology for the Job ChalleNGe process and implementation study. This task uses a mixed-methods framework to combine quantitative and qualitative information to document similarities and key differences among Job ChalleNGe sites.

We began working on the implementation study in the fall of 2019. After initial conversations with leadership across the six sites and in-person visits at two sites, we developed protocols for all program and partner staff to be used in the follow-on detailed site visits. The research team developed questions for both the main staff of the Job ChalleNGe program (director, deputy director, commandant, cadre, recruiter, placement coordinator, mentoring coordinator) and staff of the training partner (community college administrators and instructors). The questions covered topics related to program mission, resources, staffing and hiring, outreach, and relationship with the community, as well as day-to-day operations and the types of data that are collected on cadets both during and after the program. The initial research plan included a series of site visits; because of the COVID-19 pandemic, we substituted virtual discussions for all in-person discussions in 2020. A breakdown of staff role, titles, and affiliation is provided in Table 1.1.

The sites visits were planned for spring 2020 but were interrupted by the onset of the COVID-19 global pandemic. Instead, the team conducted in-depth interviews with leadership and staff across all six program sites and administrators and instructors at the partner institutions using videoconferencing or audioconferencing capabilities (Table 1.1). Overall, the team conducted 81 interviews of individuals in various staff roles. For some of the sites, staff from partner institutions were not available for interview because of their responsibilities associated with transitions necessitated by the COVID-19 pandemic. The virtual interviews did not permit us to conduct other planned aspects of the study, including structured observations of the Job ChalleNGe and partner campuses and focus groups with participants. How-

[9] All ChalleNGe programs administer TABE to cadets at the beginning of the program and prior to graduation to measure academic achievement in math and reading and to maintain a key metric to track cadet learning progress. TABE results are reported in past analyses; see, for example, the 2015 annual report (National Guard Youth ChalleNGe, 2015). *Average gain* in TABE grade-equivalent scores is widely used as a metric, but it is problematic (see Lindholm-Leary and Hargett, 2006, and Wenger et al., 2017).

[10] See the appendix for more information on the data-collection protocol that we used.

Table 1.1
List of Key Staff and Partners for the Semistructured Interviews

Role	Title(s)	Affiliation
Program leadership	Program director, deputy director, commandant	Job ChalleNGe site
Student-facing staff	Resident advisors, cadre, outreach staff, placement supervisor/coordinator, counselor, nurse	Job ChalleNGe site
Administrative staff	Budget officer, logistics officer, administrative assistant	Job ChalleNGe site
Partner administrator	Dean, department chair, program chair	Educational partner
Partner instructor	Professor, instructor	Educational partner
Industry partner	Professional organization, union, or chamber of commerce leader	Industry partner
Community partner	Nonprofit director or staff	Community partner

NOTES: The roles and titles in this table correspond with positions associated with one or more Job ChalleNGe sites. Not all sites have key staff and partners in these roles and with these titles.

ever, the shift to the virtual format did present opportunities to expand data collection along several dimensions. It allowed the team to speak to nearly every staff member across the sites and a larger number of educational partner staff because interviews could be scheduled more flexibly over a longer period of time than during a concentrated, in-person site visit. Additionally, because of the virtual format, the team was able to speak with staff across all six Job ChalleNGe sites, which represented an expansion of the initial plan to travel to three sites in the spring. In the future, site visits will be timed to occur just after the halfway point of the term to best capture a combination of activities and instruction. We will coordinate with key personnel at each site to schedule the various components of the site visit.

Documents and Databases

Along with data collected from the sites and information gleaned through interviews and conversations with ChalleNGe staff, we have made use of a variety of documents. For example, while planning the Job ChalleNGe implementation study, we reviewed documentation on Job ChalleNGe, including program and curriculum materials. Additionally, we reviewed notes from visits made to the original three Job ChalleNGe sites during the last year of the pilot phase. (These visits were carried out as part of previous research project.) Finally, we have used descriptive information about the Job ChalleNGe sites that was collected by the National Guard Bureau in their administrative role supporting the program.

Additionally, we have made use of other databases as appropriate. For example, we used information from the National Center on Education Statistics and the U.S. Census to determine the number of young people in the United States who are not currently on track to complete high school, and the proportion living in a state with a ChalleNGe program. (This figure is noted earlier.) We are also exploring state-level databases that could provide helpful information on longer-term outcomes for ChalleNGe and Job ChalleNGe participants. We discuss one specific example of this in Chapter Four.

Organization of This Report

The remainder of this report consists of three chapters and an appendix.

- Chapter Two provides a snapshot of the ChalleNGe program in 2019 and 2020. This snapshot includes information about recent classes, which is comparable with information that was provided in past reports. This chapter includes specific information on the proportion of cadets meeting key TABE levels, cadets' contributions to their communities, placement rates after cadets leave the program, details about site-level recruiting, and analyses of trends over time. Chapter Two also includes some information about how the sites have responded to the COVID-19 pandemic during 2020.
- Chapter Three describes analyses of Job ChalleNGe.
- Chapter Four presents concluding thoughts, recommendations, and plans for future analyses.
- The appendix includes a complete list of the ChalleNGe programs and detailed information collected from each program.

CHAPTER TWO

Data and Analyses, 2019 ChalleNGe Classes

In this chapter, we provide a snapshot of the ChalleNGe program in 2019–2020. We begin by presenting a summary of the information from all reporting sites. These metrics serve to measure overall progress of the ChalleNGe program in terms of the number of young people who participated in ChalleNGe in 2019 (these classes are referred to by ChalleNGe staff as classes 52 and 53). We then present this information for each site and by class.[1] In the next section of this chapter, we present a detailed analysis of the data on cadets' TABE scores, present a RAND-developed metric to show the number of cadets who achieve key TABE milestones, and discuss the recent changes to the TABE test and the implications of that for the ChalleNGe program. We then present some information on site-level differences, with a focus on staff turnover and on methods of recruiting ChalleNGe participants. We finish by presenting time trends.

Cross-Site Metrics for the 2019 Classes

In this section, we present summary information on the numbers of young people who applied to, entered, and completed any ChalleNGe program in 2019. For the classes that began in 2019, ChalleNGe sites received a total of 19,772 applications; of this group, 12,996 young people met the enrollment criteria, were accepted by a site, and chose to enroll. Of those who enrolled, 9,546 (73 percent) graduated from the 5.5-month residential phase of ChalleNGe.[2] *Graduation*, or successful completion of the ChalleNGe program, implies persistence, participation, and completing required activities across the core components. Although there is no requirement to complete specific education credentials, many of the graduates received a recognized credential by the time they left ChalleNGe. Over 40 percent graduated with a GED, HiSET certificate, or a high school diploma, and over 70 percent graduated with one of these credentials or with high school credits. (Cadets who leave ChalleNGe with high school credits generally transfer the credits back to their previous high schools.)

Most ChalleNGe sites operate on a January-to-June and July-to-December schedule, although a small number of programs operate on different schedules during the year. Thus, we define *2019 participants* as those who attended a ChalleNGe class that started in 2019. In

[1] 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.

[2] This graduation rate has remained consistent over recent years. Note that, in the trend analysis at the end of the chapter, we use a slightly different measure of graduation to maintain consistency over the past five years' worth of data. But regardless of which measure we use, the graduation rate used in the trend analysis has remained roughly constant in recent years.

some cases, cadets may have applied in 2018 (e.g., to enter a class that began in January 2019). In most cases, cadets graduated during 2019, but a few sites scheduled classes that spanned the 2019–2020 calendar years.[3] Table 2.1 provides a summary of several key ChalleNGe statistics, across all sites.

Figures 2.1 through 2.6 and Tables 2.2 through 2.10 include data on several key core components of ChalleNGe, presented for each site and each class. Detailed figures are shown in the appendix.[4] These figures and tables 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 also in the corresponding tables in the appendix). In such instances, we note the reason—some sites failed to report specific elements; in some cases, information was not yet available; in other cases, the information was inconsistent. For more details, see the discussion of our quality assurance processes in the appendix.

Each subsequent figure and table in this section includes information for each site and class.[5] Information on physical fitness, TABE scores, and responsible citizenship presented in Figures 2.2 through 2.4 and Tables 2.3 through 2.10 include only cadets who graduated from ChalleNGe. The figures and tables in this section are organized as follows:

Table 2.1
ChalleNGe Statistics, 1993–2019

ChalleNGe Statistics	1993–2018	2019[a]	1993–2019
Number of applicants	408,718	19,772	428,490
Number of enrollees	234,505	12,996	247,501
Number of graduates	174,349	9,546	183,895
Academic credentials awarded[b]	104,775	4,037	108,812
Number of service hours to community	11,677,713	556,025	12,233,738
Value of service hours (U.S. dollars)	$238,355,510	$14,193,829	$252,549,339

[a] Information in this table 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] *Academic credentials* reflect cadets who graduated and received either a GED, HiSET 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, over 70 percent of cadets received an academic credential (see Figures 2.2 and 2.3 and Table A.3 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 and in Table 2.4 may not be comparable with those documented in reports pertaining to ChalleNGe classes that graduated prior to 2015.

[3] COVID-19 caused some disruptions to sites in 2020; in most cases, these disruptions affected classes that had begun in 2020, but in a few cases, they affected 2019 cadets. We discuss these disruptions in more detail at the end of this chapter, but we note here that the New Jersey site did not record graduates from Class 53. This serves to decrease the number of graduates in Table 2.1.

[4] Tables A.2 through A.6 in the appendix provide more-detailed information on the numbers of participants, graduates, and credentials, as well as community service and physical fitness information; Tables A.7 through A.45 include detailed data on each ChalleNGe site, including information on staffing, funding, dates when classes began and ended, and measures based on the ChalleNGe core components. Finally, these tables include detailed placement information on ChalleNGe graduates.

[5] See Table A.1 for full names, locations, and abbreviations for the sites.

- Graduates by site (Table 2.2). The numbers of entrants and graduates are key metrics for sites because each site has a targeted number of graduates. Indeed, each site's funding is tied to the targeted number of its graduates. As shown in Table 2.2, the number of graduates generally is close to each site's target. Table 2.2 also demonstrates the sharp difference in size across sites. Program age is one explanation for these differences; the newest programs tend to have small numbers of cadets. Table 2.2 also shows that the proportion of graduates differs somewhat across the sites. Although sites face an explicit target in terms of the number of graduates, there is no target graduation rate. However, program staff have indicated in discussions during site visits that they track the graduation rate. Past research (see Constant et al., 2019) has shown that several characteristics of sites and of cadets are correlated with graduation; for example, graduation rates are higher at programs with few young cadets, at programs awarding more high school credits and diplomas, and at programs with lower staff (cadre) turnover rates. We discuss other characteristics that are correlated with the graduation rate in a later section of this chapter. In the final section of this chapter, we analyze trends in the numbers of applicants, entrants, and graduates over time. Also see Tables A.2 and A.3 in the appendix.
- TABE scores (Tables 2.3 through 2.8). We collected information on the total TABE battery, but also on math and reading subtests. We report additional information on TABE scores for all cadets in a later subsection of this chapter. TABE scores are reported as grade equivalents; for example, a score of 7.5 indicates that the test-taker performed similarly to a typical student at the fifth month of seventh grade. Cadets generally achieved higher TABE scores at the end of ChalleNGe than at the beginning across sites. Currently, the sites are in the process of shifting to the newest version of the TABE test (TABE 11/12). This newest version differs in several ways—in particular, TABE 11/12 does not report a Total Battery score. We present TABE scores separately by version later in this section, and we discuss the implications of this transition in a later section of the report.
- Responsible citizenship (Tables 2.9 and 2.10). Metrics of responsible citizenship include registration for voting (all cadets) and registration for the Selective Service (male cadets). The majority of sites registered 100 percent of eligible cadets for voting and Selective Service.
- Community service (Figure 2.1). We report the average hours of community service per cadet and the calculated the value of that service. The value of community service is calculated using published figures at the state level for 2015, which are available online (Independent Sector, 2020). The value of community service was calculated in the same manner in previous annual reports (Constant et al., 2019; Constant et al., 2020; National Guard Youth ChalleNGe, 2015; Wenger, Constant, and Cottrell, 2018; Wenger et al., 2017). As in past years, community service does vary across sites (cadets are required to complete 40 hours of community service, but cadets at some programs complete many additional hours of service). Also see Table A.4 in the appendix.
- Physical fitness (Figure 2.2). We report one-mile run times, by site and class, for Classes 52 and 53. We also collected data on push-ups; results showed similar levels of improvement, but run time data are more complete. By the end of ChalleNGe, the average cadet time to run one mile had decreased from nearly ten and a half minutes to around eight and a half minutes, a difference of nearly 20 percent. Also see Tables A.5 and A.6 in the appendix.

Table 2.2
Entrants, Graduates, and Target Graduates by Site, Classes 52 and 53

Site	Number of Entrants	Number of Graduates	Number of Target Graduates	Graduation Rate (%)
AK	350	281	288	80
AR	305	203	200	67
CA-DC	303	267	250	88
CA-LA	429	389	380	91
CA-SL	480	404	380	84
D.C.	133	85	150	64
FL	413	288	300	70
GA-FG	410	299	*	73
GA-FS	519	404	425	78
GA-MV	330	209	300	63
HI-BP	188	149	200	79
HI-HI	152	132	150	87
ID	281	237	220	84
IL	389	235	325	60
IN	221	121	200	55
KY-FK	194	117	200	60
KY-HN	231	180	200	78
LA-CB	610	462	500	76
LA-CM	478	344	400	72
LA-GL	642	441	500	69
MD	336	218	200	65
MI	304	217	228	71
MS	426	376	400	88
MT	285	229	200	80
NC-NL	291	232	200	80
NC-S	308	228	250	74
NJ	290	86	200	66[a]
NM	267	195	240	73
OK	354	229	220	65
OR	337	293	275	87
PR	532	446	440	84
SC	269	185	200	69
TN	128	81	200	63
TX	269	176	200	65
VA	313	235	250	75
WA	325	272	270	84
WI	306	206	200	67
WV	411	303	300	74
WY	187	109	150	58

NOTES: * = did not report. Information in this table was reported by the sites in June and July 2020 and covers the total numbers of entrants, graduates, and target graduates for Classes 52 and 53. See Table A.1 in the appendix for full names of ChalleNGe program sites.
[a] The New Jersey site released Class 53 early and thus reported zero graduates from Class 53. In this table, we include the numbers of entrants and target graduates for Classes 52 and 53 for the New Jersey site but we include only Class 52 information on graduates and the graduation rate for New Jersey.

Table 2.3
Percentage of ChalleNGe Graduates in Pre- and Post-TABE Math Grade-Equivalent, by Site, Class 52

	Pre-TABE (%)			Post-TABE (%)		
	Elementary	Middle School	HS	Elementary	Middle School	HS
Site	(Grades 1–5)	(Grades 6–8)	(Grades 9–12)	(Grades 1–5)	(Grades 6–8)	(Grades 9–12)
All Sites 9/10	59	24	17	29	32	40
All Sites 11/12	73	24	3	53	38	9
AK[a]	*	*	*	*	*	*
AR[a]	70	17	12	55	38	7
CA-DC[a]	60	40	0	35	65	0
CA-LA	77	16	7	24	33	43
CA-SL	57	24	19	36	34	31
D.C.	69	28	3	8	72	19
FL[a]	72	26	2	39	20	41
GA-FG	71	20	8	48	35	17
GA-FS[a]	81	18	1	51	43	5
GA-MV	64	22	14	28	43	29
HI-BP	53	23	24	29	31	40
HI-HI	62	17	20	68	19	13
ID	49	29	22	13	44	43
IL	38	25	37	13	31	56
IN[a]	77	18	5	72	25	3
KY-FK	54	24	22	26	22	52
KY-HN	92	8	0	22	34	45
LA-CB	48	34	18	17	29	54
LA-CM	49	34	16	18	26	56
LA-GL	49	29	23	18	25	57
MD	65	18	17	28	27	45
MI[a]	86	14	0	80	20	0
MS	47	31	22	7	31	62
MT	53	22	25	29	27	45
NC-NL[a]	63	31	6	49	43	9
NC-S	58	25	17	40	26	34
NJ[a]	77	21	2	47	41	12
NM[a]	71	26	3	67	24	9
OK	39	29	32	31	31	38
OR	47	30	22	32	27	40
PR	92	7	0	50	38	12
SC[a]	83	12	5	75	25	0
TN[a]	62	31	8	59	31	10
TX	53	28	20	43	26	31
VA	74	10	16	57	20	23
WA	56	24	20	18	43	40
WI[a]	71	26	3	40	49	11
WV[a]	74	24	1	54	42	4
WY	46	26	28	23	39	39

NOTES: * = did not report. Information in this table was reported by the sites in June and July 2020 and covers Class 52. Some numbers do not sum to 100 percent because of rounding.
[a] These sites used TABE Survey Form 11/12 and the remaining sites used TABE Survey Form 9/10. CA-DC provided incomplete information on cadet TABE scores, and therefore the data included in this report have not been verified using the approach applied to all other sites' TABE data.

Table 2.4
Percentage of ChalleNGe Graduates in Pre- and Post-TABE Math Grade-Equivalent, by Site, Class 53

	Pre-TABE (%)			Post-TABE (%)		
	Elementary	Middle School	HS	Elementary	Middle School	HS
Site	(Grades 1–5)	(Grades 6–8)	(Grades 9–12)	(Grades 1–5)	(Grades 6–8)	(Grades 9–12)
All sites 9/10	62	23	15	30	32	38
All sites 11/12	75	22	2	51	39	9
AK[a]	*	*	*	*	*	*
AR[a]	83	17	1	66	31	3
CA-DC[a]	70	30	0	39	60	1
CA-LA	73	19	8	26	37	36
CA-SL	59	27	14	32	42	26
D.C.	53	45	2	31	37	33
FL[a]	67	29	3	22	43	35
GA-FG	72	17	10	40	32	28
GA-FS[a]	82	15	3	46	37	17
GA-MV	68	22	10	31	31	38
HI-BP[a]	77	22	1	57	40	3
HI-HI	63	20	17	58	23	18
ID[a]	61	35	4	37	46	17
IL[a]	75	25	0	76	24	0
IN[a]	67	25	8	54	38	8
KY-FK[a]	82	15	4	67	26	7
KY-HN[a]	96	4	0	80	14	6
LA-CB	47	33	20	17	26	58
LA-CM	62	21	17	15	36	49
LA-GL	48	33	19	14	29	58
MD	68	19	13	23	31	47
MI[a]	82	17	1	66	25	10
MS[a]	71	28	1	26	64	10
MT[a]	64	34	2	44	46	10
NC-NL[a]	82	15	3	59	36	5
NC-S[a]	*	*	*	*	*	*
NJ[a]	N/A	N/A	N/A	N/A	N/A	N/A
NM[a]	79	18	3	50	46	5
OK	48	23	29	38	23	38
OR	41	30	29	19	29	51
PR	95	5	0	57	32	11
SC[a]	90	9	1	92	6	2
TN[a]	81	12	7	67	31	2
TX[a]	73	27	0	96	4	0
VA	69	15	16	44	33	22
WA[a]	72	22	6	49	40	10
WI[a]	65	31	4	42	48	10
WV[a]	79	20	1	53	41	6
WY	45	24	31	34	36	30

NOTES: * = did not report. N/A = not applicable. Information in this table was reported by the sites in June and July 2020 and covers Class 53. Some numbers do not sum to 100 percent because of rounding. New Jersey Class 53 has not completed the program because of COVID-19 early release.
[a] These sites used TABE Survey Form 11/12 and the remaining sites used TABE Survey Form 9/10. CA-DC provided incomplete information on cadet TABE scores, and therefore the data included in this report have not been verified using the approach applied to all other sites' TABE data.

Table 2.5
Percentage of ChalleNGe Graduates in Pre- and Post-TABE Reading Grade-Equivalent, by Site, Class 52

	Pre-TABE (%)			Post-TABE (%)		
	Elementary	Middle School	HS	Elementary	Middle School	HS
Site	(Grades 1–5)	(Grades 6–8)	(Grades 9–12)	(Grades 1–5)	(Grades 6–8)	(Grades 9–12)
All Sites 9/10	44	25	31	20	27	53
All Site 11/12	60	24	16	44	30	26
AK[a]	57	34	9	37	47	16
AR[a]	39	21	39	48	35	17
CA-DC[a]	6	21	73	1	4	95
CA-LA	73	15	11	15	29	56
CA-SL	40	24	36	17	29	54
D.C.	36	44	19	6	47	47
FL[a]	58	33	8	31	22	47
GA-FG	64	21	15	48	27	25
GA-FS[a]	73	19	8	46	35	19
GA-MV	61	10	29	31	36	33
HI-BP	38	33	28	22	26	52
HI-HI	46	25	29	65	20	14
ID	35	24	41	12	30	58
IL	39	33	28	28	27	45
IN[a]	72	15	13	67	23	10
KY-FK	32	30	38	24	26	50
KY-HN	89	8	3	34	40	26
LA-CB	29	31	41	15	23	63
LA-CM	35	31	34	19	24	57
LA-GL	28	29	43	13	23	64
MD	43	27	30	12	25	63
MI[a]	89	11	0	77	21	2
MS	31	28	41	7	23	70
MT	32	28	40	18	29	53
NC-NL[a]	55	30	15	37	40	23
NC-S	32	37	31	11	33	56
NJ[a]	78	15	7	46	29	25
NM[a]	61	26	13	50	31	19
OK	30	34	36	17	31	51
OR	35	27	38	13	33	54
PR	82	5	13	26	7	67
SC[a]	75	18	6	55	33	12
TN[a]	56	28	15	54	15	31
TX	30	27	43	23	23	54
VA	38	35	27	24	31	45
WA	38	24	38	21	33	46
WI[a]	59	35	6	47	44	10
WV[a]	76	20	4	63	27	9
WY	28	28	44	18	39	44

NOTES: * = did not report. Information in this table was reported by the sites in June and July 2020 and covers Class 52. Some numbers do not sum to 100 percent because of rounding.
[a] These sites used TABE Survey Form 11/12 and the remaining sites used TABE Survey Form 9/10. CA-DC provided incomplete information on cadet TABE scores, and therefore the data included in this report have not been verified using the approach applied to all other sites' TABE data.

Table 2.6
Percentage of ChalleNGe Graduates in Pre- and Post-TABE Reading Grade-Equivalent, by Site, Class 53

	Pre-TABE (%)			Post-TABE (%)		
	Elementary	Middle School	HS	Elementary	Middle School	HS
Site	(Grades 1–5)	(Grades 6–8)	(Grades 9–12)	(Grades 1–5)	(Grades 6–8)	(Grades 9–12)
All Sites 9/10	41	27	33	20	26	55
All Sites 11/12	63	24	13	46	29	25
AK[a]	58	30	12	46	38	16
AR[a]	66	24	10	59	25	16
CA-DC[a]	7	25	68	1	11	88
CA-LA	53	25	22	11	28	61
CA-SL	32	34	34	16	36	48
D.C.	35	31	35	16	27	57
FL[a]	61	25	14	15	17	69
GA-FG	62	19	19	41	30	29
GA-FS[a]	71	23	6	47	36	17
GA-MV	49	21	30	37	30	33
HI-BP[a]	61	29	10	70	21	9
HI-HI	52	20	28	45	30	25
ID[a]	57	30	13	34	36	31
IL[a]	65	28	7	67	26	7
IN[a]	50	25	25	46	33	21
KY-FK[a]	86	7	7	71	14	15
KY-HN[a]	96	2	1	85	11	3
LA-CB	27	39	34	13	24	63
LA-CM	34	28	38	11	26	64
LA-GL	28	34	39	11	25	64
MD	33	30	37	11	22	68
MI[a]	75	19	7	68	20	11
MS[a]	47	34	19	29	35	36
MT[a]	57	33	10	38	41	21
NC-NL[a]	80	12	8	56	33	11
NC-S[a]	56	26	18	44	40	16
NJ[a]	N/A	N/A	N/A	N/A	N/A	N/A
NM[a]	65	25	10	34	27	39
OK	41	22	38	17	26	58
OR	14	24	63	12	23	66
PR	79	10	11	35	7	58
SC[a]	86	9	4	91	5	5
TN[a]	62	31	7	62	31	7
TX[a]	70	30	0	85	15	0
VA	38	25	36	27	32	41
WA[a]	74	21	6	40	35	25
WI[a]	55	30	15	38	31	30
WV[a]	78	20	2	54	34	12
WY	25	33	41	16	31	53

NOTES: * = did not report. N/A = not applicable. Information in this table was reported by the sites in June and July 2020 and covers Class 53. Some numbers do not sum to 100 percent because of rounding. New Jersey Class 53 has not completed the program because of COVID-19 early release.
[a] These sites used TABE Survey Form 11/12 and the remaining sites used TABE Survey Form 9/10. CA-DC provided incomplete information on cadet TABE scores, and therefore the data included in this report have not been verified using the approach applied to all other sites' TABE data.

Table 2.7
Percentage of ChalleNGe Graduates in Pre- and Post-TABE Battery Grade-Equivalent, by Site, Class 52

	Pre-TABE (%)			Post-TABE (%)		
	Elementary	Middle School	HS	Elementary	Middle School	HS
Site	(Grades 1–5)	(Grades 6–8)	(Grades 9–12)	(Grades 1–5)	(Grades 6–8)	(Grades 9–12)
All Sites	56	24	20	23	27	50
AK[a]	N/A	N/A	N/A	N/A	N/A	N/A
AR[a]	N/A	N/A	N/A	N/A	N/A	N/A
CA-DC[a]	N/A	N/A	N/A	N/A	N/A	N/A
CA-LA	80	14	6	21	29	50
CA-SL	45	28	27	25	27	48
D.C.	67	17	17	17	50	33
FL[a]	N/A	N/A	N/A	N/A	N/A	N/A
GA-FG	79	15	6	56	28	16
GA-FS[a]	N/A	N/A	N/A	N/A	N/A	N/A
GA-MV	71	14	15	30	42	28
HI-BP	53	28	19	22	31	47
HI-HI	65	16	19	74	13	13
ID	46	27	28	11	28	60
IL	58	26	15	25	36	39
IN[a]	N/A	N/A	N/A	N/A	N/A	N/A
KY-FK	58	22	20	34	28	38
KY-HN	98	1	1	37	34	29
LA-CB	39	33	29	15	29	57
LA-CM	44	33	23	18	21	61
LA-GL	40	29	31	16	20	63
MD	64	17	20	17	34	50
MI[a]	N/A	N/A	N/A	N/A	N/A	N/A
MS	41	30	29	7	23	70
MT	47	30	24	28	26	47
NC-NL[a]	N/A	N/A	N/A	N/A	N/A	N/A
NC-S	49	26	25	32	29	39
NJ[a]	N/A	N/A	N/A	N/A	N/A	N/A
NM[a]	N/A	N/A	N/A	N/A	N/A	N/A
OK	46	24	30	29	28	42
OR	41	35	24	21	35	44
PR	83	15	2	0	0	100
SC[a]	N/A	N/A	N/A	N/A	N/A	N/A
TN[a]	N/A	N/A	N/A	N/A	N/A	N/A
TX	47	28	25	41	22	38
VA	63	20	17	38	33	29
WA	54	26	21	21	37	42
WI[a]	N/A	N/A	N/A	N/A	N/A	N/A
WV[a]	N/A	N/A	N/A	N/A	N/A	N/A
WY	40	35	25	19	33	47

NOTES: * = did not report. N/A = not available. Information in this table was reported by the sites in June and July 2020 and covers Class 52. Some numbers do not sum to 100 percent because of rounding. TABE Survey Form 11/12 does not have a Total Battery test.
[a] These sites used TABE Survey Form 11/12 and the remaining sites used TABE Survey Form 9/10. CA-DC provided incomplete information on cadet TABE scores, and therefore the data included in this report have not been verified using the approach applied to all other sites' TABE data.

