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National Guard Youth ChalleNGe

Program Progress in 2022–2023

About This Report

The National Guard Youth Challenge (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 year 2022–2023 and is the eighth in a series of annual reports that RAND Corporation researchers have issued over the course of three research projects. The previous National Guard Youth ChalleNGe Annual Reports cover program years 2015–2016 through 2021–2022. Each report can be found on RAND's ChalleNGe webpage (Wenger et al., 2017; Wenger, Constant, and Cottrell, 2018; Constant et al., 2019; Constant et al., 2020; Wenger et al., 2021; Wenger, Constant, et al., 2022; Wenger, Cottrell, and Wrabel, 2023; all available at https://www.rand.org/nsrd/projects/national-guard-challenge.html).

Each annual report documents the progress of participants who entered ChalleNGe during specific program years and then completed the program. In this report, we provide information on participants who entered the ChalleNGe program in 2022, as well as some follow-up information on those who entered the program in 2021.

This report draws primarily on quantitative program and site data but also draws on analyses of existing literature, quantitative data describing the civilian labor market, and qualitative data collected from conversations with program staff. Caveats to be considered include some documented inconsistencies in reported data across sites (discussed in Chapter 1, table notes, and the appendix).

This report will be of interest to ChalleNGe program staff and to personnel providing oversight for the program. This report may also be of interest to policymakers and researchers concerned with designing effective youth program initiatives.

The research reported here was completed in October 2023 and underwent security review with the sponsor and the Defense Office of Prepublication and Security Review before public release.

RAND National Security Research Division

Summary

The National Guard Youth Challenge (ChalleNGe) program is a residential, quasi-military program for youth ages 16 to 18 who are experiencing academic difficulties and exhibiting problem behaviors inside school or outside school, or both; have either dropped out or are in jeopardy of dropping out of their high schools; and, in some cases, have had run-ins with the law. ChalleNGe's stated mission is to "intervene in and reclaim the lives of 16–18-year-old high school dropouts, producing program graduates with the values, life skills, education, and self-discipline necessary to succeed as productive citizens" (National Guard Youth ChalleNGe, 2015, p. 2).[1]

Participating states operate the program, which began in the mid-1990s, with supporting federal funds and oversight. The National Guard Bureau is responsible for day-to-day operational aspects of the program; the Office of the Secretary of Defense provides broad oversight. As required by law, states contribute a minimum of 25 percent of the program's operating funds. At the beginning of 2022, there were 40 sites in 28 states, the District of Columbia, and Puerto Rico. Between the program's inception and the end of 2022, nearly 275,000 young people took part in the ChalleNGe program; over 200,000 completed it.

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

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

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[1]   For information about the program's authority and purpose, see also U.S. Code, Title 32, Chapter 5, Section 509, National Guard Youth Challenge Program of Opportunities for Civilian Youth.

ChalleNGe graduates. As of this writing, the U.S. Department of Defense funds six Job ChalleNGe sites; additional sites are in the planning phase.[2]

Project Objectives

The RAND Corporation's ongoing analytic support of the ChalleNGe program has multiple objectives. First, our team gathers and analyzes data from each ChalleNGe site to support the yearly report on the program, which is delivered to Congress.[3] Our current work also includes the collection and analysis of data on participants' long-term outcomes. We use multiple methods and approaches to collect these data, with a goal of understanding which methods are most effective. Although the ChalleNGe and Job ChalleNGe programs undergo periodic inspections and provide a variety of data and information to their leadership, our data collection and reports have presented consistent information across many aspects of program activities since 2016.

Cross-Site Findings for the 2022 ChalleNGe Classes

The ChalleNGe program continues to recover from the disruptions caused by the coronavirus disease 2019 pandemic. By the end of 2022, activities and many outcomes at many sites closely resembled those of the pre-pandemic period. The overall number of participants remains lower than the number prior to the pandemic, but it continues to increase.

The 2022 class performance levels resembled pre-pandemic performance levels on many measures. Among those who participated in ChalleNGe in 2022, standardized test scores increased substantially, and participants' levels of physical fitness improved over the course of the program. The vast majority of eligible cadets registered to vote and for Selective Service. Cadets performed community service at higher levels than in the previous years.

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[2] The Job ChalleNGe sites are in California, Georgia, Louisiana, Michigan, South Carolina, and West Virginia. Throughout this report, we refer to the National Guard Job ChalleNGe as *Job ChalleNGe* and the National Guard Youth ChalleNGe as *ChalleNGe.* For additional information about Job ChalleNGe, see our earlier reports, especially Wenger, Constant, et al., 2021.

[3] This research heavily draws on the previous seven reports (Wenger, Cottrell, and Wrabel, 2023; Wenger, Constant, et al., 2022; Wenger, Constant, et al., 2021; Constant, Wenger, et al., 2020; Constant, Wenger, et al., 2019; Wenger, Constant, and Cottrell, 2018; Wenger, Constant, et al., 2017). See the previous reports for additional background information and detail on the ChalleNGe and Job ChalleNGe programs. All reports are available at https://www.rand.org/nsrd/projects/national-guard-challenge.html.

Findings on Site Operations and Staffing Challenges

Staff turnover at ChalleNGe sites remains relatively high, and program staff frequently report hiring difficulties (especially for cadre and instructors). We examined this issue closely in our previous report; in this report, we provide an update. Hiring cadre and instructors continues to be most difficult in areas where starting pay is relatively low.

For 2022, we collected information on cadet sleep schedules. Across the board, ChalleNGe sites' sleep schedules typically do not allow enough rest time to meet American Academy of Sleep Medicine guidelines to support adolescent development.

Recommendations

ChalleNGe sites should continue to track staff turnover and local wages. We also recommend tracking staff satisfaction and working conditions. ChalleNGe sites continue to report substantial difficulties in hiring, and the turnover rate of staff remains relatively high. The sites have made efforts to increase starting salaries, especially for positions that cause hiring challenges. But wages in alternative occupations also increased substantially over the past year. Therefore, ChalleNGe sites should continue to focus on this issue. Given the strong relationship between staff turnover and youth outcomes in other settings, we also recommend that sites continue to work to lower staff turnover.

ChalleNGe sites should modify cadet sleep schedules to improve outcomes. Sleep is especially critical for adolescents. A broad array of recent research makes a strong and substantive case for sleep as a key adolescent support mechanism. Adolescents who do not obtain sufficient sleep are more likely than others to experience negative outcomes, including anxiety and stress, aggressive behaviors, and issues with learning, memory, and attention. With one exception, sites' current sleep schedules are not consistent with recommendations. Modifying sleep schedules has the potential to help cadets (and, thus, the ChalleNGe program) achieve better outcomes.

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

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Figures and Tables

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Introduction: The National Guard Youth ChalleNGe Program

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

This is the eighth annual report to Congress that has been completed by researchers at the RAND Corporation. In this report, we include information from ChalleNGe classes that began in 2022. (Past reports included information on ChalleNGe classes that began in each year between 2015 and 2021.)[3] We also include information on site operations with a focus on staff turnover and wages, cadet sleep schedules, and sources of curricular materials used by the sites. This report is designed as a stand-alone document; therefore, some of the information in this chapter and in the following sections is drawn from or shared with previous reports.[4] We begin with a description of the ChalleNGe program.

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

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

[3] All past reports are available at https://www.rand.org/nsrd/projects/national-guard-challenge.html.

[4] See, respectively, Wenger, Constant, et al., 2017; Wenger, Constant, and Cottrell, 2018; Constant, Wenger, et al., 2019; Constant, Wenger, et al., 2020; Wenger, Constant, et al., 2021; Wenger, Constant, et al., 2022; Wenger, Cottrell, and Wrabel, 2023.

The ChalleNGe Program

The ChalleNGe program is well established; the oldest sites have been in continual operation since the mid-1990s. The original model for ChalleNGe was developed in the 1970s and 1980s, with a goal of bringing positive aspects of the military's experience with training and education into a developmentally appropriate program for at-risk youth (Price, 2010).

Participating states operate the ChalleNGe program through their state National Guard organizations with supporting federal funds and oversight. The National Guard is responsible for all day-to-day operational aspects of the program; the Office of the Secretary of Defense provides broad oversight. States are required by federal law to contribute at least 25 percent of the operating funds for their ChalleNGe programs.

The first ten ChalleNGe sites were established in the mid-1990s. As of 2022, there were 40 ChalleNGe sites in 31 states and territories, and more than 70 percent of young people who are not on track to complete high school have a ChalleNGe site in their state.[5] As of this writing, nearly 275,000 young people have participated in the ChalleNGe program, and more than 200,000 have completed the program. Table A.1 in the appendix includes a list of all ChalleNGe sites, as well as their locations.

The ChalleNGe model is based on the following eight core components:

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

These components are woven through the program's curriculum and activities. Day-to-day life at ChalleNGe can be characterized as "structured." Participants, generally referred to as *cadets*, generally sleep in large bays and spend four to six hours per day in an intensive classroom setting. Each site employs instructors to conduct activities in the classroom. Instructors may be certified teachers, or they may have other relevant experience. Cadets' schedules also include prescribed amounts of time for physical fitness activities, eating, studying, personal grooming, group activities to develop leadership and followership, volunteering, and planned extracurricular activities. Most of these activities take place in platoons. Cadets are super-

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[5] This figure is based on state-level measures of the youth population and the adjusted cohort graduation rate (ACGR) using data from the sites that were in operation in mid-2021, but it remains accurate. The ACGR is a statistic measuring the proportion of public-school students who attain a regular high school diploma within four years of entering ninth grade (National Center for Education Statistics, 2023). ACGR data are not available for Puerto Rico; we assume the average ACGR for students in Puerto Rico.

vised around the clock by staff referred to as *cadre*, even while in the classroom (during class-work, cadre can provide one-on-one help to cadets, as well as refocus cadets who have become distracted). Many cadre are former service members, although this is not a job requirement.

ChalleNGe cadets often learn about the program from family and friends, school counselors or other school officials, law enforcement or others working in the juvenile justice system, or other members of their home communities. Potential cadets (*applicants*) complete a formal application process, which frequently includes an interview; sites work to screen out applicants who require additional supports that are unavailable at ChalleNGe, as well as those who do not wish to participate in the program. During the coronavirus disease 2019 (COVID-19) pandemic, sites experimented with virtual tools as part of the recruiting process; some sites have kept these initiatives in place (see Wenger, Constant, et al., 2022).

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

About three-quarters of cadets are male. About 60 percent of cadets are 16 years old or younger when they enter the program (15-year-olds who will turn 16 while at ChalleNGe are eligible for entry). About one-third of entrants are 17 years old; less than 10 percent are older than 17. Although males who enter prior to turning 17 are less likely than other cadets to graduate, the effect sizes are relatively small, and the age distribution of graduates is quite similar to that of entrants.[7]

When cadets enter ChalleNGe, they take a standardized test called the Test of Adult Basic Education (TABE). The test measures skills in reading, language arts, and math. Sites use this test to measure cadets' current skill levels when they enter ChalleNGe. Cadets retake the TABE at least once before graduation. The TABE offers considerable advantages over other standardized tests. First, the TABE is valid across a wide range of grade and skill levels; results are considered valid from the elementary to the late high school years. Additionally, the current version of the TABE is aligned with College and Career Readiness Standards.[8] We report TABE data from 2022 classes in Chapter 2.

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[6] Applicants must not be awaiting sentencing, on parole, or on probation for anything other than a juvenile offense, and they must not be under indictment, accused, or convicted of a felony (see Department of Defense [DoD] Instruction 1025.08, 2002). Additionally, applicants are screened for unresolved mental and behavioral health issues and education issues with the purpose of ensuring that the sites can provide appropriate supports.

[7] For more information on the correlation between age and ChalleNGe graduation, see Constant, Wenger, et al., 2019.

[8] For more information on the TABE, see Wenger, Constant, et al., 2021.

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

The program uses a tool called the Post-Residential Action Plan (P-RAP) to provide structure and to assist with planning during the program for the post-residential period.[9] Cadets document their plans to continue or complete their education, enter the labor force, enter the military, or undertake other appropriate activities (e.g., community service). Collectively, these activities are referred to as *placements*. Mentors also perform an important function by communicating information about graduates' placement activities to site staff.

Graduation, or the successful completion of the ChalleNGe program, does not require earning an education credential, but it does require persistence throughout the entire program and participation in required activities across the core components (completing the P-RAP is one such activity).

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

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."[10] 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).[11]

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[9] For more information about the P-RAP, see Corte and Sontag-Padilla, 2021.

[10] 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.

[11] See Millenky et al. (2011) for a description of a randomized controlled trial (RCT) developed to evaluate the effects of ChalleNGe by comparing a treatment group (those who participated in ChalleNGe) with an otherwise similar control group that was not randomly assigned to participate in ChalleNGe. The researchers collected information from ChalleNGe participants, via surveys, over the 36 months following the participants' entry into the study and found a variety of positive effects, as well as some areas in which program

A Logic Model Describing ChalleNGe

During our initial data collection at the beginning of our first project in 2016, we developed a logic model to describe how the program's resources and activities are expected to meet its outcomes and goals.[12] We have gathered feedback on the logic model and have revised it as necessary over time. The current version of the logic model appears in Figure 1.1.

Program *inputs* (the resources needed to administer the program) include policy and planning materials to guide program activities and the assets needed to house and instruct cadets. Program *activities* include orientation activities during the initial two-week acclimation period, undertaken to prepare cadets for ChalleNGe (for example, performing physical exams and instructing cadets on program standards and expectations). The acclimation period activities feed directly into program activities during the 20-week residential phase. Program *outputs* include those related to cadet activities (for example, housing, instructing, and mentoring cadets) and those related to the end process of graduating cadets (for example, administering standardized tests, awarding credentials, and placing cadets). Outputs can be thought of as the immediate result of the program's activities. *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). Thus, outcomes can be thought of as the eventual results produced by the program. Typically, outcomes are aligned with a program's mission; outcomes are the expected result of the program's outputs.

As detailed in Chapter 2, the ChalleNGe sites collect considerable information about the participants, including their progress on the core components during the residential portion of ChalleNGe. The sites also collect information about graduates' activities in the post-residential phase. These data track parts of the left-hand side of the logic model—inputs, activities, and outputs—as well as some short-term outcomes. But the long-term outcomes listed on the right-hand side of the logic model are those that can determine how well ChalleNGe is doing at achieving long-term goals for participants, and thus how well the program is doing at meeting its mission. We note here that the sites meet all current requirements for data collection and that the placement data collected do provide some information on shorter-term outcomes. However, most sites currently track only minimal long-term outcome

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effects were small or near zero. RAND researchers used the results from the RCT to conduct a cost-benefit analysis of the program by projecting lifetime earnings using data on ChalleNGe participants' higher educational attainment and labor force participation (Perez-Arce et al., 2012).

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

FIGURE 1.1

ChalleNGe Logic Model

Inputs	Activities	Outputs	Outcomes

Inputs

Policy and planning:
- Curricula
- Guidelines on youth fitness programs and nutrition
- ChalleNGe, DoD, and National Guard instructions
- Donohue intervention model
- State or local education agreements
- Job training partnerships
- Program staff training

Assets:
- Instructors
- Administrative staff
- Mentors
- Cadre
- Facilities
- Funding

Activities

Recruitment and Application:
- Create program awareness and communicate mission
- Get applicants, screen, admit
- Get admits to acclimation

Acclimation Phase:
- Administer orientation, physicals, and placement tests
- Organize teambuilding
- Counsel cadets and instruct on program expectations, life skills, and well-being

Residential Phase:
- Provide housing, meals, medical support
- Administer drug tests
- Enforce appropriate cadet behavior and protocol
- Communicate and collaborate with parents and guardians
- Coordinate cadet activities
- Enact the core components
  ◦ Physical fitness training
  ◦ Academic instruction
  ◦ Life skills instruction
  ◦ Job skills instruction and exposure to vocations
  ◦ Community service activities
  ◦ Voter registration
  ◦ Selective Service registration
  ◦ Leadership or followership opportunities
  ◦ Health and hygiene guidance
- Administer assessments
- Track cadet progress
- Post-residential planning and goal setting (P-RAP)

Outputs

Cadets:
- Recruited to ChalleNGe
- Experience life in quasi-military setting
- Understand and comply with behavior expectations
- Remain drug free
- Engage in physical training
- Receive academic and life skills instruction
- Participate in job skills training
- Perform community service
- Register to vote
- Register for Selective Service
- Participate in leadership and followership activities
- Fulfill personal health and hygiene requirements
- Connect with a mentor
- Are retained through end of residential phase
- Graduate from ChalleNGe
- Earn credentials or credits

Outcomes

Graduates:
- Placed in school, military, job, or community service
- Earned a high school and/or postsecondary credential
- Improved health outcomes; e.g., weight management, smoking cessation, and physical fitness
- Increased awareness and desirability of military service
- Improved life-coping skills, such as leadership and self-discipline

Graduates:
- Earned additional credentials, certifications, and degrees
- Better cadet job skills
- Improved career opportunities
- Maintained steady employment
- Provided service to local communities
- Enhanced physical well-being

Graduates:
- Increased civic participation
- Healthier social functioning and social interactions
- Improved economic self-sufficiency
- Enhanced physical well-being

Communities and Government:
- Employed individuals, who support family and contribute to the tax base
- Reductions in drug addiction, crime, and the resulting economic losses
- Decreased expenditures on social services
- Healthier communities and community members
- Communities improved through increased levels of community service
- Greater involvement in government processes

Military:
- Higher regard for armed services from participants
- Increases in high-quality enlistees, including from underrepresented populations

External factors: Parents, unexpected family events, job market, outside peer influence, cadet motivations, preexisting academic levels, prior criminality or drug use, preexisting mental or physical conditions

SOURCES: Features information collected from National Guard Youth ChalleNGe sites (Wenger et al., 2017) and feedback collected from stakeholders since 2017.

measures. Our reporting, therefore, provides a snapshot of some key measures that fall into the categories of activities, outputs, and outcomes within the logic model. These measures are comparable across program sites, and tracking them over time provides valuable information. We discuss some of the specific longer-term outcome measures that sites could collect, as well as some of the barriers to longer-term data collection, in Wenger, Wrabel, et al., 2022.