Table 2.8
Percentage of ChalleNGe Graduates in Pre- and Post-TABE Battery Grade-Equivalent, by Site, Class 53

	Pre-TABE (%)			Post-TABE (%)		
	Elementary	Middle School	HS	Elementary	Middle School	HS
Site	(Grades 1–5)	(Grades 6–8)	(Grades 9–12)	(Grades 1–5)	(Grades 6–8)	(Grades 9–12)
All Sites	54	26	21	22	24	54
AK[a]	N/A	N/A	N/A	N/A	N/A	N/A
AR[a]	N/A	N/A	N/A	N/A	N/A	N/A
CA-DC[a]	N/A	N/A	N/A	N/A	N/A	N/A
CA-LA	65	22	13	15	28	57
CA-SL	52	31	17	21	41	38
D.C.	55	31	14	33	33	35
FL[a]	N/A	N/A	N/A	N/A	N/A	N/A
GA-FG	75	12	12	46	26	27
GA-FS[a]	N/A	N/A	N/A	N/A	N/A	N/A
GA-MV	61	27	12	47	22	31
HI-BP[a]	N/A	N/A	N/A	N/A	N/A	N/A
HI-HI	65	15	20	62	27	12
ID[a]	N/A	N/A	N/A	N/A	N/A	N/A
IL[a]	N/A	N/A	N/A	N/A	N/A	N/A
IN[a]	N/A	N/A	N/A	N/A	N/A	N/A
KY-FK[a]	N/A	N/A	N/A	N/A	N/A	N/A
KY-HN[a]	N/A	N/A	N/A	N/A	N/A	N/A
LA-CB	38	37	25	16	20	64
LA-CM	48	29	22	16	24	60
LA-GL	44	27	30	14	22	65
MD	50	29	21	15	25	59
MI[a]	N/A	N/A	N/A	N/A	N/A	N/A
MS[a]	N/A	N/A	N/A	N/A	N/A	N/A
MT[a]	N/A	N/A	N/A	N/A	N/A	N/A
NC-NL[a]	N/A	N/A	N/A	N/A	N/A	N/A
NC-S[a]	N/A	N/A	N/A	N/A	N/A	N/A
NJ[a]	N/A	N/A	N/A	N/A	N/A	N/A
NM[a]	N/A	N/A	N/A	N/A	N/A	N/A
OK	48	25	27	33	28	40
OR	28	33	39	14	25	61
PR	83	12	5	0	0	100
SC[a]	N/A	N/A	N/A	N/A	N/A	N/A
TN[a]	N/A	N/A	N/A	N/A	N/A	N/A
TX[a]	N/A	N/A	N/A	N/A	N/A	N/A
VA	58	19	23	41	28	31
WA[a]	N/A	N/A	N/A	N/A	N/A	N/A
WI[a]	N/A	N/A	N/A	N/A	N/A	N/A
WV[a]	N/A	N/A	N/A	N/A	N/A	N/A
WY	35	27	37	26	36	38

NOTES: * = did not report. N/A = not available. Information in this table was reported by the sites in June and July 2020 and covers Class 53. Some numbers do not sum to 100 percent because of rounding. TABE Survey Form 11/12 does not have a Total Battery test.
[a] These sites used TABE Survey Form 11/12 and the remaining sites used TABE Survey Form 9/10. CA-DC provided incomplete information on cadet TABE scores, and therefore the data included in this report have not been verified using the approach applied to all other sites' TABE data.

Table 2.9
Core Component Completion—Responsible Citizenship, ChalleNGe Graduates, Class 52

Site	Eligible to Vote	Registered to Vote	Percentage Eligible Who Registered	Eligible for Selective Service	Registered for Selective Service	Percentage Eligible Who Registered
All Sites[a]	848	881	95	1,173	1,116	93
AK	24	24	100	17	17	100
AR	14	14	100	32	32	100
CA-DC	6	6	100	6	6	100
CA-LA	37	37	100	32	32	100
CA-SL	31	31	100	21	21	100
D.C.	7	7	100	6	6	100
FL	37	37	100	31	31	100
GA-FG	36	35	97	77	76	99
GA-FS	43	43	100	37	37	100
GA-MV	22	22	100	19	19	100
HI-BP	16	16	100	40	40	100
HI-HI	4	4	100	4	4	100
ID	25	25	100	35	35	100
IL	21	21	100	15	15	100
IN	6	4	67	40	23	58
KY-FK	6	6	100	6	6	100
KY-HN	10	8	80	8	8	100
LA-CB	29	29	100	75	75	100
LA-CM	23	0	0	60	0	0
LA-GL	37	32	86	36	32	89
MD[a]	30	107	357[a]	25	50	200[a]
MI	16	16	100	21	21	100
MS	39	39	100	66	66	100
MT	25	25	100	31	31	100
NC-NL	27	27	100	29	29	100
NC-S	21	21	100	15	15	100
NJ	22	22	100	20	20	100
NM	24	24	100	36	36	100
OK	10	10	100	25	25	100
OR	22	22	100	72	72	100
PR	37	36	97	29	29	100
SC	22	22	100	17	17	100
TN	10	0	0	8	8	100
TX	20	20	100	28	28	100
VA	20	20	100	45	45	100
WA	26	26	100	49	49	100
WI	14	14	100	37	37	100
WV	26	26	100	20	20	100
WY	3	3	100	3	3	100

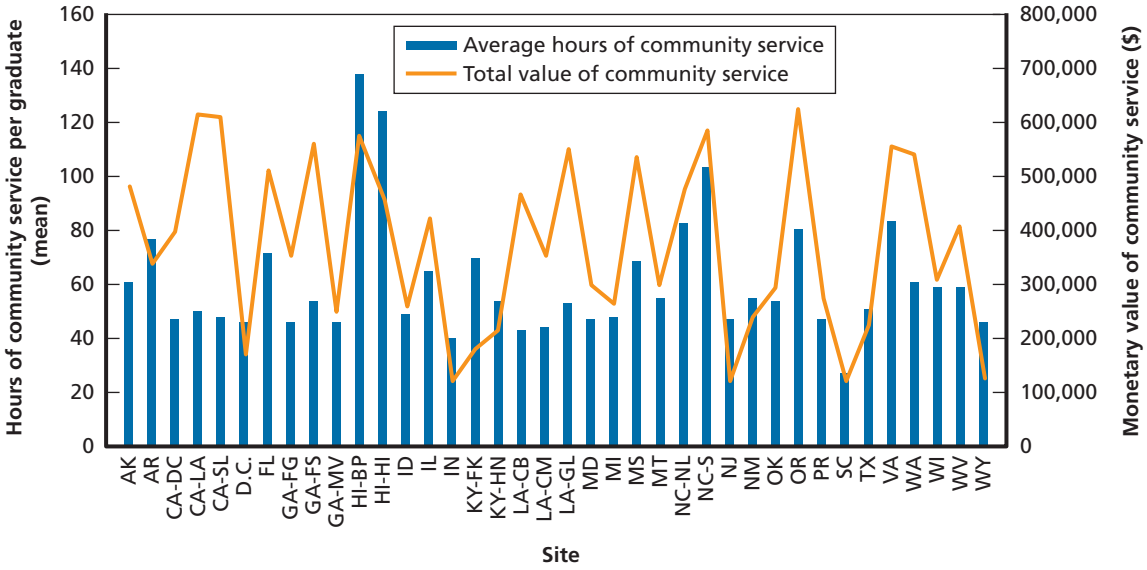
NOTES: * = did not report. Information in this table was reported by the sites in June and July 2020 and covers Class 52.
[a] In Maryland, a person is eligible to vote if the individual is at least 18 years old, but the individual can be registered to vote at 16 years old; a person is eligible for selective service if that person is 18 years old and male; however, a man 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.

Table 2.10
Core Component Completion—Responsible Citizenship, ChalleNGe Graduates, Class 53

Site	Eligible to Vote	Registered to Vote	Percentage Eligible Who Registered	Eligible for Selective Service	Registered for Selective Service	Percentage Eligible Who Registered
All Sites[a]	924	946	92	1,265	1,276	98
AK	20	20	100	13	13	100
AR	14	14	100	41	41	100
CA-DC	13	3	100	13	13	100
CA-LA	36	36	100	36	36	100
CA-SL	28	28	100	23	23	100
D.C.	9	9	100	5	5	100
FL	33	33	100	28	28	100
GA-FG	33	33	100	48	48	100
GA-FS	49	49	100	39	39	100
GA-MV	27	27	100	17	17	100
HI-BP	10	10	100	31	31	100
HI-HI	11	11	100	11	11	100
ID	29	29	100	37	37	100
IL	28	28	100	26	26	100
IN	5	0	0	28	22	79
KY-FK	8	8	100	8	8	100
KY-HN	12	9	75	11	11	100
LA-CB	43	43	100	123	123	100
LA-CM	30	0	0	69	64	93
LA-GL	32	29	91	27	24	89
MD[a]	21	111	529[a]	18	49	272[a]
MI	20	20	100	33	33	100
MS	52	52	100	80	80	100
MT	16	16	100	29	29	100
NC-NL	37	37	100	43	43	100
NC-S	27	27	100	21	21	100
NJ	15	0	0	11	7	64
NM	23	23	100	45	45	100
OK	20	20	100	27	27	100
OR	29	29	100	60	60	100
PR	42	41	98	37	37	100
SC	19	12	63	14	13	93
TN	4	0	0	3	2	67
TX	18	18	100	25	25	100
VA	17	17	100	48	48	100
WA	42	42	100	64	64	100
WI	22	22	100	50	50	100
WV	26	26	100	19	19	100
WY	4	4	100	4	4	100

NOTES: * = did not report. Information in this table was reported by the sites in June and July 2020 and covers Class 53.
[a] In Maryland, a person is eligible to vote if the individual is at least 18 years old, but the person can be registered to vote at 16 years old. A person is eligible for selective service if the individual is an 18 year old male; however, a man can be registered for selective service at 17 years and 3 months old. All sites' eligible and registered counts (vote and selective service) include Maryland, but the percentage eligible who registered calculations (vote and selective service) exclude the Maryland counts.

Figure 2.1
Average Hours of Community Service Performed, Value of Service, by Site



NOTES: This figure uses information reported by the sites in June and July 2020, classes 52 and 53, combined. The value of community service is calculated using a measure of volunteer time that varies by location (see Independent Sector, 2020). Numbers for Tennessee are not included because there were no data for this metric.

Test of Adult Basic Education Scores

The TABE is a standardized test that includes sub-tests focused on reading and language arts and on math. TABE is most commonly used in adult basic and secondary education programs.[6] The TABE has been used for many years at ChalleNGe sites as one method of tracking academic progress. Although sites use the TABE in somewhat different manners, cadets in ChalleNGe programs generally take the TABE at least twice—once near the beginning of the program, and again near the end of the residential phase.[7]

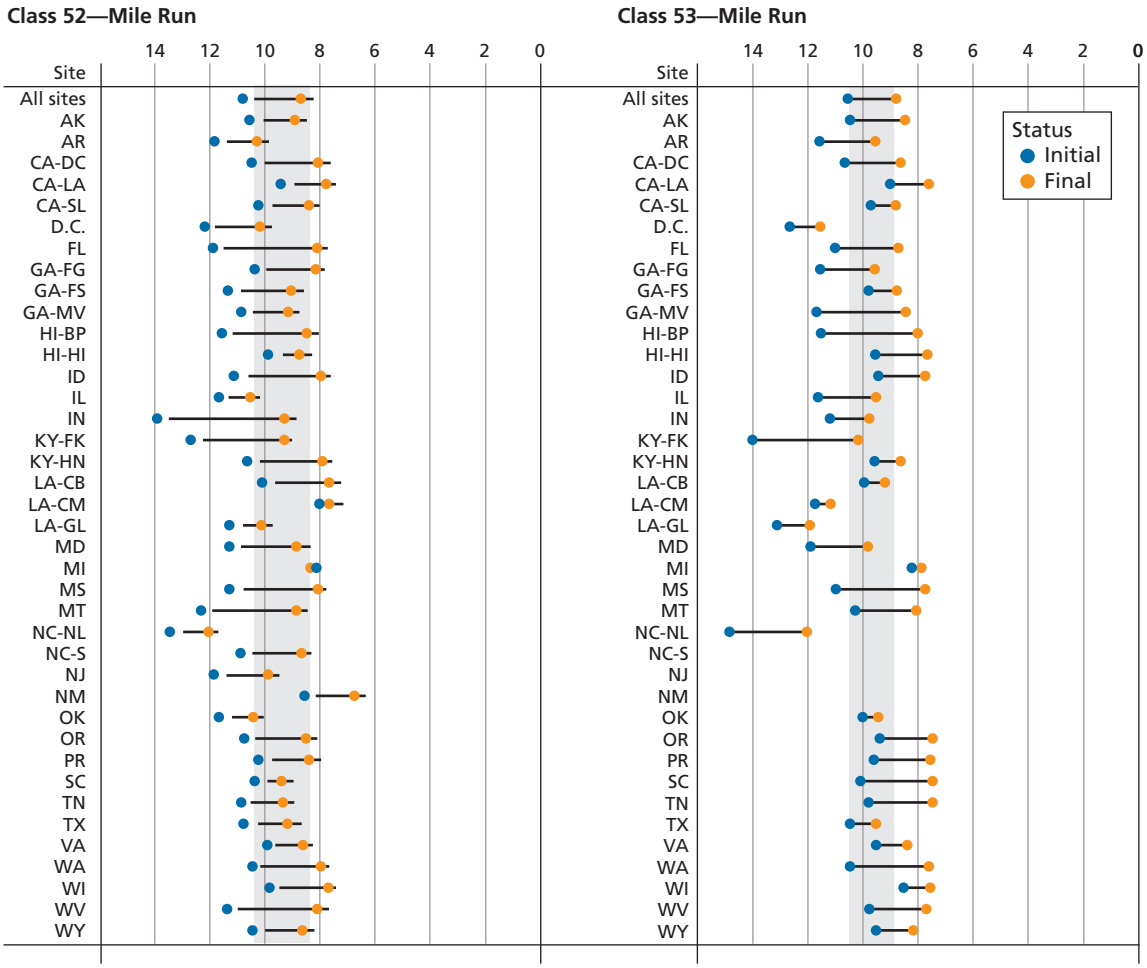
In response to evolving educational standards, the TABE test underwent substantive changes in 2017; as part of these changes, TABE developers considered federal legislation, high school testing requirements, and established educational standards (TABE, 2019). The updated version is referred to as TABE 11/12; it was initially released in September 2017 and is authorized for use through September 2024.[8] The movement toward College and Career Readiness (CCR) standards for Adult Basic Education (ABE) has reshaped the focus of many ABE programs and was a driver behind the development of TABE 11/12. This change has

[6] For more information about TABE and the common uses of the test, see U.S. Department of Education, Office of Vocational and Adult Education, Division of Adult Education and Literacy, 2016. For more information about ChalleNGe's use of the TABE and the differences between grade equivalents and gain scores, see Wenger et al., 2017, and Wenger, Constant, and Cottrell, 2018.

[7] According to data collected in June and July 2020, ten of the 39 sites reported routinely administering the TABE more than twice during the residential phase (and four sites did not indicate how many times they administered the TABE).

[8] The former version of TABE (TABE 9/10) officially expired on February 2, 2019, but with a sunset period permitted through June 30, 2019. See U.S. Department of Education, Office of Career, Technical, and Adult Education, 2018.

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



NOTE: This figure uses information reported by the sites in June and July of 2020, covering Classes 52 and 53.

implications for ChalleNGe because TABE 11/12 differs from the previous version in several ways; therefore, adopting the updated TABE will also require some other changes.

Implications of the New TABE 11/12 Test

In our prior report published in 2019, we reported that seven sites had adopted the new TABE test during 2018 (by the end of Class 51). Thus, at the end of 2018, the majority of sites still reported using the TABE 9/10. This year, an additional 17 sites reported that they had transitioned to TABE 11/12 by the end of Class 53 (some sites reported transitioning at the beginning of Class 52, but sites were more likely to report transitioning in the middle of 2019, between Classes 52 and 53). Therefore, the majority of ChalleNGe sites now use the TABE 11/12, but a substantial minority reported continuing to use the TABE 9/10 as of the end of 2019.

An advantage of the TABE 9/10 was that scores could be linked to specific outcomes of interest; for example, a grade-equivalent score of 9.0 was associated with a 70-percent passing rate on the reading, language arts, and math computation sections of the GED, while an

11.0 grade-equivalent score was associated with an 85-percent passing rate on these same GED tests.[9] These relationships drove our development of key grade-equivalent scores.

Although the TABE developers have provided a crosswalk to grade equivalents, the relationship between the scale scores on the test and the grade equivalents changed substantially between TABE 9/10 and TABE 11/12; the changes mean that a given student will have a different scale score and a different grade equivalent on the TABE 11/12 than on the TABE 9/10. Indeed, from our analyses and those of other researchers, we expect that a given student will score *lower* on the TABE 11/12 than on the TABE 9/10.[10] These changes will affect the analysis of the TABE data.

This all suggests that the ChalleNGe staff need a solid understanding of many aspects of the new TABE—not only the format and test length, but also the ways in which scores will likely differ. If, as we would expect, sites see a drop in grade equivalent scores when shifting from TABE 9/10 to TABE 11/12, they should *not* interpret this change in scores as an absolute change. In other words, a lower score on TABE 11/12 than on the TABE 9/10 does not necessarily indicate lower levels of skills, abilities, or competencies.[11]

Although information about such relationships will likely be published in the future, at this point, there are no established relationships between grade-equivalent scores on the TABE 11/12 and scores on other tests.[12] The recent update to the format of the GED could delay the establishment of such relationships. However, as more research becomes available on TABE 11/12 and how performance levels have changed from TABE 9/10 to TABE 11/12, we will provide ChalleNGe programs with the context needed to better understand these changing scores. At that point, we will reexamine the key grade-equivalent scores, and might recommend reporting TABE scores in a manner that emphasizes different key scores, with a goal of helping programs to identify the cadets who are academically prepared for a high school equivalency exam and thus likely capable of completing a meaningful credential during ChalleNGe or in the post-residential phase.

In the interim, we continue to track the number of sites using each version of the test. Because of the official expiration of the TABE 9/10 and the corresponding lack of technical support available for this version, we would expect all or nearly all sites to adopt the TABE 11/12 in the next year. Because of the substantial differences between the versions, we do not merge TABE data across versions; instead, we report scores on the TABE 9/10 separately from those on the TABE 11/12.

TABE Scores, Classes 52 and 53

We requested TABE scores on the math and reading sections from the TABE (and for the sites that continue to use the TABE 9/10, we also requested Total Battery scores).[13] These specific scores have been found to be predictive of performance on the GED test. As noted previously,

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[9] See National Reporting Service for Adult Education, 2015; Comprehensive Adult Student Assessment System, 2003; Comprehensive Adult Student Assessment System, 2016; and West Virginia Department of Education, undated.

[10] See Pimentel, 2013, and Constant et al., 2020.

[11] See Constant et al., 2020, especially Appendix B, for more information on the TABE 11/12.

[12] DRC has noted that there is forthcoming research that will link performance on TABE 11/12 to high school equivalency (e.g., GED, TASC) performance (TABE, 2019).

[13] The Total Battery score is formed from a combination of the scores on reading, language arts, math computation, and applied math areas of the TABE. The TABE 11/12 does not include a Total Battery score.

the scores on the two versions of the TABE are not directly comparable; therefore, we present information separately by test version.

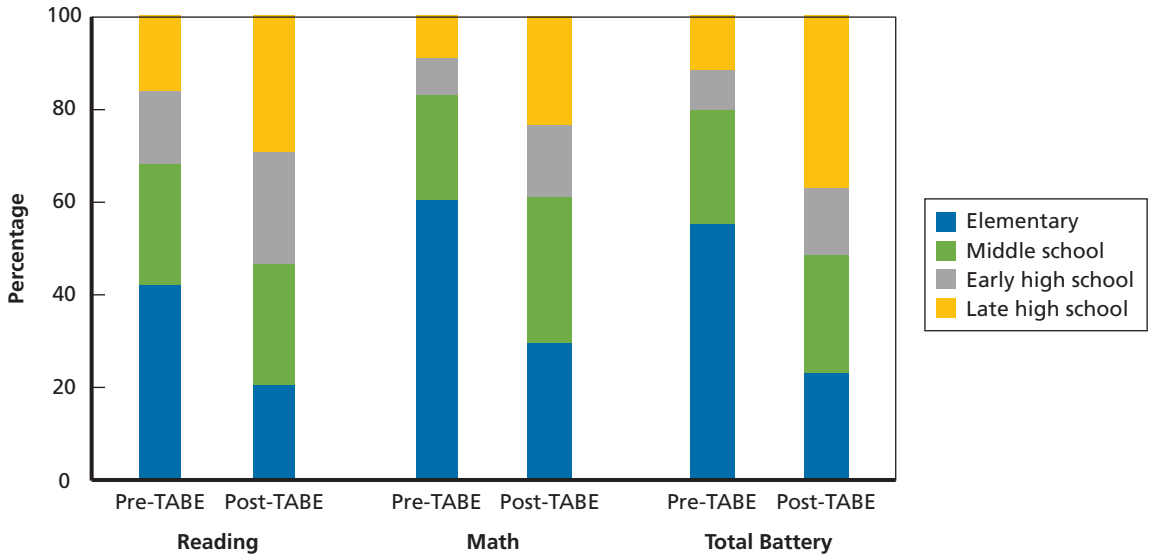
Figure 2.3 documents changes in the TABE Reading, Math, and Total Battery tests over the residential phase of the ChalleNGe program among ChalleNGe graduates at sites that used the TABE 9/10. In each case, scores increase substantially during the residential phase. In each case, the majority of cadets enter ChalleNGe with scores at the middle school level or below. By the time the cadets complete ChalleNGe, 39 to 54 percent of cadets score in the (early or late) high school range. These scores are generally comparable with scores on the TABE 9/10 among past cadets.

Figure 2.4 shows similar statistics, but this time on the group of cadets who attended ChalleNGe sites that used the TABE 11/12. As discussed previously, TABE 11/12 scores are substantially lower than TABE 9/10 scores. But again, scores increase markedly over the residential period.

In summary, linking the TABE 11/12 to high school equivalency performance will help staff interpret scores, but until such linkages become available we encourage ChalleNGe staff to use caution when interpreting TABE 11/12 scores. In particular, scoring lower on the TABE 11/12 than on the TABE 9/10 should not be assumed to represent academic regression. Additionally, given the lower scores on TABE 11/12, sites should revisit any *cut scores* or target TABE scores that could be used to determine eligibility for any aspect of ChalleNGe.

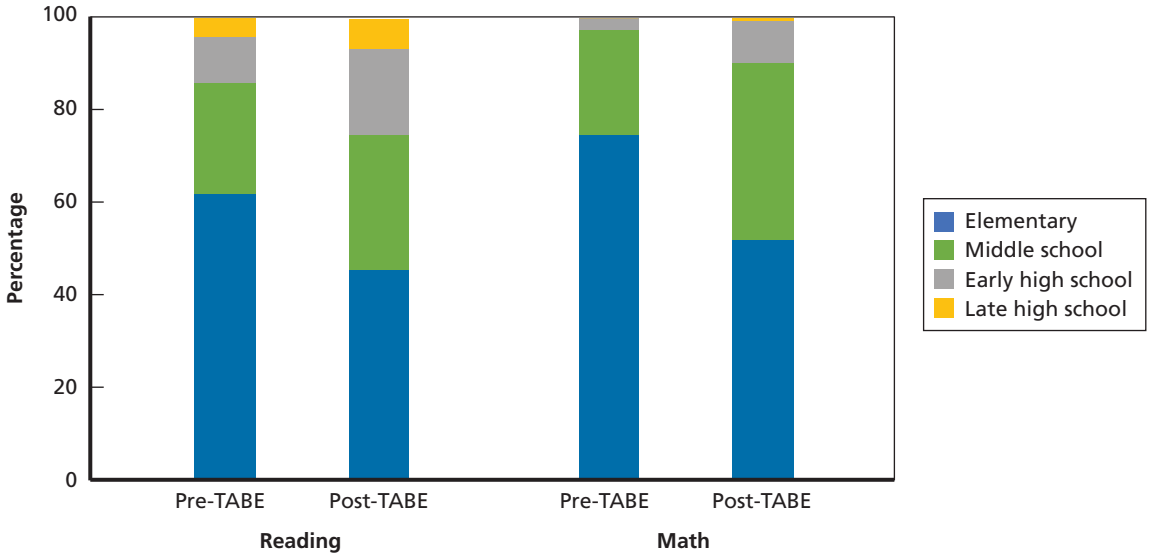
We recommend that sites all move to adopt the TABE 11/12. Although the density of cadets' initial scores at the elementary levels suggests that the TABE 11/12 pretests offer less discernment than the TABE 9/10, the TABE 11/12 offers other advantages. First, technical support will continue to be available for the TABE 11/12 (unlike the TABE 9/10, which was officially sunset in the middle of 2019). Second, the increased alignment between TABE 11/12 and

Figure 2.3
Scores on TABE 9/10 Reading, Math, and Total Battery Tests Show Substantial Improvement During ChalleNGe Residential Phase



NOTES: This figure uses information reported by the sites in June and July of 2020, covering graduates from Classes 52 and 53 who had pre-TABE and post-TABE scores at sites using the TABE 9/10. *N* = 5,237.

Figure 2.4
Scores on TABE 11/12 Reading and Math Tests Show Substantial Improvement During ChalleNGe Residential Phase



NOTES: This figure uses information reported by the sites in June and July of 2020, covering graduates from Classes 52 and 53 who had pre-TABE and post-TABE scores at sites using the TABE 11/12. *N* = 3,984.

CCR standards offers potential advantages to sites as they seek to ensure that their cadets are well-prepared for additional opportunities in education and training. Third, using a single test version will make cross-site comparisons more straightforward. Finally, the TABE 11/12 offers detailed feedback that may be quite helpful to ChalleNGe staff as they assess cadets' progress.

Recruiting ChalleNGe Participants

Over the past few years, the ChalleNGe sites reported that around 19,000 young people submit an application each year to enter the program. Over 12,000 young people enter ChalleNGe each year and the number of annual graduates has hovered right below 10,000 for the past few years. Recruitment for ChalleNGe is handled at the site or state level (states with multiple sites handle recruiting in different ways, but generally there is some coordination at the state level). Sites have small recruiting departments, typically employing two or three recruiters. Of course, many other staff members play parts in recruiting cadets, but these recruiters have primary responsibility for making initial contact with potential cadets and their families. During 2019, a typical site generally received roughly 250 applicants per class and had about 165 entrants per class.

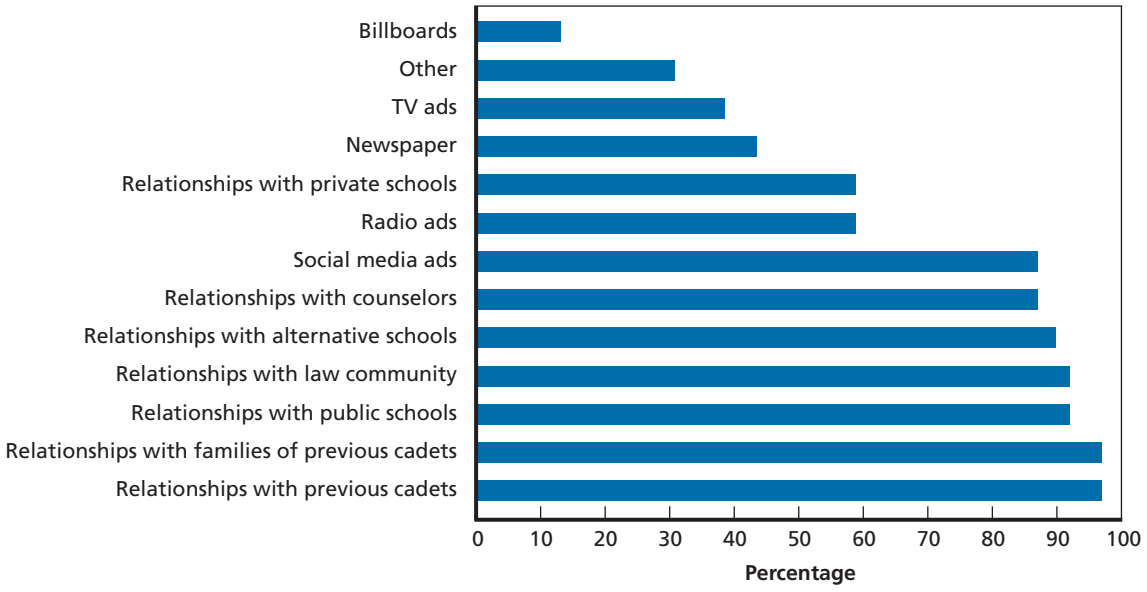
Recruiting Practices

During our recent data collection efforts, we asked several key questions about *how* the sites recruit. We asked how many cadets visited the site (for an interview or simply to tour the site) before entering the program, and asked if program recruiters had assigned territories within the state. We provided examples of several potential methods of recruiting and building awareness (various types of advertising, relationships with various professionals who work with young

people, previous cadets or their families); we asked each site to indicate which methods they used. We also offered a write-in option so sites could describe other methods. Finally, we asked about recruiting challenges, and asked sites to describe the availability of alternate programs for at-risk youth.