Methods and Sources of Data

Using a mixed-methods approach, we have collected and analyzed data and provided other types of analytic support to the ChalleNGe program since 2016. Key initial steps included development of a program logic model and of processes for collecting quantitative and qualitative data. Between 2016 and 2019, our team visited every ChalleNGe site, spoke to key staff members, and collected qualitative data using a semistructured interview protocol. Since 2019, RAND researchers have carried out a few additional site visits (in-person or virtually) as needed.

The current project in support of the ChalleNGe and Job ChalleNGe programs began in 2022 and will continue through early 2027. In this project, we continue to use the ChalleNGe logic model and to collect and analyze quantitative data from each ChalleNGe site. Additionally, we will collect and analyze data on participants' long-term outcomes using multiple approaches and methods to understand which method(s) are the most effective.

ChalleNGe Program Data

To provide a snapshot of the ChalleNGe program during 2022, we collected information from individual ChalleNGe sites during summer 2023. We collected and reviewed information from each site on program characteristics; 2022 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 and on starting salaries for some positions. Much of this program-level information is similar to the types of information included in our previous annual reports, but in the 2022 data call, we also included some questions about the curriculum materials that sites use and about cadets' sleep schedules.

As part of data collection, we also requested cadet-level information on graduation, credentials awarded, changes in the TABE scores, and placements during the post-residential phase. We requested and received the information through secure data transfers (although we requested no personally identifying information). We specified that sites should include information from the two classes that began in 2022 (most sites start classes in January and July, but some sites run on different schedules). This information forms the basis of the analyses in Chapter 2.

Data Limitations

As noted above, the descriptions and analyses in this report are based primarily on data collected from the ChalleNGe sites during summer 2023. Many sites store their information in a common database, but some sites use individually designed systems. Data and measurement errors are, of course, possible either when the data are initially entered or when the data are selected for transmission to RAND. We have developed a series of processes to assess the quality of the data. The appendix includes a short discussion of these processes and of some site-specific data issues. Finally, see individual table notes for indications of site-specific data issues.

This research has several other limitations. First, the data reported here are for ChalleNGe classes that began in 2022; although sites were returning to more-regular operations, the COVID-19 pandemic continued to cause a few disruptions during this period. Therefore, some of the results may be somewhat different from what would have been observed prior to the pandemic. We make note of this when presenting trends or comparing data points across different periods. Finally, the ChalleNGe sites collect information on short-term outcomes, but they do not (nor are they directed to) collect information on longer-term outcomes. (See Figure 1.1 for examples of shorter- and longer-term outcome measures). Thus, our analyses focus on activities that take place during the program and on short-term outcomes, such as placement within the year after participants complete the program. We do not currently have information on longer-term outcomes that link most closely to the program's mission, but as noted above, collecting such information is a goal of our current, multiyear project.

Organization of This Report

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

- Chapter 2 focuses on the ChalleNGe program and measures of some cadet activities and outcomes. These include data on the numbers of participants over time and trends in the program graduation rate, information on the proportion of cadets meeting key TABE levels, cadets' contributions to their communities, cadets' progress in terms of physical fitness, and measures of cadets' activities in the year following graduation from ChalleNGe.
- Chapter 3 focuses on operational aspects of each site, including an update to our previous analyses on staff turnover, ChalleNGe wages, and wages in alternative occupations. This chapter also includes a description of sites' schedules, some up-to-date information on sleep and adolescent development, and a description of sites' use of curricular materials.
- Chapter 4 presents concluding thoughts and our recommendations.
- The appendix includes a complete list of the ChalleNGe programs and more-detailed information collected from each program; a section at the end of the appendix describes

the data we use to characterize the civilian labor market and the methods we use to stan-dardize the ChalleNGe data on starting salaries and turnover rates.

Data and Analyses, 2022 ChalleNGe Classes

In this chapter, we provide a snapshot of information about the 2022 ChalleNGe program classes. We base all information on the data collected from ChalleNGe sites in July 2023. At times, we make small adjustments to the data to correct for errors; additionally, not all sites were operational during both classes in 2022. We document all data anomalies and data corrections in the table notes throughout the report and in the appendix.

Consistent with past reports, we start with summary information from all reporting sites. We next present detailed site- and class-level information. The classes that began during 2022 are referred to by ChalleNGe staff as Class 58 and Class 59; we use these numbers to denote class-level information in the tables in this report.[1] Calendars vary somewhat across the sites, but the most typical class schedule runs January–June and July–December, so Class 58 was most often held January–June 2022, and Class 59 was most often held July–December 2022.[2] During the COVID-19 pandemic, some sites adjusted the length of their classes, but by 2022, all sites were again operating classes at the standard 22-week length. But also note that some sites did not operate for one or both of the classes in 2022. We document this in the relevant tables.

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

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[1] The National Guard Bureau uses consistent class numbers across all programs sites to simplify tracking and reporting requirements. Regardless of when a site opened or operated its first class, that site will use the same class numbering system as all currently operating program sites. Thus, Class 58 represents any site's class that began between January and June 2022; Class 59 represents any site's class that began between July and December 2022. At times, class numbers have been used inconsistently. When possible, we have harmonized class numbers within the data we collected. We note these issues in the appendix.

[2] In states with multiple sites, programs often start at different times so that applicants will be able to enter the program soon after applying.

fitness). The information also tracks many of the activities and outputs shown in the logic model (see Figure 1.1).

Summary Metrics for the 2022 Classes

In this section, we present summary information on the numbers of young people who applied to, entered, and completed any ChalleNGe program in 2022. We refer to those who entered ChalleNGe as *participants*.[3] Table 2.1 lists this information for 2022, for each of the three proceeding years, and for the entirety of the ChalleNGe program. We view the 2019 data as a useful comparison point for the measures in Table 2.1 both because operations among most 2019 classes were not affected by the pandemic and because 2019 was not anomalous when

TABLE 2.1
ChalleNGe Statistics, 1993–2022

ChalleNGe Statistic	1993–2022	2019[a]	2020[b]	2021[c]	2022[d]
Number of applicants	473,197	19,722	15,320	13,165	16,172
Number of enrollees	272,760	12,996	8,363	7,774	9,072
Number of graduates	201,261	9,546	4,824	5,892	6,600
Academic credentials awarded[e]	115,631	4,037	2,078	2,339	2,402
Number of service hours to community	12,915,801	556,025	132,039	208,139	341,885
Value of service hours ($)	272,133,033	14,193,829[f]	3,610,558[f]	5,908,902[f]	10,064,234[f]

NOTE: *Applicants* includes all who completed an application (although sites may define *application completion* in slightly different ways).

[a] Information in this column was reported by all ChalleNGe sites in July 2020 and covers Classes 52 and 53; these classes began in 2019.

[b] Information in this column was reported by all ChalleNGe sites in July 2021 and covers Classes 54 and 55; these classes began in 2020.

[c] Information in this column was reported by all ChalleNGe sites in July 2022 and covers Classes 56 and 57; these classes began in 2021.

[d] Information in this column was reported by all ChalleNGe sites in July 2023 and covers Classes 58 and 59; these classes began in 2022.

[e] *Academic credentials* reflects cadets who graduated and received either a GED, High School Equivalency Test (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, about 74 percent of graduates received an academic credential (see Table A.4 in the appendix for more information). Programs may have reported the total number of academic credentials for earlier classes rather than limiting credentials to one per cadet; therefore, the numbers here may not be comparable with those documented in reports pertaining to ChalleNGe classes that graduated prior to 2015.

[f] Computed by summing the community service hours performed by each graduating cadet and multiplying that sum by the value of volunteer time, calculated using the tool on Independent Sector (2022). Value of service hours is not calculated in inflation-adjusted dollars.

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[3] We define *2022 participants* to include all who entered a ChalleNGe program during a class than began in 2022. In some cases, cadets may have applied in 2021. In most cases, cadets graduated during 2022, but a small number of sites scheduled classes that spanned the 2022 and 2023 calendar years.

compared with the previous few years.[4] For the classes that began in 2022, ChalleNGe sites received a total of 16,172 applications; of this group, 9,072 young people met the enrollment criteria, were accepted by a site, and chose to enroll. Of those who enrolled, 6,600 graduated from the 5.5-month residential phase of ChalleNGe.

The COVID-19 pandemic disrupted program operations in many ways. We discussed specific sites' responses to the pandemic in more detail in our previous reports (Wenger, Constant, et al., 2022; Wenger, Cottrell, and Wrabel, 2023) but note here that the ChalleNGe program saw far fewer applicants, enrollees, and graduates in 2020 and in 2021 than in previous years. The disruptions generally occurred during the first class of 2020 (at a typical site, class 54 began in January 2020; many sites shortened their class schedule or halted operations in the first half of 2020). Figure 2.1 shows the patterns of Pre-ChalleNGe entrants, ChalleNGe entrants (the group that successfully completes the two-week pre-ChalleNGe period), and graduates for operational sites from 2019 to 2022. This figure focuses on site-level data (rather than program-level data) and tracks the size of the typical entering class, the number

FIGURE 2.1

Average Number of Pre-ChalleNGe Entrants, ChalleNGe Cadets, and ChalleNGe Graduates per Class, 2019–2022
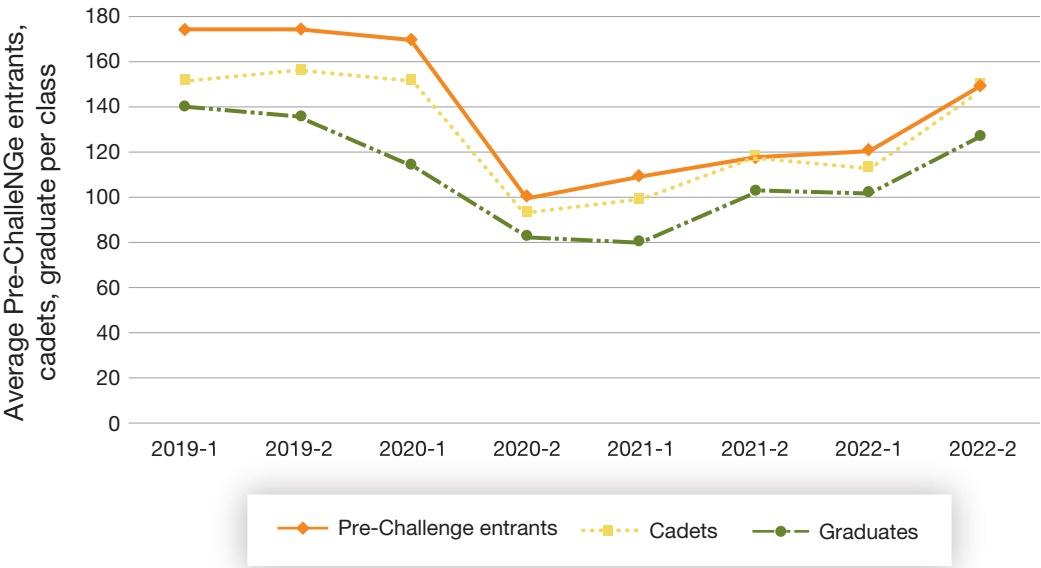
NOTE: This figure uses information reported by the sites over the past four years. The 2019 classes were 52 and 53; the 2020 classes were 54 and 55; the 2021 classes were 56 and 57; the 2022 classes were 58 and 59. We label the classes here by year so that the pandemic-related disruptions are more apparent. The number of sites changed modestly during this period.

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

of entrants who completed Pre-ChalleNGe and entered the ChalleNGe program, and the number of graduates at a typical site. Averages are based on the sites that were operational during a given period. Figure 2.1 reveals the change in the typical operating site over the past few years, beginning with a sharp decrease in class sizes during late 2020, when many sites purposefully operated with fewer cadets than usual as a safety measure. During 2021, sites typically showed signs of disruption but also showed signs of recovery. Figure 2.1 also indicates that the rate at which participants completed Pre-ChalleNGe increased during the pandemic (shown in narrowing space between the orange and yellow lines).[5]

Finally, Figure 2.1 indicates changes in the typical graduation rate (as the relationship between the yellow and green lines changes across classes). To make this difference more discernable, we plot the average graduation rate in Figure 2.2. After falling sharply during the early part of 2020, the graduation rate recovered almost immediately; indeed, the classes in late 2020 and early 2021 recorded higher graduation rates than those seen in classes in

FIGURE 2.2
Average Graduation Rate, by Class
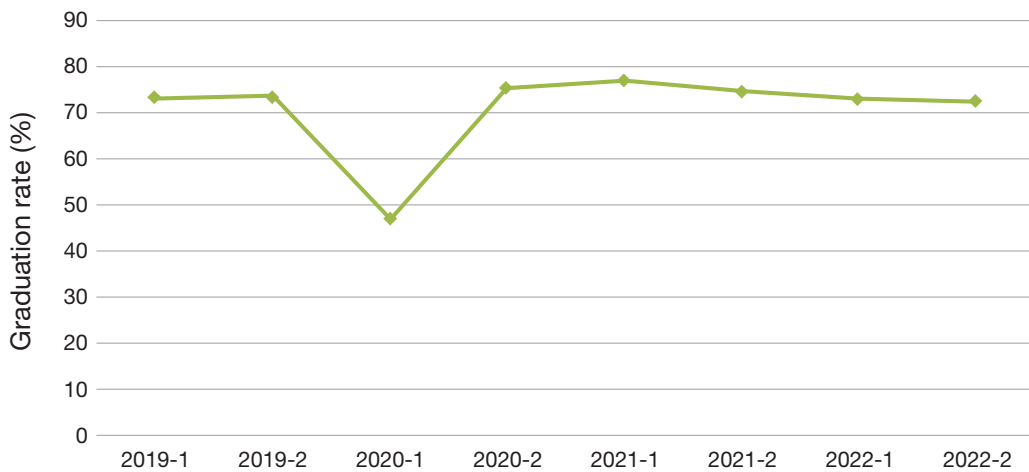
NOTE: This figure uses information reported by the sites over the past four years. The 2019 classes were 52 and 53; the 2020 classes were 54 and 55; the 2021 classes were 56 and 57; and the 2022 classes were 58 and 59. In this figure, we calculate graduation rate as the ratio of graduates to (Pre-ChalleNGe) entrants. There is no official definition of the ChalleNGe graduation rate. Sites often calculate the graduation rate as the ratio of graduates to (ChalleNGe) cadets. This calculation produces a higher graduation rate, but the overall pattern is very similar to the pattern shown in this figure.

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[5] Cross-year comparisons can be misleading because different sites were operating in different years, and the differences across years are not always statistically significant (and, thus, could occur by chance). However, the relatively high graduation rate among the 2022 classes is an indication that the sites are returning to more-normal operations.

2019 and earlier. By late 2022, the graduation rate had returned to approximately the pre-pandemic norm (again, see Figure 2.2).

Given its focus on academic preparation, the ChalleNGe program tracks participants' progress in terms of education credentials. In 2022, roughly 4,900 graduates earned a credential of some sort; this figure includes one of the high school equivalency tests (GED, HiSET, or TASC), as well as high school diplomas and high school credits.[6] This means that about three out of every four graduates left the program with a credential. As reflected in Table 2.1, when we limit the list to state-recognized credentials (GED, HiSET, TASC, high school diplomas), the amount is 36 percent. Most sites offer at least the option of one or more of these state-recognized credentials. Over time, more sites have begun to offer credit recovery, which results in high school credits; this option appears popular with cadets and their families.

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

Cross-Site Metrics

Tables 2.2 through 2.4 and Figures 2.3 and 2.4 include data on several core components of ChalleNGe, presented for each site and each class. The appendix includes additional details.[7] The tables and figures in this section provide a detailed sense of each site's progress on multiple metrics. In some cases, individual data items are noted as missing (in this chapter and in the corresponding tables in the appendix). In each instance, we note the reason. During the pandemic, information was missing because some sites did not operate or operated on abbreviated schedules; in this report, missing items are generally because information was not yet available at the time of the data collection or because there were data inconsistencies. We discuss our data quality assurance processes in more detail in the appendix.