The vast majority of sites (34 of the 39) indicated that recruiters are assigned specific territories within the state.[14] Figure 2.5 shows the prevalence of specific strategies for recruiting and increasing awareness of ChalleNGe. Sites use many different strategies; a typical site indicated using nine or ten of the strategies that we describe in Figure 2.5. Nearly all sites indicated that relationships with their former cadets, and with these cadets' families, are key recruiting strategies, and nearly as many cite relationships with schools (public and alternative) and with the legal community and counselors as central parts of their recruiting strategies. Relationships with staff at private schools were cited less often, but over half of sites consider these relationships to be part of their recruiting strategies. In terms of advertising strategies, sites are most likely to use social media ads; radio ads, newspaper ads, and television ads are used less frequently (by one-third to one-half of sites). Billboards are used rarely. Finally, some sites indicated that they use other strategies, which include events and other types of advertisements (using buses or state vehicles), websites, and developing relationships through professional organizations. There is no obvious relationship between the number of strategies used and the number of participants; neither the number of applicants nor the site graduation rate is higher at sites using more strategies. Also, there is no evidence that any particular strategy

Figure 2.5
Recruiting and Advertising Strategies



NOTE: This figure uses information reported by ChalleNGe sites in June and July 2020.

[14] There is no discernable relationship between the assignment of territories and the number of applicants, or between the assignment of territories and the site graduation rate.

is linked to site success. One interpretation of these results is that sites generally are selecting appropriate recruiting and outreach strategies, but these results do not definitively suggest that certain strategies are effective.

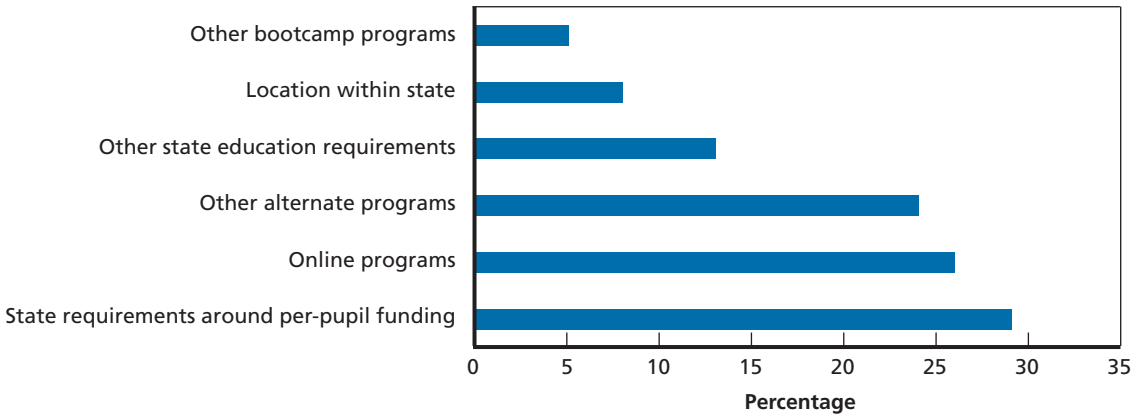
We also asked sites to indicate specific recruiting challenges and we developed a list of potential challenges based on the information that we gathered in our site visits. The majority of sites reported multiple recruiting challenges (see Figure 2.6). The most common challenge, indicated by three-quarters of sites, involves per-pupil expenditures (schools' concern about the loss of revenues from per-pupil expenditures if students attend ChalleNGe).[15] The existence of other alternative and/or online programs was cited as a challenge by over 60 percent of programs. A minority of sites also indicated that their locations posed challenges, or that the existence of other bootcamp programs posed recruiting-related challenges.[16] As was the case with recruiting strategies, there is no obvious relationship between recruiting challenges and site-level success.

In most cases, program staff indicate that the majority of cadets do *not* visit the ChalleNGe site prior to entering the program (in contrast, 12 sites indicate that most or all cadets visit prior to entering ChalleNGe).

Factors Influencing Graduation Rates

At several points in our previous discussion, we note that measured factors (such as the number and type of recruiting strategies used) are not associated with site success, either in terms of the number of applications or the graduation rate. In this section, we discuss several factors that *are* associated with site success, specifically with the graduation rate (which is measured as the

Figure 2.6
Factors That Create Recruiting Challenges



NOTE: This figure uses information reported by ChalleNGe sites in June and July 2020.

[15] Different states have different requirements around per-pupil expenditures; in some cases, the original schools are able to keep at least a proportion of funds when students enter ChalleNGe.

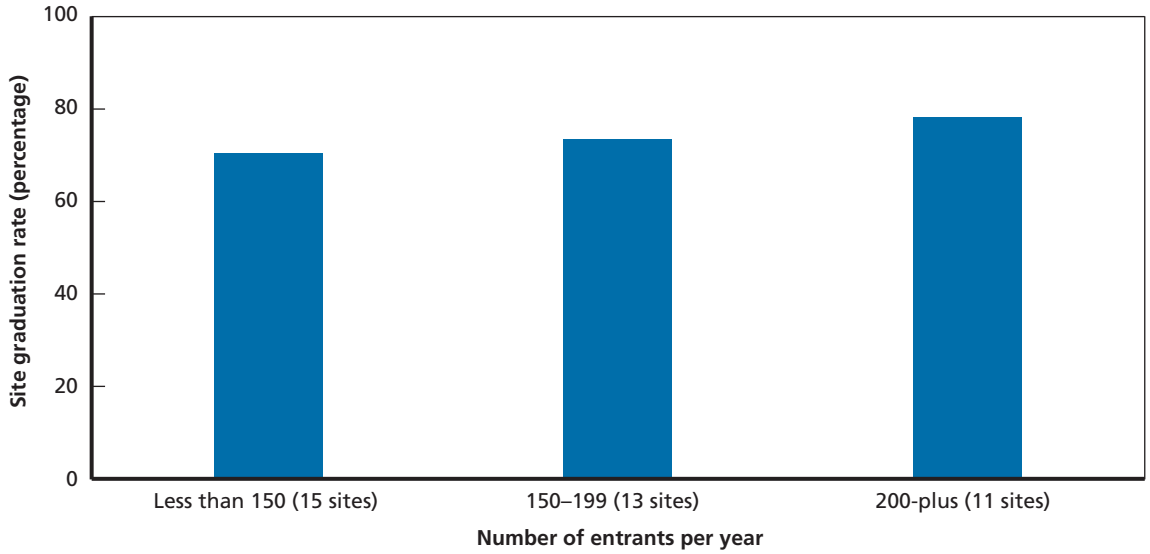
[16] We also posed a separate question about the total number of alternative programs available in the state; 17 sites indicated that there are an insufficient number of alternative programs in their state to serve the at-risk youth population. Thus, even though the majority of sites acknowledge that other alternative programs make their recruiting difficult, many sites still indicate that additional resources are needed for at-risk youth. Less than one-quarter of sites indicated an oversupply of alternative programs for at-risk youth in their state.

number of graduates divided by the number of cadets who enter Pre-ChalleNGe). We also note additional factors that are not associated with graduation rates.

Graduation rates differ by program, as shown in Table 2.2, but typically 20 to 25 percent of cadets who enter ChalleNGe do not graduate. Graduation rates vary with type of credential awarded, and with cadets' personal characteristics (such as age and gender). Graduation rates also vary with turnover among cadre, and cadre turnover is related to the entry-level pay that cadre receive; programs with higher turnover have lower graduation rates and programs with higher entry-level pay have lower cadre turnover.[17] Of course, the relationships between these factors are likely to be complex; in particular, other things about the states and communities surely affect program graduation rates, staff turnover, and staff pay. Here, we examine the relationships between graduation rates and several other characteristics of sites.

First, we find that graduation rates are higher at larger sites. As shown in Figure 2.7, the smaller sites (which are defined as those with fewer than 150 entrants per year) have lower graduation rates than the larger sites.[18] In some cases, the age of the site may help to explain this result; the newest sites tend to be quite small and at times these sites tend to have relatively low graduation rates. In future analyses, we will explore these trends in more detail using multivariate regression models, but age of the site does not appear to explain the differences in graduation rates between the medium-sized sites and the largest sites. We also examined platoon size, which varies across programs; there is no obvious relationship between platoon size and graduation rates.

Figure 2.7
Graduation Rates Are Higher at Larger Programs



NOTES: This figure uses information reported by the sites in June and July 2020. Site graduation rate is the ratio of the number of graduates to the number of young people entering Pre-ChalleNGe, combining information from Classes 52 and 53.

[17] Correlations between graduation rates and program characteristics are documented in Constant et al., 2019; Constant et al., 2020; and Wenger, Constant, and Cottrell, 2018.

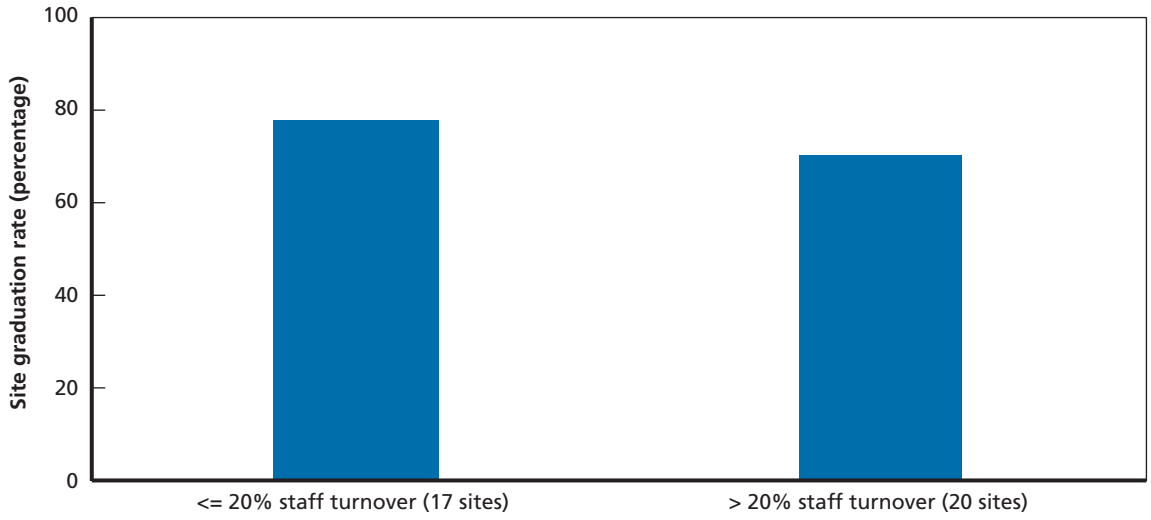
[18] Past research indicates that per-cadet costs are higher at smaller programs, but there are few cost differences among programs that have at least 150 entrants per year (see Wenger et al., 2017).

Because of our earlier findings about cadre turnover (Constant et al., 2019; Constant et al., 2020), we collected information about overall staff turnover this year. Sites indicated the number of staff members who had been employed for less than 12 months. As shown in Figure 2.8, the site graduation rate is substantially higher at sites with lower staff turnover.[19] An eight-percentage-point difference in graduation rates represents roughly 25 additional graduates at a typical site over the course of a year, so the difference represented in Figure 2.8 is substantive as well. Of course, the relationship might not be a simple causal one as presented; for example, staff turnover could be driven by cadet retention, and both could be driven by serving an especially difficult population. However, these results do imply that focusing on staff retention and satisfaction could also help to increase cadet retention, and that gaining a better understanding of the relationship between staff turnover and graduation rates could result in gains to the entire program.

Although all sites report following the ChalleNGe model closely, there are many aspects of cadets' experiences that vary by site. Some of these aspects are outside program staff control, but others are not. For example, the types of activities and field trips that sites can offer are dependent on not only budget and scheduling but also on the physical location of the site. Figure 2.6 shows that about 20 percent of sites indicated that their physical location made recruiting challenging; in some or most of these cases, the site's location could also increase the difficulty involved in offering activities and outings. But other aspects are within staff control, and here we examine a couple of those.

First, some sites require potential cadets to visit prior to entry, but other sites recommend or allow visits; in a few cases, visits are completely outside the norm. This year, sites reported

Figure 2.8
Graduation Rates Are Higher at Programs with Lower Staff Turnover



NOTES: This figure uses information that was reported by the sites in June and July 2020. Two sites did not report staff turnover. Site graduation rate is the ratio of the number of graduates to the number of young people entering Pre-ChalleNGe, combining information from Classes 52 and 53. The difference in the graduation rates across these groups is unlikely to have occurred by chance; a t-test of the means indicated $t = 0.0152$ (two-sided).

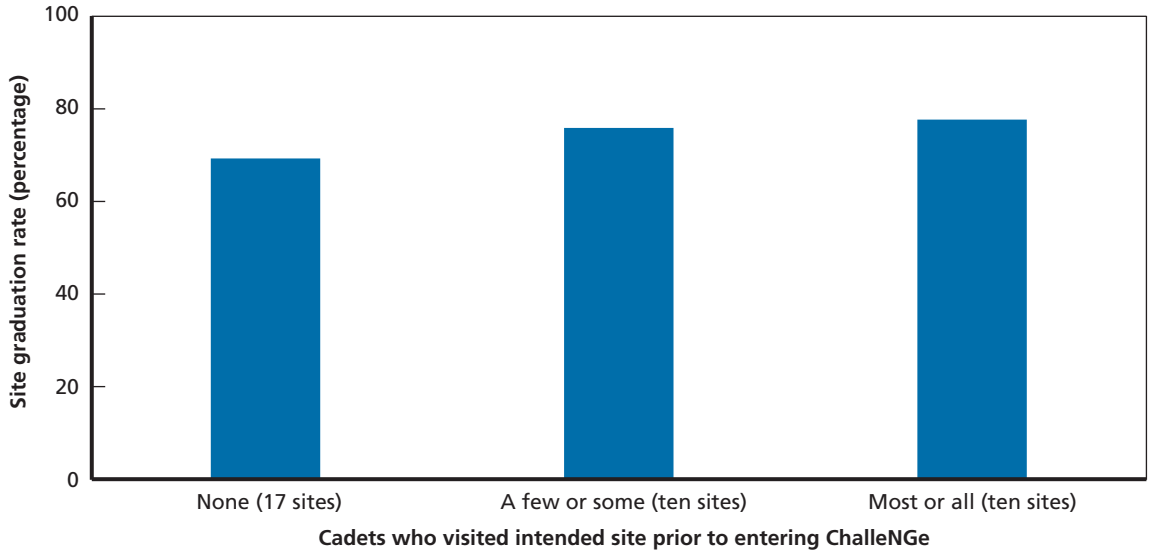
[19] The results of a two-sided t-test indicate that such a difference would be expected to occur by chance only about 1.5 percent of the time.

the normal rate of visits prior to entry. At nearly half of sites, cadets do not visit prior to entering Pre-ChalleNGe. But 10 sites report that "a few" or "some" cadets visit, and 12 sites report that "most," "nearly all," or "all" cadets visit prior to entry. As shown in Figure 2.9, graduation rates are higher at sites that report cadet visits prior to entering Pre-ChalleNGe.

Next, we consider home passes. Home passes, which allow some or all cadets to leave the site for a short visit home, could have positive or negative effects on sites. Most sites do offer home passes, most commonly offering one or two passes during a class (six sites offer no passes, and two sites offer three). Home passes may offer opportunities for cadets to break rules, or to decide not to return to the site, but home passes also may serve as motivation. As shown in Figure 2.10, graduation rates are higher at the sites that offer more home passes. There is no obvious relationship between the site-level graduation rates and the scheduling of passes. Again, this is an area for further exploration because the relationship could be complicated; for example, passes could influence different cadets in different ways. We will include indicators of home passes in our multivariate models. We also explored data on stipends, which could provide motivation in the same manner as home passes. There is no obvious relationship between stipends (the existence or amount) and site graduation rates.

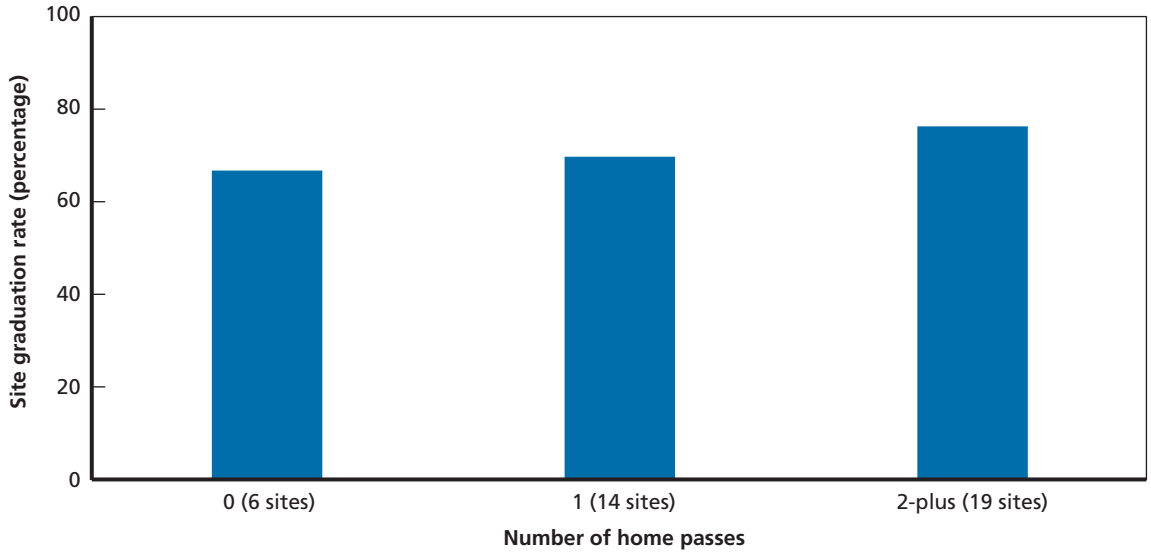
Cadets who do not complete ChalleNGe leave at different points in the program and for different reasons. Some cadets choose to leave, some families choose to remove cadets from the program, and in some cases, staff direct the cadet to leave. This year, we requested that sites indicate the reason for departure in each case in which a cadet left the site prior to graduation (the programs use a standard set of codes to indicate the reason for departure). This information indicates that nearly half of cadets who left prior to graduation were classified as leaving for "unacceptable behavior." About one-quarter of cadets who dropped out of ChalleNGe

Figure 2.9
Graduation Rates Are Higher at Programs with Higher Levels of Visiting Prior to Entry



NOTES: This figure uses information that was reported by the sites in June and July 2020; only 37 sites reported on this metric. Site graduation rate is the ratio of the number of graduates to the number of young people entering Pre-ChalleNGe, combining information from Classes 52 and 53. The difference in graduation rates is statistically significant between "None" and "Most or all," indicating that such a difference would be expected to occur by chance only two times out of 100.

Figure 2.10
Graduation Rates Are Higher at Programs with More Home Passes



NOTES: This figure uses information that was reported by the sites in June and July 2020. Site graduation rate is the ratio of the number of graduates to the number of young people entering Pre-ChalleNGe, combining information from Classes 52 and 53. The difference in graduation rates is statistically significant between "0" and "2-plus," indicating that such a difference would be expected to occur by chance only 2.5 times out of 100.

did so at their own request or at the request of their families. About 6 percent of cadets who dropped out did so for medical reasons; the remaining 20 percent left because of "failure to adapt," leaving the site without authorization, not returning from a home pass, abusing substances, being dismissed by the program, or reasons classified as "other". *Failure to adapt* is a term used to describe attrition from the military; the term can refer to a broad set of behaviors but is generally used to indicate a lack of interest in adhering to rules and repeated low-level violations. Gaining a better understanding of how sites assign specific codes to cadets who drop out of ChalleNGe could suggest pathways to improve program effectiveness; we will explore this topic in an analytic task (see Chapter Four).

Placement

During the residential phase of ChalleNGe, all cadets develop a post-ChalleNGe plan; cadets use the P-RAP form as a tool to assist in their planning. Many of the sites have modified the P-RAP and they use the tool in somewhat different ways, but completing the P-RAP generally includes a substantial amount of detailed planning. A cadet's plan may focus on obtaining additional education, searching for and obtaining employment, joining the military, or some combination of these options (any of which are defined by the ChalleNGe program as successful placement).

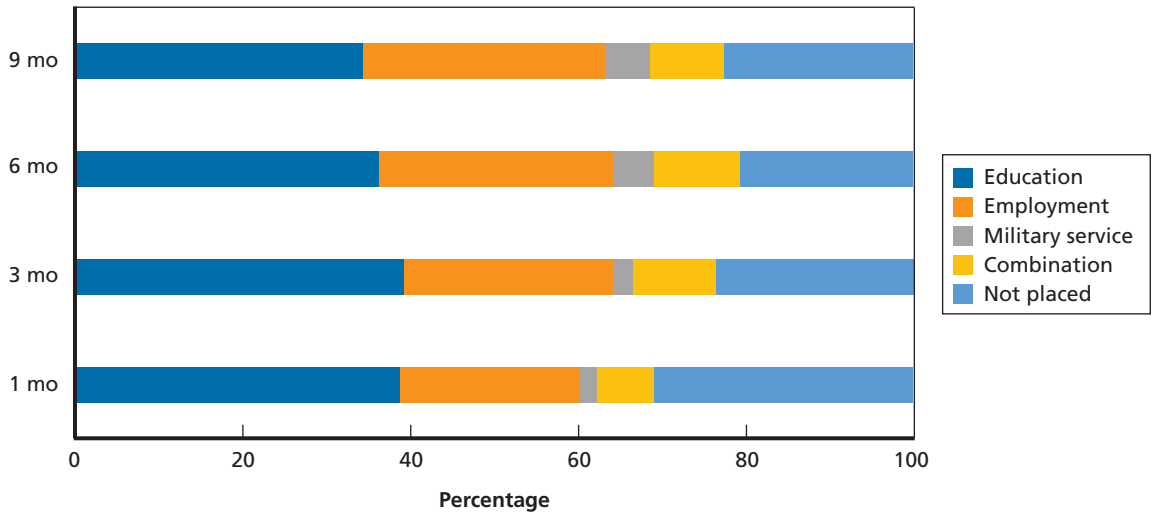
As in past data collections, we requested and received information on placements of recent graduates at various points after graduation. We collected information at shorter intervals than

in the past because of the acceleration of our 2020 data collection.[20] As shown in Figure 2.11, most cadets report having a placement immediately after graduation, but over one-quarter of graduates report no placement. Placement rates increase between months one and three, but throughout the period covered by our data, a bit more than one in every five cadets reports not being placed.

Education is the most common initial activity; within a month of leaving ChalleNGe, nearly 40 percent of cadets report attending school (and another 5 percent report combining school with another activity). As time passes, rates of school attendance and employment become more similar; by nine months after graduation, roughly one-third of graduates report school enrollment, while nearly 30 percent of graduates report employment and another 6 percent report combining employment with education or military service. Military service remains relatively rare over the nine months following graduation; the fact that many ChalleNGe graduates are not yet 18 years old may explain this. But military service does become more common over time; the same is true of placements that combine one or more activities (education, employment, military service).

As in the past, sites reported difficulties in maintaining contact with mentors (recall that mentors are volunteers from the cadet's home community and that they have primary responsibility for reporting placement information). But sites report maintaining contact with the vast majority of their graduates; at the one-month mark post-graduation, sites report maintaining contact with over 90 percent of graduates and by month nine, sites report maintaining contact with over 80 percent of graduates. (Sites report maintaining contact with only about two-thirds of their mentors in the months immediately following graduation).

Figure 2.11
Placement of Recent ChalleNGe Graduates



NOTES: This figure uses information that was reported by the sites in June and July 2020. One- and three-month figures include Classes 52 and 53. Six- and nine-month figures include only Class 52 because many members of Class 53 graduated less than six months prior to the data collection.

[20] At the point that we collected data, most graduates of Class 52 had completed ChalleNGe at least nine but less than 12 months prior; most graduates of Class 53 had completed the program at least three but less than six months prior.

In general, the placement patterns in Figure 2.11 are similar to the patterns observed in earlier data (see, e.g., Constant et al., 2020). The timing of this current data collection means that in most cases, placement data were from March 2020 or earlier (March 2020 represented the third post-graduation month for the majority of Class 53 graduates, and represented the ninth month post-graduation for the majority of Class 52 graduates). This suggests that the COVID-19 pandemic had only minimal influence on the placement rates that are shown in Figure 2.11. However, the pandemic caused substantial job losses and shutdowns during the late spring and summer of 2020. Therefore, understanding how the pandemic has influenced ChalleNGe participants will require careful tracking of the longer-term placement rates for Classes 52 and 53. As part of future data collection efforts, we will develop a series of questions to assess the pandemic's influence on ChalleNGe participants.

COVID-19 Related Disruptions

In this section, we describe sites' responses to COVID-19. We include information on sites' responses as the pandemic broke out in the United States during the spring of 2020, and also on sites' plans going forward.

Most sites (31 of the 39 in operation in 2019) operate on a schedule that has classes beginning in January and July. At these sites, the second class of 2019 cadets (Class 53) entered in July 2019 and graduated, on schedule, in December 2019. Thus, cadets who entered these sites in 2019 were not affected by COVID-19 during the residential phase. Among the sites operating on alternate schedules, three sites began in August or September 2019; graduations were in January or February 2020. Like the sites that began in July 2019, residential operations during Class 53 were unaffected by COVID-19 at these three sites. However, COVID-19's appearance during the post-residential period is likely to have influenced placement outcomes for these cadets. We will collect detailed data on placement outcomes for these cadets in our next data collection effort.

Five sites admitted Class 53 during October or November 2019; among these, three reported disruptions: One site compressed the residential program by one week, one site shifted to online instruction to finish the cycle, and one site requested early release (the latter was not because of COVID-19 but an earthquake in Puerto Rico). The other two sites held to their planned schedules.

We also asked how sites had altered their plans for the cadets who were admitted during 2020, and if the sites had furloughed or had plans to furlough any staff because of the pandemic. Finally, we asked if the sites had made any modifications to their processes for collecting placement data because of the pandemic. Sites reported a variety of modifications for Class 54 (the first class that began during 2020). Many sites released cadets in mid-to-late March; other sites cancelled home visits and held cadets, but with restrictions on who could enter the site. Among the sites that released cadets, some reported moving to online instruction but most did not. Some sites reported offering cadets who were released a guaranteed spot in a future class.

We also asked sites about their plans for Class 55. Based on our interactions with some of the sites during this period, we know that both the situation and sites' future plans were extremely fluid during the period of our data collection. Therefore, the information reported here may have changed for sites between the data collection period and the latter portion of 2020. However, during the summer of 2020, sites reported a variety of modifications for

Class 55, including adjustments to schedules, a decrease in the total number of cadets, other modifications for social distancing and thorough cleaning, and, in some cases, closure of the site through the end of 2020. Four sites reported furloughing both cadre and other staff members; two additional sites reported furloughing other staff (but not cadre). Generally, sites are funded based on the expected number of graduates, but it is unclear how funding will change in the near term because of COVID-19; going forward, we will continue to track sites' responses to the pandemic.

Time Trends, 2015–2019

Collecting consistent, cadet-level data has been our focus over the past five years; we now have data on ten classes of cadets. Such data are necessary to determine relationships between policies and cadet success and to document trends over time. In this section, we present trends on some key measures, including the numbers of applicants, participants (entrants), and graduates. Given the recent changes in the TABE and the difficulties involved comparing scores across TABE versions, we do not present trends in TABE data in Figure 2.12.[21]

As shown in Figure 2.12, many of the trends that we track have remained fairly flat over the past five years. However, the number of applicants and the graduation rate both trended upward slightly in 2019 when compared with previous years. (The increase in graduates occurred despite the New Jersey site recording no graduates from Class 53; cadets from this class were sent home early because of the COVID-19 pandemic).[22]

As in previous years, graduates are a subset of entrants, and entrants are a subset of applicants. The dropoff between applicants and entrants is substantial; some applicants are not admitted to the program, and some who are admitted choose not to enter. The clearest upward trend is in the number of applicants. One interpretation of Figure 2.12 is that sites became more discerning with admissions this year than they had been in past years—in total, sites reported receiving about 500 more applications in 2019 when compared with 2018, but sites admitted only about 150 additional cadets. In contrast, they graduated nearly 200 additional cadets (even though the New Jersey site recorded no graduates in Class 53).

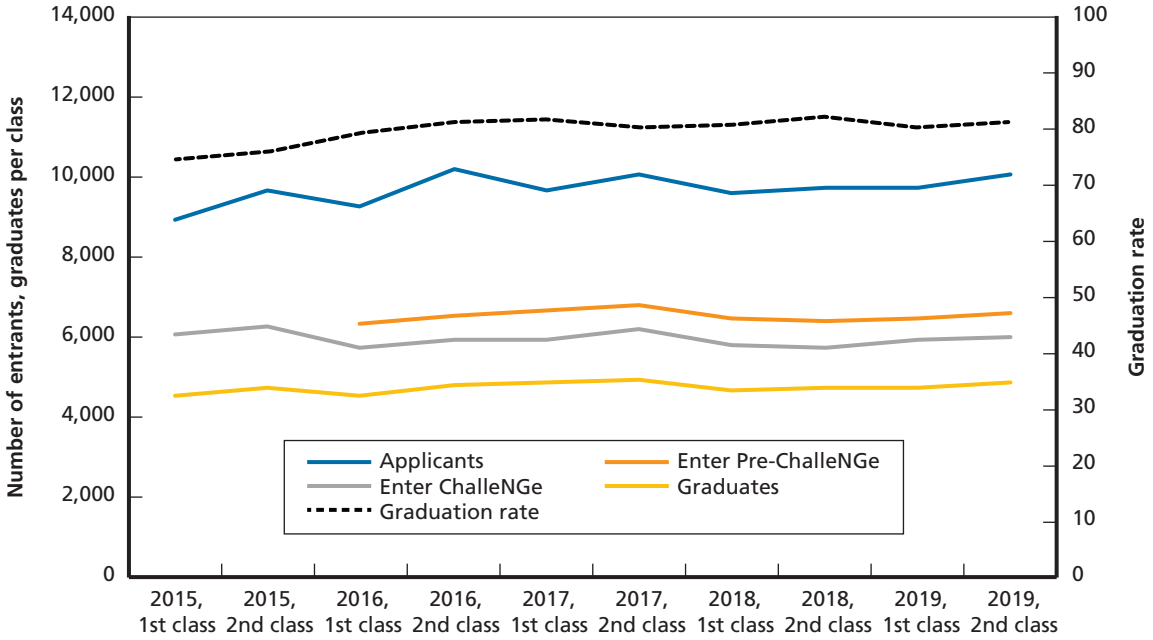
Summary

In this chapter, we provide a snapshot of the ChalleNGe program in 2019–2020. This includes information on two recent classes (cadets who entered ChalleNGe sites in 2019). Information includes the numbers of applicants, participants, and graduates; rates at which cadets achieve key milestones; and placement rates for recent graduates. We also provide information and analyses of sites' recruiting practices, and the recruiting-related challenges that the sites report.

[21] Over the past 18 months, many of the sites have switched from TABE 9/10 to TABE 11/12; scores on the TABE 11/12 tend to be lower than those on the 9/10.

[22] Note that the graduation rate used in Figure 2.12 is consistent across all ten classes but is slightly different than the graduation rate used earlier in the chapter; earlier in the chapter, we calculate graduation rates using entry into Pre-ChalleNGe, while in Figure 2.12 we calculate graduation rates using entry into ChalleNGe (after the acclimation period). The general results in Figure 2.12 also hold when we calculate graduation rates based on entry into Pre-ChalleNGe, although doing so shortens the available panel of data.

Figure 2.12
Time Trends, 2015–2019



NOTES: This figure uses information that was reported by ChalleNGe sites in June and July 2020 and comparable information collected from 2016 through 2019. As in previous reports, the graduation rate is calculated by comparing the number of cadets completing ChalleNGe with the number entering ChalleNGe; this definition, which can be calculated consistently from the data collected across all 10 classes, is slightly different than the definition used elsewhere in this chapter. The data included in this figure are not directly comparable with the information included in Figure 2.8 in Wenger, Constant, and Cottrell, 2018, because in that report, we excluded 2017 data from the Puerto Rico site because of Hurricane Maria–related disruptions. This chart includes 2017 data obtained later from the Puerto Rico site. Class 53 cadets were released early from the New Jersey site; the site reported zero graduates. Later data collections improved on the 2015 collection; in 2015, there was inconsistency in the entry statistics; some sites reported Pre-ChalleNGe entrants, and some reported ChalleNGe entrants. Thus, we interpret the first two points on the orange "Enter Pre-ChalleNGe" line with caution.

We present some comparisons of graduation rates across sites and how these rates differ by site characteristics. This chapter also includes time trends, and some information describing sites' responses to COVID-19.

During 2019, nearly 13,000 young people enrolled in ChalleNGe and just over 9,500 graduated from the program. Over 4,000 achieved a credential (when we define the credential narrowly to include completion credentials or high school diplomas; over 70 percent received a credential when we also include high school course credits). Of course, recent graduates may earn credentials in the months after leaving the program; these credentials are not uniformly recorded and would not be reflected in these numbers. The numbers of applicants and entrants trended up slightly in the most recent classes; despite an early dismissal at one program that resulted in no graduates being recorded, both the number of graduates and the graduation rate increased slightly as well.

Standardized test (TABE) scores also appear to track with those of earlier cohorts. Cross-cohort comparison is complicated by the fact that some, but not all, sites have begun to adopt the newest version of the TABE. This new version (the TABE 11/12) differs from the earlier version in several ways; one salient aspect of the new TABE is that a given student will likely

score substantially lower on this version than on the TABE 9/10. Because of this difference, we recommend that sites reexamine how they use the TABE as they adopt the new version. In particular, sites that may set entry level rates (minimum required scores) based on TABE should reexamine those rates. We present TABE results separately by version because of the differences across versions. We will continue to track the new TABE and will provide relevant information linking the TABE 11/12 to other relevant outcomes (such as the probability of passing the GED or HiSET) as soon as such information is available and validated. Regardless of version, cadets continue to demonstrate substantial improvements on TABE during the residential period.

Cadets also continue to demonstrate substantial improvements in physical fitness during the residential phase. Although there is variation in the average amounts of community service, cadets at all sites perform service that is of substantial value to their communities. Eligible cadets also register to vote and for the Selective Service at high rates. Placement rates improve as cadets have more time to obtain placements; education is the most common placement in the months immediately following graduation from ChalleNGe, but employment and military service become more common in the later months. We will continue to track placements carefully, given the current labor market disruptions caused by COVID-19.

The overall graduation rate at ChalleNGe sites has remained roughly constant over recent years, but there is substantial variation in graduation rates across sites. Some of the variation is surely tied to local- or state-level factors (such as cadets' prior educational experiences). But some of the variation is correlated with site-level factors. As in past reports, we track several such factors here; we find that graduation rates are higher at larger sites (although the difference is modest), at sites that issue home passes, at sites that cadets are more likely to visit prior to entering the program, and at sites with lower staff turnover. The difference by staff turnover is quite substantial. Of course, these estimates are not causal, but they suggest that there might be factors within sites' control that influence graduation rates. We are working to explore these differences in an analytically rigorous manner.

Many of the sites experienced some level of disruption during the summer of 2020 because of the COVID-19 pandemic. We will continue to track sites' responses to COVID-19; we expect that the pandemic could have multiple effects over the next few classes.

CHAPTER THREE

Analyses in Support of Job ChalleNGe

In the first part of this chapter, we describe the Job ChalleNGe program, providing general information about the six sites, including enrollment, courses offered, and other programming details. We also describe the approach and progress to date on the Job ChalleNGe implementation and outcomes studies. The implementation study focuses on how program features, policies, and processes align with the program design; the extent to which features align with best evidence-based practices; and discovering barriers or facilitators to implementation. The outcomes study focuses on the relationship between the Job ChalleNGe program and participants' eventual outcomes.

The Job ChalleNGe Program

As described in Chapter One, Job ChalleNGe began in 2016 as a joint initiative among DoD, DoL, and DoJ to provide ChalleNGe graduates with the opportunity to receive further education and training in an occupationally focused field in a ChalleNGe-like setting. Beyond the focus of completing high school, which was one of the core objectives of the ChalleNGe program, the intent of Job ChalleNGe was to prepare graduates for direct entry into the workforce, enhance candidacy for military enlistment, and provide foundational preparation for further postsecondary education. Only ChalleNGe graduates are eligible to attend Job ChalleNGe, and the program follows a similar duration of 5.5 months in a residential setting. Job ChalleNGe began with three pilot sites (Michigan, Georgia, and South Carolina) and expanded to six sites in 2019 (California, West Virginia, Louisiana). Beginning also in 2019, Job ChalleNGe fell completely under DoD auspices, with the exception of Louisiana, which received redirected Job Corps funding from DoL.

Similar to ChalleNGe, Job ChalleNGe emphasizes the holistic development of participants, but with a particular emphasis on the completion of an occupationally focused credential. In effect, participation in Job ChalleNGe expands the residential period for ChalleNGe graduates who choose to attend by another 5.5 months. According to staff at the sites, Job ChalleNGe is also seen as especially important for recent ChalleNGe graduates who have not completed their high school credential as a way of helping them do so by maintaining the structure and support they experienced during ChalleNGe. It also provides an opportunity for graduates of earlier ChalleNGe cohorts, up to a certain age, to return for job skills training to enhance their job prospects or military enlistment eligibility, or prepare for postsecondary education pursuits.

Job ChalleNGe sites typically form partnerships with local community colleges and/or industry associations to provide training. In the case of community college partnerships, Job ChalleNGe and the community college collectively choose the courses and career pathways that they to offer to participants. Typically, these determinations are made through a combination of assessing which occupations are likely to be in high demand and thus position graduates for good entry-level jobs and the interests of the participants themselves. Community college partners are not always able to accommodate all requests, particularly given instructor availability and other scheduling considerations.

Basic Information About the Job ChalleNGe Sites

Job ChalleNGe is currently implemented in six states—the three original pilot sites that opened in 2016 and the additional three that opened in 2019 (Table 3.1). Job ChalleNGe sites have one or more training partners. Most often, participants are transported to and from partners' campuses to attend classes or training. Notably, Georgia Job ChalleNGe has two community college training partners offering different occupational courses, and Louisiana and West Virginia each partnered with both a community college and industry-based association. Several sites, including those in South Carolina, California, and Louisiana, changed their training partner between cohorts—or have plans to do so—to better meet their needs and program goals. In other circumstances, educational partners send instructors to the Job ChalleNGe site for instruction. West Virginia's Mountaineer Job ChalleNGe hosts instructors for its pre-apprenticeship training in the construction trades in their facilities at Camp Dawson.

Table 3.1
Summary of the Six Job ChalleNGe Programs

State	Location	First Cohort	Number of Cohorts as of December 2019	Partner Institution(s)
California	Los Alamitos	August 2019	1	• Long Beach City College • Cypress Community College (previous)
Louisiana	Carville	January 2020	0	• River Parishes Community College • Associated Builders and Contractors
West Virginia	Kingwood	August 2019	1	• Pierpont Community and Technical College • Robert C. Byrd Institute
Georgia	Fort Stewart	August 2016	8	• Savannah Technical College • Coastal Pines Technical College
Michigan	Battle Creek	August 2016	8	• Kellogg Community College (Regional Manufacturing Center)
South Carolina	McCrady Training Center, Fort Jackson	August 2016	8	• Midlands Technical College • Aiken Technical College (previous)

NOTE: This information was gathered through interviews, site documentation, and data collected by the National Guard Bureau (NGB).

Table 3.2 presents selective information, collected by NGB, that describes the three Job ChalleNGe pilot sites covering a total of seven classes beginning in 2016 to the late spring and early summer of 2019. These data, which were collected in November 2019, do not include the three new Job ChalleNGe sites that opened in the fall of 2019. Over the first three years of the Job ChalleNGe pilot phase, Georgia Job ChalleNGe enrolled a cumulative total of 446 participants and had a completion rate of 80 percent. The South Carolina and Michigan Job ChalleNGe programs were comparatively smaller than Georgia's program, at 308 and 347 enrollees, respectively. Although all Michigan Job ChalleNGe participants were reported to have completed the program, South Carolina Job ChalleNGe reported a 57 percent completion rate. All three programs reported close to the same share of women (around 20 percent) in their graduating classes. Variation in completion of the program is one area that the implementation study is designed to collect data on—for example, examining, through interviews, the types of difficulties that programs are facing in retaining students, which, in turn, could affect the students' longer-term outcomes.

Developing a Job ChalleNGe Logic Model

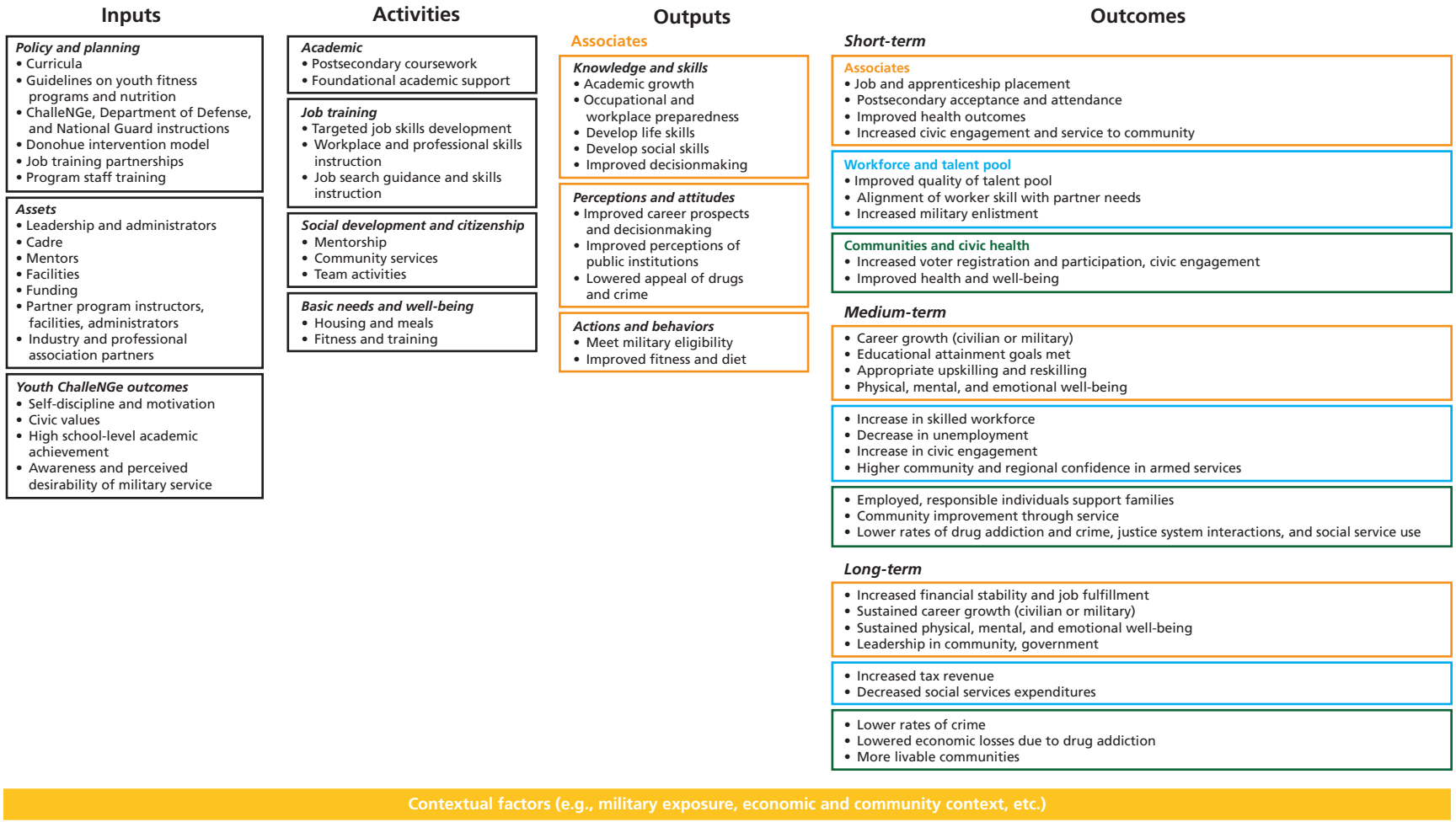
One of the first steps in commencing the study was for us to develop a Job ChalleNGe logic model that describes the key design features of the program and its intended goals. The logic model illustrates the inputs, activities, outputs, and outcomes associated with Job ChalleNGe, drawing much of its design and components from the ChalleNGe model, given the two programs' close affiliation (see Figure 3.1 for the Job ChalleNGe logic model). The various components were identified through a synthesis of information derived from program descriptions, prior reports, and conversations with program leadership during the early fact-finding phase of the RAND research project. Notably, Job ChalleNGe programs have substantial involvements with partner institutions, typically post-secondary education or training institutions, such as a community college or a training center affiliated with an industry-based association or union. This involvement is incorporated into the inputs and also into the activities because Job ChalleNGe participants spend a significant portion of their time at the campus of the community college or training center attending classes.

Table 3.2
Enrollment and Completion Information on the Three Pilot Job ChalleNGe Sites

Site	Total Applicants	Total Accepted	Total 1st Week Enrollees	Graduation Rate (percentage)	Women Graduates (percentage)	Non-White Graduates (percentage)
Georgia (2016–2019)	569	510	446	80	20	81
Michigan (2016–2019)	414	377	347	100	21	41
South Carolina (2016–2019)	425	309	308	57	23	70

NOTES: Data from NGB and authors' calculations. Data that were reported by NGB aggregated calendar years 2016 through 2018, when funding fell under the DoL, DoD, and DoJ arrangement. Data were then reported separately for 2019 when the program fell under DoD completely. Michigan Job ChalleNGe reported one more graduate then enrolled in the first week, thus greater than 100 percent graduation, but the rate has been capped at 100 percent.

Figure 3.1
Logic Model Describing the Job ChalleNGe Program



An important area of overlap between ChalleNGe and Job ChalleNGe is in the expected outputs and outcomes. Each program strives to assist its youth participants with the goal of completing or working toward completing a high school credential to provide opportunities for them to pursue postsecondary education, find a "good" job, or enhance participants' eligibility to join the military if they choose to do so. Job ChalleNGe extends the time during which ChalleNGe graduates can complete their 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, and an industry-based certification that they can use as currency in the job market or to gain an apprenticeship as an entry point into an occupational trade. Some Job ChalleNGe participants earn college credit that they can further build on toward an associate's or a bachelor's degree. These additional college-based credentials and credits that supplement a GED or high school diploma also enhance military enlistment eligibility, including affording applicants a choice from a fuller range of occupations and a potentially higher paygrade on entry. We expect to continue refining this logic model throughout the course of the study.

Examining the Implementation and Outcomes of Job ChalleNGe

The logic model in Figure 3.1 will guide RAND's overall approach, and it will be particularly important in examining program implementation. Although examining outcomes gets at the "what" aspect of the study, examining implementation helps us get at the "why" and "how." The logic model illustrates the components of Job ChalleNGe and the ways in which these components are hypothesized to produce positive change for participants, their families, and their communities. Fulfillment of the expected outcomes illustrated in the logic model depends both on whether the design of Job ChalleNGe, realized through the inputs, activities, and outputs, yields the desired outcomes shown in the model (program design), and whether the Job ChalleNGe design, as it is conceived in the logic model, is implemented fully at the site level (implementation fidelity to program design). In other words, variation in outcomes could be attributed to characteristics of implementation, such as the comprehensiveness and quality of implementation by each site, or, if implemented fully (i.e., with fidelity), it could be attributed to the program design itself. Thus, it is necessary to collect both outcomes and implementation information.

In addition to evaluating both program design and implementation, the logic model also provides the opportunity for course corrections, should careful monitoring reveal that implementation is not proceeding as designed. For example, if course attendance is lagging or participants are struggling to complete their coursework and earn their certificate, then it may be the case that additional supports are needed to assist participants in mitigating those challenges. These early warnings through monitoring of activities and output indicators ensure that sites stay on course with program implementation and increase the likelihood of achieving the desired outcomes.

The outcomes analysis is still in its earliest phase, but this research will identify the degree to which program participation led to the hypothesized outcomes for participants of Job ChalleNGe. Short-term outcomes data collected on Job ChalleNGe participants would consist of information on high school degree attainment, college enrollment and completion, and an indicator for whether they were placed in a job or apprenticeship. Data that are collected during

implementation, such as course offerings (inputs), participant course attendance and supports provided (activities), and certification of course completion (outputs), provide information on how well the site is adhering to the Job ChalleNGe program design. As defined by the Job ChalleNGe logic model, completing those steps should yield the intended outcomes: enhanced employment prospects, postsecondary education continuation, or military enlistment.

To the extent data access permits, we will seek opportunities to conduct analyses that allow for causal estimates of program outcomes. The gold standard for establishing causal mechanisms is a research design that allows for random assignment of individuals into either a treatment or a control group; in this case, the treatment is participation in the Job ChalleNGe program. A research design based on random assignment is frequently referred to as a randomized control trial (RCT), and, if done appropriately, assures baseline equivalence between the treatment and control groups. This means that both groups are the same on both observable and unobservable factors that are considered to be correlated with the outcomes of interest. Thus, any estimated difference between the treatment and control can be attributed to participation in Job ChalleNGe. For this particular study, an RCT is not feasible for various reasons, and thus an alternative approach is needed.

One such approach that falls short of an RCT but is nonetheless still sufficiently robust to potentially generate causal estimates is to employ quasi-experimental techniques that establish baseline equivalence and analyze differences between synthetically constructed comparison groups. In this case, the treatment group would be Job ChalleNGe participants, one comparison group would be ChalleNGe participants in the same state who did not go on to Job ChalleNGe, and the other comparison group would be youth in the same state who did not participate in either ChalleNGe or Job ChalleNGe but are otherwise similar on observable characteristics. Still another comparison group would be ChalleNGe graduates in states without a Job ChalleNGe program. Because individuals were not randomly assigned to either a treatment or control group, there is no guarantee that baseline equivalence between these groups has been established. For example, choosing to attend Job ChalleNGe could reflect an intrinsic motivation in a ChalleNGe graduate to pursue additional credentials beyond a high school degree. That intrinsic motivation to attend Job ChalleNGe is likely to be correlated with future education and employment outcomes. Motivation is not directly observed in data that are collected and therefore difficult is to control for. Nonetheless, baseline equivalence can plausibly be established if we can control for a host of variables that are available across all the groups, including demographics, socioeconomic status, and academic achievement, and if we apply robust quasi-experimental techniques that manage the influence of unobservable factors. To be able to do that, however, we will require access to sufficiently large samples and longitudinal data.

Data Sources

Table 3.3 lists the sources of information that will be drawn on for both the implementation and the outcomes analyses. For the implementation study, the main data sources will include (1) review of program documentation including curriculum materials, program descriptions, and other documents; (2) semistructured interviews with program leadership and staff; (3) semistructured interviews with educational partner leadership and instructors; (4) structured observations during site visits; (5) focus group discussions with participants; and (6) program-administered pre- and post-session surveys of participants. These different sources will allow us to examine program components, operations, and quality of partnerships

Table 3.3
Summary of Data Sources

Data Source	Description	Dates for Data to Be Collected	Comments
Documentation of program components	Program overview slides and descriptions	Fall 2019, 2020, 2021, and 2022	These will be collected annually to take into account any changes.
Courses offered and relevant curriculum information	List of courses offered or to be offered with descriptions, and other education program materials	Fall 2019, 2020, 2021, and 2022	We are compiling a list of courses from information provided by the sites during the February 2020 Directors' Conference.
Fact-finding visits and phone conversations	Site visit or phone call to gather facts about the program	Fall 2019 and spring 2020	Two sites were visited in fall 2019: West Virginia and Louisiana. We conducted phone calls with leadership of remaining four sites in spring 2020.
Semistructured interviews	Interviews with staff of the programs and training institutions to understand program operations; interviews with employers and industry	Spring and summer 2020 and 2021	These were initially intended to be in-person site visits, but were subsequently converted into virtual interviews with staff of Job ChalleNGe and partners in response to the COVID-19 pandemic.
Focus groups	Focus groups with participants to understand program experiences	Spring and summer 2020 and 2021	These did not occur because of the COVID-19 pandemic. Most participants were participating in the program remotely, or had completed and/or left the program.
Surveys	Pre- and post-program paper survey of participants	Spring and summer 2021 and 2022	This was intended for spring 2020, but COVID-19 pandemic interrupted it.
Structured observations	Structured observations of facilities, classrooms, and other activities spaces.	Spring and summer 2020 and 2021	These were intended to be conducted as part of the in-person visits.
Administrative data	State-level, multi-agency longitudinal data collected on all state residents that captures education, employment, and other information	Ongoing	Available data will be collected to cover a sufficient time period to examine Job ChalleNGe attendance and outcomes.

NOTE: This table reflects both the original plan and the revised plan, because of COVID-19-imposed restrictions.

through document review, gathering perceptions of Job ChalleNGe and partner staff, program participants, and other stakeholders. The study will also identify both challenges and opportunities to the implementation of Job ChalleNGe.

As noted previously, the outcomes analysis will require a rich source of data that provides detailed information on individuals over time to allow comparison groups to be constructed. One such source of data that could be leveraged is existing state longitudinal data systems that compile information about education, employment, and criminal justice involvement, as well as detailed characteristics of anyone who has enrolled in a public school or a higher education institution, or has been entered into employer payroll system. This information is fed by state agencies and postsecondary education institutions into a single integrated database and permits the construction of a detailed historical profile on an individual. These longitudinal

data systems are frequently referred to as PK–20 or PK–20W (covering prekindergarten entry to university education and the workforce) and typically maintained at a state-level agency. Several the states in which ChalleNGe and Job ChalleNGe sites are located compile such databases, and we are currently exploring opportunities to leverage these data as part of the outcomes analysis.

Next, we provide more information about our progress on the implementation study.

Insights from Spring and Summer 2020 Interviews

The interviews conducted with program and partnership staff generated some insights into how Job ChalleNGe is being implemented. Table 3.4 includes the number of interviews conducted as part of the implementation study, organized by site and staff role. The disruption in operations because of COVID-19 created tremendous challenges that the programs had to contend with, though it also presented opportunities for programs to troubleshoot and collaborate with their partners to find workaround solutions. Analysis of these interviews is ongoing, but below we share a few of the insights that we have gathered to date. A fuller exposition of the findings will be reserved after the analysis has been completed.