Each subsequent figure and table in this section includes information for each site and class.[8] Information on physical fitness and responsible citizenship, which is presented in

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

[7] Tables A.2 through A.12 in the appendix provide more-detailed information on the numbers of participants, graduates, and credentials, as well as the community service, physical fitness, and test scores. Tables A.13 through A.52 provide detailed data on each ChalleNGe site, including information on staffing, funding, dates when classes began and ended, and placement details on ChalleNGe graduates.

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

TABLE 2.2

Entrants, Graduates, and Target Number of Graduates, by Site (Classes 58 and 59)

Site	Number of Entrants	Number of Graduates	Target Number of Graduates
AK	201	146	250
AR	157	100	157
CA-DC	274	234	210
CA-LA	275	254	380
CA-SL	306	293	306
DC	98	52	80
FL	268	224	270
GA-FG	108	80	150
GA-FS	345	250	375
HI-BP	161	135	140
HI-HI	82	58	130
ID	285	251	230
IL	319	183	250
IN	197	131	150
KY-FK	205	106	106
KY-HN	226	154	160
LA-CB	315	258	245
LA-CM	333	167	288
LA-GL	387	247	400
MD	178	97	200
MI	260	190	228
MS	489	341	350
MT	280	210	205
NC-NL	228	148	195
NC-S	172	105	250
NJ	106	63	150
NM	139	94	140
NV	32	21	32
OK	349	254	250
OR	279	233	266

Table 2.2—Continued

Site	Number of Entrants	Number of Graduates	Target Number of Graduates
PA	25	18	100
PR	481	440	440
SC	172	105	150
TX	218	126	200
VA	176	142	210
WA	296	246	240
WI	217	141	200
WV-N	184	143	300
WV-S	165	105	200
WY	84	55	75

NOTE: Several sites (GA-FG, NV, PA, and WY) operated only one of the two classes scheduled to begin in 2022. Information in this table was reported by the sites in July 2023 and covers the total numbers of entrants, graduates, and target graduates for Classes 58 and 59. Please see Table A.1 in the appendix for the full names of ChalleNGe program sites.

Table 2.3, Table 2.4, Figure 2.3, and Figure 2.4, include only cadets who graduated from ChalleNGe. In the following section, we delve into information on cadets' standardized test scores.

Numbers of Entrants and Graduates

Table 2.2 lists the numbers of entrants and graduates by site. During a typical year, these numbers are key metrics for sites because each site has a target number of graduates. As shown above, the sites are still in the process of recovering from the COVID-19 pandemic. In 2022, some (but not all) of the ChalleNGe sites graduated as many cadets as planned (for more on the target number of graduates, see Table 2.2).[9] For more information, see also Tables A.2 and A.3 in the appendix.

The number of ChalleNGe graduates is one direct measure of program success. Additionally, with the development of the Job ChalleNGe program, the graduates in the six states that have Job ChalleNGe sites form the potential pool of Job ChalleNGe participants.[10] Therefore, a decrease in the number of ChalleNGe graduates can also cause difficulties for the Job ChalleNGe programs. Prior to the pandemic (during 2019, Classes 52 and 53), the ChalleNGe sites

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[9] Site targets are established for each class by the National Guard Bureau. In Table 2.2, we have combined the class targets for the year.

[10] The six states with Job ChalleNGe sites are California (three ChalleNGe sites), Georgia (two ChalleNGe sites), Louisiana (three ChalleNGe sites), Michigan (one ChalleNGe site), South Carolina (one ChalleNGe site), and West Virginia (two ChalleNGe sites). Other Job ChalleNGe sites are being planned; here, we consider only the states with operational Job ChalleNGe sites during 2022.

TABLE 2.3

Core Component Completion—Responsible Citizenship, ChalleNGe Graduates (Class 58)

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	731	712	94	813	800	98
AK	18	18	100	15	15	100
AR	16	14	88	24	24	100
CA-DC	4	2	50	4	2	50
CA-LA	15	15	100	12	12	100
CA-SL	16	16	100	10	9	90
DC	2	1	50	0	0	N/A
FL	106	106	100	16	16	100
GA-FG	11	10	91	32	32	100
GA-FS	22	21	95	16	16	100
HI-BP	25	18	72	50	50	100
HI-HI	3	3	100	32	32	100
ID	14	14	100	22	22	100
IL	26	26	100	22	22	100
IN	3	3	100	9	9	100
KY-FK	7	7	100	7	7	100
KY-HN	14	14	100	8	8	100
LA-CB	17	0	0	43	43	100
LA-CM	12	10	83	29	24	83
LA-GL	20	20	100	15	15	100
MD[a]	19	42	221	7	7	100
MI	15	15	100	19	19	100
MS	36	36	100	54	54	100
MT	31	31	100	43	43	100
NC-NL	101	101	100	81	81	100
NC-S	6	6	100	4	4	100
NJ	1	1	100	1	1	100
NM	7	7	100	17	17	100

Table 2.3—Continued

Site	Eligible to Vote	Registered to Vote	Percentage Eligible Who Registered (%)	Eligible for Selective Service	Registered for Selective Service	Percentage Eligible Who Registered (%)
NV	3	2	67	6	2	33
OK	7	0	0	14	14	100
OR	26	26	100	34	34	100
PA	NOT OP	NOT OP	NOT OP	NOT OP	NOT OP	NOT OP
PR	37	37	100	29	29	100
SC	9	9	100	8	8	100
TX	8	7	88	10	10	100
VA	8	8	100	23	22	96
WA	15	15	100	31	31	100
WI	12	12	100	32	32	100
WV-N	12	12	100	9	9	100
WV-S	17	17	100	16	16	100
WY	10	10	100	9	9	100

NOTE: N/A = not applicable; NOT OP = did not operate (no cadets enrolled). Information in this table was reported by the sites in July 2023 and covers Class 58.

[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 male can be *registered* for Selective Service at 17 years and three months old. This table shows the counts of eligible and registered counts (for voting and Selective Service) for all sites, including Maryland, but the calculations of the percentage of eligible individuals exclude Maryland.

in these six states had roughly 1,950 graduates per class. During 2020, the ChalleNGe sites in the states with Job ChalleNGe sites had 650–750 graduates per class. This represented a decrease of over 60 percent compared with 2019 graduates per class. By 2021, the ChalleNGe sites in the states with Job ChalleNGe sites had roughly 1,000 graduates per class; by 2022, these sites had 1,100–1,200 graduates per class.

It is not clear exactly how many ChalleNGe graduates are needed to supply a Job ChalleNGe site with sufficient applicants and participants. The number likely depends not only on the size of the Job ChalleNGe site but also on the type of credentials awarded by the ChalleNGe site—and on the local labor market. As of 2022, the ChalleNGe sites in states with Job ChalleNGe programs were still producing fewer graduates than in 2019 but substantially more than in the 2020–2021 period. The current number of graduates may be sufficient to

TABLE 2.4

Core Component Completion—Responsible Citizenship, ChalleNGe Graduates (Class 59)

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	663	631	88	775	736	95
AK	19	18	95	13	13	100
AR	6	6	100	14	14	100
CA-DC	4	2	50	4	2	50
CA-LA	9	9	100	6	6	100
CA-SL	18	18	100	15	15	100
DC	4	4	100	3	3	100
FL	63	63	100	13	13	100
GA-FG	NOT OP	NOT OP	NOT OP	NOT OP	NOT OP	NOT OP
GA-FS	29	8	28	21	21	100
HI-BP	11	8	73	25	5	20
HI-HI	13	13	100	16	16	100
ID	20	20	100	32	32	100
IL	10	10	100	8	8	100
IN	7	7	100	17	17	100
KY-FK	9	9	100	9	9	100
KY-HN	8	8	100	7	7	100
LA-CB	22	0	0	71	71	100
LA-CM	25	23	92	11	10	91
LA-GL	23	23	100	19	19	100
MD[a]	11	54	491	8	8	100
MI	13	13	100	16	16	100
MS	38	38	100	54	54	100
MT	21	21	100	49	49	100
NC-NL	60	60	100	59	59	100
NC-S	14	14	100	12	12	100
NJ	6	6	100	6	6	100
NM	7	6	86	25	25	100

Table 2.4—Continued

Site	Eligible to Vote	Registered to Vote	Percentage Eligible Who Registered	Eligible for Selective Service	Registered for Selective Service	Percentage Eligible Who Registered
NV	NOT OP	NOT OP	NOT OP	NOT OP	NOT OP	NOT OP
OK	12	0	0	22	22	100
OR	24	24	100	34	34	100
PA	8	8	100	6	6	100
PR	37	37	100	29	26	90
SC	14	13	93	11	10	91
TX	17	10	59	28	17	61
VA	11	8	73	26	25	96
WA	41	41	100	40	40	100
WI	13	13	100	31	31	100
WV-N	7	7	100	7	7	100
WV-S	9	9	100	8	8	100
WY	NOT OP	NOT OP	NOT OP	NOT OP	NOT OP	NOT OP

NOTE: Information in this table was reported by the sites in July 2023 and covers Class 59.

[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 male can be *registered* for Selective Service at 17 years and three 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.

sustain the Job ChalleNGe sites, at least in most cases.[11] We will continue to track these numbers closely over the next few years.

Responsible Citizenship

Tables 2.3 and 2.4 indicate program progress on responsible citizenship. Table 2.3 reports the progress for Class 58; Table 2.4 reports the progress for Class 59. Metrics of responsible citizenship include registration for voting (all cadets) and registration for the Selective Service (male cadets). Most sites continue to register 100 percent of eligible cadets for voting and Selective Service.

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[11] The South Carolina Job ChalleNGe site operates in a state with a single ChalleNGe site that had a total of just over 100 graduates in 2022, but this ChalleNGe site has always been modest in size.

Community Service

Figure 2.3 reports average hours of community service per cadet, by class and site (see Table 2.1 for the overall calculated value of this service; see Table A.4 in the appendix for calculated value by site). Community service hours generally have varied somewhat across sites, but the COVID-19 pandemic posed particular challenges to sites' efforts to ensure cadet participation in community service activities; cadets had markedly fewer opportunities to perform community service during 2020 than in earlier or later years.[12] During 2021, community service began to resemble the pre-pandemic levels, with each graduate performing an average of roughly 36 hours of service while at ChalleNGe. As shown in Figure 2.3, there is still quite a bit of variation across sites. By 2022, overall averages were again over 40 hours (the pre-pandemic standard). The average graduate in Class 58 performed 49 hours of community service; the average graduate in Class 59 performed 54 hours of community service. These averages resemble the level of community service observed during 2019, suggesting that the sites have all returned to the pre-pandemic norm in terms of community service opportunities.

FIGURE 2.3

Average Hours of Community Service per Graduate, by Site and Class
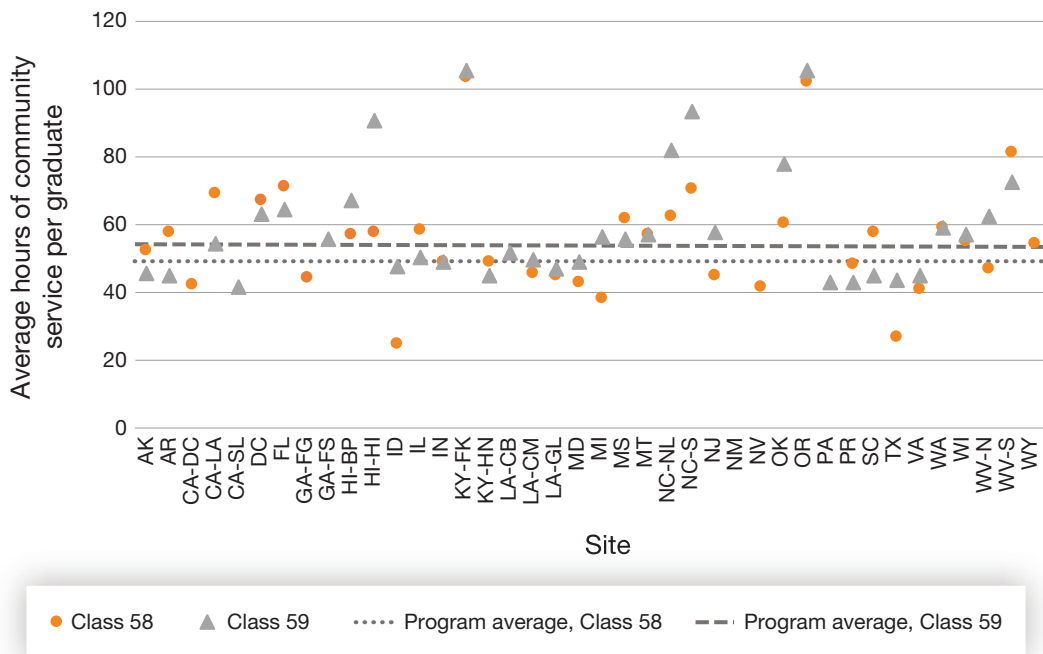
NOTE: This figure uses information reported by the sites in July 2023, covering Classes 58 and 59. This figure excludes the sites that were not operational and/or did not report community service data for one or both classes. For more details about community service hours and the calculated value of these hours, see Table A.4 in the appendix.

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[12] More information on sites' responses to the pandemic can be found in Wenger, Constant, et al., 2022.

Physical Fitness

Figure 2.4 reports one-mile run times, by site and class, for classes that began in 2022.[13] By the end of ChalleNGe, cadets' average time to run one mile decreased by about 2.5 minutes, an improvement of more than 20 percent. Initial one-mile run times average around 11 minutes; final times average around 8.5 minutes. The improvement in run times in 2022 is similar to the improvement reported by sites in past years. For more-detailed information on cadet fitness, see Tables A.5 and A.6 in the appendix.

Cadets' Use of Prescription Medications

We have collected information on cadets' use of prescription medications over the past five years. The first year we collected these data was 2018; during that year, staff reported that roughly 20 percent of cadets were taking prescription medications for mental health challenges or disorders (the question on the data call indicates depression, attention-deficit/hyperactivity disorder, and anxiety as examples of the conditions to be considered). The reported percentage dropped among cadets who entered ChalleNGe in 2019, and sites reported that less than 15 percent of cadets had prescriptions for such conditions by early 2020. The trend began to reverse in late 2020; by 2021, sites reported that roughly 19 percent of cadets were taking prescription medicines for mental health challenges or disorders. Sites currently report that about 22 percent of 2022 cadets were taking such medications. This pattern could result from many factors. For example, sites may have selected fewer cadets on medications during the pandemic, and this may have been easier to do while they were operating at lower levels; parents may have been more hesitant to enroll cadets on medication during the pandemic; or the widespread shortages of mental health professionals before and especially during the pandemic may have meant that fewer cadets were able to receive care and prescriptions. The pattern is not driven by site-level closures. We will continue to track this statistic, but it appears that cadets' current use of prescription medication resembles the patterns we observed prior to the pandemic.

TABE Scores

The TABE is a standardized test that includes subtests focused on reading, language arts, and math. TABE was developed for and is most commonly used in adult basic and secondary education programs.[14] The ChalleNGe program has used TABE for many years as one method of

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[13] We also collected data on push-ups; these results also showed similar levels of improvement, but runtime data are more complete.