All or Most Programs Offered Courses in a Set of "Core" Fields, with Some Variation in Offerings Outside Those Core Areas

An analysis of the courses offered by the programs found that most programs (except West Virginia) offered courses in welding and in the health fields, typically in Certified Nurse Assistant/ Aide (CNA) or phlebotomy. Table 3.5 shows the specific course offerings. Our interviews suggest that these choices reflect strong demand for middle-skill health professionals across the country, particularly in nursing.[1] A further justification for offering CNA is that it allows both direct transition into the workforce with licensing that can be completed within the duration designated for Job ChalleNGe, and that it is a field that allows for further education toward

Table 3.4
Interviews Conducted Using a Virtual Format in the Spring and Summer 2020

Site	Program Leadership	Student-Facing Staff	Administrative Staff	Partner Administrator	Partner Instructor	Total
California	2	13	3	3	8	29
Georgia	3	4	0	4	3	14
Louisiana	1	4	2	0	0	7
Michigan	2	5	0	0	0	7
South Carolina	2	6	0	3	2	13
West Virginia	1	7	3	0	0	11
Total	11	39	8	10	13	81

NOTE: Numbers listed in the cells represent the number of individuals interviewed during spring and summer 2020 data collection by role and site.

[1] *Middle-skill* jobs require some postsecondary training but generally do not require a four-year degree.

Table 3.5
Most Commonly Offered Courses Across the Job ChalleNGe Programs

Course	California	Georgia	Louisiana	Michigan	South Carolina	West Virginia
Welding	X	X	X	X	X	
CNA	X[a]	X	X	X	X	
HVAC		X		X	X	
Phlebotomy		X	X		X	
Electrical			X	X		
Commercial Driver's License		X				X
Automotive	X	X				

NOTE: This information was gathered from course documentation provided by each of the Job ChalleNGe sites at the February 2020 Directors' Conference in Arlington, Va.
[a] California also trains for a certified Home Health Aide.

more-advanced qualifications and career progression, including nurse practitioner, registered nurse, and other additional advanced nursing professions.

Welding was also a field that was very popular across most of the Job ChalleNGe sites and a popular choice among incoming Job ChalleNGe participants, according to our interviews. Similar to CNA, welding is a field with opportunities for further career progression and a strong nationwide demand. However, a career in welding typically requires completing an apprenticeship through an employer or a welding association. Our interviews suggest that, to date, Job ChalleNGe staff are aware of very few participants who take the welder's course and subsequently embark on the next steps to become licensed welders.

There Is a Significant Focus on the Core Components of Job Skills and Academic Excellence, with Less Time Remaining to Devote to the Other Core Components

The amount of time that Job ChalleNGe participants spend attending classes and being transported to and from an external campus to fulfill the academic excellence and job skills core components could mean that they have less time than a typical ChalleNGe cadet would have to engage with the other core components. Moreover, some Job ChalleNGe participants are simultaneously working on completing their high school credential (GED or high school diploma), further constraining the time they might have for the other core components. For example, while physical training (PT) is an important part of the morning routine for ChalleNGe cadets, interviews with Job ChalleNGe staff reveal that the logistics of getting Job ChalleNGe participants to the education institution to attend their classes makes it difficult to consistently perform their PT activities. Programs try to dedicate common time for PT exercises, but variation in schedules and coursework requirements makes it more challenging to schedule group activities, including PT and community service. In general, the fulfillment of all eight core components might be less rigidly structured than is the case with ChalleNGe, where cadets spend the bulk of their time attending activities on campus.

Variation in Duration of Courses Across Fields Suggests That Job ChalleNGe Provides Less of a "Common" Experience for Participants Than ChalleNGe

Job ChalleNGe and ChalleNGe share a lot of commonalities in terms of intent to provide a quasi-military, residential experience with an emphasis on the eight core components. However, Job ChalleNGe is also inherently different from ChalleNGe, particularly with its emphasis on two of the core components (academic excellence and job skills), potentially at the expense of the other six core components and the absence of a common "cohort" experience, given the range of occupational tracks and associated program durations in which participants participate. Although these offerings provide opportunities for Job ChalleNGe participants to pursue fields in areas of interest, they also lessen the amount of time that participants get to experience the program as a collective cohort. In fact, the programs look for ways to fill in the schedules of Job ChalleNGe participants who complete their courses before the end of the program. This is particularly the case for the non-credit bearing courses that are designed to be short in duration. In some cases, participants have opted to leave the program having completed their course requirements before the end of the 5.5-month period. We will be able to further investigate this potential finding through future focus group and survey data collection with Job ChalleNGe participants.

Response to the COVID-19 Pandemic Varied Across Programs and Was a Function of Several Factors, Including Relationships with Partners, State Mandates, and Other Factors

Each of the Job ChalleNGe programs had to contend with complex, multidimensional constraints in their responses to the COVID-19 pandemic. The sites were attempting to interpret and act on state and local mandates regarding the response and factor in parent and guardian wishes and requests, and generally look out for the health and safety of the participants and their staff. Moreover, their partner institutions responded differently to the pandemic, in some cases unable to continue planned training while, in others, successfully converting courses designed to be hands-on into an online format. In some ways, the pandemic presented an opportunity for sites to develop creative solutions. For example, based on interviews conducted, we learned that California Job ChalleNGe worked with Long Beach City College to convert all of the courses to an online format and keep as many of the cadets as possible enrolled in their courses. Although other programs had to place their staff on furlough, California Job ChalleNGe maintained most of their staff on full-time status—the largest group being cadre—by reassigning these staff members to monitor participant attendance and completion of their courses. This approach was facilitated by Long Beach City College's high relative level of readiness for the transition to virtual instruction. Although it is too early to tell the ultimate outcome as of this writing, this outcome suggests that one approach taken by one of the sites to maintain program operations during a particularly challenging period was successful.

Summary

In this chapter, we describe the Job ChalleNGe program and its transition from a pilot program in three states to a full-fledged program operating in six states with opportunities to expand to other states over time. Job ChalleNGe shares many features of ChalleNGe but is inherently different because of its emphasis on developing job-ready skills in an occupational trade or profession. The success of Job ChalleNGe will depend on both the validity of the Job

ChalleNGe program design and on the fidelity of its implementation across the different sites. RAND is currently undertaking a study to examine the implementation of Job ChalleNGe across the different sites and assess the longer-term outcomes to understand how effective the program is in achieving its goals. The results of this study are intended to help Job ChalleNGe improve both its design and implementation.

Early evidence on the implementation of Job ChalleNGe, collected through interviews with staff during the spring and summer of 2020, suggests that sites have been working closely with their training partners to identify occupations that graduates of Job ChalleNGe can transition to directly. However, there are also challenges because some high-demand occupations also require additional training, such as an apprenticeship, and it is not yet clear how many Job ChalleNGe graduates who studied in that occupational area continued on with the additional required training. Job ChalleNGe participants take different courses with different durations and schedules, and thus aspects of the ChalleNGe model that emphasize group activities and experiences might be less relevant for Job ChalleNGe. Moreover, the COVID-19 pandemic significantly disrupted the operations of all Job ChalleNGe sites, with responses varying by site. Responses were shaped by state and local regulations and the ability of the training partner to shift to online instruction.

CHAPTER FOUR

Closing Thoughts, Recommendations, and Next Steps

The National Guard Youth ChalleNGe program continues to provide opportunities to young people who are not on track to complete high school. At this point, 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. During 2019, the program served nearly 13,000 youth, about 9,500 of whom graduated from ChalleNGe. Trend analyses indicate slight increases in the numbers of applicants, entrants, and graduates.

ChalleNGe is a broad program, focusing on many aspects of youth development as demonstrated by the eight core components. While attending ChalleNGe, cadets exhibit progress across the components, as demonstrated by a variety of measures that we presented in Chapter Two. About 70 percent of graduates left the program with a recognized credential or with high school credits that helped move them towards high school graduation. Although the earliest ChalleNGe sites awarded only GEDs, sites have moved toward awarding a wider array of credentials over time. This could be a response to the growth in other alternative programs, to changes in the U.S. labor market, or to both.

While attending ChalleNGe, cadets demonstrate progress across many of the core components; measures of progress include standardized test scores but also measures of physical fitness, community service, and registration to vote or take part in Selective Service. Although recent changes in TABE have complicated site and cohort comparisons of standardized test scores, cadets continue to demonstrate substantial improvement during the residential period.

Graduation rates vary across sites, and some of this variation surely is related to local- or state-level factors, but some appears related to site-level factors. For example, graduation rates are higher at sites with lower turnover and at sites that have a policy or practice of applicants visiting prior to entering the program.

Many of the sites experienced some level of disruption during the summer of 2020 because of the COVID-19 pandemic. At the point of our data collection, the situation was fluid in terms of future plans, but the pandemic appeared to have had little influence on initial placement rates. However, the U.S. unemployment rate increased sharply during spring 2020; economic circumstances likely had a substantial influence on placements among those in the first ChalleNGe class of 2020. The disruption also might have affected longer-term placements of cadets from earlier classes. We will continue to track multiple responses to COVID-19 in future data collections and reports.

The Job ChalleNGe program began in 2016 as a three-year pilot project to provide additional skills and training to ChalleNGe graduates; at the end of the three-year period, the program was continued and expanded. As of early 2020, six Job ChalleNGe sites were

operational. We are conducting both an implementation study and an outcomes study of Job ChalleNGe. During the spring and summer of 2020, we collected implementation data, completing roughly 80 virtual interviews with Job ChalleNGe staff and their training partners. Using this information, we found that programs offer training in occupations with high local demand. Although this strategy appears sensible, some of these occupations require additional training, and the share of Job ChalleNGe graduates who will continue down a training pipeline after leaving the program is unknown. Additionally, the program experience differs across sites but also within single sites. The within-site differences appear to be driven by course durations and schedules. This makes the Job ChalleNGe experience less consistent across sites than the ChalleNGe experience. Finally, COVID-19 proved disruptive to Job ChalleNGe sites; responses varied by site and were shaped by state and local regulations as well as training partners' flexibility and online capacity.

Based on these findings, we have developed a set of recommendations to further strengthen ChalleNGe and Job ChalleNGe.

Recommendations

ChalleNGe sites should adopt site-level policies and practices related to improved graduation rates. ChalleNGe graduation rates vary across sites. Although much of the variation can be attributed to local or state factors, analyses continue to suggest that graduation rates are correlated with some site-level policies and practices. For example, graduation rates are correlated with credential offered, size of program, staff turnover, and schedule of home passes. These relationships suggest that by adopting new policies, many sites could increase their graduation rates. The differences by staff turnover are especially compelling; the differences are large and staff turnover could easily be disruptive to participants. This finding is consistent with previous analyses that show higher graduation rates at sites with higher entry-level wages for staff. We are working to explore these differences in an analytically rigorous manner, but we recommend that sites examine their levels of staff turnover; sites with persistently high turnover should form a plan to decrease excessive staff turnover.[1] Other findings herein may be helpful to sites seeking to increase graduation rates; for example, graduation rates are higher at sites that require applicants to visit the site prior to entering the program.

ChalleNGe sites should all adopt the newest version of TABE and examine any requirements based on specific TABE scores. ChalleNGe sites use TABE as one method of tracking cadet progress. Currently, some sites use the newest version of TABE, but other sites continue to use an older version. Because scores on the two versions are not comparable, we recommend that sites shift to the new version (which offers substantial information on student progress). We also recommend that sites reexamine any requirements that might be based on specific TABE scores. Such requirements are likely to require adjustment to maintain validity with the new TABE score. Finally, scores should be reported separately by version.

The ChalleNGe program should adopt long-term measures of graduate success. ChalleNGe sites lack long-term measures of graduate success. Such measures are necessary to determine a program's success at meeting its mission, and could also help identify best practices that would

[1] Based on our prior analyses, excessive turnover could be defined as turnover of 35 percent among cadre or 30 percent among instructors annually.

lead to program improvement. We recommend that sites work toward collecting data on long-term success. Developing some measures jointly with the Job ChalleNGe program could produce efficiencies.

Job ChalleNGe should evolve its model using practices from technical education and youth programming. The Job ChalleNGe program is relatively new and still developing. Although ChalleNGe offers a useful model for the Job ChalleNGe program and the focus on common core components brings cohesion across the two programs, it is not clear that some of the core components add substantively to Job ChalleNGe. We recommend a rethinking of the model, using best practices found in technical education and in other youth programs, to determine the feasibility of continuing to emphasize all eight core components within the current model.

Another complication that has emerged within the Job ChalleNGe program involves variation in the duration of courses across occupational fields. This variation exists because training occurs with partners, and the curriculum is designed by the partner (such as a community college). Because of this variation, participants complete different training pipelines at different times. This variation makes the Job ChalleNGe experience less consistent than that of ChalleNGe, and also likely serves to decrease the total time some participants spend at Job ChalleNGe (leading to empty beds during some portions of the program). *We recommend piloting a program with a partner institution to schedule courses in a manner that better aligns with the Job ChalleNGe schedule*.

The Path Forward

As part of the current multi-year project, we are currently planning or beginning three analytic tasks that are described in more detail in the following paragraphs. The tasks draw on multiple data sources. The underlying research questions guiding each study were developed based on discussions with program leadership and an assessment of the salience of the issues revealed in interviews with site staff, along with assessments of team member expertise and budget and timeline considerations. It is important to note that these analytic efforts by no means represent all of the issues facing ChalleNGe and Job ChalleNGe program sites, and that these efforts may evolve during the course of the current project.

Predictors of Cadet Success

Multiple rounds of data collected from ChalleNGe on nearly 60,000 participants across 40 sites reveal that 75 to 80 percent of entering cadets can be expected to complete the program. Those who do not complete the program leave for a variety of reasons, from behavioral problems to self-selection out of the program. This study will examine the main drivers of failure to complete the program, including individual characteristics, program-level factors, and state and local context. The research plan includes building multivariate regression models with site-specific measures. The findings will be used to help programs address the key issues that are associated with cadet non-completion of the program.

Measures of Success

Over the 25-year history of the ChalleNGe program, staff have relied primarily on site-level measures of success focusing on such areas as compliance, short-run cost-effectiveness, and academic gains by participants. Examples of these measures include average gain in standard-

ized test scores, average cost per participant or graduate, compliance score (determined by on-site inspection), graduation rate, and whether a site meets graduation targets. Although they are useful, these measures may not adequately capture program performance and effectiveness. Thus, RAND has developed additional measures, including TABE scores grouped by grade level and value-added measures of TABE and physical fitness scores. Using extensive cadet- and program-level data collected by RAND over multiple rounds of data collection, we will compare these measures with one another to assist ChalleNGe staff and policymakers in determining what each of these measures tells us about ChalleNGe performance, and looking for opportunities to streamline and eliminate duplication and redundancy.

Analysis of the Returns to Credentials

Job ChalleNGe participants who have completed a high school credential, whether a GED or a high school diploma, are able to take courses that grant college credit. Job ChalleNGe participants who have not completed a high school credential generally take noncredit courses in continuing education programs. Recent research attributes positive effects of industry-recognized certifications or licenses on employment outcomes (Gittleman, Klee, and Kleiner, 2018), but there is limited information about further education attainment or rates of success in obtaining professional certifications from those who complete Job ChalleNGe. To our knowledge, decisions guiding participants toward different pathways and tracks are driven by general knowledge about the value of additional coursework beyond high school and existing constraints, rather than drawing on systematic evidence about the varying returns to different credentialing pathways and occupational career choices on future professional licensure, college degree attainment, and employment. This study will analyze the 2008 Survey of Income and Program Participation, a nationally representative survey that collected detailed information on credentials earned, to examine the relationship between different credentialing pathways and future outcomes. The findings of this study are intended to inform Job ChalleNGe programming about the pathways that are associated with future education and employment success.

In closing, over the past five years, RAND has collected data on the ChalleNGe program through annual data calls, site visits, pilot projects, and conversations with program staff. These data indicate that cadets across the ChalleNGe program continue to make progress across an array of areas. The Job ChalleNGe program is still in its early stages of implementation; as of this writing, the program exhibits some strengths and some areas for improvement. The overarching focus of this project remains to help the ChalleNGe and Job ChalleNGe sites track their progress and improve their effectiveness.

APPENDIX

Site-Specific Information

This appendix includes a complete list of the ChalleNGe programs and 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.

The following tables include detailed information collected from each program. We carried out data collection in June and July of 2020. The focus of the data collection was on classes that began in 2019 (Classes 52 and 53, according 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. RAND 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.

The sites are listed alphabetically by state or territory name. Each table includes metrics of the number and type of staff, total funding in 2019, 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 postgraduation 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 51; at the time of our previous data collection, this information was not yet available for cadets in Class 51.

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

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, GED
CA-LA	California	Sunburst Youth Academy	High school credits or diploma, HiSET
CA-SL	California	Grizzly Youth Academy	High school credits or diploma, HiSET
D.C.	District of Columbia	Capital Guardian Youth ChalleNGe Academy	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
GA-MV*	Georgia	Milledgeville 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
IL	Illinois	Lincoln's ChalleNGe Academy	High school credits or diploma, GED
IN	Indiana	Hoosier Youth ChalleNGe Academy	TASC
KY-FK	Kentucky	Bluegrass ChalleNGe Academy	High school credits or diploma, GED
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, GED
NC-S	North Carolina	Tarheel ChalleNGe Academy—Salemburg	High school credits or diploma, HiSET, GED

Table A.1—Continued

Program Abbreviation	State	Program Name	Program Type
NJ	New Jersey	New Jersey Youth ChalleNGe Academy	GED
NM	New Mexico	New Mexico Youth ChalleNGe Academy	HiSET
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
TN*	Tennessee	Volunteer Youth ChalleNGe Academy	High school credits or diploma, HiSET
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	West Virginia	Mountaineer ChalleNGe Academy	High school credits or diploma
WY	Wyoming	Wyoming Cowboy ChalleNGe Academy	High school credits or diploma, HiSET

NOTES: * = denotes programs that closed in mid-2020 in response to the COVID-19 pandemic. As of this writing, a site in Nevada is preparing to open, and sites in Ohio and Pennsylvania are in the planning phases. Information in this table was reported by the sites in June and July 2020 and covers Classes 52 and 53, which began in 2019.

Table A.2
Applicants and Graduates, Classes 52 and 53

	Residential Class 52				Residential Class 53			
Site	Target	Applied	Entrants	Graduates	Target	Applied	Entrants	Graduates
All Sites		9,725	6,445	4,724		10,047	6,551	4,822
AK	144	204	186	149	144	171	164	132
AR	100	252	153	99	100	235	152	104
CA-DC	125	339	155	132	124	241	148	136
CA-LA	190	360	214	194	190	366	215	195
CA-SL	190	319	236	205	190	244	244	199
D.C.	75	79	58	36	75	100	75	49
FL	150	264	205	144	150	285	208	144
GA-FG	*	259	198	151	*	284	212	149
GA-FS	212	316	258	194	213	327	261	215
GA-MV	150	222	144	102	150	277	186	110
HI-BP	100	113	105	79	100	115	83	70
HI-HI	75	95	77	72	75	85	75	62
ID	105	145	138	116	115	177	143	121
IL	175	244	190	108	150	244	199	131
IN	100	181	137	61	100	162	84	61
KY-FK	100	103	81	50	100	152	113	67
KY-HN	100	154	120	92	100	148	111	88
LA-CB	250	379	275	200	250	470	335	262
LA-CM	200	331	238	172	200	300	240	176
LA-GL	250	469	353	251	250	397	289	190
MD	100	239	161	107	100	269	175	111
MI	114	222	143	95	114	301	161	122
MS	200	428	159	169	200	493	267	207
MT	100	160	131	105	100	191	154	124
NC-NL	100	299	154	117	100	346	137	114
NC-S	125	363	145	110	125	422	163	118
NJ	100	358	173	86	100	304	117	N/A
NM	120	176	135	90	120	218	132	105
OK	110	438	174	109	110	434	180	120
OR	125	197	168	139	150	215	169	154
PR	220	299	267	223	220	319	265	223

Table A.2—Continued

Site	Residential Class 52				Residential Class 53			
	Target	Applied	Entrants	Graduates	Target	Applied	Entrants	Graduates
SC	100	156	135	65	100	173	134	83
TN	100	100	57	39	100	53	71	42
TX	100	212	133	97	100	252	136	79
VA	125	222	155	117	125	211	158	118
WA	135	270	164	136	135	270	161	136
WI	100	311	167	101	100	294	139	105
WV	150	341	206	155	150	380	205	148
WY	75	106	97	57	75	122	90	52

NOTES: * = did not report. N/A = not applicable because Class 53 has not been completed as a result of COVID-19 early release. Information in this table was reported by the sites in June and July 2020 and covers Classes 52 and 53, which began in 2019. Target columns represent the program's graduation goal. Additional information on each ChalleNGe site is available throughout this appendix.

Table A.3
Number of ChalleNGe Graduates and Number of Graduates by Type of Credential Awarded, by Site, Classes 52 and 53

Site	Residential Class 52				Residential Class 53			
	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
AK	149	81	0	9	132	71	0	1
AR	99	43	0	0	104	34	0	0
CA-DC	132	0	107	25	136	0	117	19
CA-LA	194	0	177	17	195	0	156	39
CA-SL	205	0	157	47	199	0	156	43
D.C.	36	3	0	0	49	6	0	2
FL	144	101	13	4	144	88	20	5
GA-FG	151	0	0	9	149	38	0	17
GA-FS	194	70	0	0	215	215	0	0
GA-MV	102	24	47	4	110	21	39	8
HI-BP	79	17	1	59	70	28	1	24
HI-HI	72	0	69	0	62	0	62	0
ID	116	0	104	12	121	0	104	17
IL	108	101	0	0	131	84	0	0
IN	61	40	0	0	61	18	0	0

Table A.3—Continued

Site	Residential Class 52				Residential Class 53			
	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
KY-FK	50	0	41	9	67	0	53	14
KY-HN	92	0	92	0	88	0	87	0
LA-CB	200	68	11	1	262	89	21	0
LA-CM	172	59	15	0	176	70	16	0
LA-GL	251	68	0	0	190	93	0	0
MD	107	49	0	58	111	43	0	68
MI	95	0	35	59	122	0	22	100
MS	169	0	0	92	207	0	0	127
MT	105	46	0	0	124	48	0	0
NC-NL	117	60	1	21	114	7	0	10
NC-S	110	0	0	0	118	0	0	0
NJ	86	30	0	0	N/A	N/A	N/A	N/A
NM	90	48	0	0	105	71	0	0
OK	109	4	82	21	120	7	93	17
OR	139	0	134	5	154	0	149	5
PR	223	0	0	223	223	0	0	223
SC	65	25	0	0	83	13	0	0
TN	39	7	25	5	42	16	22	2
TX	97	0	77	18	79	0	67	11
VA	117	58	0	0	118	44	0	0
WA	136	0	136	0	136	0	136	0
WI	101	80	0	0	105	82	0	0
WV	155	0	18	137	148	0	0	130
WY	57	35	14	0	52	17	17	0

NOTES: HS = high school; N/A = not applicable because Class 53 has not been completed as a result of COVID-19 early release. Information in this table was reported by the sites in June and July 2020 and covers Classes 52 and 53, which began in 2019. Credentials awarded include those conveyed during the course of the ChalleNGe residential phase. Counts reflect a single credential per cadet. Cadets with multiple credentials are assigned based on the hierarchy of HS diploma, HS 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 pass the GED are awarded a state high school diploma. In West Virginia, ChalleNGe graduates who pass the state standardized test are awarded a state high school diploma. The Wisconsin program generates a pathway for all credentialing options awarded through 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.4
Core Component Completion—Community Service, ChalleNGe Graduates, Classes 52 and 53

	Residential Class 52			Residential Class 53		
Site	Service Hours/Cadet	Dollar Value/Hour	Total Community Service Contribution	Service Hours/ Cadet	Dollar Value/ Hour	Total Community Service Contribution
All Sites	*	*	$7,165,761	*	*	$7,028,068
AK	70	$28.19	$294,628	50	$28.19	$187,294
AR	82	$21.57	$174,076	72	$21.57	$162,239
CA-DC	45	$31.51	$188,367	49	$31.51	$208,439
CA-LA	51	$31.51	$312,107	49	$31.51	$304,040
CA-SL	42	$31.51	$271,868	54	$31.51	$338,008
D.C.	45	$44.14	$71,065	47	$44.14	$100,948
FL	69	$24.93	$247,321	74	$24.93	$266,350
GA-FG	45	$25.86	$177,141	45	$25.86	$173,973
GA-FS	49	$25.86	$247,713	56	$25.86	$314,044
GA-MV	45	$25.86	$119,253	46	$25.86	$131,183
HI-BP	142	$27.98	$313,572	134	$27.98	$262,788
HI-HI	125	$27.98	$252,058	119	$27.98	$206,940
ID	48	$22.54	$125,595	49	$22.54	$134,733
IL	67	$27.98	$203,904	60	$27.98	$218,272
IN	54	$24.85	$82,167	24	$24.85	$37,027
KY-FK	61	$22.18	$68,082	75	$22.18	$112,031
KY-HN	47	$22.18	$96,039	60	$22.18	$117,377
LA-CB	44	$23.51	$205,818	43	$23.51	$263,723
LA-CM	46	$23.51	$187,539	40	$23.51	$167,062
LA-GL	50	$23.51	$294,862	57	$23.51	$255,225
MD	42	$29.51	$133,474	50	$29.51	$165,374
MI	44	$25.79	$108,112	50	$25.79	$158,144
MS	75	$20.95	$266,631	62	$20.95	$271,009
MT	55	$23.66	$137,065	54	$23.66	$159,258
NC-NL	85	$24.72	$246,429	81	$24.72	$229,624
NC-S	108	$24.72	$292,845	100	$24.72	$292,166
NJ	47	$29.49	$119,435	N/A	$29.49	N/A
NM	64	$22.31	$127,872	47	$22.31	$109,330
OK	51	$23.74	$130,974	57	$23.74	$161,847
OR	87	$26.39	$319,095	76	$26.39	$307,140

Table A.4—Continued

Site	Residential Class 52			Residential Class 53		
	Service Hours/Cadet	Dollar Value/Hour	Total Community Service Contribution	Service Hours/ Cadet	Dollar Value/ Hour	Total Community Service Contribution
PR	52	$13.16	$152,393	41	$13.16	$121,072
SC	20	$24.01	$31,813	45	$24.01	$89,389
TN	0	$23.50	$0	0	$23.50	$0
TX	52	$25.47	$128,624	49	$25.47	$97,741
VA	100	$28.46	$331,331	67	$28.46	$225,972
WA	62	$33.02	$276,229	59	$33.02	$266,108
WI	58	$25.66	$149,020	59	$25.66	$159,308
WV	59	$23.01	$212,021	57	$23.01	$195,486
WY	48	$25.53	$69,225	43	$25.53	$57,404

NOTES: N/A = not applicable because Class 53 has not been completed as a result of COVID-19 early release. Information in this table was reported by the sites in June and July 2020 and covers Classes 52 and 53, which began in 2019. The value of community service is calculated using published figures at the state level for 2018 and 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.5
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 52

Site	Number of Push-Ups		1-Mile Run Time	
	Initial	Final	Initial	Final
All Sites	26	42	10:25	08:22
AK	*	*	10:11	08:33
AR	*	*	11:28	09:53
CA-DC	20	43	10:07	07:41
CA-LA	30	50	09:05	07:26
CA-SL	25	35	09:51	08:00
D.C.	*	*	11:50	09:48
FL	16	30	11:32	07:43
GA-FG	34	46	10:03	07:47
GA-FS	29	52	10:59	08:41
GA-MV	34	44	10:29	08:48
HI-BP	37	51	11:13	08:06
HI-HI	30	45	09:29	08:23

Table A.5—Continued

Site	Number of Push-Ups		1-Mile Run Time	
	Initial	Final	Initial	Final
ID	20	41	10:44	07:37
IL	26	49	11:18	10:09
IN	16	41	13:32	08:57
KY-FK	26	39	12:19	08:57
KY-HN	23	41	10:14	07:35
LA-CB	27	49	09:45	07:17
LA-CM	35	43	07:39	07:15
LA-GL	*	*	10:54	09:44
MD	34	42	10:54	08:31
MI	36	47	07:45	07:58
MS	24	49	10:52	07:42
MT	23	45	11:55	08:27
NC-NL	28	46	13:05	11:40
NC-S	*	*	10:32	08:18
NJ	*	*	11:29	09:31
NM	*	*	08:11	06:24
OK	31	38	11:18	10:04
OR	22	31	10:24	08:09
PR	23	42	09:50	08:02
SC	31	41	09:59	08:59
TN	28	44	10:27	09:06
TX	26	39	10:21	08:49
VA	*	*	09:35	08:14
WA	22	35	10:07	07:39
WI	24	36	09:26	07:22
WV	18	33	10:59	07:43
WY	28	41	10:03	08:17

NOTE: * = did not report. Information in this table was reported by the sites in June and July 2020 and covers Class 52.

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 53

	Number of Push-Ups		1-Mile Run Time	
Site	Initial	Final	Initial	Final
All Sites	25	41	10:29	08:46
AK	*	*	10:27	08:25
AR	*	*	11:32	09:29
CA-DC	21	36	10:34	08:34
CA-LA	28	43	08:57	07:33
CA-SL	21	33	09:38	08:47
D.C.	*	*	12:37	11:29
FL	22	50	10:58	08:39
GA-FG	26	31	11:27	09:30
GA-FS	31	47	09:46	08:45
GA-MV	20	44	11:38	08:24
HI-BP	35	45	11:27	08:00
HI-HI	*	*	09:29	07:38
ID	23	42	09:25	07:42
IL	21	47	11:34	09:30
IN	25	31	11:09	09:45
KY-FK	26	41	13:56	10:06
KY-HN	28	44	09:33	08:36
LA-CB	24	43	09:56	09:11
LA-CM	30	42	11:43	11:07
LA-GL	*	*	13:05	11:51
MD	21	28	11:52	09:48
MI	38	52	08:12	07:52
MS	26	52	10:56	07:40
MT	26	49	10:12	08:03
NC-NL	26	41	14:44	12:01
NC-S	*	*	*	*
NJ	N/A	N/A	N/A	N/A
NM	*	*	*	*
OK	28	41	09:56	09:22

Table A.6—Continued

	Number of Push-Ups		1-Mile Run Time	
Site	**Initial**	**Final**	**Initial**	**Final**
OR	27	40	09:21	07:28
PR	22	36	09:34	07:32
SC	32	40	10:03	10:06
TN	24	32	09:48	09:04
TX	23	33	10:25	09:27
VA	*	*	09:31	08:22
WA	20	36	10:23	07:35
WI	21	36	08:30	07:30
WV	23	41	09:45	07:40
WY	24	44	09:30	08:09

NOTES: * = did not report. N/A = not applicable because Class 53 has not been completed as a result of COVID-19 early release. Information in this table was reported by the sites in June and July 2020 and covers Class 53.

Table A.7
Profile of Alaska Military Youth Academy

Alaska Military Youth Academy, established 1994							
Graduates since inception: 6,081				**Program type: Credit recovery, high school diploma, GED**			
Staffing							
	Instructional	**Cadre**	**Admin**	**Case Managers**	**Recruiters**	**Counselors**	**Other**
Employed	7	26	9	6	1	1	10
Funding							
		Federal Funding		**State Funding**		**Other Funding**	
Classes 52 and 53		$4,239,523		$6,377,062		$800,000	
Residential Performance							
	Dates	**Applied**	**Entered Pre-ChalleNGe**	**Graduated**	**Received GED/ HiSET**	**Received HS Credits**	**Received HS Diploma**
Class 52	Mar. 2019–July 2019	204	186	149	81	0	9
Class 53	Aug. 2019–Jan. 2020	171	164	132	71	0	1
Physical Fitness							
	Number of Push-Ups		**1-Mile Run Time**		**BMI**		
	Initial	**Final**	**Initial**	**Final**	**Initial**	**Final**	
Class 52	*	*	10:11	08:33	26.4	*	
Class 53	*	*	10:27	08:25	25.3	*	
Responsible Citizenship							
	Voting		**Selective Service**				
	Eligible	**Registered**	**Eligible**	**Registered**			
Class 52	24	24	17	17			
Class 53	20	20	13	13			
Service to Community							
	Service Hours/Cadet		**Dollar Value/Hour**		**Total Value**		
Class 52	70		$28.19		$294,628		
Class 53	50		$28.19		$187,294		
Post-Residential Performance Status							
	Graduated	**Contacted**	**Placed**	**Education**	**Employment**	**Military**	**Multiple/Other**
Class 51							
Month 9	156	60	57	23	16	1	17
Class 52							
Month 1	149	97	87	55	15	2	16
Month 3	149	83	78	51	13	2	13
Month 6	149	48	46	22	10	2	12
Month 9	149	19	11	3	1	0	8
Class 53							
Month 1	132	86	76	50	10	1	17
Month 3	132	91	68	39	9	1	21
Month 6	132	N/A	N/A	N/A	N/A	N/A	N/A

NOTES: * = did not report; N/A = not applicable, follow-up period has not occurred; BMI = body mass index; admin = administrative.

Table A.8
Profile of Arkansas Youth ChalleNGe

Arkansas Youth ChalleNGe, established 1993

Graduates since inception: 4,137 | **Program type: GED**

Staffing

	Instructional	Cadre	Admin	Case Managers	Recruiters	Counselors	Other
Employed	4	31	7	4	5	0	4

Funding

	Federal Funding	State Funding	Other Funding
Classes 52 and 53	$2,512,500	$837,500	$0

Residential Performance

	Dates	Applied	Entered Pre-ChalleNGe	Graduated	Received GED/ HiSET	Received HS Credits	Received HS Diploma
Class 52	Jan. 2019–June 2019	252	153	99	43	0	0
Class 53	July 2019–Dec. 2019	235	152	104	34	0	0

Physical Fitness

	Number of Push-Ups		1-Mile Run Time		BMI	
	Initial	Final	Initial	Final	Initial	Final
Class 52	*	*	11:28	09:53	24.0	*
Class 53	*	*	11:32	09:29	26.0	*

Responsible Citizenship

	Voting		Selective Service	
	Eligible	Registered	Eligible	Registered
Class 52	14	14	32	32
Class 53	14	14	41	41

Service to Community

	Service Hours/Cadet	Dollar Value/Hour	Total Value
Class 52	82	$21.57	$174,076
Class 53	72	$21.57	$162,239

Post-Residential Performance Status

	Graduated	Contacted	Placed	Education	Employment	Military	Multiple/Other
Class 51							
Month 9	107	43	39	11	13	2	13
Class 52							
Month 1	99	70	44	13	15	2	23
Month 3	99	68	60	20	16	2	24
Month 6	99	59	51	17	13	2	22
Month 9	99	34	30	11	9	1	9
Class 53							
Month 1	104	72	56	48	2	0	13
Month 3	104	59	51	32	7	1	12
Month 6	104	66	52	32	7	1	18

NOTE: * = did not report.

Table A.9
Profile of Discovery ChalleNGe Academy, California

Discovery ChalleNGe Academy, established 2017							
Graduates since inception: 748			**Program type: Credit recovery, high school diploma**				
Staffing							
	Instructional	**Cadre**	**Admin**	**Case Managers**	**Recruiters**	**Counselors**	**Other**
Employed	8	20	8	3	5	3	4
Funding							
	Federal Funding		**State Funding**		**Other Funding**		
Classes 52 and 53	$9,610,000		$3,203,333		$3,176,904		
Residential Performance							
	Dates	**Applied**	**Entered Pre-ChalleNGe**	**Graduated**	**Received GED/HiSET**	**Received HS Credits**	**Received HS Diploma**
Class 52	Jan. 2019–June 2019	339	155	132	0	107	25
Class 53	July 2019–Dec. 2019	241	148	136	0	117	19
Physical Fitness							
	Number of Push-Ups		**1-Mile Run Time**		**BMI**		
	Initial	**Final**	**Initial**	**Final**	**Initial**	**Final**	
Class 52	20	43	10:07	07:41	*	*	
Class 53	21	36	10:34	08:34	*	*	
Responsible Citizenship							
	Voting		**Selective Service**				
	Eligible	**Registered**	**Eligible**	**Registered**			
Class 52	6	6	6	6			
Class 53	13	13	13	13			
Service to Community							
	Service Hours/Cadet		**Dollar Value/Hour**		**Total Value**		
Class 52	45		$31.51		$188,367		
Class 53	49		$31.51		$208,439		
Post-Residential Performance Status							
	Graduated	**Contacted**	**Placed**	**Education**	**Employment**	**Military**	**Multiple/Other**
Class 51							
Month 9	129	129	93	55	29	7	2
Class 52							
Month 1	132	132	122	111	4	4	3
Month 3	132	132	122	111	4	4	3
Month 6	132	132	121	102	12	4	3
Month 9	132	132	116	85	25	5	1
Class 53							
Month 1	136	136	127	121	2	3	1
Month 3	136	136	127	119	2	5	1
Month 6	136	136	127	119	2	5	1

NOTE: * = did not report.

Table A.10
Profile of Sunburst Youth Academy, California

Sunburst Youth Academy, established 2008

Graduates since inception: 3,924 | **Program type: Credit recovery, high school diploma, HiSET**

Staffing

	Instructional	Cadre	Admin	Case Managers	Recruiters	Counselors	Other
Employed	14	29	9	4	2	4	9

Funding

	Federal Funding	State Funding	Other Funding
Classes 52 and 53	$6,295,000	$4,350,000	$5,895,000

Residential Performance

	Dates	Applied	Entered Pre-ChalleNGe	Graduated	Received GED/HiSET	Received HS Credits	Received HS Diploma
Class 52	Jan. 2019–June 2019	360	214	194	0	177	17
Class 53	July 2019–Dec. 2019	366	215	195	0	156	39

Physical Fitness

	Number of Push-Ups		1-Mile Run Time		BMI	
	Initial	Final	Initial	Final	Initial	Final
Class 52	30	50	09:05	07:26	26.5	25.9
Class 53	28	43	08:57	07:33	25.7	25.5

Responsible Citizenship

	Voting		Selective Service	
	Eligible	Registered	Eligible	Registered
Class 52	37	37	32	32
Class 53	36	36	36	36

Service to Community

	Service Hours/Cadet	Dollar Value/Hour	Total Value
Class 52	51	$31.51	$312,107
Class 53	49	$31.51	$304,040

Post-Residential Performance Status

	Graduated	Contacted	Placed	Education	Employment	Military	Multiple/Other
Class 51							
Month 9	186	186	174	122	10	11	31
Class 52							
Month 1	194	194	194	136	22	2	36
Month 3	194	194	194	132	25	3	34
Month 6	194	194	194	131	29	4	30
Month 9	194	194	194	134	28	5	27
Class 53							
Month 1	195	195	195	128	10	2	55
Month 3	195	195	195	129	16	4	46
Month 6	195	*	*	*	*	*	*

NOTE: * = did not report.

Table A.11
Profile of Grizzly Youth Academy, California

Grizzly Youth Academy, established 1998							
Graduates since inception: 6,645				**Program type: Credit recovery, high school diploma, HiSET**			
Staffing							
	Instructional	**Cadre**	**Admin**	**Case Managers**	**Recruiters**	**Counselors**	**Other**
Employed	13	27	11	4	1	4	3
Funding							
		Federal Funding		**State Funding**		**Other Funding**	
Classes 52 and 53		$6,125,000		$2,041,667		$0	
Residential Performance							
	Dates	**Applied**	**Entered Pre-ChalleNGe**	**Graduated**	**Received GED/HiSET**	**Received HS Credits**	**Received HS Diploma**
Class 52	Jan. 2019–June 2019	319	236	205	0	157	47
Class 53	July 2019–Dec. 2019	244	244	199	0	156	43
Physical Fitness							
	Number of Push-Ups		**1-Mile Run Time**		**BMI**		
	Initial	**Final**	**Initial**	**Final**	**Initial**	**Final**	
Class 52	25	35	09:51	08:00	*	*	
Class 53	21	33	09:38	08:47	*	*	
Responsible Citizenship							
	Voting			**Selective Service**			
	Eligible	**Registered**		**Eligible**	**Registered**		
Class 52	31	31		21	21		
Class 53	28	28		23	23		
Service to Community							
	Service Hours/Cadet		**Dollar Value/Hour**		**Total Value**		
Class 52	42		$31.51		$271,868		
Class 53	54		$31.51		$338,008		
Post-Residential Performance Status							
	Graduated	**Contacted**	**Placed**	**Education**	**Employment**	**Military**	**Multiple/Other**
Class 51							
Month 9	192	192	163	62	52	6	43
Class 52							
Month 1	205	204	190	154	9	0	28
Month 3	205	204	178	96	27	1	55
Month 6	205	204	178	96	27	1	55
Month 9	205	203	168	75	41	4	48
Class 53							
Month 1	199	199	177	143	11	1	22
Month 3	199	199	177	140	11	3	23
Month 6	199	199	172	108	23	3	38

NOTE: * = did not report.

Table A.12
Profile of Capital Guardian Youth ChalleNGe Academy, District of Columbia

Capital Guardian Youth ChalleNGe Academy, established 2007

Graduates since inception: 755 | **Program type: GED**

Staffing

	Instructional	Cadre	Admin	Case Managers	Recruiters	Counselors	Other
Employed	4	21	9	4	1	0	9

Funding

	Federal Funding	State Funding	Other Funding
Classes 52 and 53	$2,256,000	$752,000	$1,483,340

Residential Performance

	Dates	Applied	Entered Pre-ChalleNGe	Graduated	Received GED/HiSET	Received HS Credits	Received HS Diploma
Class 52	Jan. 2019–June 2019	79	58	36	3	0	0
Class 53	July 2019–Dec. 2019	100	75	49	6	0	2

Physical Fitness

	Number of Push-Ups		1-Mile Run Time		BMI	
	Initial	Final	Initial	Final	Initial	Final
Class 52	*	*	11:50	09:48	25.1	*
Class 53	*	*	12:37	11:29	23.7	*

Responsible Citizenship

	Voting		Selective Service	
	Eligible	Registered	Eligible	Registered
Class 52	7	7	6	6
Class 53	9	9	5	5

Service to Community

	Service Hours/Cadet	Dollar Value/Hour	Total Value
Class 52	45	$44.14	$71,065
Class 53	47	$44.14	$100,948

Post-Residential Performance Status

	Graduated	Contacted	Placed	Education	Employment	Military	Multiple/Other
Class 51							
Month 9	41	37	34	7	10	1	16
Class 52							
Month 1	36	35	26	7	7	0	12
Month 3	36	36	16	3	3	0	22
Month 6	36	33	16	3	5	0	17
Month 9	36	28	16	6	2	1	13
Class 53							
Month 1	49	38	15	11	3	0	1
Month 3	49	43	20	13	6	0	1
Month 6	49	30	6	3	1	1	1

NOTE: * = did not report.

Table A.13
Profile of Florida Youth ChalleNGe Academy

Florida Youth ChalleNGe Academy, established 2001							
Graduates since inception: 5,238				**Program type: Credit recovery, high school diploma, GED**			
Staffing							
	Instructional	**Cadre**	**Admin**	**Case Managers**	**Recruiters**	**Counselors**	**Other**
Employed	9	33	16	5	2	1	17
Funding							
		Federal Funding		**State Funding**		**Other Funding**	
Classes 52 and 53		$4,351,569		$1,450,523		$292,995	
Residential Performance							
	Dates	**Applied**	**Entered Pre-ChalleNGe**	**Graduated**	**Received GED/HiSET**	**Received HS Credits**	**Received HS Diploma**
Class 52	Jan. 2019–June 2019	264	205	144	101	13	4
Class 53	July 2019–Dec. 2019	285	208	144	88	20	5
Physical Fitness							
	Number of Push-Ups		**1-Mile Run Time**		**BMI**		
	Initial	**Final**	**Initial**	**Final**	**Initial**	**Final**	
Class 52	16	30	11:32	07:43	25.7	26.4	
Class 53	22	50	10:58	08:39	25.8	26.0	
Responsible Citizenship							
	Voting		**Selective Service**				
	Eligible	**Registered**	**Eligible**	**Registered**			
Class 52	37	37	31	31			
Class 53	33	33	28	28			
Service to Community							
	Service Hours/Cadet		**Dollar Value/Hour**		**Total Value**		
Class 52	69		$24.93		$247,321		
Class 53	74		$24.93		$266,350		
Post-Residential Performance Status							
	Graduated	**Contacted**	**Placed**	**Education**	**Employment**	**Military**	**Multiple/Other**
Class 51							
Month 9	159	128	99	16	70	8	5
Class 52							
Month 1	144	117	89	14	70	2	3
Month 3	144	111	77	13	59	4	1
Month 6	144	110	75	11	56	7	1
Month 9	144	78	53	6	36	9	2
Class 53							
Month 1	144	102	62	14	44	0	4
Month 3	144	74	51	13	37	1	0
Month 6	144	*	*	*	*	*	*

NOTE: * =did not report.

Table A.14
Profile of Fort Gordon Youth ChalleNGe Academy, Georgia

Fort Gordon Youth ChalleNGe Academy, established 2000							
Graduates since inception: 6,691				**Program type: Credit recovery, high school diploma, GED**			
Staffing							
	Instructional	**Cadre**	**Admin**	**Case Managers**	**Recruiters**	**Counselors**	**Other**
Employed	6	40	18	4	2	6	13
Funding							
	Federal Funding			**State Funding**		**Other Funding**	
Classes 52 and 53	$5,261,385			$0		$248,937	
Residential Performance							
	Dates	**Applied**	**Entered Pre-ChalleNGe**	**Graduated**	**Received GED/ HiSET**	**Received HS Credits**	**Received HS Diploma**
Class 52	Mar. 2019–Aug. 2019	259	198	151	0	0	9
Class 53	Sept. 2019–Feb. 2020	284	212	149	38	0	17
Physical Fitness							
	Number of Push-Ups			**1-Mile Run Time**		**BMI**	
	Initial	**Final**		**Initial**	**Final**	**Initial**	**Final**
Class 52	34	46		10:03	07:47	*	*
Class 53	26	31		11:27	09:30	*	*
Responsible Citizenship							
	Voting			**Selective Service**			
	Eligible	**Registered**		**Eligible**	**Registered**		
Class 52	36	35		77	76		
Class 53	33	33		48	48		
Service to Community							
	Service Hours/Cadet			**Dollar Value/Hour**		**Total Value**	
Class 52	45			$25.86		$177,141	
Class 53	45			$25.86		$173,973	
Post-Residential Performance Status							
	Graduated	**Contacted**	**Placed**	**Education**	**Employment**	**Military**	**Multiple/Other**
Class 51							
Month 9	140	140	109	23	66	12	7
Class 52							
Month 1	151	119	96	5	43	2	48
Month 3	151	134	117	40	56	5	16
Month 6	151	132	120	34	65	9	12
Month 9	151	138	110	29	67	9	7
Class 53							
Month 1	149	115	60	12	40	1	7
Month 3	149	137	77	14	59	2	2
Month 6	149	N/A	N/A	N/A	N/A	N/A	N/A

NOTE: * = did not report.

Table A.15
Profile of Fort Stewart Youth ChalleNGe Academy, Georgia

Fort Stewart Youth ChalleNGe Academy, established 1993	
Graduates since inception: 10,546	**Program type: Credit recovery, high school diploma, GED**

Staffing

	Instructional	Cadre	Admin	Case Managers	Recruiters	Counselors	Other
Employed	7	37	14	5	2	6	22

Funding

	Federal Funding	State Funding	Other Funding
Classes 52 and 53	$5,915,275	$1,971,758	$311,317

Residential Performance

	Dates	Applied	Entered Pre-ChalleNGe	Graduated	Received GED/ HiSET	Received HS Credits	Received HS Diploma
Class 52	Jan. 2019–June 2019	316	258	194	70	0	0
Class 53	July 2019–Dec. 2019	327	261	215	215	0	0

Physical Fitness

	Number of Push-Ups		1-Mile Run Time		BMI	
	Initial	Final	Initial	Final	Initial	Final
Class 52	29	52	10:59	08:41	*	*
Class 53	31	47	09:46	08:45	*	*

Responsible Citizenship

	Voting		Selective Service	
	Eligible	Registered	Eligible	Registered
Class 52	43	43	37	37
Class 53	49	49	39	39

Service to Community

	Service Hours/Cadet	Dollar Value/Hour	Total Value
Class 52	49	$25.86	$247,713
Class 53	56	$25.86	$314,044

Post-Residential Performance Status

	Graduated	Contacted	Placed	Education	Employment	Military	Multiple/Other
Class 51							
Month 9	199	177	164	49	67	8	40
Class 52							
Month 1	194	187	155	98	32	0	29
Month 3	194	171	157	93	28	1	36
Month 6	194	173	161	81	40	36	4
Month 9	194	129	119	85	29	5	1
Class 53							
Month 1	215	202	173	132	29	1	14
Month 3	215	154	148	99	32	2	15
Month 6	215	1	1	0	0	0	1

NOTE: * = did not report.

Table A.16
Profile of Milledgeville Youth ChalleNGe Academy, Georgia

Milledgeville Youth ChalleNGe Academy, established 2016							
Graduates since inception: 583				**Program type: High school diploma, GED**			
Staffing							
	Instructional	**Cadre**	**Admin**	**Case Managers**	**Recruiters**	**Counselors**	**Other**
Employed	7	35	16	5	2	5	3
Funding							
	Federal Funding			**State Funding**		**Other Funding**	
Classes 52 and 53	$4,416,506			$1,472,086		$173,954	
Residential Performance							
	Dates	**Applied**	**Entered Pre-ChalleNGe**	**Graduated**	**Received GED/HiSET**	**Received HS Credits**	**Received HS Diploma**
Class 52	Nov. 2018–Apr. 2019	222	144	102	24	47	4
Class 53	May 2019–Oct. 2019	277	186	110	21	39	8
Physical Fitness							
	Number of Push-Ups		**1-Mile Run Time**		**BMI**		
	Initial	**Final**	**Initial**	**Final**	**Initial**	**Final**	
Class 52	34	44	10:29	08:48	25.7	24.9	
Class 53	20	44	11:38	08:24	23.8	23.6	
Responsible Citizenship							
	Voting			**Selective Service**			
	Eligible	**Registered**		**Eligible**	**Registered**		
Class 52	22	22		19	19		
Class 53	27	27		17	17		
Service to Community							
	Service Hours/Cadet		**Dollar Value/Hour**		**Total Value**		
Class 52	45		$25.86		$119,253		
Class 53	46		$25.86		$131,183		
Post-Residential Performance Status							
	Graduated	**Contacted**	**Placed**	**Education**	**Employment**	**Military**	**Multiple/Other**
Class 51							
Month 9	102	97	93	16	42	8	27
Class 52							
Month 1	102	95	79	31	23	1	28
Month 3	102	98	96	38	25	2	32
Month 6	102	99	94	38	21	3	34
Month 9	102	99	89	32	20	5	33
Class 53							
Month 1	110	104	90	56	15	1	24
Month 3	110	104	94	47	17	0	34
Month 6	110	96	85	41	14	1	34

NOTE: * = did not report.

Table A.17
Profile of Hawaii Youth ChalleNGe Academy at Barbers Point

Hawaii Youth ChalleNGe Academy at Barbers Point, established 1993							
Graduates since inception: 4,598				**Program type: Credit recovery, HiSET**			
Staffing							
	Instructional	**Cadre**	**Admin**	**Case Managers**	**Recruiters**	**Counselors**	**Other**
Employed	6	24	12	3	1	0	7
Funding							
		Federal Funding		**State Funding**		**Other Funding**	
Classes 52 and 53		$3,210,313		$1,070,104		$0	
Residential Performance							
	Dates	**Applied**	**Entered Pre-ChalleNGe**	**Graduated**	**Received GED/HiSET**	**Received HS Credits**	**Received HS Diploma**
Class 52	Jan. 2019–June 2019	113	105	79	17	1	59
Class 53	July 2019–Dec. 2019	115	83	70	28	1	24
Physical Fitness							
	Number of Push-Ups		**1-Mile Run Time**		**BMI**		
	Initial	**Final**	**Initial**	**Final**	**Initial**	**Final**	
Class 52	37	51	11:13	08:06	25.5	*	
Class 53	35	45	11:27	08:00	26.4	*	
Responsible Citizenship							
	Voting		**Selective Service**				
	Eligible	**Registered**	**Eligible**	**Registered**			
Class 52	16	16	40	40			
Class 53	10	10	31	31			
Service to Community							
	Service Hours/Cadet		**Dollar Value/Hour**		**Total Value**		
Class 52	142		$27.98		$313,572		
Class 53	134		$27.98		$262,788		
Post-Residential Performance Status							
	Graduated	**Contacted**	**Placed**	**Education**	**Employment**	**Military**	**Multiple/Other**
Class 51							
Month 9	79	77	44	1	41	2	0
Class 52							
Month 1	79	78	43	4	33	3	3
Month 3	79	78	40	3	28	4	5
Month 6	79	78	46	3	35	5	3
Month 9	79	78	48	2	38	5	3
Class 53							
Month 1	70	50	31	5	22	0	4
Month 3	70	37	31	8	15	0	8
Month 6	70	21	12	2	8	0	2

NOTE: * = did not report.

Table A.18
Profile of Hawaii Youth ChalleNGe Academy at Hilo

Hawaii Youth ChalleNGe Academy at Hilo, established 2011							
Graduates since inception: 1,021				**Program type: Credit recovery, HiSET**			
Staffing							
	Instructional	**Cadre**	**Admin**	**Case Managers**	**Recruiters**	**Counselors**	**Other**
Employed	5	16	8	1	2	0	1
Funding							
		Federal Funding		**State Funding**		**Other Funding**	
Classes 52 and 53		$2,026,354		$675,452		$0	
Residential Performance							
	Dates	**Applied**	**Entered Pre-ChalleNGe**	**Graduated**	**Received GED/HiSET**	**Received HS Credits**	**Received HS Diploma**
Class 52	Jan. 2019–June 2019	95	77	72	0	69	0
Class 53	July 2019–Dec. 2019	85	75	62	0	62	0
Physical Fitness							
	Number of Push-Ups		**1-Mile Run Time**		**BMI**		
	Initial	**Final**	**Initial**	**Final**	**Initial**	**Final**	
Class 52	30	45	09:29	08:23	26.5	25.1	
Class 53	*	*	09:29	07:38	25.4	26.0	
Responsible Citizenship							
	Voting		**Selective Service**				
	Eligible	**Registered**	**Eligible**	**Registered**			
Class 52	4	4	4	4			
Class 53	11	11	11	11			
Service to Community							
	Service Hours/Cadet		**Dollar Value/Hour**		**Total Value**		
Class 52	125		$27.98		$252,058		
Class 53	119		$27.98		$206,940		
Post-Residential Performance Status							
	Graduated	**Contacted**	**Placed**	**Education**	**Employment**	**Military**	**Multiple/Other**
Class 51							
Month 9	63	63	26	3	10	9	3
Class 52							
Month 1	72	70	15	0	7	3	5
Month 3	72	70	24	1	11	6	6
Month 6	72	70	24	1	11	6	6
Month 9	72	70	13	0	5	5	3
Class 53							
Month 1	62	62	27	0	11	6	10
Month 3	62	62	29	0	15	6	8
Month 6	62	62	29	0	15	6	8

NOTE: * = did not report.