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

FIGURE 2.4

Improvement in Average Mile Run Times, by Site and Class
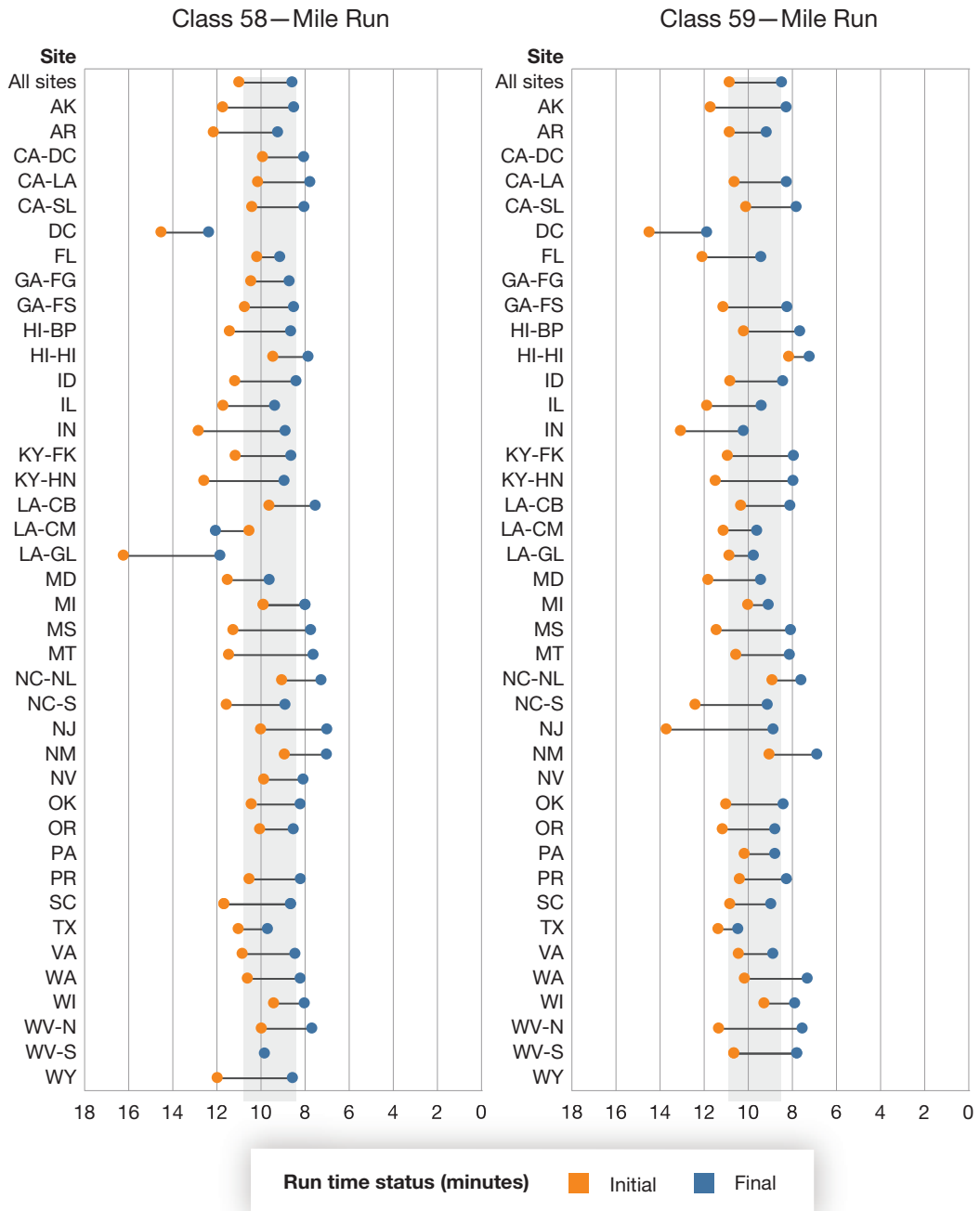
Class 58—Mile Run

Class 59—Mile Run

Run time status (minutes)   Initial   Final

NOTE: This figure uses information reported by the sites in July 2023, covering Classes 58 and 59. The edges of the gray columns indicate the cross-site average initial and final run times. For operational statuses of sites, see notes below Tables 2.3 and 2.4.

tracking academic progress. ChalleNGe cadets generally take the TABE at least twice—once near the beginning of the program and again near the end of the residential phase (later in this section, we provide more-detailed information about how sites use the TABE).

Our analyses focus on first and last reported scores. The current TABE 11 and 12 (TABE 11/12) reports cadet performance using scale scores for each subject tested.[15] The TABE developers also developed a crosswalk between subject-specific scale scores on TABE 11/12 and the grade-level competency that scale score represents (Data Recognition Corporation, undated).[16]

TABE 11/12

We recommended that all sites be encouraged to adopt the TABE 11/12. The differences between the TABE 11/12 and the previous version (TABE 9/10) could mean that comparisons made across the test versions could be misleading. Cadets will, on average, have lower scores on the TABE 11/12 than on the TABE 9/10. However, the TABE 11/12 offers substantial advantages over the previous version (see Constant et al., 2020). Over the past five years, most of the ChalleNGe sites have adopted the TABE 11/12; by the end of 2020, only five sites reported continuing to use the TABE 9/10.[17]

TABE developers have documented the scale scores on the TABE 11/12 that are associated with a reasonable likelihood of passing the TASC, HiSET, and GED exams (see Table 2.5). This information may be beneficial to ChalleNGe sites as they attempt to identify cadets who are prepared for relevant equivalency exams (i.e., GED, HiSET, TASC).

Table 2.5 documents associations only; a given scale score does not guarantee that a cadet will pass an equivalency exam.[18] However, cadets who demonstrate a TABE reading scale score of 536 or a TABE mathematics scale score of 537 have the potential to successfully earn the minimum passing score on the equivalent GED or HiSET subject exam. Cadets demonstrating a TABE reading scale score of 510 or a TABE mathematics scale score of 546 are likely to earn the TASC subject test passing score.

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[15] To better reflect current educational standards and the emphasis on college and career readiness, the TABE underwent substantive changes in 2017 (see Test of Adult Basic Education, 2022). 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.

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

[17] As of the time of this writing, the TABE developers do not intend to develop a Spanish-language version of TABE 11/12; for this reason, the Puerto Rico site has received an exception to policy and does not use the TABE.

[18] *Minimum passing scores* are defined as 145 on the GED, 8 on the HiSET, and 500 on the TASC. The GED *College Ready score* is defined as 165 and the *GED College Ready + Credit* as 175. The HiSET *College and Career Readiness* required score is 15. ChalleNGe staff should verify whether their state uses the standard minimum passing score or a different (often higher) score to define successful passing.

TABLE 2.5

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

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

SOURCES: Features information from Data Recognition Corporation, 2019, and Data Recognition Corporation, 2021.

TABE Scores, Classes 58 and 59

To assess cadets' progress while at ChalleNGe, we requested cadet-level scale scores on TABE Math and Reading. For TABE 11/12 scores, we link those scale scores to the grade level of performance that the subject-specific scale score represents (Data Recognition Corporation, undated). We report cadet achievement grouped by the grade level of competency that the cadet's TABE score represents: elementary (grades 1–5), middle school (grades 6–8), early high school (grades 9 and 10), and late high school (grades 11 and 12). Because most sites now use TABE 11/12, we report results only for those sites; we also include information only for graduates who have both pre- and post-TABE scores.[19]

As shown in Figure 2.5, cadets typically achieved higher TABE scores at the end of ChalleNGe than at the beginning across sites; thus, by the end of ChalleNGe, cadets were more likely to score in the middle school– or high school–grade level ranges and are less likely to score in the elementary grade-level range. Figure 2.5 also demonstrates that most cadets enter the program scoring at the elementary (grades 1–5) level in reading and math; over 60 percent of cadets initially score at the elementary level in reading, and over 70 percent of cadets score at the elementary level in math. This suggests that cadets enter ChalleNGe scoring well below

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[19] We include only graduates in this analysis because nongraduates typically do not have a second or final TABE score. The smaller number of cadets who attend programs that still use TABE 9/10 also recorded substantial progress during the residential period. See Tables A.7–A.12 in the appendix for more information.

FIGURE 2.5

Scores on TABE 11/12 Reading and Math Show Substantial Improvement During ChalleNGe Residential Phase
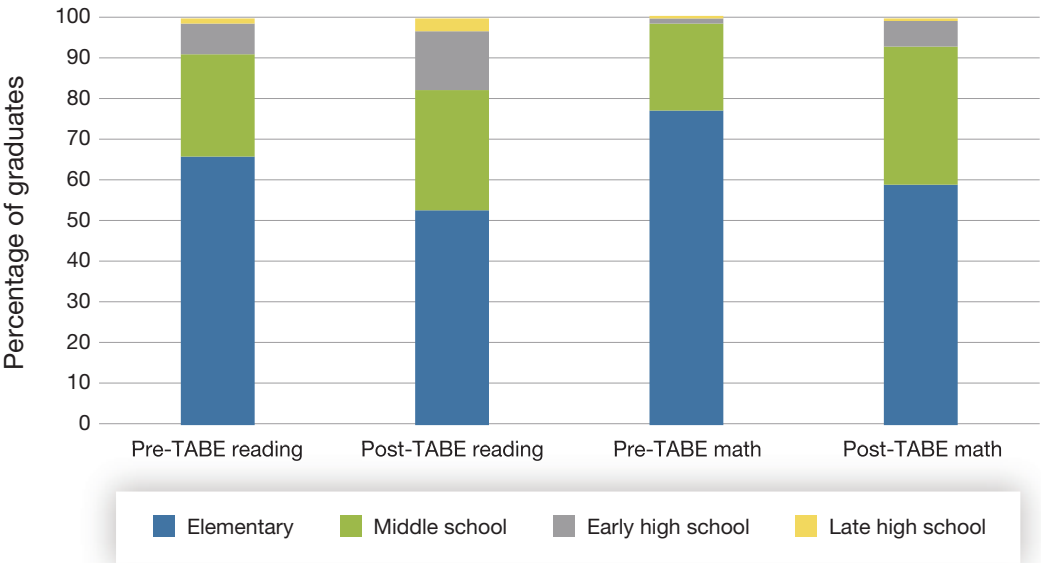
NOTE: This figure uses information reported by 34 sites in July 2023, covering graduates from Classes 58 and 59 (*N* = 4,945) who had pre-TABE and post-TABE scores at sites using the TABE 11/12.

their current grade levels.[20] The overall patterns of test score improvement in 2022 are similar to patterns seen in previous years of data; these changes in scores represent substantial gains. See Tables A.7–A.12 in the appendix for more-detailed information on cadets' TABE scores.

How, and How Often, Sites Administer the TABE

We also asked how, and how often, sites administer the TABE to cadets. Most sites (28 of the 37 responding to the question) indicated that they administer the TABE twice (presumably once at the beginning and once at the end of the residential period). Four sites indicated that they generally administer the TABE three times, two sites administer it four times, and two sites administer it five times. The majority of sites (25 of the sites responding to the question) administer the TABE via computer; the other 14 sites responded that they use a paper-and-pencil method. The sites that administer TABE more than twice reported somewhat higher post-TABE math and reading scores, but these sites also reported somewhat higher pre-TABE

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[20] TABE 11/12 is the most recent version of the TABE test. All test-takers can be expected to achieve lower scores on this test than on the previous (TABE 9/10) version. The sites have gradually adopted the TABE 11/12 over the past few years. Scores reported here should not be directly compared with scores from earlier cohorts of cadets on the TABE 9/10.

scores; the difference may be related to the number of tests administered or to other factors.[21] Method of administration is not obviously related to TABE scores.

Comparing ChalleNGe Graduates to Nongraduates

As noted above, some of the young people who enter Pre-ChalleNGe or participate in ChalleNGe do not complete the program. These nongraduates often choose to leave; in some cases, staff decide that participants should leave because of rule violations. When analyzing physical fitness and TABE test score data, we included only graduates because nongraduates do not have final test scores or physical fitness scores. However, this is a form of sample selection. Therefore, we carried out some limited analyses comparing the initial test scores and physical fitness measures of ChalleNGe entrants who would go on to complete the program with the scores and measures of ChalleNGe entrants who would not go on to complete the program (*nongraduates*). Briefly, there are some differences between graduates and nongraduates. While the two groups had very similar initial scores in terms of push-ups, nongraduates had slower run times than eventual graduates; the difference was about 5 percent, or 30 seconds. The differences on initial TABE scores were starker: Nongraduates were 8 to 10 percentage points more likely to score at the elementary level and were less likely to score at any of the other grade levels than graduates were. This analysis is not causal in nature; nongraduates likely differ from graduates in many ways (such as age, gender, and characteristics of home neighborhood). Separating the effects of these different characteristics could provide useful information for sites as they consider how to optimize the process of selecting cadets from applicants.

Placement

During the residential phase of ChalleNGe, all cadets develop a post-ChalleNGe plan for their time after the residential portion of ChalleNGe; cadets use a tool called the P-RAP form to assist them in their planning (for more details about the P-RAP, see Corte and Sontag-Padilla, 2021). A cadet's plan may focus on obtaining additional education and/or training, searching for and obtaining employment, joining the military, or some combination of these options (any of which is defined by the ChalleNGe program as successful placement). As in past data collections, in the 2022 data call, we requested and received information on placements of recent graduates at various points after graduation. We report summaries of this information next.

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[21] To produce this statistic, we compared sites that administer the TABE twice with those that administer it more than twice. We excluded sites using TABE 9/10 from this analysis because all sites that reported administering the TABE more than twice use the TABE 11/12. As discussed above, comparing scores across the two versions of the TABE can be misleading.

At the time of our data collection, the cadets who entered ChalleNGe during the first half of 2022 (Class 58) had been out of the program for nearly a year, but those who entered in the second half of 2022 (Class 59) were still within six months or so of graduation. Therefore, we have more placement information for Class 58 than for Class 59. In general, we have about nine months of complete information on Class 58 graduates and three months of complete information on Class 59 graduates (placement information generally is obtained from mentors; there can be a lag between when the cadet achieves a placement and when the site obtains notification of that placement).

As documented in our previous reports (Wenger, Constant, et al., 2022; Wenger, Cottrell, and Wrabel, 2023), placement patterns were somewhat different during the COVID-19 pandemic than in pre-pandemic years. Over the period covered by our data (2016–2023), a substantial number of cadets reported no placement even nine months after graduation (see, e.g., Constant, Wenger, et al., 2019).[22] However, pandemic-era cadets were more likely to report not having a placement, even nine months after graduation, than cadets prior to the pandemic (Wenger, Constant, et al., 2022; Wenger, Cottrell, and Wrabel, 2023). As shown in Figure 2.6, 35 to 40 percent of 2022 graduates reported no placement in the first post-graduation month, but placement rates increased over the following months. We also noted that, over the past two years, graduates were less likely than past cohorts to enroll in additional education after leaving ChalleNGe. Prior to the COVID-19 pandemic, about 30 percent of ChalleNGe graduates typically enrolled in additional education; in this sense, Classes 58 and 59 appear to be returning to the pre-pandemic norm (see Figure 2.6). The increasing educational enrollment between months 1 and 3 observed in Class 58 graduates is also typical of patterns observed prior to the pandemic. Prior to the pandemic, we frequently observed a decrease in educational enrollment after months 3–6. This decrease is not apparent in the most recent data. Both employment and military placements tend to become more common over time; we see some evidence of these patterns among 2022 graduates as well. Finally, Figure 2.6 shows a pattern of decreasing levels of non-placement over time, coupled with increasing levels of non-reporting ("Unknown"). These results are also similar to patterns observed in other years. They could result from a lack of contact with cadets, a lack of reporting by mentors, or both.

The placement data in Figure 2.6 combine all education placements into a single category, and this is appropriate when tracking the overall percentage of cadets who achieved a placement. But cadets may have a wide variety of educational placements after leaving ChalleNGe. As sites have increasingly offered credit recovery options, many graduates return to their home high schools to complete a regular high school diploma. In contrast, some graduates

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[22] During the pandemic, we shifted the data collection schedule to occur earlier in the year. This shift provided additional time for the sites to complete our data requests, but it also meant less placement information because less time had passed between graduation and the data-collection window. Therefore, we now report shorter placement windows; for example, we report 9-month placement data for Class 58, but, prior to the pandemic, we generally had 12 months of placement data for the first class of the year.

FIGURE 2.6

Placement of ChalleNGe Graduates, Classes 58 and 59
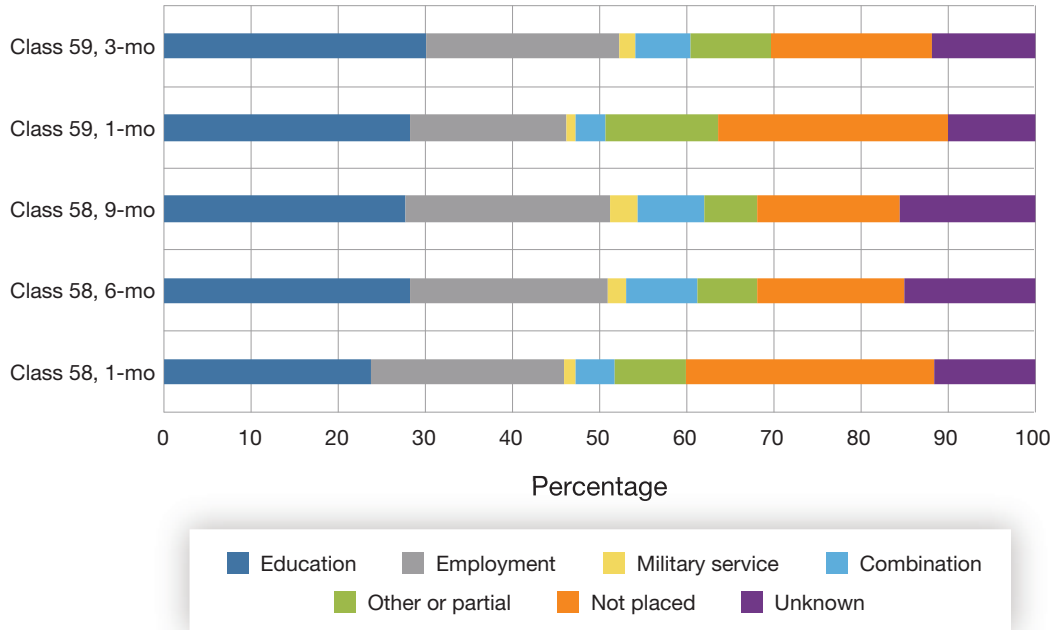
NOTE: mo = month. This figure uses information that was reported by the sites in July 2023. Sample sizes differ across the classes: *N* = 3,135 (Class 58); *N* = 3,312 (Class 59).

have a high school diploma at the end of ChalleNGe, others have some college credits by graduation, and others have exposure to occupations that require additional training. These graduates may be eligible for postsecondary education or technical training immediately after graduation. To better understand the nuances in education placements, we typically ask sites to report the number of graduates by class who have gone on to attend a two- or four-year college or a technical education or internship program. Prior to the pandemic, sites typically reported that some 20 percent of their graduates continued their education at a two- or four-year college or in a technical education or internship program. We noted in the 2021 annual report that the proportion of 2021 graduates enrolled in college, technical education, or internship programs was lower than that in previous years (Wenger, Cottrell, and Wrabel, 2023). While this difference could have been driven by a variety of factors, we hypothesized that the youth unemployment rate, which was quite low through 2021, played a role in the decrease in postsecondary, technical, and internship enrollment. In 2022, sites reported that about 20 percent of the 2022 ChalleNGe graduates had enrolled in college, technical education, or internship programs. This percentage represents a return to levels observed prior to and at the beginning of the pandemic. This result suggests that the youth unemployment rate, which trended downward slowly through much of 2021 and remained stable at 10–11 percent through 2022 and 2023, was not the sole reason for the relatively low postsecondary,

technical, and internship rates observed among 2021 graduates.[23] Of course, many other factors—such as wages, crowding or availability of community college seats, consistency of sites' relationships with employers, and availability of internships—could have influenced ChalleNGe graduates' post-graduation decisions. Finally, we note that enrollment in postsecondary, technical, and internship programs is very site-dependent; graduates from a few sites make up most of the enrollments across the program. Thus, changes in operations at these sites during the pandemic may explain some or most of this trend. We will continue to track this measure in future years.