Table A.19
Profile of Idaho Youth ChalleNGe Academy

Idaho Youth ChalleNGe Academy, established 2014							
Graduates since inception: 1,240				**Program type: Credit recovery, high school diploma, GED**			
Staffing							
	Instructional	**Cadre**	**Admin**	**Case Managers**	**Recruiters**	**Counselors**	**Other**
Employed	6	25	11	4	2	1	9
Funding							
		Federal Funding		**State Funding**		**Other Funding**	
Classes 52 and 53		$3,378,420		$1,126,140		$576,376	
Residential Performance							
	Dates	**Applied**	**Entered Pre-ChalleNGe**	**Graduated**	**Received GED/HiSET**	**Received HS Credits**	**Received HS Diploma**
Class 52	Jan. 2019–June 2019	145	138	116	0	104	12
Class 53	July 2019–Dec. 2019	177	143	121	0	104	17
Physical Fitness							
	Number of Push-Ups		**1-Mile Run Time**		**BMI**		
	Initial	**Final**	**Initial**	**Final**	**Initial**	**Final**	
Class 52	20	41	10:44	07:37	24.5	24.3	
Class 53	23	42	09:25	07:42	24.8	24.6	
Responsible Citizenship							
	Voting		**Selective Service**				
	Eligible	**Registered**	**Eligible**	**Registered**			
Class 52	25	25	35	35			
Class 53	29	29	37	37			
Service to Community							
	Service Hours/Cadet		**Dollar Value/Hour**		**Total Value**		
Class 52	48		$22.54		$125,595		
Class 53	49		$22.54		$134,733		
Post-Residential Performance Status							
	Graduated	**Contacted**	**Placed**	**Education**	**Employment**	**Military**	**Multiple/Other**
Class 51							
Month 9	129	39	35	6	3	2	24
Class 52							
Month 1	116	95	7	4	2	0	37
Month 3	116	56	18	13	1	0	30
Month 6	116	50	38	22	3	2	17
Month 9	116	35	22	14	0	0	13
Class 53							
Month 1	121	99	5	3	0	0	34
Month 3	121	63	30	23	4	0	23
Month 6	121	17	5	4	0	0	2

NOTE: * = did not report.

Table A.20
Profile of Lincoln's ChalleNGe Academy, Illinois

Lincoln's ChalleNGe Academy, established 1993							
Graduates since inception: 15,640				Program type: Credit recovery, GED			
Staffing							
	Instructional	**Cadre**	**Admin**	**Case Managers**	**Recruiters**	**Counselors**	**Other**
Employed	6	32	25	5	5	4	6
Funding							
		Federal Funding		**State Funding**		**Other Funding**	
Classes 52 and 53		$4,735,000		$1,578,334		$0	
Residential Performance							
	Dates	**Applied**	**Entered Pre-ChalleNGe**	**Graduated**	**Received GED/HiSET**	**Received HS Credits**	**Received HS Diploma**
Class 52	Jan. 2019–June 2019	244	190	108	101	0	0
Class 53	July 2019–Dec. 2019	244	199	131	84	0	0
Physical Fitness							
	Number of Push-Ups		**1-Mile Run Time**		**BMI**		
	Initial	**Final**	**Initial**	**Final**	**Initial**	**Final**	
Class 52	26	49	11:18	10:09	*	*	
Class 53	21	47	11:34	09:30	*	*	
Responsible Citizenship							
	Voting		**Selective Service**				
	Eligible	**Registered**	**Eligible**	**Registered**			
Class 52	21	21	15	15			
Class 53	28	28	26	26			
Service to Community							
	Service Hours/Cadet		**Dollar Value/Hour**		**Total Value**		
Class 52	67		$27.98		$203,904		
Class 53	60		$27.98		$218,272		
Post-Residential Performance Status							
	Graduated	**Contacted**	**Placed**	**Education**	**Employment**	**Military**	**Multiple/Other**
Class 51							
Month 9	123	123	44	8	17	8	10
Class 52							
Month 1	108	104	21	3	14	0	11
Month 3	108	104	40	10	21	0	15
Month 6	108	104	40	6	16	2	21
Month 9	108	104	35	6	17	3	12
Class 53							
Month 1	131	131	46	17	21	1	19
Month 3	131	131	40	13	15	3	17
Month 6	131	131	22	4	8	4	13

NOTE: * = did not report.

Table A.21
Profile of Hoosier Youth ChalleNGe Academy, Indiana

Hoosier Youth ChalleNGe Academy, established 2007							
Graduates since inception: 1,893				Program type: TASC			
Staffing							
	Instructional	**Cadre**	**Admin**	**Case Managers**	**Recruiters**	**Counselors**	**Other**
Employed	3	21	8	7	3	0	4
Funding							
		Federal Funding		**State Funding**		**Other Funding**	
Classes 52 and 53		$6,717,005		$2,239,002		$0	
Residential Performance							
	Dates	**Applied**	**Entered Pre-ChalleNGe**	**Graduated**	**Received GED/HiSET**	**Received HS Credits**	**Received HS Diploma**
Class 52	Jan. 2019–June 2019	181	137	61	40	0	0
Class 53	July 2019–Dec. 2019	162	84	61	18	0	0
Physical Fitness							
	Push-Ups		**1-Mile Run**		**BMI**		
	Initial	**Final**	**Initial**	**Final**	**Initial**	**Final**	
Class 52	16	41	13:32	08:57	*	*	
Class 53	25	31	11:09	09:45	27.3	28.4	
Responsible Citizenship							
	Voting			**Selective Service**			
	Eligible	**Registered**		**Eligible**	**Registered**		
Class 52	6	4		40	23		
Class 53	5	0		28	22		
Service to Community							
	Service Hours/Cadet		**Dollar Value/Hour**		**Total Value**		
Class 52	54		$24.85		$82,167		
Class 53	24		$24.85		$37,027		
Post-Residential Performance Status							
	Graduated	**Contacted**	**Placed**	**Education**	**Employment**	**Military**	**Multiple/Other**
Class 51							
Month 9	61	63	28	8	11	9	0
Class 52							
Month 1	61	61	17	3	9	5	0
Month 3	61	61	19	6	9	4	0
Month 6	61	61	21	8	8	5	0
Month 9	61	61	21	8	8	5	0
Class 53							
Month 1	61	60	4	1	2	1	0
Month 3	61	60	11	1	7	3	0
Month 6	61	60	12	1	8	3	0

NOTE: * = did not report.

Table A.22
Profile of Bluegrass ChalleNGe Academy, Kentucky

Bluegrass ChalleNGe Academy, established 1999

Graduates since inception: 3,336 | **Program type: Credit recovery, high school diploma**

Staffing

	Instructional	Cadre	Admin	Case Managers	Recruiters	Counselors	Other
Employed	0	23	9	1	4	0	1

Funding

	Federal Funding	State Funding	Other Funding
Classes 52 and 53	$3,179,506	$1,059,835	$0

Residential Performance

	Dates	Applied	Entered Pre-ChalleNGe	Graduated	Received GED/HiSET	Received HS Credits	Received HS Diploma
Class 52	Jan. 2019–June 2019	103	81	50	0	41	9
Class 53	July 2019–Dec. 2019	152	113	67	0	53	14

Physical Fitness

	Number of Push-Ups		1-Mile Run Time		BMI	
	Initial	Final	Initial	Final	Initial	Final
Class 52	26	39	12:19	08:57	24.0	*
Class 53	26	41	13:56	10:06	24.5	*

Responsible Citizenship

	Voting		Selective Service	
	Eligible	Registered	Eligible	Registered
Class 52	6	6	6	6
Class 53	8	8	8	8

Service to Community

	Service Hours/Cadet	Dollar Value/Hour	Total Value
Class 52	61	$22.18	$68,082
Class 53	75	$22.18	$112,031

Post-Residential Performance Status

	Graduated	Contacted	Placed	Education	Employment	Military	Multiple/Other
Class 51							
Month 9	41	41	34	27	5	1	1
Class 52							
Month 1	50	50	50	40	9	0	1
Month 3	50	50	45	40	5	0	0
Month 6	50	50	44	35	9	0	0
Month 9	50	50	46	37	8	0	1
Class 53							
Month 1	67	67	67	63	4	0	0
Month 3	67	67	59	52	4	2	1
Month 6	67	*	*	*	*	*	*

NOTE: * = did not report.

Table A.23
Profile of Appalachian ChalleNGe Program, Kentucky

Appalachian ChalleNGe Program, established 2012							
Graduates since inception: 1,228				Program type: Credit recovery, high school diploma, GED			
Staffing							
	Instructional	**Cadre**	**Admin**	**Case Managers**	**Recruiters**	**Counselors**	**Other**
Employed	5	27	12	2.5	2	2	2
Funding							
	Federal Funding			**State Funding**		**Other Funding**	
Classes 52 and 53	$3,243,771			$1,081,257		$0	
Residential Performance							
	Dates	**Applied**	**Entered Pre-ChalleNGe**	**Graduated**	**Received GED/HiSET**	**Received HS Credits**	**Received HS Diploma**
Class 52	Jan. 2019–June 2019	154	120	92	0	92	0
Class 53	July 2019–Dec. 2019	148	111	88	0	87	0
Physical Fitness							
	Number of Push-Ups			**1-Mile Run Time**		**BMI**	
	Initial	**Final**		**Initial**	**Final**	**Initial**	**Final**
Class 52	23	41		10:14	07:35	25.9	25.9
Class 53	28	44		09:33	08:36	24.2	24.2
Responsible Citizenship							
	Voting				**Selective Service**		
	Eligible	**Registered**			**Eligible**	**Registered**	
Class 52	10	8			8	8	
Class 53	12	9			11	11	
Service to Community							
	Service Hours/Cadet			**Dollar Value/Hour**		**Total Value**	
Class 52	47			$22.18		$96,039	
Class 53	60			$22.18		$117,377	
Post-Residential Performance Status							
	Graduated	**Contacted**	**Placed**	**Education**	**Employment**	**Military**	**Multiple/Other**
Class 51							
Month 9	90	64	64	55	5	2	2
Class 52							
Month 1	92	47	46	40	4	1	1
Month 3	92	48	47	41	4	1	1
Month 6	92	47	46	40	4	1	1
Month 9	92	50	49	43	4	1	1
Class 53							
Month 1	88	36	36	29	2	0	5
Month 3	88	40	40	33	2	0	5
Month 6	88	42	42	34	3	0	5

NOTE: * = did not report.

Table A.24
Profile of Louisiana Youth ChalleNGe Program—Camp Beauregard

Louisiana Youth ChalleNGe Program—Camp Beauregard, established 1993							
Graduates since inception: 10,979				**Program type: Credit recovery, HiSET**			
Staffing							
	Instructional	**Cadre**	**Admin**	**Case Managers**	**Recruiters**	**Counselors**	**Other**
Employed	15	46	19	12	2	8	20
Funding							
		Federal Funding		**State Funding**		**Other Funding**	
Classes 52 and 53		$6,937,500		$2,312,500		$0	
Residential Performance							
	Dates	**Applied**	**Entered Pre-ChalleNGe**	**Graduated**	**Received GED/HiSET**	**Received HS Credits**	**Received HS Diploma**
Class 52	Jan. 2019–June 2019	379	275	200	68	11	1
Class 53	July 2019–Dec. 2019	470	335	262	89	21	0
Physical Fitness							
	Number of Push-Ups		**1-Mile Run Time**		**BMI**		
	Initial	**Final**	**Initial**	**Final**	**Initial**	**Final**	
Class 52	27	49	09:45	07:17	24.5	*	
Class 53	24	43	09:56	09:11	25.0	*	
Responsible Citizenship							
	Voting		**Selective Service**				
	Eligible	**Registered**	**Eligible**	**Registered**			
Class 52	29	29	75	75			
Class 53	43	43	123	123			
Service to Community							
	Service Hours/Cadet		**Dollar Value/Hour**		**Total Value**		
Class 52	44		$23.51		$205,818		
Class 53	43		$23.51		$263,723		
Post-Residential Performance Status							
	Graduated	**Contacted**	**Placed**	**Education**	**Employment**	**Military**	**Multiple/Other**
Class 51							
Month 9	201	178	162	31	76	8	47
Class 52							
Month 1	200	198	172	26	111	2	38
Month 3	200	191	177	40	89	2	46
Month 6	200	176	163	38	86	4	36
Month 9	200	170	148	37	80	5	27
Class 53							
Month 1	262	259	247	82	126	2	37
Month 3	262	258	236	84	95	3	55
Month 6	262	250	226	71	96	5	54

NOTE: * = did not report.

Table A.25
Profile of Louisiana Youth ChalleNGe Program—Camp Minden

Louisiana Youth ChalleNGe Program—Camp Minden, established 2002							
Graduates since inception: 5,807				**Program type: Credit recovery, HiSET**			
Staffing							
	Instructional	**Cadre**	**Admin**	**Case Managers**	**Recruiters**	**Counselors**	**Other**
Employed	13	35	14	10	0	7	18
Funding							
		Federal Funding		**State Funding**		**Other Funding**	
Classes 52 and 53		$5,569,361		$1,856,454		$366,186	
Residential Performance							
	Dates	**Applied**	**Entered Pre-ChalleNGe**	**Graduated**	**Received GED/HiSET**	**Received HS Credits**	**Received HS Diploma**
Class 52	Feb. 2019–July 2019	331	238	172	59	15	0
Class 53	Aug. 2019–Jan. 2020	300	240	176	70	16	0
Physical Fitness							
	Number of Push-Ups		**1-Mile Run Time**		**BMI**		
	Initial	**Final**	**Initial**	**Final**	**Initial**	**Final**	
Class 52	35	43	07:39	07:15	24.3	24.2	
Class 53	30	42	11:43	11:07	24.1	24.3	
Responsible Citizenship							
	Voting			**Selective Service**			
	Eligible	**Registered**		**Eligible**	**Registered**		
Class 52	23	0		60	0		
Class 53	30	0		69	64		
Service to Community							
	Service Hours/Cadet		**Dollar Value/Hour**		**Total Value**		
Class 52	46		$23.51		$187,539		
Class 53	40		$23.51		$167,062		
Post-Residential Performance Status							
	Graduated	**Contacted**	**Placed**	**Education**	**Employment**	**Military**	**Multiple/Other**
Class 51							
Month 9	174	174	162	49	55	4	53
Class 52							
Month 1	172	171	163	55	49	7	52
Month 3	172	170	154	61	44	4	45
Month 6	172	170	156	58	56	6	36
Month 9	172	170	149	42	59	7	41
Class 53							
Month 1	176	173	162	61	41	5	55
Month 3	176	173	157	52	52	7	46
Month 6	176	N/A	N/A	N/A	N/A	N/A	N/A

NOTE: N/A = not applicable; follow-up period has not occurred.

Table A.26
Profile of Louisiana Youth ChalleNGe Program—Gillis Long

Louisiana Youth ChalleNGe Program—Gillis Long, established 1999							
Graduates since inception: 9,042				**Program type: Credit recovery, HiSET**			
Staffing							
	Instructional	**Cadre**	**Admin**	**Case Managers**	**Recruiters**	**Counselors**	**Other**
Employed	15	44	13	11	1	7	29
Funding							
		Federal Funding		**State Funding**		**Other Funding**	
Classes 52 and 53		$7,072,500		$2,357,500		$901,935	
Residential Performance							
	Dates	**Applied**	**Entered Pre-ChalleNGe**	**Graduated**	**Received GED/HiSET**	**Received HS Credits**	**Received HS Diploma**
Class 52	Apr. 2019–Sep. 2019	469	353	251	68	0	0
Class 53	Oct. 2019–Mar. 2020	397	289	190	93	0	0
Physical Fitness							
	Number of Push-Ups		**1-Mile Run Time**		**BMI**		
	Initial	**Final**	**Initial**	**Final**	**Initial**	**Final**	
Class 52	*	*	10:54	09:44	*	*	
Class 53	*	*	13:05	11:51	*	*	
Responsible Citizenship							
	Voting			**Selective Service**			
	Eligible	**Registered**		**Eligible**	**Registered**		
Class 52	37	32		36	32		
Class 53	32	29		27	24		
Service to Community							
	Service Hours/Cadet		**Dollar Value/Hour**		**Total Value**		
Class 52	50		$23.51		$294,862		
Class 53	57		$23.51		$255,225		
Post-Residential Performance Status							
	Graduated	**Contacted**	**Placed**	**Education**	**Employment**	**Military**	**Multiple/Other**
Class 51							
Month 9	188	135	127	28	45	7	47
Class 52							
Month 1	251	226	217	84	88	6	40
Month 3	251	220	217	92	98	10	18
Month 6	251	218	213	88	88	6	32
Month 9	251	215	208	91	85	12	22
Class 53							
Month 1	190	169	160	44	47	6	63
Month 3	190	165	152	42	45	8	57
Month 6	190	N/A	N/A	N/A	N/A	N/A	N/A

NOTE: * = did not report; N/A = not applicable: follow-up period has not occurred.

Table A.27
Profile of Freestate ChalleNGe Academy, Maryland

Freestate ChalleNGe Academy, established 1993

Graduates since inception: 4,671 | **Program type: High school diploma, GED**

Staffing

	Instructional	Cadre	Admin	Case Managers	Recruiters	Counselors	Other
Employed	4	*	*	*	*	*	*

Funding

	Federal Funding	State Funding	Other Funding
Classes 52 and 53	$3,318,358	$1,140,872	$35,560

Residential Performance

	Dates	Applied	Entered Pre-ChalleNGe	Graduated	Received GED/HiSET	Received HS Credits	Received HS Diploma
Class 52	Jan. 2019–June 2019	239	161	107	49	0	58
Class 53	July 2019–Dec. 2019	269	175	111	43	0	68

Physical Fitness

	Number Push-Ups		1-Mile Run Time		BMI	
	Initial	Final	Initial	Final	Initial	Final
Class 52	34	42	10:54	08:31	25.8	26.4
Class 53	21	28	11:52	09:48	25.7	25.2

Responsible Citizenship

	Voting		Selective Service	
	Eligible	Registered	Eligible	Registered
Class 52	30	107	25	50
Class 53	21	111	18	49

Service to Community

	Service Hours/Cadet	Dollar Value/Hour	Total Value
Class 52	42	$29.51	$133,474
Class 53	50	$29.51	$165,374

Post-Residential Performance Status

	Graduated	Contacted	Placed	Education	Employment	Military	Multiple/Other
Class 51							
Month 9	98	98	60	6	47	6	1
Class 52							
Month 1	107	104	25	2	22	1	0
Month 3	107	104	47	3	40	0	4
Month 6	107	96	61	9	48	2	2
Month 9	107	97	59	10	42	5	2
Class 53							
Month 1	111	109	26	3	23	0	0
Month 3	111	105	53	11	41	1	0
Month 6	111	105	46	8	35	1	2

NOTES: * = did not report. One is eligible to vote if at least 18 years of age but can be registered to vote at 16. Men are eligible for selective service at 18 but can be registered at 17 years and 3 months of age.

Table A.28
Profile of Michigan Youth ChalleNGe Academy

Michigan Youth ChalleNGe Academy, established 1999

Graduates since inception: 4,037	Program type: Credit recovery, high school diploma, GED

Staffing

	Instructional	Cadre	Admin	Case Managers	Recruiters	Counselors	Other
Employed	8	31	11	3	3	2	1

Funding

	Federal Funding	State Funding	Other Funding
Classes 52 and 53	$3,379,557	$1,126,519	$0

Residential Performance

	Dates	Applied	Entered Pre-ChalleNGe	Graduated	Received GED/HiSET	Received HS Credits	Received HS Diploma
Class 52	Jan. 2019–June 2019	222	143	95	0	35	59
Class 53	July 2019–Dec. 2019	301	161	122	0	22	100

Physical Fitness

	Number of Push-Ups		1-Mile Run Time		BMI	
	Initial	Final	Initial	Final	Initial	Final
Class 52	36	47	07:45	07:58	*	*
Class 53	38	52	08:12	07:52	*	*

Responsible Citizenship

	Voting		Selective Service	
	Eligible	Registered	Eligible	Registered
Class 52	16	16	21	21
Class 53	20	20	33	33

Service to Community

	Service Hours/Cadet	Dollar Value/Hour	Total Value
Class 52	44	$25.79	$108,112
Class 53	50	$25.79	$158,144

Post-Residential Performance Status

	Graduated	Contacted	Placed	Education	Employment	Military	Multiple/Other
Class 51							
Month 9	118	46	37	6	13	4	14
Class 52							
Month 1	95	29	19	2	11	0	8
Month 3	95	48	43	23	11	1	9
Month 6	95	57	40	8	18	7	10
Month 9	95	31	23	3	10	5	7
Class 53							
Month 1	122	70	56	34	7	0	19
Month 3	122	78	58	32	14	1	17
Month 6	122	*	*	*	*	*	*

NOTE: * = did not report.

Table A.29
Profile of Mississippi Youth ChalleNGe Academy

Mississippi Youth ChalleNGe Academy, established 1994							
Graduates since inception: 9,967				**Program type: High school diploma**			
Staffing							
	Instructional	**Cadre**	**Admin**	**Case Managers**	**Recruiters**	**Counselors**	**Other**
Employed	10	49	19	7	5	6	22
Funding							
		Federal Funding		**State Funding**		**Other Funding**	
Classes 52 and 53		$4,350,000		$1,450,000		$0	
Residential Performance							
	Dates	**Applied**	**Entered Pre-ChalleNGe**	**Graduated**	**Received GED/HiSET**	**Received HS Credits**	**Received HS Diploma**
Class 52	Jan. 2019–June 2019	428	159	169	0	0	92
Class 53	July 2019–Dec. 2019	493	267	207	0	0	127
Physical Fitness							
	Number of Push-Ups		**1-Mile Run Time**		**BMI**		
	Initial	**Final**	**Initial**	**Final**	**Initial**	**Final**	
Class 52	24	49	10:52	07:42	24.4	*	
Class 53	26	52	10:56	07:40	24.6	*	
Responsible Citizenship							
	Voting		**Selective Service**				
	Eligible	**Registered**	**Eligible**	**Registered**			
Class 52	39	39	66	66			
Class 53	52	52	80	80			
Service to Community							
	Service Hours/Cadet		**Dollar Value/Hour**		**Total Value**		
Class 52	75		$20.95		$266,631		
Class 53	62		$20.95		$271,009		
Post-Residential Performance Status							
	Graduated	**Contacted**	**Placed**	**Education**	**Employment**	**Military**	**Multiple/Other**
Class 51							
Month 9	201	166	158	31	95	11	21
Class 52							
Month 1	169	160	120	36	49	13	27
Month 3	169	154	142	40	64	13	28
Month 6	169	151	144	35	64	20	26
Month 9	169	149	130	25	68	19	23
Class 53							
Month 1	207	190	125	32	64	9	24
Month 3	207	190	149	24	92	11	28
Month 6	207	*	*	*	*	*	*

NOTE: * = did not report.

Table A.30
Profile of Montana Youth ChalleNGe Academy

Montana Youth ChalleNGe Academy, established 1999							
Graduates since inception: 3,238				**Program type: Credit recovery, high school diploma, HiSET**			
Staffing							
	Instructional	**Cadre**	**Admin**	**Case Managers**	**Recruiters**	**Counselors**	**Other**
Employed	6	29	9	5	4	4	1
Funding							
		Federal Funding		**State Funding**		**Other Funding**	
Classes 52 and 53		$3,649,403		$1,216,467		$224,549	
Residential Performance							
	Dates	**Applied**	**Entered Pre-ChalleNGe**	**Graduated**	**Received GED/HiSET**	**Received HS Credits**	**Received HS Diploma**
Class 52	Jan. 2019–June 2019	160	131	105	46	0	0
Class 53	July 2019–Dec. 2019	191	154	124	48	0	0
Physical Fitness							
	Number of Push-Ups		**1-Mile Run Time**		**BMI**		
	Initial	**Final**	**Initial**	**Final**	**Initial**	**Final**	
Class 52	23	45	11:55	08:27	25.3	*	
Class 53	26	49	10:12	08:03	24.5	*	
Responsible Citizenship							
	Voting		**Selective Service**				
	Eligible	**Registered**	**Eligible**	**Registered**			
Class 52	25	25	31	31			
Class 53	16	16	29	29			
Service to Community							
	Service Hours/Cadet		**Dollar Value/Hour**		**Total Value**		
Class 52	55		$23.66		$137,065		
Class 53	54		$23.66		$159,258		
Post-Residential Performance Status							
	Graduated	**Contacted**	**Placed**	**Education**	**Employment**	**Military**	**Multiple/Other**
Class 51							
Month 9	102	95	94	20	31	6	37
Class 52							
Month 1	105	101	84	21	54	2	16
Month 3	105	103	84	33	36	4	17
Month 6	105	100	80	31	31	6	17
Month 9	105	95	77	28	35	6	12
Class 53							
Month 1	124	123	100	44	41	7	15
Month 3	124	124	102	44	44	4	18
Month 6	124	119	100	22	56	5	24

NOTE: * = did not report.

Table A.31
Profile of Tarheel ChalleNGe Academy—New London, North Carolina

Tarheel ChalleNGe Academy—New London, established 2015

Graduates since inception: 813	Program type: Credit recovery, high school diploma, HiSET

Staffing

	Instructional	Cadre	Admin	Case Managers	Recruiters	Counselors	Other
Employed	8	21	13	3	2	2	8

Funding

	Federal Funding	State Funding	Other Funding
Classes 52 and 53	$3,427,210	$1,142,405	$0

Residential Performance

	Dates	Applied	Entered Pre-ChalleNGe	Graduated	Received GED/HiSET	Received HS Credits	Received HS Diploma
Class 52	Apr. 2019–Sept. 2019	299	154	117	60	1	21
Class 53	Oct. 2019–Apr. 2020	346	137	114	7	0	10

Physical Fitness

	Number of Push-Ups		1-Mile Run Time		BMI	
	Initial	Final	Initial	Final	Initial	Final
Class 52	28	46	13:05	11:40	25.0	24.4
Class 53	26	41	14:44	12:01	25.4	24.4

Responsible Citizenship

	Voting		Selective Service	
	Eligible	Registered	Eligible	Registered
Class 52	27	27	29	29
Class 53	37	37	43	43

Service to Community

	Service Hours/Cadet	Dollar Value/Hour	Total Value
Class 52	85	$24.72	$246,429
Class 53	81	$24.72	$229,624

Post-Residential Performance Status

	Graduated	Contacted	Placed	Education	Employment	Military	Multiple/Other
Class 51							
Month 9	109	109	44	7	24	2	11
Class 52							
Month 1	117	117	60	9	30	0	22
Month 3	117	98	58	8	34	1	18
Month 6	117	116	44	6	25	2	18
Month 9	117	116	52	7	30	4	16
Class 53							
Month 1	114	121	19	1	10	0	14
Month 3	114	115	36	2	25	0	27
Month 6	114	N/A	N/A	N/A	N/A	N/A	N/A

NOTE: * = did not report because the follow-up period has not occurred.

Table A.32
Profile of Tarheel ChalleNGe Academy—Salemburg, North Carolina

Tarheel ChalleNGe Academy—Salemburg, established 1994

Graduates since inception: 5,154 **Program type: Credit recovery, high school diploma, HiSET**

Staffing

	Instructional	Cadre	Admin	Case Managers	Recruiters	Counselors	Other
Employed	10	32	22	3	2	2	0

Funding

	Federal Funding	State Funding	Other Funding
Classes 52 and 53	$3,790,060	$1,263,353	$0

Residential Performance

	Dates	Applied	Entered Pre-ChalleNGe	Graduated	Received GED/HiSET	Received HS Credits	Received HS Diploma
Class 52	Jan. 2019–June 2019	363	145	110	0	0	0
Class 53	July 2019–Dec. 2019	422	163	118	0	0	0

Physical Fitness

	Number of Push-Ups		1-Mile Run Time		BMI	
	Initial	Final	Initial	Final	Initial	Final
Class 52	*	*	10:32	08:18	23.7	24.1
Class 53	*	*	*	*	25.8	26.0

Responsible Citizenship

	Voting		Selective Service	
	Eligible	Registered	Eligible	Registered
Class 52	21	21	15	15
Class 53	27	27	21	21

Service to Community

	Service Hours/Cadet	Dollar Value/Hour	Total Value
Class 52	108	$24.72	$292,845
Class 53	100	$24.72	$292,166

Post-Residential Performance Status

	Graduated	Contacted	Placed	Education	Employment	Military	Multiple/Other
Class 51							
Month 9	110	102	79	9	39	6	25
Class 52							
Month 1	110	110	82	10	32	0	40
Month 3	110	110	100	30	44	1	25
Month 6	110	110	108	37	49	1	21
Month 9	110	110	104	35	46	7	16
Class 53							
Month 1	118	118	90	3	44	0	43
Month 3	118	118	94	12	41	3	38
Month 6	118	118	44	2	17	3	22

NOTE: * = did not report.

Table A.33
Profile of New Jersey Youth ChalleNGe Academy

New Jersey Youth ChalleNGe Academy, established 1994							
Graduates since inception: 4,171				**Program type: GED**			
Staffing							
	Instructional	**Cadre**	**Admin**	**Case Managers**	**Recruiters**	**Counselors**	**Other**
Employed	6	25	7	2	2	1	4
Funding							
		Federal Funding		**State Funding**		**Other Funding**	
Classes 52 and 53		$3,000,000		$1,000,000		$0	
Residential Performance							
	Dates	**Applied**	**Entered Pre-ChalleNGe**	**Graduated**	**Received GED/ HiSET**	**Received HS Credits**	**Received HS Diploma**
Class 52	July 2019–Dec. 2019	358	173	86	30	0	0
Class 53	Jan. 2020–June 2020	304	117	N/A	N/A	N/A	N/A
Physical Fitness							
	Number of Push-Ups		**1-Mile Run Time**		**BMI**		
	Initial	**Final**	**Initial**	**Final**	**Initial**	**Final**	
Class 52	*	*	11:29	09:31	*	*	
Class 53	N/A	N/A	N/A	N/A	N/A	N/A	
Responsible Citizenship							
	Voting		**Selective Service**				
	Eligible	**Registered**	**Eligible**	**Registered**			
Class 52	22	22	20	20			
Class 53	15	0	11	7			
Service to Community							
	Service Hours/Cadet		**Dollar Value/Hour**		**Total Value**		
Class 52	47		$29.49		$119,435		
Class 53	N/A		$29.49		N/A		
Post-Residential Performance Status							
	Graduated	**Contacted**	**Placed**	**Education**	**Employment**	**Military**	**Multiple/Other**
Class 51							
Month 9	80	3	2	0	0	0	2
Class 52							
Month 1	86	34	12	4	4	1	4
Month 3	86	51	31	14	10	2	6
Month 6	86	76	15	5	4	3	3
Month 9	86	N/A	N/A	N/A	N/A	N/A	N/A
Class 53							
Month 1	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Month 3	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Month 6	N/A	N/A	N/A	N/A	N/A	N/A	N/A

NOTES: * = did not report; N/A = not applicable because follow-up period has not occurred for Class 52. Month 9 placement and Class 53 had not been completed as of this writing because of COVID-19–related early release.

Table A.34
Profile of New Mexico Youth ChalleNGe Academy

New Mexico Youth ChalleNGe Academy, established 2001							
Graduates since inception: 2,937				**Program type: HiSET**			
Staffing							
	Instructional	**Cadre**	**Admin**	**Case Managers**	**Recruiters**	**Counselors**	**Other**
Employed	0	24	6	3	3	1	5
Funding							
		Federal Funding		**State Funding**		**Other Funding**	
Classes 52 and 53		$2,901,634		$892,116		$142,599	
Residential Performance							
	Dates	**Applied**	**Entered Pre-ChalleNGe**	**Graduated**	**Received GED/HiSET**	**Received HS Credits**	**Received HS Diploma**
Class 52	Jan. 2019–June 2019	176	135	90	48	0	0
Class 53	July 2019–Dec. 2019	218	132	105	71	0	0
Physical Fitness							
	Number of Push-Ups		**1-Mile Run Time**		**BMI**		
	Initial	**Final**	**Initial**	**Final**	**Initial**	**Final**	
Class 52	*	*	08:11	06:24	25.7	*	
Class 53	*	*	*	*	26.6	*	
Responsible Citizenship							
	Voting		**Selective Service**				
	Eligible	**Registered**	**Eligible**	**Registered**			
Class 52	24	24	36	36			
Class 53	23	23	45	45			
Service to Community							
	Service Hours/Cadet		**Dollar Value/Hour**		**Total Value**		
Class 52	64		$22.31		$127,872		
Class 53	47		$22.31		$109,330		
Post-Residential Performance Status							
	Graduated	**Contacted**	**Placed**	**Education**	**Employment**	**Military**	**Multiple/Other**
Class 51							
Month 9	85	32	24	4	11	3	6
Class 52							
Month 1	90	90	43	2	37	2	4
Month 3	90	90	38	1	33	2	4
Month 6	90	90	40	1	34	3	4
Month 9	90	90	39	2	33	3	2
Class 53							
Month 1	105	105	39	5	31	1	3
Month 3	105	105	44	6	33	3	3
Month 6	105	105	48	5	35	4	4

NOTE: * = did not report.

Table A.35
Profile of Thunderbird Youth Academy, Oklahoma

Thunderbird Youth Academy, established 1993							
Graduates since inception: 5,074				**Program type: Credit recovery, high school diploma, GED**			
Staffing							
	Instructional	**Cadre**	**Admin**	**Case Managers**	**Recruiters**	**Counselors**	**Other**
Employed	5	25	16	3	5	1	11
Funding							
		Federal Funding		**State Funding**		**Other Funding**	
Classes 52 and 53		$3,465,000		$1,155,000		$0	
Residential Performance							
	Dates	**Applied**	**Entered Pre-ChalleNGe**	**Graduated**	**Received GED/HiSET**	**Received HS Credits**	**Received HS Diploma**
Class 52	Jan. 2019–June 2019	438	174	109	4	82	21
Class 53	July 2019–Dec. 2019	434	180	120	7	93	17
Physical Fitness							
	Number of Push-Ups		**1-Mile Run Time**		**BMI**		
	Initial	**Final**	**Initial**	**Final**	**Initial**	**Final**	
Class 52	31	38	11:18	10:04	25.4	25.0	
Class 53	28	41	09:56	09:22	26.1	26.1	
Responsible Citizenship							
	Voting		**Selective Service**				
	Eligible	**Registered**	**Eligible**	**Registered**			
Class 52	10	10	25	25			
Class 53	20	20	27	27			
Service to Community							
	Service Hours/Cadet		**Dollar Value/Hour**		**Total Value**		
Class 52	51		$23.74		$130,974		
Class 53	57		$23.74		$161,847		
Post-Residential Performance Status							
	Graduated	**Contacted**	**Placed**	**Education**	**Employment**	**Military**	**Multiple/Other**
Class 51							
Month 9	105	99	96	32	13	4	47
Class 52							
Month 1	109	108	96	54	14	4	24
Month 3	109	104	97	48	7	3	42
Month 6	109	104	97	49	7	6	35
Month 9	109	105	98	48	5	7	40
Class 53							
Month 1	120	118	109	81	5	4	20
Month 3	120	120	113	66	8	3	36
Month 6	120	*	*	*	*	*	*

NOTE: * = did not report.

Table A.36
Profile of Oregon Youth ChalleNGe Program

Oregon Youth ChalleNGe Program, established 1999

Graduates since inception: 4,944 | **Program type: Credit recovery, high school diploma, GED**

Staffing

	Instructional	Cadre	Admin	Case Managers	Recruiters	Counselors	Other
Employed	7	24	16	3	1	0	1

Funding

	Federal Funding	State Funding	Other Funding
Classes 52 and 53	$4,575,000	$1,525,000	$875,768

Residential Performance

	Dates	Applied	Entered Pre-ChalleNGe	Graduated	Received GED/HiSET	Received HS Credits	Received HS Diploma
Class 52	Jan. 2019–June 2019	197	168	139	0	134	5
Class 53	July 2019–Dec. 2019	215	169	154	0	149	5

Physical Fitness

	Number of Push-Ups		1-Mile Run Time		BMI	
	Initial	Final	Initial	Final	Initial	Final
Class 52	22	31	10:24	08:09	27.0	26.7
Class 53	27	40	09:21	07:28	25.1	25.2

Responsible Citizenship

	Voting		Selective Service	
	Eligible	Registered	Eligible	Registered
Class 52	22	22	72	72
Class 53	29	29	60	60

Service to Community

	Service Hours/Cadet	Dollar Value/Hour	Total Value
Class 52	87	$26.39	$319,095
Class 53	76	$26.39	$307,140

Post-Residential Performance Status

	Graduated	Contacted	Placed	Education	Employment	Military	Multiple/Other
Class 51							
Month 9	139	139	116	49	34	15	18
Class 52							
Month 1	139	139	134	93	24	0	17
Month 3	139	139	138	106	12	2	18
Month 6	139	139	133	87	21	3	22
Month 9	139	139	126	72	25	4	26
Class 53							
Month 1	154	154	150	125	10	1	15
Month 3	154	154	142	111	8	2	21
Month 6	154	*	*	*	*	*	*

NOTE: * = did not report.

Table A.37
Profile of Puerto Rico Youth ChalleNGe Academy

Puerto Rico Youth ChalleNGe Academy, established 1999							
Graduates since inception: 6,639				**Program type: Credit recovery, high school diploma**			
Staffing							
	Instructional	**Cadre**	**Admin**	**Case Managers**	**Recruiters**	**Counselors**	**Other**
Employed	12	50	25	12	1	8	12
Funding							
		Federal Funding		**State Funding**		**Other Funding**	
Classes 52 and 53		$4,620,000		$1,540,000		$0	
Residential Performance							
	Dates	**Applied**	**Entered Pre-ChalleNGe**	**Graduated**	**Received GED/HiSET**	**Received HS Credits**	**Received HS Diploma**
Class 52	Apr. 2019–Sept. 2019	299	267	223	0	0	223
Class 53	Oct. 2019 – Mar. 2020	319	265	223	0	0	223
Physical Fitness							
	Number of Push-Ups		**1-Mile Run Time**		**BMI**		
	Initial	**Final**	**Initial**	**Final**	**Initial**	**Final**	
Class 52	23	42	09:50	08:02	23.9	23.1	
Class 53	22	36	09:34	07:32	23.4	22.4	
Responsible Citizenship							
	Voting			**Selective Service**			
	Eligible	**Registered**		**Eligible**	**Registered**		
Class 52	37	36		29	29		
Class 53	42	41		37	37		
Service to Community							
	Service Hours/Cadet		**Dollar Value/Hour**		**Total Value**		
Class 52	52		$13.16		$152,393		
Class 53	41		$13.16		$121,072		
Post-Residential Performance Status							
	Graduated	**Contacted**	**Placed**	**Education**	**Employment**	**Military**	**Multiple/Other**
Class 51							
Month 9	227	227	178	121	27	1	29
Class 52							
Month 1	223	223	32	19	10	0	23
Month 3	223	223	104	68	24	0	38
Month 6	223	223	156	117	18	4	31
Month 9	223	223	141	103	22	4	30
Class 53							
Month 1	223	222	15	8	6	0	14
Month 3	223	222	25	16	7	0	17
Month 6	223	N/A	N/A	N/A	N/A	N/A	N/A

NOTE: N/A = not applicable because the follow-up period has not occurred.

Table A.38
Profile of South Carolina Youth ChalleNGe Academy

South Carolina Youth ChalleNGe Academy, established 1998							
Graduates since inception: 3,871				**Program type: Credit recovery, GED**			
Staffing							
	Instructional	**Cadre**	**Admin**	**Case Managers**	**Recruiters**	**Counselors**	**Other**
Employed	7	46	13	4	3	3	8
Funding							
	Federal Funding			**State Funding**		**Other Funding**	
Classes 52 and 53	$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 52	Jan. 2019–June 2019	156	135	65	25	0	0
Class 53	July 2019–Dec. 2019	173	134	83	13	0	0
Physical Fitness							
	Number of Push-Ups		**1-Mile Run Time**		**BMI**		
	Initial	**Final**	**Initial**	**Final**	**Initial**	**Final**	
Class 52	31	41	09:59	08:59	23.8	24.5	
Class 53	32	40	10:03	10:06	25.8	25.8	
Responsible Citizenship							
	Voting			**Selective Service**			
	Eligible	**Registered**		**Eligible**	**Registered**		
Class 52	22	22		17	17		
Class 53	19	12		14	13		
Service to Community							
	Service Hours/Cadet		**Dollar Value/Hour**		**Total Value**		
Class 52	20		$24.01		$31,813		
Class 53	45		$24.01		$89,389		
Post-Residential Performance Status							
	Graduated	**Contacted**	**Placed**	**Education**	**Employment**	**Military**	**Multiple/Other**
Class 51							
Month 9	102	101	59	14	39	2	4
Class 52							
Month 1	65	57	31	20	9	1	7
Month 3	65	61	38	20	14	2	14
Month 6	65	52	17	4	11	2	9
Month 9	65	47	21	7	11	2	14
Class 53							
Month 1	83	83	60	52	1	0	7
Month 3	83	83	63	46	10	0	7
Month 6	83	83	56	43	7	0	6

Table A.39
Profile of Volunteer Youth ChalleNGe Academy, Tennessee

Volunteer Youth ChalleNGe Academy, established 2017							
Graduates since inception: 203				**Program type: Credit recovery, high school diploma, HiSET**			
Staffing							
	Instructional	**Cadre**	**Admin**	**Case Managers**	**Recruiters**	**Counselors**	**Other**
Employed	6	24	8	3	4	4	2
Funding							
		Federal Funding		**State Funding**		**Other Funding**	
Classes 52 and 53		$3,453,330		$1,151,110		$0	
Residential Performance							
	Dates	**Applied**	**Entered Pre-ChalleNGe**	**Graduated**	**Received GED/HiSET**	**Received HS Credits**	**Received HS Diploma**
Class 52	Jan. 2019–June 2019	100	57	39	7	25	5
Class 53	July 2019–Dec. 2019	53	71	42	16	22	2
Physical Fitness							
	Number of Push-Ups		**1-Mile Run Time**		**BMI**		
	Initial	**Final**	**Initial**	**Final**	**Initial**	**Final**	
Class 52	28	44	10:27	09:06	*	*	
Class 53	24	32	09:48	09:04	*	*	
Responsible Citizenship							
	Voting			**Selective Service**			
	Eligible	**Registered**		**Eligible**	**Registered**		
Class 52	10	0		8	8		
Class 53	4	0		3	2		
Service to Community							
	Service Hours/Cadet		**Dollar Value/Hour**		**Total Value**		
Class 52	*		$23.50		$0		
Class 53	*		$23.50		$0		
Post-Residential Performance Status							
	Graduated	**Contacted**	**Placed**	**Education**	**Employment**	**Military**	**Multiple/Other**
Class 51							
Month 9	53	53	40	11	19	6	3
Class 52							
Month 1	39	28	19	16	3	0	0
Month 3	39	38	27	17	10	0	0
Month 6	39	39	35	19	16	0	0
Month 9	39	30	28	13	14	1	0
Class 53							
Month 1	42	42	32	17	10	0	5
Month 3	42	42	34	17	12	0	5
Month 6	42	42	36	17	14	0	5

NOTE: * = did not report.

Table A.40
Profile of Texas ChalleNGe Academy

Texas ChalleNGe Academy, established 2014							
Graduates since inception: 624				**Program type: Credit recovery, high school diploma, GED**			
Staffing							
	Instructional	**Cadre**	**Admin**	**Case Managers**	**Recruiters**	**Counselors**	**Other**
Employed	11	27	11	6	5	0	9
Funding							
		Federal Funding		**State Funding**		**Other Funding**	
Classes 52 and 53		$3,100,000		$1,429,500		$190,000	
Residential Performance							
	Dates	**Applied**	**Entered Pre-ChalleNGe**	**Graduated**	**Received GED/HiSET**	**Received HS Credits**	**Received HS Diploma**
Class 52	Jan. 2019–June 2019	212	133	97	0	77	18
Class 53	July 2019–Dec. 2019	252	136	79	0	67	11
Physical Fitness							
	Number of Push-Ups		**1-Mile Run Time**		**BMI**		
	Initial	**Final**	**Initial**	**Final**	**Initial**	**Final**	
Class 52	26	39	10:21	08:49	27.0	26.6	
Class 53	23	33	10:25	09:27	26.4	26.1	
Responsible Citizenship							
	Voting			**Selective Service**			
	Eligible	**Registered**		**Eligible**	**Registered**		
Class 52	20	20		28	28		
Class 53	18	18		25	25		
Service to Community							
	Service Hours/Cadet		**Dollar Value/Hour**		**Total Value**		
Class 52	52		$25.47		$128,624		
Class 53	49		$25.47		$97,741		
Post-Residential Performance Status							
	Graduated	**Contacted**	**Placed**	**Education**	**Employment**	**Military**	**Multiple/Other**
Class 51							
Month 9	87	69	56	12	25	4	15
Class 52							
Month 1	97	97	32	7	22	2	2
Month 3	97	97	76	31	32	4	9
Month 6	97	96	74	33	28	7	6
Month 9	97	97	72	32	30	7	3
Class 53							
Month 1	79	79	41	19	18	2	2
Month 3	79	73	63	23	33	2	5
Month 6	79	79	59	19	34	2	4

Table A.41
Profile of Virginia Commonwealth ChalleNGe Youth Academy

Virginia Commonwealth ChalleNGe Youth Academy, established 1994							
Graduates since inception: 5,231				**Program type: Credit recovery, GED**			
Staffing							
	Instructional	**Cadre**	**Admin**	**Case Managers**	**Recruiters**	**Counselors**	**Other**
Employed	10	33	12	5	3	4	9
Funding							
		Federal Funding		**State Funding**		**Other Funding**	
Classes 52 and 53		$4,128,368		$1,592,103		$211,000	
Residential Performance							
	Dates	**Applied**	**Entered Pre-ChalleNGe**	**Graduated**	**Received GED/HiSET**	**Received HS Credits**	**Received HS Diploma**
Class 52	Oct. 2018–Feb. 2019	222	155	117	58	0	0
Class 53	Mar. 2019–Aug. 2019	211	158	118	44	0	0
Physical Fitness							
	Number of Push-Ups		**1-Mile Run Time**		**BMI**		
	Initial	**Final**	**Initial**	**Final**	**Initial**	**Final**	
Class 52	*	*	09:35	08:14	24.5	*	
Class 53	*	*	09:31	08:22	24.0	*	
Responsible Citizenship							
	Voting		**Selective Service**				
	Eligible	**Registered**	**Eligible**	**Registered**			
Class 52	20	20	45	45			
Class 53	17	17	48	48			
Service to Community							
	Service Hours/Cadet		**Dollar Value/Hour**		**Total Value**		
Class 52	100		$28.46		$331,331		
Class 53	67		$28.46		$225,972		
Post-Residential Performance Status							
	Graduated	**Contacted**	**Placed**	**Education**	**Employment**	**Military**	**Multiple/Other**
Class 51							
Month 9	91	66	63	17	17	4	25
Class 52							
Month 1	117	116	116	63	11	6	36
Month 3	117	*	*	*	*	*	*
Month 6	117	88	83	19	19	10	35
Month 9	117	51	46	8	16	8	14
Class 53							
Month 1	118	74	71	47	10	2	12
Month 3	118	68	66	36	12	4	16
Month 6	118	33	30	16	6	2	9

NOTE: * = did not report.

Table A.42
Profile of Washington Youth Academy

Washington Youth Academy, established 2009							
Graduates since inception: 2,740				**Program type: Credit recovery**			
Staffing							
	Instructional	**Cadre**	**Admin**	**Case Managers**	**Recruiters**	**Counselors**	**Other**
Employed	7.5	33	15	6	2	4	10
Funding							
		Federal Funding		**State Funding**		**Other Funding**	
Classes 52 and 53		$4,048,847		$1,349,616		$1,827,130	
Residential Performance							
	Dates	**Applied**	**Entered Pre-ChalleNGe**	**Graduated**	**Received GED/HiSET**	**Received HS Credits**	**Received HS Diploma**
Class 52	Jan. 2019–June 2019	270	164	136	0	136	0
Class 53	July 2019–Dec. 2019	270	161	136	0	136	0
Physical Fitness							
	Number of Push-Ups		**1-Mile Run Time**		**BMI**		
	Initial	**Final**	**Initial**	**Final**	**Initial**	**Final**	
Class 52	22	35	10:07	07:39	26.4	25.9	
Class 53	20	36	10:23	07:35	26.3	25.8	
Responsible Citizenship							
	Voting			**Selective Service**			
	Eligible	**Registered**		**Eligible**	**Registered**		
Class 52	26	26		49	49		
Class 53	42	42		64	64		
Service to Community							
	Service Hours/Cadet		**Dollar Value/Hour**		**Total Value**		
Class 52	62		$33.02		$276,229		
Class 53	59		$33.02		$266,108		
Post-Residential Performance Status							
	Graduated	**Contacted**	**Placed**	**Education**	**Employment**	**Military**	**Multiple/Other**
Class 51							
Month 9	145	145	95	60	25	5	5
Class 52							
Month 1	136	136	134	134	0	0	0
Month 3	136	136	122	120	2	0	0
Month 6	136	136	124	115	5	1	3
Month 9	136	136	113	106	2	2	3
Class 53							
Month 1	136	136	133	133	0	0	0
Month 3	136	136	132	131	0	0	1
Month 6	136	136	130	128	1	0	1

Table A.43
Profile of Wisconsin ChalleNGe Academy

Wisconsin ChalleNGe Academy, established 1998							
Graduates since inception: 4,017				**Program type: Credit recovery, high school diploma, GED**			
Staffing							
	Instructional	**Cadre**	**Admin**	**Case Managers**	**Recruiters**	**Counselors**	**Other**
Employed	4	19	8	4	4	0	4
Funding							
		Federal Funding		**State Funding**		**Other Funding**	
Classes 52 and 53		$3,495,603		$1,156,701		$8,500	
Residential Performance							
	Dates	**Applied**	**Entered Pre-ChalleNGe**	**Graduated**	**Received GED/HiSET**	**Received HS Credits**	**Received HS Diploma**
Class 52	Jan. 2019–June 2019	311	167	101	80	0	0
Class 53	July 2019–Dec. 2019	294	139	105	82	0	0
Physical Fitness							
	Number of Push-Ups		**1-Mile Run Time**		**BMI**		
	Initial	**Final**	**Initial**	**Final**	**Initial**	**Final**	
Class 52	24	36	09:26	07:22	24.8	*	
Class 53	21	36	08:30	07:30	24.2	*	
Responsible Citizenship							
	Voting		**Selective Service**				
	Eligible	**Registered**	**Eligible**	**Registered**			
Class 52	14	14	37	37			
Class 53	22	22	50	50			
Service to Community							
	Service Hours/Cadet		**Dollar Value/Hour**		**Total Value**		
Class 52	58		$25.66		$149,020		
Class 53	59		$25.66		$159,308		
Post-Residential Performance Status							
	Graduated	**Contacted**	**Placed**	**Education**	**Employment**	**Military**	**Multiple/Other**
Class 51							
Month 9	88	80	63	7	39	5	12
Class 52							
Month 1	101	100	57	3	45	1	26
Month 3	101	100	67	5	41	2	34
Month 6	101	98	65	4	44	3	25
Month 9	101	96	55	1	38	8	25
Class 53							
Month 1	105	97	42	33	0	8	25
Month 3	105	98	56	43	1	11	17
Month 6	105	*	*	*	*	*	*

NOTE: * = did not report.

Table A.44
Profile of Mountaineer ChalleNGe Academy, West Virginia

Mountaineer ChalleNGe Academy, established 1993

Graduates since inception: 4,661	Program type: High school diploma, TASC

Staffing

	Instructional	Cadre	Admin	Case Managers	Recruiters	Counselors	Other
Employed	7	37	17	6	3	2	11

Funding

	Federal Funding	State Funding	Other Funding
Classes 52 and 53	$4,500,000	$1,500,000	$0

Residential Performance

	Dates	Applied	Entered Pre-ChalleNGe	Graduated	Received GED/HiSET	Received HS Credits	Received HS Diploma
Class 52	Jan. 2019–June 2019	341	206	155	0	18	137
Class 53	July 2019–Dec. 2019	380	205	148	0	0	130

Physical Fitness

	Number of Push-Ups		1-Mile Run Time		BMI	
	Initial	Final	Initial	Final	Initial	Final
Class 52	18	33	10:59	07:43	25.3	24.8
Class 53	23	41	09:45	07:40	25.1	24.9

Responsible Citizenship

	Voting		Selective Service	
	Eligible	Registered	Eligible	Registered
Class 52	26	26	20	20
Class 53	26	26	19	19

Service to Community

	Service Hours/Cadet	Dollar Value/Hour	Total Value
Class 52	59	$23.01	$212,021
Class 53	57	$23.01	$195,486

Post-Residential Performance Status

	Graduated	Contacted	Placed	Education	Employment	Military	Multiple/Other
Class 51							
Month 9	173	173	102	13	57	19	13
Class 52							
Month 1	155	155	50	5	40	5	8
Month 3	155	155	76	11	51	9	10
Month 6	155	155	78	10	49	12	12
Month 9	155	155	68	4	48	11	10
Class 53							
Month 1	148	148	33	11	17	3	11
Month 3	148	148	59	8	36	9	13
Month 6	148	148	58	1	45	11	7

Table A.45
Profile of Wyoming Cowboy ChalleNGe Academy

Wyoming Cowboy ChalleNGe Academy, established 2005							
Graduates since inception: 1,253				**Program type: Credit recovery, HiSET**			
Staffing							
	Instructional	**Cadre**	**Admin**	**Case Managers**	**Recruiters**	**Counselors**	**Other**
Employed	4	18	6	2	4	0	3
Funding							
		Federal Funding		**State Funding**		**Other Funding**	
Classes 52 and 53		$3,250,000		$1,129,333		$0	
Residential Performance							
	Dates	**Applied**	**Entered Pre-ChalleNGe**	**Graduated**	**Received GED/HiSET**	**Received HS Credits**	**Received HS Diploma**
Class 52	Jan. 2019–June 2019	106	97	57	35	14	0
Class 53	July 2019–Dec. 2019	122	90	52	17	17	0
Physical Fitness							
	Number of Push-Ups		**1-Mile Run Time**		**BMI**		
	Initial	**Final**	**Initial**	**Final**	**Initial**	**Final**	
Class 52	28	41	10:03	08:17	24.4	*	
Class 53	24	44	09:30	08:09	24.0	*	
Responsible Citizenship							
	Voting			**Selective Service**			
	Eligible	**Registered**		**Eligible**	**Registered**		
Class 52	3	3		3	3		
Class 53	4	4		4	4		
Service to Community							
	Service Hours/Cadet		**Dollar Value/Hour**		**Total Value**		
Class 52	48		$25.53		$69,225		
Class 53	43		$25.53		$57,404		
Post-Residential Performance Status							
	Graduated	**Contacted**	**Placed**	**Education**	**Employment**	**Military**	**Multiple/Other**
Class 51							
Month 9	34	34	24	6	9	4	4
Class 52							
Month 1	57	57	15	4	10	0	1
Month 3	57	*	*	*	*	*	*
Month 6	57	58	40	7	22	6	5
Month 9	57	64	53	12	27	5	9
Class 53							
Month 1	52	51	30	14	7	1	8
Month 3	52	51	42	15	14	1	12
Month 6	52	49	44	9	13	5	17

NOTE: * = did not report.

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The National Guard Youth Challenge (ChalleNGe) program serves young people who are experiencing difficulty in traditional high school through a quasi-military, 5.5-month residential program. The RAND Corporation's ongoing analyses of the ChalleNGe program are designed to meet multiple objectives. The first is to gather and analyze existing data from each ChalleNGe site to support the program's yearly report to Congress. To that end, the authors of this report document the progress of program participants (or "cadets") in 2019 and 2020.

Participation in the ChalleNGe program remains strong; nearly 13,000 young people entered the ChalleNGe program during 2019, and over 9,500 of those graduated. Among graduates, the vast majority left the program with a recognized credential or with credits toward high school graduation.

ChalleNGe is a well-established program with sites in the majority of states, but given the relatively short duration of the residential portion, the program provides limited career and technical training. In recent years, Job ChalleNGe programs have been established at six sites. Job ChalleNGe builds on the ChalleNGe model by providing additional training to ChalleNGe graduates. Job ChalleNGe provides this training through a 5.5-month residential program that focuses on developing career and technical skills.

The authors of this report provide initial implementation findings in this document and include a summary of planned future analyses to support ChalleNGe and Job ChalleNGe. Additionally, the authors examine some of the effects of the coronavirus disease 2019 (COVID-19) pandemic on both programs.

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