Summary

In this chapter, we provide data on the numbers of applicants, enrollees, and graduates at each site. We also provide measures of progress on several ChalleNGe core components. A consistent theme across these areas is that the ChalleNGe program continues to recover from the pandemic. The number of participants continues to increase toward pre-pandemic norms. The graduation rate remained high, and about three-quarters of graduates left ChalleNGe with an academic credential. Cadets made substantial progress in terms of academic achievement (measured by standardized test scores) and physical fitness (measured by average run times). Cadets provided substantial service to their communities. Cadets registered to vote and for Selective Service at high rates.

Placement patterns also have begun to resemble pre-pandemic patterns. During the pandemic, graduates were less likely to enroll in additional schooling and were more likely to report having no placement. Cadets whose placements are unknown remain an issue, but most patterns in placement have begun to resemble those observed before the pandemic. In the next chapter, we discuss several aspects of ChalleNGe site-level operations.

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[23] See the appendix for more information on unemployment rates.

Data and Analyses, ChalleNGe Site Operations

In this chapter, we focus on several aspects of ChalleNGe sites' operations. In the first section, we describe the sites' overall staffing levels. We also report on staff turnover and provide an update to our previous analyses that compare ChalleNGe staff wages with those available in alternative occupations. In the second section, we present data describing how sites' schedules vary; we emphasize time reserved for sleeping and describe the most up-to-date research on adolescent sleep and development. In the third section, we describe the different ways in which the ChalleNGe sites adopt or develop curriculum materials. The final section summarizes our findings.

Staffing and Staff Turnover at ChalleNGe Sites

In this section, we analyze data on program characteristics and local economic conditions to better understand a typical program's pay, turnover rates, and staffing challenges. We have collected staffing, turnover, and entry-level pay data from the past six years. The overall patterns we observe are not only driven by the current labor market conditions; beginning pay at ChalleNGe sites has been relatively stable over time, and turnover rates—especially among cadre—have been substantial.

Cadre continue to make up the largest share of staff at ChalleNGe sites; out of the total 63 full-time staff members, a typical site reported employing 26 people in full-time cadre positions. Additionally, a typical site employs eight full-time instructors and two full-time counselors. Other positions include administrative staff, case managers, and recruiters.[1] Given the need for cadre to supervise cadets around the clock, the relatively large share of cadre positions among ChalleNGe staff is not surprising.

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[1] Sites indicated employing an average of nine full-time staff in other positions, which might include a variety of positions, such as medical staff, cooks, or other positions.

ChalleNGe sites reported substantial turnover.[2] In 2022, a typical site reported hiring 20 new staff members within the previous 12 months. This suggests a turnover rate of just over 30 percent. This is a higher turnover rate than those reported in previous years; we hypothesize that the COVID-19 pandemic and the associated disruptions led to higher-than-normal turnover. However, ChalleNGe sites have typically reported turnover rates of about 25 percent in previous years (see, for example, Wenger, Constant, et al., 2022, and Wenger, Cottrell, and Wrabel 2023). In 2022, a typical site reported having hired ten new cadre, suggesting a turnover rate of nearly 40 percent in this position. Sites reported typically hiring one or two new instructors each year as well—in 2022, the typical site reported hiring two new instructors. This suggests that turnover rates among instructors could be higher than those reported across teachers in public school settings. Turnover in other positions is reported to be lower. It is not immediately clear how to benchmark the turnover rates at ChalleNGe sites. We do stress that there is variation in turnover across sites; sites do not uniformly experience 25–30 percent turnover. For example, the overall turnover rate in the U.S. economy is quite high; every month, between 3 and 4 percent of U.S. workers leave their jobs.[3] However, the turnover rate in skilled occupations is lower. For example, even in the wake of the pandemic, the turnover rate among U.S. public school teachers is currently estimated to be 10 percent; the rate was roughly 6 percent prior to the pandemic (Diliberti and Schwartz, 2023).

While some level of turnover is both expected and potentially beneficial, staff indicated that turnover can have profound and negative effects on cadets. In past annual reports, our team found that graduation rates were lower at sites with higher cadre turnover and at those with higher overall staff turnover (Constant, Wenger, et al., 2019; Wenger, Constant et al., 2021). Additionally, staff turnover rates were higher at sites with lower starting salaries (Constant, Wenger, et al., 2020). We recommended that sites track staff turnover and that the sites with the highest turnover form specific plans to lower their turnover rates (Wenger, Constant, et al., 2021). In 2021, we found that turnover rates among cadre and instructors were higher at sites with lower starting pay (Wenger, Cottrell, and Wrabel, 2023). In 2022, we again asked sites to report on the difficulty of hiring. We also continued tracking ChalleNGe salaries and wages in alternative occupations.

As shown in Figure 3.1, sites continue to report substantial hiring issues, especially hiring cadre. Many sites also reported difficulties hiring instructors as well as for other positions. Over the past five years, sites have indicated consistently that turnover rates are higher among cadre and instructors than among other staff. Therefore, we focus on hiring difficulties for these two positions—cadre and instructors—as we did in 2021.

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

[3] Monthly separations and hires are based on the Job Openings and Labor Turnover Survey; data and reports are available at U.S. Bureau of Labor Statistics, undated-b.

FIGURE 3.1
Difficulty of Hiring, by Staff Position
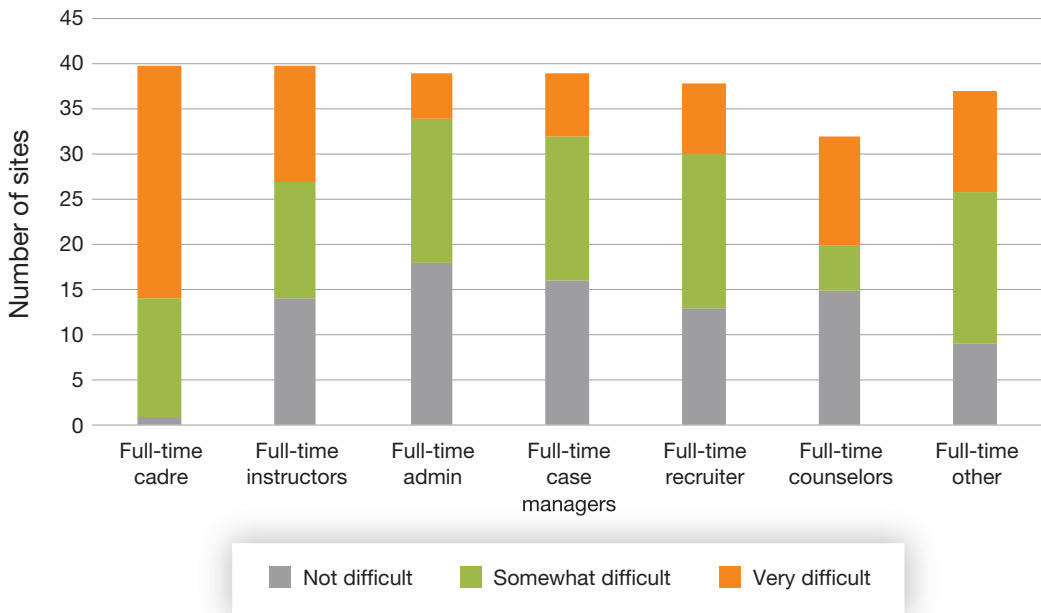
NOTE: Admin = administrative staff.
This figure uses information that was reported by the sites in July 2023 (*N* = 40). Although we excluded data from the newly operational Pennsylvania site when tracking turnover rates, we included data from the Pennsylvania site here. Not all sites answered each question. In some cases, sites that did not hire for the position did not answer the question.

Hiring challenges could have a variety of causes. For example, some sites reported hiring difficulties across most staff categories, perhaps because they are located in a remote area. Additionally, workers take or leave jobs for many different reasons. Along with pay, working conditions have a large effect on turnover.[4] Finally, an especially salient issue in these analyses is site-level differences. Different sites have different models for hiring. At some sites, staff are state employees and must be hired according to rules and policies of the state personnel system. At some sites, instructors are licensed public school teachers; at others, they are not. In general, there is no requirement that cadre be former military personnel, although many cadre are veterans or members of the reserve components. Members of the reserve components can be deployed, and this has posed a staffing challenge for some sites in the past. Hiring is likely to be more difficult at sites with a larger number of explicit requirements.

While we acknowledge the importance of many other factors, we focus on pay by documenting the entry-level pay offered by sites and updating our estimates of alternative wages for cadre and for instructors. Entry-level cadre pay varies substantially across sites. In 2021, a

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[4] Kraft and Papay (2014) discuss the importance of working conditions among teachers; for a discussion of the importance of working conditions among a broader set of occupations, see Maestas et al., 2023.

typical site reported entry-level cadre pay of about $37,500: While some sites reported paying $30,000 or less, several sites reported that they offered a starting pay of over $55,000.[5] Our current data indicate that some sites have increased their initial cadre salaries; the average cadre starting salary is now about 4 percent higher than that offered in 2021 (before accounting for inflation). We see a similar pattern for instructor pay. On average, sites reported slightly higher starting pays versus what they reported in 2021.

We also update our measures of pay (wages) in alternative jobs. In 2021, we developed two alternatives for cadre—a measure that included basic pay plus a housing allowance with dependents for an E-5,[6] as well as a measure of wages paid in the jobs most frequently held by young veterans. For each site, we developed these measures based on local basic allowance for housing (BAH) levels and local earnings in labor markets. For instructors, we used starting teacher pay; this measure was available at the state level, and this is likely appropriate because state-level salaries have a large influence on teacher pay at the local level.

Figure 3.2 shows updated results, comparing starting cadre pay at sites that report hiring cadre as "very difficult" with those that report it as "somewhat difficult."[7] Figure 3.2 shows

FIGURE 3.2
Cadre Salary, by Difficulty of Hiring
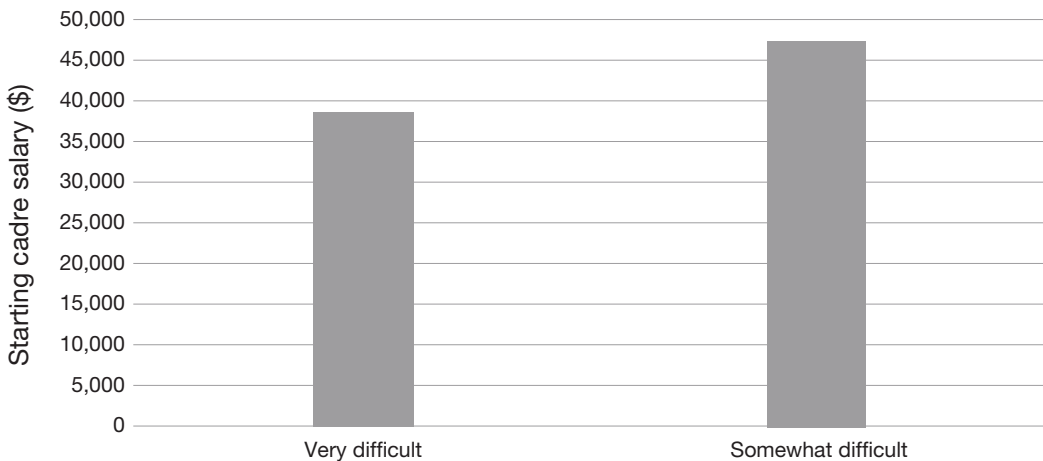
NOTE: This figure uses information collected from the sites in July 2023; see the appendix for additional detail. *N* = 40.

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[5] See the appendix for details on our cleaning and reporting of pay data.

[6] E-5 refers to a pay grade; E-5s across DoD earn the same basic pay, but the title differs somewhat depending on the service. In the Army and the Marine Corps E-5s are sergeants.

[7] In 2021, all sites indicated that hiring cadre was "very" or "somewhat" difficult. In 2022, one site reported that hiring cadre was "not difficult." That site reported starting cadre pay of $38,000. This amount is roughly the same as that offered by sites that reported hiring to be "very difficult." We do not include this data point in Figure 3.2 because we cannot carry out the statistical tests discussed in the text with this data point. Again, we note that pay is only one factor that employees consider. Sites that have modest turnover and few problems associated with hiring likely do not need to increase pay.

that starting pay is substantially higher at sites that report hiring cadre as "somewhat difficult" than at those that report it as "very difficult."[8] The sites that report hiring cadre as "very difficult" also have higher cadre turnover than the sites that report hiring cadre as "somewhat difficult."[9]

In Figure 3.3, we show a similar comparison between starting instructor pay and difficulty in hiring instructors. Again, we see that instructor salaries are higher at sites that report fewer difficulties in hiring. In this case, the difference between the salaries at the sites that report hiring instructors as "not difficult" versus those that report hiring as "very difficult" are marginally statistically significant.[10] Turnover rates do not differ in a statistically significant manner. However, recall that the hiring and turnover rates of instructors tend to be lower than those of cadre, which could explain some of the difference. Regardless, the pattern is suggestive and consistent with the findings of our previous report (Wenger, Cottrell, and Wrabel, 2023).

Finally, we provide a brief update on changes in the civilian labor market over the past year. Wages increased during 2022 as well; average wage gains were about 5 percent (U.S. Bureau of Labor Statistics, undated-e). Service members saw a substantial increase to their

FIGURE 3.3
Instructor Salary, by Difficulty of Hiring
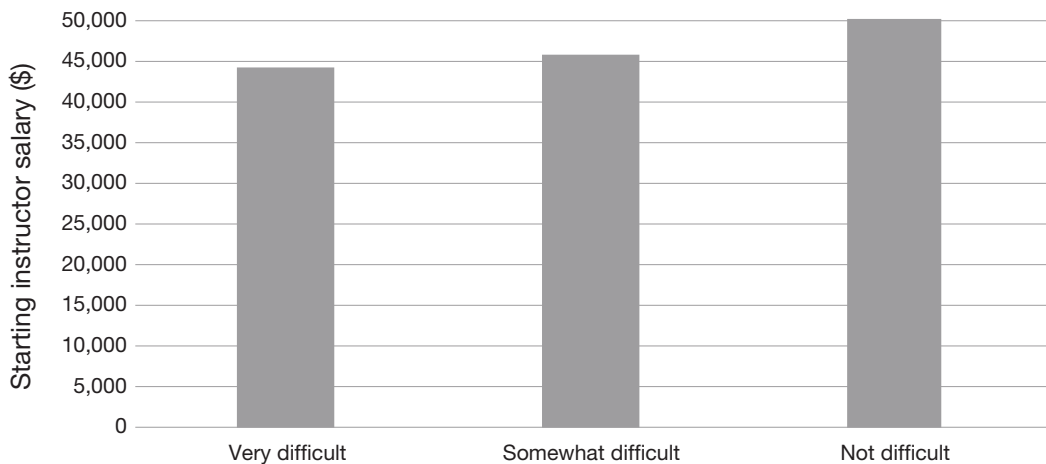
NOTE: This figure uses information that was reported by the sites in 2023; see the appendix for additional information. *N* = 40.

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[8] This difference is statistically significant; the results of a two-sample *t*-test indicate that such a difference would occur by chance less than one time out of 100.

[9] This result, too, is statistically significant; the results of a two-sample *t*-test indicate that such a difference could occur by chance less than two times out of 100.

[10] The results of a two-sample *t*-test indicate that these results would be expected to occur by chance no more than one out of every 13 times. The differences between the other groups are not statistically significant at any reasonable confidence level, which indicates that they might occur by chance.

basic pay and a smaller increase to BAH; overall, their salaries increased by roughly 3.6 percent (DoD, undated; Defense Travel Management Office, undated). Public school teachers saw very modest increases to their starting salaries; while data are still being collected, initial estimates place their gains at 2 to 3 percent (National Center for Education Statistics, Institute of Education Sciences, 2022). As noted above, ChalleNGe starting salaries for cadre and for instructors appear to have increased by about 5 percent in 2022 compared with starting salaries of the previous year. The increases in other fields suggest that the ChalleNGe increases have likely been enough to keep ChalleNGe salaries in a position comparable to where they were in 2021 but have not been enough to represent substantial gains relative to pay in other occupations. This is one potential explanation for why most sites continue to report hiring difficulties. Finally, we note that the inflation rate during 2022 was over 7 percent, and this came on top of substantial 6-percent inflation in 2021.[11] These historically high levels of inflation mark an erosion of consumers' purchasing power and suggest that the typical worker's wage increase of 5 percent actually represents a real (inflation-adjusted) decrease of about 2 percent. At the time of this writing, inflation appears to have abated. Although inflation does not necessarily pose a larger problem to ChalleNGe sites than to other employers, it does mean that staff will have higher-than-usual expectations in terms of wage increases, improvements to working conditions, or both. Figures 3.2 and 3.3 present simple descriptive statistics; these figures do not imply causality and, thus, do not imply how much salaries would need to be increased to ease hiring difficulties. However, we do interpret our results about staff turnover, wages, and hiring difficulty to mean that sites should track wages, turnover, and ease of hiring carefully to ensure the best experience for cadets and staff.

Site Schedules, Sleep, and Adolescent Development

In this section, we explore how ChalleNGe sites structure the sleep schedules of their cadets. Sleep is a critical biological function that supports cognitive processes, such as learning and memory, decisionmaking, attention, concentration, and reaction time (Mason et al., 2021; Paller, Creery, and Schechtman, 2021). To encourage proper sleep hygiene, the American Academy of Sleep Medicine recommends that adolescents between the ages of 13 and 18 sleep between 8 and 10 hours daily (Paruthi et al., 2016), with 9 to 9.35 hours as the targeted amount of sleep for optimal health and development (Short et al., 2018).

A large body of research demonstrates the negative consequences of poor sleep hygiene on an array of cognitive and behavioral outcomes. For example, adolescents who are unable to get enough sleep are more likely to fall asleep in class and to have low grades and test scores than their more well-rested peers (Alfonsi et al., 2020; Shochat, Cohen-Zion, and Tzischinsky, 2014; Wheaton, Chapman, and Croft, 2016). Additionally, adolescents who are sleep-

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[11] Inflation rates are based on the Consumer Price Index-Urban Consumers (CPI-U) figures; see U.S. Bureau of Labor Statistics (undated-a) for more information.

deprived are at a higher risk for obesity, headaches, substance use, depression, anxiety, low self-esteem, stress, aggressive behaviors, lethargy, irritability, and injuries (Alfonsi et al., 2020; Shochat, Cohen-Zion, and Tzischinsky, 2014; Wheaton, Chapman, and Croft, 2016). Moreover, research shows that the negative effects of poor sleep are *amplified* among low-income youth and youth with behavioral problems (Buckhalt, El-Sheikh, and Keller 2007; Diaz et al., 2017). This should be of particular concern for ChalleNGe administrators because cadets are disproportionately from low-income families and often exhibit behavioral problems, which makes them especially vulnerable to the negative effects of sleep deprivation. And as noted above, adolescents who do not get sufficient sleep are likely to perform poorly in the classroom. Taken together, this research suggests that ChalleNGe cadets who are sleep-deprived may cause problems in the classroom, which are reflected in their overall learning. These problems could also serve to make the working conditions of ChalleNGe staff more difficult: We would expect these difficulties to be especially salient for instructors but perhaps also noticeable for cadre and other staff.

Given the importance of sleep to healthy adolescent development, several leading medical associations (including the American Academy of Pediatrics, the American Medical Association, and the American Academy of Sleep Medicine) have advocated for later school start times. This advocacy is driven by psychosomatic medical research that finds that the secretion of melatonin, the hormone that regulates circadian rhythms and induces sleep, peaks for adolescents between 10:00 and 10:30 p.m. (Kennaway, 2023). This is a biological and not a social phenomenon. In other words, altering bedtimes to start earlier in the evening will not change adolescents' circadian rhythms because most will not feel tired enough to sleep until 10:00 p.m. or later. Moreover, *sleep onset latency*, which is the average time between lying down to sleep and actually falling asleep, averages about 23 minutes for adolescents (Galland et al., 2018). Therefore, to accommodate adolescent circadian rhythms, sleep onset latency, and morning commute times, high schools are now encouraged to start at 8:30 a.m. or later for students' optimal health and development.

To understand how ChalleNGe sites structure the sleep schedules of cadets in light of these recommendations, we asked site administrators to provide the times that they require cadets to go to bed and the times that they require cadets to wake up. We collected this information for weekdays and weekends. With this information, we calculated the total hours that each site allocates to cadets for sleep, then plotted the weekday sleep schedules for each of the 40 ChalleNGe sites in Figure 3.4. In this figure, the *x*-axis (horizontal) indicates the scheduled weekday wake-up time at each site, and the *y*-axis (vertical) indicates the total hours allocated for sleep at each site. Note that this total allocation does not indicate the actual amount of sleep that cadets receive but rather the amount of time that they may sleep. Each of the circles in Figure 3.4 correspond to one or more ChalleNGe sites, with the size corresponding to frequency such that larger circles indicate a greater number of sites with a sleep schedule defined by the *x*- and *y*-axis parameters. The shaded green box in the upper right-hand corner demarcates the optimal sleep schedule endorsed for adolescents by the leading

FIGURE 3.4

Sleep Schedules, Defined by Total Hours Allocated for Sleep and Required Wake-up Times for Each ChalleNGe Site
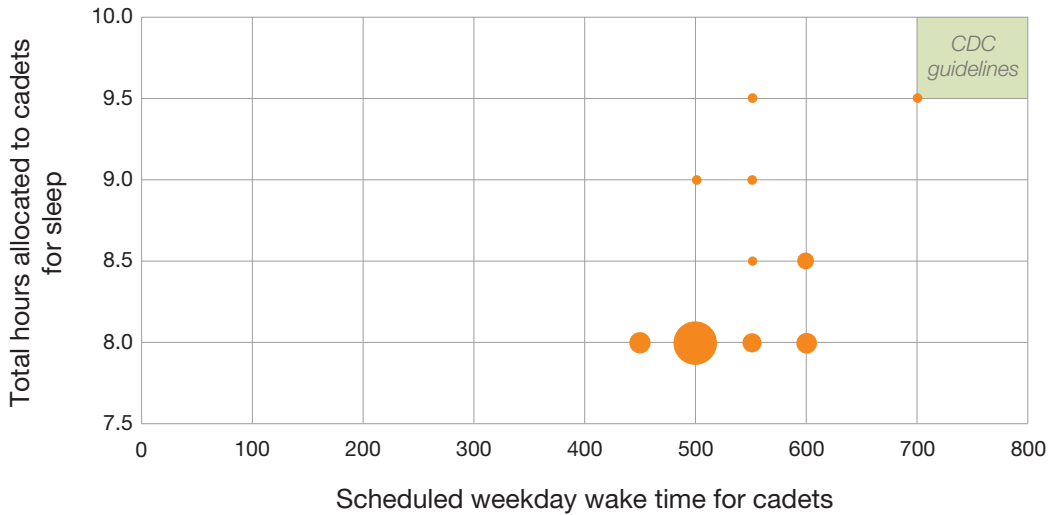
SOURCE: Information indicated by green box is from Centers for Disease Control and Prevention, 2020.

NOTE: CDC = Centers for Disease Control and Prevention. The size of each circle is relative to the number of sites with different *sleep schedules*, which are defined by the total hours allocated for sleep and the daily scheduled wake time (*N* = 40). Smaller circles indicate that fewer sites maintain the schedule, and larger circles indicate that a greater number of sites maintain the schedule. The green box indicates the sleep schedule that aligns with medical guidelines for adolescent sleep. The figure uses information that was reported by the sites in summer 2023.

medical associations (i.e., a minimum of 9.5 hours allocated for sleep, with a wake-up time no earlier than 7:00 a.m.). Ideally, most sites would have sleep schedules that fall within this box.

There are two main findings from Figure 3.4. First, there is only one ChalleNGe site that maintains a sleep schedule for their cadets that adheres to medically prescribed sleep guidelines. This site, the Capital Guardian Youth ChalleNGe Academy in Washington, D.C., allocates 9.5 hours for cadets to sleep each weekday, with a wake-up time of 7:00 a.m. Second, most sites allocate only eight hours for sleep, with the modal wake-up time at 5:00 a.m. Accounting for adolescents' peak melatonin secretion timing and sleep onset latency, this allocation is *insufficient for healthy development*. The early wake time is of particular concern because it is in direct conflict with adolescent sleep biology, and results in the interruption of rapid eye movement (REM) sleep. REM sleep is the deepest stage of sleep, and it is the most important for restoring cognitive functions. This stage of sleep is longest in adolescents toward the end of the night through the early morning. Therefore, ChalleNGe sites with schedules that interrupt this critical phase with early wake-up times will likely create a cumulative "sleep debt" in which cadets will be in a constant state of fatigue and, consequently, elevated risk of sleep deprivation.

Site Approach to Curriculum

To understand more about how sites integrate the core components into the learning experience at ChalleNGe, we asked the sites to tell us whether various core components were addressed during classroom learning or in out-of-classroom activities. We included these questions as part of the 2022 data call. We focused on a subset of the core components: health and hygiene, leadership and followership, life-coping skills, responsible citizenship, and service to community. (We were able to gather information about some of the other core components through different methods, such as standardized test scores and site visits to learn how job skills are approached). We then asked sites to identify for each core component whether they develop their own curricular materials, use curriculum materials developed by other ChalleNGe sites, or use free-of-charge materials that were developed outside the ChalleNGe program. One site did not provide data on the source of its curricula.

Most sites incorporate these core components in both classroom and nonclassroom activities. The core component that was least frequently addressed during classroom learning was service to community (40 percent of sites do not address this component during classroom learning). Responsible citizenship is the core component least frequently addressed in nonclassroom activities (27 percent of sites). As for the curricular sources for these core components, six sites indicated that they use only internally developed materials. Of the remaining sites, 75 percent or more indicated developing their own materials for these core components, between 30 and 61 percent of sites use materials from other ChalleNGe sites for these components, and 55 to 82 percent of sites use externally developed materials to address these five components. Thus, most sites combine materials from multiple sources. In states that have multiple program locations, we found no consistent patterns in the sources of curricular materials.

Summary

The focus of this chapter is site-level operations. First, we updated our previous analyses on staff turnover, wages, and wages in alternative occupations. We focused on staff turnover because of the strong and consistent link between staff turnover and student achievement in other organizations. Given this relationship, focusing on turnover has the potential to improve program effectiveness. Program staff frequently report hiring difficulties, most often when hiring cadre and instructors; staff reported similar challenges in 2022 and in 2021 in terms of hiring.

To better understand these issues, we compared cadre and instructor (beginning) salaries with civilian and military benchmarks in our previous report (Wenger, Cottrell, and Wrabel, 2023). We found that ChalleNGe cadre salaries were less than comparable civilian wages at sites that report hiring cadre as "very difficult." In the case of instructors, salaries were always lower than average teacher pay and were sometimes lower than other civilian alternatives (measured by public school teacher wages). However, the absolute level of instructor salaries

could be the largest impediment to hiring; salaries were notably lower at sites that report hiring instructors as "very difficult." In this report, we update the salary analyses. ChalleNGe salaries have increased modestly, but the same is true of most salaries in alternative occupations. At the same time, substantial inflation has eroded earnings across occupations. As of the time of this writing, salary increases at ChalleNGe sites do not appear sufficient to overcome hiring difficulties (although we are encouraged by salary increases). We recommend continuing to track this issue.

We also collected data on cadets' sleep schedules from each site. Sleep is critical to a variety of cognitive and behavioral functions in adolescents. The most recent research finds that adolescents need more sleep than adults and that the schedule matters: Adolescents struggle to go to sleep early in the evenings and struggle to wake up early. This is driven by biology rather than by attitude. ChalleNGe sites' schedules generally do not provide sufficient sleep for cadets and generally require cadets to wake up earlier than is optimal.

Finally, we collected data on curriculum materials that the sites use when emphasizing key core components. Sites reported that they emphasize core components both in classroom activities and in nonclassroom activities. In general, sites combine curricular materials from a variety of sources.

In the next chapter, we offer some final observations and a series of recommendations.

Key Takeaways, Recommendations, and Closing Thoughts

Consistent with its mission, the ChalleNGe program spent 2022 continuing to provide opportunities to thousands of young people who were at risk of failing to complete high school. As was the case in 2021, moving toward more-normal operations after the COVID-19 pandemic was a major theme of 2022.

Key Takeaways

The total number of ChalleNGe participants continued to increase in 2022. This year, the number of participants was higher than in 2020 or 2021. Although still lower than in 2019 and previous years, the numbers of applicants, participants, and graduates in 2022 achieved 75 percent of the 2019 totals.

The graduation rate remained high in 2022. Cadets who entered ChalleNGe in 2022 graduated at about the same rate as cadets who entered prior to the pandemic. Graduates during 2022 performed substantial amounts of community service; the vast majority who were eligible registered to vote and for Selective Service.

Graduates made substantial academic gains on standardized tests, and about three-quarters of graduates left ChalleNGe with an academic credential.

ChalleNGe graduates generally achieved a placement within months after graduation. Placement patterns, which were disrupted during the pandemic, have begun to resemble patterns observed prior to the pandemic.

Sites continued to report hiring difficulties, especially among cadre and instructors. While sites have made efforts to raise wages, wages are still lower at sites that report more hiring difficulties.

ChalleNGe sites' sleep schedules typically do not allow enough rest time to meet recommended guidelines to support adolescent development. Lack of sleep is associated with many negative outcomes among adolescents, and substantial evidence shows that adolescents perform better when they are allowed to sleep longer and later than is generally the case at ChalleNGe sites.

Recommendations

ChalleNGe sites should modify cadet sleep schedules to improve outcomes. Sleep is especially critical for adolescents. A broad array of recent research makes a strong and substantive case for sleep as a key adolescent support mechanism. Adolescents who do not obtain sufficient sleep are more likely than others to experience negative outcomes, including anxiety and stress, aggressive behaviors, and issues with learning, memory, and attention. With one exception, sites' current sleep schedules are not consistent with recommendations. Modifying sleep schedules has the potential to help cadets (and, thus, the ChalleNGe program) achieve better outcomes.

ChalleNGe sites should continue to track staff turnover and local wages, as well as staff satisfaction and working conditions. ChalleNGe sites continue to report substantial difficulties in hiring, and the turnover rate of staff remains relatively high. The sites have made efforts to increase starting salaries, especially for positions that cause hiring challenges. Wages in alternative occupations also increased substantially over the past year. Therefore, ChalleNGe sites should continue to focus on this issue. Given the strong relationship between staff turnover and youth outcomes in other settings, we also recommend that sites continue to work to lower staff turnover.

The Path Forward

As part of the past and current multiyear projects, we have now completed eight annual reports, as well as supplemental analyses in a variety of focus areas. We are working to measure participants' long-term outcomes and testing multiple approaches and methods to accomplish this goal. Throughout this project, we plan to continue collecting and analyzing data to assist sites and program decisionmakers as they seek to improve program effectiveness.

Supplemental Information on ChalleNGe Sites

This appendix includes a complete list of the ChalleNGe programs, as well as 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.

Tables A.2–A.52 include detailed information collected from each program. We carried out data collection in June and July 2023. The focus of the data collection was on classes that began in 2022 (i.e., Classes 58 and 59, according to the ChalleNGe class numbering system, which began with the first class in the 1990s).

In some cases, programs provided incomplete data or data that were suspect in some way. When this occurred, we requested clarification from the relevant site(s). In cases in which we were unable to resolve the issue, the suspect elements were not reported, and their omission is noted in the relevant table. Some of these data issues are related to variations in how the individual sites collect and store data. Our analysts have developed a series of data checks that have helped improve 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. In some cases, these checks have led us to discover data issues well after we have collected this data. When this occurred, we have corrected the data as appropriate. In other words, when we present trend data, the information we have and present may at times differ slightly from the information that we initially presented. We have noted, below each table in the report, specific instances of sites not operating, as well as instances when sites did operate but data were not reported.

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 values calculated from the cadet-level data.

The sites are listed alphabetically by state or territory name. Each table includes metrics of the number and type of staff, total funding in 2022, and the numbers of cadets who applied, entered, graduated, and received various credentials. The tables also include data related to several of the core components—service to community (and calculated values based on local labor market conditions), gains on specific physical fitness tests, and the numbers of cadets registered to vote and for Selective Service. Finally, the tables include information about post-

TABLE A.1

ChalleNGe: Program Abbreviations, States, and Names

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

Table A.1—Continued

Program Abbreviation	State	Program Name	Program Type
NC-NL	North Carolina	Tarheel ChalleNGe Academy—New London	High school credits or diploma, HiSET
NC-S	North Carolina	Tarheel ChalleNGe Academy—Salemburg	High school credits or diploma, HiSET
NJ	New Jersey	New Jersey Youth ChalleNGe Academy	High school credits or diploma
NM	New Mexico	New Mexico Youth ChalleNGe Academy	High school credits or diploma, HiSET
NV	Nevada	Battle Born Youth ChalleNGe Academy	High school credits or diploma, HiSET
OK	Oklahoma	Thunderbird Youth Academy	High school credits or diploma, GED
OR	Oregon	Oregon Youth ChalleNGe Program	High school credits or diploma, GED
PA	Pennsylvania	Keystone State ChalleNGe Academy	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	High school credits or diploma, GED
TX	Texas	Texas ChalleNGe Academy	High school credits or diploma, GED
VA	Virginia	Virginia Commonwealth ChalleNGe Youth Academy	High school credits or diploma, GED
WA	Washington	Washington Youth Academy	High school credits or diploma
WI	Wisconsin	Wisconsin ChalleNGe Academy	High school credits or diploma, GED
WV-N	West Virginia	Mountaineer ChalleNGe Academy–North	High school credits or diploma
WV-S	West Virginia	Mountaineer ChalleNGe Academy–South	HiSET
WY	Wyoming	Wyoming Cowboy ChalleNGe Academy	High school credits or diploma, HiSET

NOTE: Information in this table was reported by the sites in July 2023 and covers Classes 58 and 59, which began in 2022.

graduation placement (but because of our accelerated data collection schedule, the placement information is not always directly comparable with information in past reports). The tables also include nine-month placement rates for Class 57 (from the 2021 program); at the time of our previous data collection, this information was not yet available for cadets. Some of the data in the following tables (along with other cadet-level data collected at the same time) formed the basis of the analyses presented in Chapter 2.

TABLE A.2
Applicants and Graduates (Classes 58 and 59)

Residential Class 58				Residential Class 59			
Site	Target	Applied	Entrants	Graduates	Site	Target	Applied	Entrants	Graduates
All sites		7,701	4,307	3,145	All sites		8,471	4,765	3,455
AK	125	110	104	71	AK	125	107	97	75
AR	94	223	94	58	AR	63	156	63	42
CA-DC	105	280	130	115	CA-DC	105	235	144	119
CA-LA	190	226	125	106	CA-LA	190	269	150	148
CA-SL	128	169	128	127	CA-SL	178	201	178	166
DC	40	66	54	31	DC	40	65	44	21
FL	150	126	126	106	FL	120	146	142	118
GA-FG	150	126	108	80	GA-FG	NOT OP	NOT OP	NOT OP	NOT OP
GA-FS	200	286	158	108	GA-FS	175	562	187	142
HI-BP	75	144	96	83	HI-BP	65	137	65	52
HI-HI	75	63	53	39	HI-HI	55	34	29	19
ID	115	148	135	119	ID	115	161	150	132
IL	125	211	113	63	IL	125	271	206	120
IN	75	141	102	65	IN	75	121	95	66
KY-FK	52	154	106	52	KY-FK	54	132	99	54
KY-HN	80	193	114	72	KY-HN	80	188	112	82
LA-CB	91	185	114	94	LA-CB	154	315	201	164
LA-CM	88	217	121	89	LA-CM	200	310	212	78
LA-GL	200	241	183	120	LA-GL	200	313	204	127
MD	100	199	70	42	MD	100	202	108	55
MI	114	139	115	84	MI	114	161	145	106
MS	150	344	227	145	MS	200	349	262	196
MT	102	227	134	102	MT	103	253	146	108
NC-NL	100	431	133	87	NC-NL	95	322	95	61
NC-S	125	245	77	47	NC-S	125	342	95	58
NJ	75	346	29	17	NJ	75	319	77	46
NM	70	108	65	42	NM	70	150	74	52
NV	32	39	32	21	NV	NOT OP	NOT OP	NOT OP	NOT OP

Table A.2—Continued

| | Residential Class 58 | | | | | Residential Class 59 | | | |
Site	Target	Applied	Entrants	Graduates	Site	Target	Applied	Entrants	Graduates
OK	125	378	175	127	OK	125	442	174	127
OR	136	151	125	102	OR	130	200	154	131
PA	NOT OP	NOT OP	NOT OP	NOT OP	PA	100	39	25	18
PR	220	294	235	213	PR	220	283	246	227
SC	75	152	78	55	SC	75	212	94	50
TX	100	227	85	42	TX	100	408	133	84
VA	105	144	87	70	VA	105	134	89	72
WA	105	166	126	104	WA	135	257	170	142
WI	100	357	100	71	WI	100	358	117	70
WV-N	150	170	79	64	WV-N	150	188	105	79
WV-S	100	170	87	57	WV-S	100	129	78	48
WY	75	105	84	55	WY	NOT OP	NOT OP	NOT OP	NOT OP

NOTE: NOT OP = did not operate (no cadets enrolled). Information in this table was reported by the sites in July 2023 and covers Classes 58 and 59, which began in 2022. *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 58 and 59)

	Residential Class 58					Residential Class 59			
Site	Number of ChalleNGe Graduates	Number Receiving GED, HiSET, or TASC	Number Receiving HS Credits	Number Receiving HS Diploma	Site	Number of ChalleNGe Graduates	Number Receiving GED, HiSET, or TASC	Number Receiving HS Credits	Number Receiving HS Diploma
All sites	3,145	539	1,148	686	All sites	3,455	481	1,343	696
AK	71	0	23	20	AK	75	1	56	18
AR	58	0	0	0	AR	42	20	0	0
CA-DC	115	0	99	16	CA-DC	119	*	*	*
CA-LA	106	0	96	10	CA-LA	148	0	134	14
CA-SL	127	0	97	30	CA-SL	166	0	124	42
DC	31	0	4	8	DC	21	0	2	0
FL	106	48	25	3	FL	118	47	28	1
GA-FG	80	43	30	3	GA-FG	NOT OP	NOT OP	NOT OP	NOT OP
GA-FS	108	37	36	0	GA-FS	142	24	107	0
HI-BP	83	16	0	0	HI-BP	52	25	1	1
HI-HI	39	27	0	0	HI-HI	19	11	0	0
ID	119	10	91	18	ID	132	18	91	23
IL	63	25	14	3	IL	120	34	34	8
IN	65	7	0	1	IN	66	11	0	3
KY-FK	52	0	46	4	KY-FK	54	0	42	4
KY-HN	72	0	61	10	KY-HN	82	0	0	0
LA-CB	94	34	0	1	LA-CB	164	51	0	1
LA-CM	89	37	11	0	LA-CM	78	31	13	0
LA-GL	120	38	0	0	LA-GL	127	38	0	0
MD	42	0	0	19	MD	55	0	1	21
MI	84	0	21	63	MI	106	0	28	74
MS	145	35	0	95	MS	196	10	0	119
MT	102	20	82	0	MT	108	0	108	0

Table A.3—Continued

	Residential Class 58					Residential Class 59			
Site	Number of ChalleNGe Graduates	Number Receiving GED, HiSET, or TASC	Number Receiving HS Credits	Number Receiving HS Diploma	Site	Number of ChalleNGe Graduates	Number Receiving GED, HiSET, or TASC	Number Receiving HS Credits	Number Receiving HS Diploma
NC-NL	87	27	0	23	NC-NL	61	22	0	25
NC-S	47	0	0	44	NC-S	58	0	0	29
NJ	17	0	0	13	NJ	46	1	0	32
NM	42	29	0	0	NM	52	37	0	0
NV	21	0	0	1	NV	NOT OP	NOT OP	NOT OP	NOT OP
OK	127	1	117	8	OK	127	2	116	6
OR	102	0	82	20	OR	131	0	111	20
PA	NOT OP	NOT OP	NOT OP	NOT OP	PA	18	0	18	0
PR	213	0	0	213	PR	227	0	0	227
SC	55	24	0	0	SC	50	29	0	0
TX	42	0	23	19	TX	84	0	54	28
VA	70	0	0	0	VA	72	26	0	0
WA	104	0	104	0	WA	142	0	142	0
WI	71	0	30	41	WI	70	0	70	0
WV-N	64	1	56	0	WV-N	79	3	63	0
WV-S	57	47	0	0	WV-S	48	40	0	0
WY	55	33	0	0	WY	NOT OP	NOT OP	NOT OP	NOT OP

NOTE: * = did not report; HS = high school; NOT OP = did not operate (no cadets enrolled). Information in this table was reported by the sites in July 2023 and covers Classes 58 and 59, which began in 2022. Credentials awarded include those conveyed during the ChalleNGe residential phase. Counts reflect a single credential per cadet. Cadets with multiple credentials are assigned according to the hierarchy of high school diploma, high school credits, then GED, HiSET, or TASC. At the Idaho ChalleNGe program, those who received GEDs also received high school credits, although the credits were not used. In New Jersey, ChalleNGe graduates who passed the GED were awarded a state high school diploma. In West Virginia, ChalleNGe graduates who passed the state standardized test were awarded a state high school diploma. The Wisconsin program generates a pathway for all credentialing options awarded through the Wisconsin Department of Instruction and associated school districts, including credit recovery, GED, a high school equivalency diploma, and a high school diploma. Additional information on each ChalleNGe site is available throughout this appendix.

TABLE A.4

Core Component Completion—Community Service, ChalleNGe Graduates (Classes 58 and 59)

	Residential Class 58				Residential Class 59		
Site	Service Hours per Cadet	Value per Hour ($)	Total Community Service Contribution ($)	Site	Service Hours per Cadet	Value per Hour ($)	Total Community Service Contribution ($)
All sites	49		4,512,269	All sites	54		5,551,965
AK	52	33.60	124,118	AK	46	33.60	115,181
AR	58	25.66	86,102	AR	45	25.66	48,510
CA-DC	42	37.32	181,674	CA-DC	*	37.32	*
CA-LA	69	37.32	272,585	CA-LA	54	37.32	300,277
CA-SL	ETP	37.32	ETP	CA-SL	42	37.32	257,545
DC	67	50.00	104,450	DC	63	50.00	66,175
FL	71	29.41	222,516	FL	65	29.41	224,045
GA-FG	44	29.67	104,572	GA-FG	NOT OP	29.67	NOT OP
GA-FS	ETP	29.67	ETP	GA-FS	56	29.67	235,224
HI-BP	57	33.48	158,026	HI-BP	67	33.48	116,243
HI-HI	57	33.48	75,012	HI-HI	91	33.48	57,669
ID	25	27.79	82,189	ID	47	27.79	173,868
IL	58	32.68	119,478	IL	50	32.68	197,819
IN	49	28.84	91,581	IN	49	28.84	92,865
KY-FK	103	26.85	144,018	KY-FK	105	26.85	152,495
KY-HN	49	26.85	95,009	KY-HN	45	26.85	98,969
LA-CB	ETP	27.39	ETP	LA-CB	52	27.39	231,884
LA-CM	45	27.39	110,642	LA-CM	50	27.39	105,958
LA-GL	45	27.39	147,290	LA-GL	47	27.39	163,422
MD	43	34.12	61,518	MD	49	34.12	91,626
MI	38	30.15	97,219	MI	56	30.15	179,658
MS	62	23.90	213,427	MS	55	23.90	259,872
MT	57	27.87	161,479	MT	57	27.87	170,589
NC-NL	62	29.86	161,841	NC-NL	82	29.86	148,488

Table A.4—Continued

	Residential Class 58				Residential Class 59		
Site	Service Hours per Cadet	Value per Hour ($)	Total Community Service Contribution ($)	Site	Service Hours per Cadet	Value per Hour ($)	Total Community Service Contribution ($)
NC-S	70	29.86	98,702	NC-S	93	29.86	161,360
NJ	45	33.82	25,771	NJ	58	33.82	89,488
NM	ETP	26.95	ETP	NM	ETP	26.95	ETP
NV	41	28.50	24,710	NV	NOT OP	28.50	NOT OP
OK	60	26.88	205,350	OK	78	26.88	264,983
OR	102	32.37	336,833	OR	105	32.37	446,729
PA	NOT OP	29.78	NOT OP	PA	43	29.78	22,960
PR	48	14.87	153,280	PR	43	14.87	143,748
SC	58	28.11	89,348	SC	45	28.11	63,079
TX	27	29.86	33,548	TX	43	29.86	108,810
VA	41	32.59	93,289	VA	45	32.59	104,809
WA	59	37.63	230,051	WA	59	37.63	314,286
WI	55	29.97	116,973	WI	57	29.97	119,772
WV-N	47	26.67	80,405	WV-N	62	26.67	130,982
WV-S	81	26.67	123,815	WV-S	72	26.67	92,577
WY	55	28.49	85,450	WY	NOT OP	28.49	NOT OP

NOTE: * = did not report; ETP = Exception to Protocol waiver; NOT OP = did not operate (no cadets enrolled). Information in this table was reported by the sites in July 2023 and covers Classes 58 and 59, which began in 2022. The value of community service is calculated using published values at the state level for 2022 that are available online (Independent Sector, 2022). The value of community service was calculated in the same manner in the previous reports (Constant, Wenger, et al., 2019; National Guard Youth ChalleNGe, 2015; Wenger, Constant, and Cottrell, 2018; Wenger, Constant, 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 Times for Graduates, per Site (Class 58)

Site	Number of Push-Ups		1-Mile Run Time	
	Initial	Final	Initial	Final
All sites	24	40	11:01	08:37
AK	19	37	11:46	08:31
AR	*	*	12:12	09:18
CA-DC	23	38	09:55	08:04
CA-LA	24	42	10:09	07:47
CA-SL	20	31	10:28	08:02
DC	20	40	14:34	12:28
FL	31	46	10:13	09:09
GA-FG	31	43	10:32	08:42
GA-FS	25	48	10:46	08:32
HI-BP	29	39	11:27	08:39
HI-HI	32	47	09:30	07:53
ID	24	42	11:14	08:24
IL	27	51	11:49	09:25
IN	22	37	12:55	08:54
KY-FK	30	34	11:13	08:38
KY-HN	*	*	12:36	09:00
LA-CB	25	41	09:39	07:32
LA-CM	17	29	10:34	12:05
LA-GL	26	36	16:19	11:53
MD	30	36	11:35	09:38
MI	36	45	09:54	08:03
MS	20	49	11:18	07:46
MT	19	50	11:31	07:40
NC-NL	19	38	09:06	07:17
NC-S	21	35	11:36	08:54
NJ	*	*	10:04	07:03

Table A.5—Continued

Site	Number of Push-Ups		1-Mile Run Time	
	Initial	Final	Initial	Final
NM	26	38	08:58	07:01
NV	24	33	09:56	08:06
OK	22	29	10:26	08:14
OR	21	33	10:08	08:35
PA	NOT OP	NOT OP	NOT OP	NOT OP
PR	20	37	10:35	08:14
SC	29	47	11:45	08:39
TX	26	39	11:06	09:46
VA	34	53	10:53	08:28
WA	23	40	10:39	08:15
WI	25	36	09:28	08:06
WV-N	24	37	10:00	07:41
WV-S	*	39	*	09:50
WY	26	52	12:01	08:35

NOTE: * = did not report; NOT OP = did not operate (no cadets enrolled). Information in this table was reported by the sites in July 2023 and covers Class 58.

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 Times for Graduates, per Site (Class 59)

Site	Number of Push-Ups		1-Mile Run Time	
	Initial	Final	Initial	Final
All sites	23	39	10:56	08:31
AK	13	45	11:46	08:18
AR	*	*	10:55	09:12
CA-DC	*	*	*	*
CA-LA	25	36	10:43	08:15
CA-SL	20	36	10:07	07:49
DC	17	31	14:35	11:53
FL	21	39	12:06	09:28
GA-FG	NOT OP	NOT OP	NOT OP	NOT OP
GA-FS	27	55	11:11	08:13
HI-BP	28	44	10:13	07:41
HI-HI	33	61	08:09	07:14
ID	24	42	10:50	08:30
IL	25	44	11:56	09:24
IN	22	37	13:08	10:13
KY-FK	24	30	10:57	07:58
KY-HN	23	29	11:31	07:57
LA-CB	22	43	10:24	08:07
LA-CM	24	25	11:09	09:39
LA-GL	25	33	10:56	09:48
MD	22	38	11:51	09:26
MI	28	42	10:03	09:08
MS	21	41	11:27	08:07
MT	17	34	10:38	08:08
NC-NL	26	39	08:57	07:38
NC-S	*	34	12:28	09:10
NJ	*	*	13:48	08:51

Table A.6—Continued

Site	Number of Push-Ups		1-Mile Run Time	
	Initial	Final	Initial	Final
NM	24	50	09:01	06:54
NV	NOT OP	NOT OP	NOT OP	NOT OP
OK	20	34	11:04	08:27
OR	18	32	11:08	08:47
PA	28	36	10:10	08:49
PR	20	37	10:25	08:15
SC	27	51	10:51	08:56
TX	25	37	11:23	10:28
VA	32	47	10:26	08:52
WA	22	43	10:10	07:20
WI	25	37	09:14	07:56
WV-N	16	37	11:19	07:36
WV-S	35	39	10:40	07:47
WY	NOT OP	NOT OP	NOT OP	NOT OP

NOTE: * = did not report. NOT OP = did not operate (no cadets enrolled). Information in this table was reported by the sites in July 2023 and covers Class 59.

TABLE A.7

Percentage of ChalleNGe Graduates in Pre- and Post-TABE Math Grade-Equivalent, by Site (Class 58)

Site	Pre-TABE (%)			Post-TABE (%)		
	Elementary (Grades 1–5)	Middle School (Grades 6–8)	High School (Grades 9–12)	Elementary (Grades 1–5)	Middle School (Grades 6–8)	High School (Grades 9–12)
All sites TABE 9/10	58	28	14	34	36	31
All sites TABE 11/12	77	21	2	61	32	7
AK	79	18	3	61	35	4
AR	71	29	0	62	34	3
CA-DC	38	37	25	24	38	37
CA-LA	63	31	5	33	33	33
CA-SL	64	24	13	35	42	24
DC	100	0	0	100	0	0
FL	75	24	2	61	31	8
GA-FG	73	25	2	69	23	8
GA-FS	84	16	0	44	40	16
HI-BP	88	12	0	68	32	0
HI-HI	82	18	0	62	38	0
ID	72	26	2	62	29	8
IL	83	15	2	76	24	0
IN	69	26	5	60	39	2
KY-FK	75	23	2	81	13	6
KY-HN	98	2	0	67	26	7
LA-CB	72	25	3	46	43	12
LA-CM	81	16	3	43	48	9
LA-GL	75	22	3	61	31	8
MD	79	21	0	32	37	32
MI	80	18	3	84	12	4
MS	65	33	2	28	50	22
MT	72	28	0	60	38	2

Table A.7—Continued

Site	Pre-TABE (%)			Post-TABE (%)		
	Elementary (Grades 1–5)	Middle School (Grades 6–8)	High School (Grades 9–12)	Elementary (Grades 1–5)	Middle School (Grades 6–8)	High School (Grades 9–12)
NC-NL	71	26	2	60	34	6
NC-S	79	21	0	60	40	0
NJ	18	47	35	24	29	47
NM	83	17	0	73	23	5
NV	100	0	0	100	0	0
OK	81	17	2	72	22	6
OR	76	23	1	64	30	6
PA	NOT OP	NOT OP	NOT OP	NOT OP	NOT OP	NOT OP
PR	ETP	ETP	ETP	ETP	ETP	ETP
SC	89	9	2	76	22	2
TX	83	17	0	85	15	0
VA	60	20	20	47	24	29
WA	85	15	0	74	24	2
WI	76	20	4	61	30	10
WV-N	73	26	2	44	53	3
WV-S	83	17	0	54	43	4
WY	62	36	2	51	35	15

NOTE: ETP = Exception to Protocol waiver; NOT OP = did not operate (no cadets enrolled). Information in this table was reported by the sites in July 2023 and covers Class 58. Some numbers do not sum to 100 percent because of rounding. The following sites used TABE Survey Form 9/10: CA-DC, CA-LA, CA-SL, MD, and VA. The remaining sites used TABE Survey Form 11/12.

TABLE A.8

Percentage of ChalleNGe Graduates in Pre- and Post-TABE Math Grade-Equivalent, by Site (Class 59)

Site	Pre-TABE (%)			Post-TABE (%)		
	Elementary (Grades 1–5)	Middle School (Grades 6–8)	High School (Grades 9–12)	Elementary (Grades 1–5)	Middle School (Grades 6–8)	High School (Grades 9–12)
All sites TABE 9/10	76	14	10	48	31	20
All sites TABE 11/12	78	21	2	58	35	8
AK	72	24	4	48	43	9
AR	74	24	2	43	52	5
CA-DC	*	*	*	*	*	*
CA-LA	86	5	9	59	26	16
CA-SL	67	21	12	43	34	23
DC	100	0	0	50	50	0
FL	77	21	2	77	20	3
GA-FG	NOT OP	NOT OP	NOT OP	NOT OP	NOT OP	NOT OP
GA-FS	84	16	0	43	43	14
HI-BP	84	16	0	54	38	8
HI-HI	84	11	5	53	42	5
ID	75	22	3	70	27	3
IL	80	19	1	67	29	4
IN	77	20	3	69	28	3
KY-FK	87	11	2	89	9	2
KY-HN	97	3	0	76	20	5
LA-CB	70	28	2	47	42	11
LA-CM	68	29	4	39	50	11
LA-GL	77	22	1	64	27	9
MD	74	19	7	35	30	35
MI	83	15	3	68	16	16
MS	72	26	3	26	59	15
MT	70	28	2	45	46	8

Table A.8—Continued

Site	Pre-TABE (%)			Post-TABE (%)		
	Elementary (Grades 1–5)	Middle School (Grades 6–8)	High School (Grades 9–12)	Elementary (Grades 1–5)	Middle School (Grades 6–8)	High School (Grades 9–12)
NC-NL	80	18	2	56	39	5
NC-S	84	12	3	53	40	7
NJ	67	33	0	39	61	0
NM	85	15	0	73	24	4
NV	NOT OP	NOT OP	NOT OP	NOT OP	NOT OP	NOT OP
OK	79	20	1	72	23	6
OR	76	24	1	54	37	8
PA	61	33	6	41	35	24
PR	ETP	ETP	ETP	ETP	ETP	ETP
SC	92	8	0	83	15	2
TX	82	18	0	*	*	*
VA	82	11	7	53	36	11
WA	82	16	1	73	23	4
WI	61	37	1	56	37	7
WV-N	81	19	0	57	41	3
WV-S	69	29	2	58	38	4
WY	NOT OP	NOT OP	NOT OP	NOT OP	NOT OP	NOT OP

NOTE: * = did not report; ETP = Exception to Protocol waiver; NOT OP = did not operate (no cadets enrolled). Information in this table was reported by the sites in July 2023 and covers Class 59. Some numbers do not sum to 100 percent because of rounding. The following sites used TABE Survey Form 9/10: CA-DC, CA-LA, CA-SL, MD, and VA. The remaining sites used TABE Survey Form 11/12.

TABLE A.9

Percentage of ChalleNGe Graduates in Pre- and Post-TABE Reading Grade-Equivalent, by Site (Class 58)

Site	Pre-TABE (%)			Post-TABE (%)		
	Elementary (Grades 1–5)	Middle School (Grades 6–8)	High School (Grades 9–12)	Elementary (Grades 1–5)	Middle School (Grades 6–8)	High School (Grades 9–12)
All sites TABE 9/10	39	32	29	19	29	53
All sites TABE 11/12	65	25	10	54	29	17
AK	68	21	11	46	30	24
AR	69	17	14	55	28	17
CA-DC	35	34	32	24	25	50
CA-LA	54	27	19	12	19	69
CA-SL	36	33	31	22	33	45
DC	100	0	0	100	0	0
FL	58	25	18	37	30	33
GA-FG	66	29	5	63	27	10
GA-FS	81	19	0	51	30	19
HI-BP	65	24	11	68	16	16
HI-HI	66	24	11	57	38	5
ID	70	25	5	51	32	17
IL	60	29	11	60	31	10
IN	71	15	14	65	30	5
KY-FK	69	19	13	65	22	13
KY-HN	97	3	0	72	20	8
LA-CB	40	39	22	26	43	30
LA-CM	60	30	10	38	45	16
LA-GL	57	29	14	50	28	23
MD	33	40	26	15	17	68
MI	71	23	6	75	17	8
MS	43	36	21	22	34	44
MT	53	36	11	42	35	23

Table A.9—Continued

Site	Pre-TABE (%)			Post-TABE (%)		
	Elementary (Grades 1–5)	Middle School (Grades 6–8)	High School (Grades 9–12)	Elementary (Grades 1–5)	Middle School (Grades 6–8)	High School (Grades 9–12)
NC-NL	63	26	10	57	23	20
NC-S	57	21	21	36	38	26
NJ	53	18	29	24	41	35
NM	70	23	8	56	32	12
NV	100	0	0	100	0	0
OK	62	28	9	61	24	14
OR	49	37	14	70	23	8
PA	NOT OP	NOT OP	NOT OP	NOT OP	NOT OP	NOT OP
PR	ETP	ETP	ETP	ETP	ETP	ETP
SC	87	11	2	73	22	5
TX	72	28	0	73	28	0
VA	34	30	36	17	46	37
WA	76	19	5	61	29	11
WI	69	25	6	63	30	7
WV-N	70	28	2	63	31	6
WV-S	75	21	4	46	42	12
WY	52	37	11	42	29	29

NOTE: ETP = Exception to Protocol waiver; NOT OP = did not operate (no cadets enrolled). Information in this table was reported by the sites in July 2023 and covers Class 58. Some numbers do not sum to 100 percent because of rounding. The following sites used TABE Survey Form 9/10: CA-DC, CA-LA, CA-SL, MD, and VA. The remaining sites used TABE Survey Form 11/12.

TABLE A.10

Percentage of ChalleNGe Graduates in Pre- and Post-TABE Reading Grade-Equivalent, by Site (Class 59)

Site	Pre-TABE (%)			Post-TABE (%)		
	Elementary (Grades 1–5)	Middle School (Grades 6–8)	High School (Grades 9–12)	Elementary (Grades 1–5)	Middle School (Grades 6–8)	High School (Grades 9–12)
All sites TABE 9/10	48	26	26	16	30	54
All sites TABE 11/12	65	26	8	51	30	19
AK	59	28	13	51	21	28
AR	52	38	10	43	38	19
CA-DC	*	*	*	*	*	*
CA-LA	57	22	21	15	20	65
CA-SL	45	27	29	16	39	45
DC	100	0	0	64	36	0
FL	65	23	12	62	18	20
GA-FG	NOT OP	NOT OP	NOT OP	NOT OP	NOT OP	NOT OP
GA-FS	85	13	1	44	32	23
HI-BP	63	29	8	40	38	22
HI-HI	74	26	0	58	32	11
ID	64	25	11	68	18	14
IL	72	19	9	63	25	12
IN	64	29	8	48	42	11
KY-FK	73	22	6	80	12	8
KY-HN	96	4	0	71	18	11
LA-CB	54	36	10	43	32	26
LA-CM	59	26	15	39	33	28
LA-GL	62	26	12	53	26	21
MD	37	35	28	15	26	59
MI	73	16	10	66	19	15
MS	56	29	15	25	28	47
MT	51	39	10	33	43	24
NC-NL	66	23	11	41	39	20

Table A.10—Continued

Site	Pre-TABE (%)			Post-TABE (%)		
	Elementary (Grades 1–5)	Middle School (Grades 6–8)	High School (Grades 9–12)	Elementary (Grades 1–5)	Middle School (Grades 6–8)	High School (Grades 9–12)
NC-S	62	24	14	48	34	17
NJ	46	54	0	48	52	0
NM	58	38	4	55	35	10
NV	NOT OP	NOT OP	NOT OP	NOT OP	NOT OP	NOT OP
OK	70	26	4	48	40	12
OR	72	22	6	56	30	14
PA	33	44	22	22	28	50
PR	ETP	ETP	ETP	ETP	ETP	ETP
SC	86	14	0	71	19	10
TX	54	46	0	*	*	*
VA	50	25	25	21	29	50
WA	70	23	6	61	27	11
WI	50	39	11	51	39	10
WV-N	75	24	1	61	32	8
WV-S	64	32	4	55	32	13
WY	NOT OP	NOT OP	NOT OP	NOT OP	NOT OP	NOT OP

NOTE: * = did not report; ETP = Exception to Protocol waiver; NOT OP = did not operate (no cadets enrolled). Information in this table was reported by the sites in July 2023 and covers Class 59. Some numbers do not sum to 100 percent because of rounding. The following sites used TABE Survey Form 9/10: CA-DC, CA-LA, CA-SL, MD, and VA. The remaining sites used TABE Survey Form 11/12.

TABLE A.11

Percentage of ChalleNGe Graduates in Pre- and Post-TABE Language Grade-Equivalent, by Site (Class 58)

Site	Pre-TABE (%)			Post-TABE (%)		
	Elementary (Grades 1–5)	Middle School (Grades 6–8)	High School (Grades 9–12)	Elementary (Grades 1–5)	Middle School (Grades 6–8)	High School (Grades 9–12)
All sites	84	13	4	71	20	8
AK	83	15	1	75	17	8
AR	84	14	2	74	21	5
CA-DC	N/A	N/A	N/A	N/A	N/A	N/A
CA-LA	N/A	N/A	N/A	N/A	N/A	N/A
CA-SL	N/A	N/A	N/A	N/A	N/A	N/A
DC	*	*	*	*	*	*
FL	74	20	7	65	22	13
GA-FG	82	15	3	79	13	8
GA-FS	90	10	0	50	37	13
HI-BP	85	8	6	91	6	3
HI-HI	95	5	0	86	11	3
ID	84	13	3	76	12	12
IL	83	15	2	80	17	3
IN	78	17	5	69	29	2
KY-FK	89	9	2	89	4	7
KY-HN	100	0	0	83	11	6
LA-CB	72	20	8	54	34	11
LA-CM	83	13	3	64	28	8
LA-GL	80	12	8	68	22	10
MD	N/A	N/A	N/A	N/A	N/A	N/A
MI	88	11	1	94	5	1
MS	77	18	6	37	37	26
MT	83	14	3	72	25	3
NC-NL	85	13	2	74	22	5
NC-S	91	6	2	62	23	15
NJ	47	24	29	76	12	12

Table A.11—Continued

Site	Pre-TABE (%)			Post-TABE (%)		
	Elementary (Grades 1–5)	Middle School (Grades 6–8)	High School (Grades 9–12)	Elementary (Grades 1–5)	Middle School (Grades 6–8)	High School (Grades 9–12)
NM	88	10	3	76	24	0
NV	100	0	0	100	0	0
OK	83	13	4	80	17	4
OR	79	16	5	60	19	22
PA	NOT OP	NOT OP	NOT OP	NOT OP	NOT OP	NOT OP
PR	ETP	ETP	ETP	ETP	ETP	ETP
SC	98	0	2	87	9	4
TX	89	11	0	76	24	0
VA	N/A	N/A	N/A	N/A	N/A	N/A
WA	88	10	2	81	15	4
WI	84	13	3	84	11	4
WV-N	86	14	0	70	25	5
WV-S	92	8	0	75	23	2
WY	85	6	9	64	24	13

NOTE: * = did not report; ETP = Exception to Protocol waiver; N/A = not available; NOT OP = did not operate (no cadets enrolled). Information in this table was reported by the sites in July 2023 and covers Class 58. Some numbers do not sum to 100 percent because of rounding. TABE Survey Form 9/10 does not have the language test. The following sites used TABE Survey Form 9/10: CA-DC, CA-LA, CA-SL, MD, and VA. The remaining sites used TABE Survey Form 11/12.

TABLE A.12

Percentage of ChalleNGe Graduates in Pre- and Post-TABE Language Grade-Equivalent, by Site (Class 59)

Site	Pre-TABE (%)			Post-TABE (%)		
	Elementary (Grades 1–5)	Middle School (Grades 6–8)	High School (Grades 9–12)	Elementary (Grades 1–5)	Middle School (Grades 6–8)	High School (Grades 9–12)
All sites	83	13	3	69	21	10
AK	75	12	13	75	12	13
AR	74	19	7	74	19	7
CA-DC	N/A	N/A	N/A	N/A	N/A	N/A
CA-LA	N/A	N/A	N/A	N/A	N/A	N/A
CA-SL	N/A	N/A	N/A	N/A	N/A	N/A
DC	100	0	0	69	31	0
FL	*	*	*	*	*	*
GA-FG	NOT OP	NOT OP	NOT OP	NOT OP	NOT OP	NOT OP
GA-FS	93	7	0	51	38	11
HI-BP	76	22	2	67	24	10
HI-HI	84	16	0	*	*	*
ID	85	10	5	80	13	8
IL	91	8	1	85	8	8
IN	82	14	5	72	22	6
KY-FK	93	4	2	95	0	5
KY-HN	100	0	0	90	9	1
LA-CB	82	14	4	59	34	8
LA-CM	74	24	3	63	18	19
LA-GL	81	15	4	71	19	10
MD	N/A	N/A	N/A	N/A	N/A	N/A
MI	92	6	2	81	8	10
MS	78	18	5	33	47	19
MT	80	17	4	61	24	15
NC-NL	80	20	0	61	34	5
NC-S	90	9	2	78	21	2
NJ	87	13	0	80	20	0

Table A.12—Continued

Site	Pre-TABE (%)			Post-TABE (%)		
	Elementary (Grades 1–5)	Middle School (Grades 6–8)	High School (Grades 9–12)	Elementary (Grades 1–5)	Middle School (Grades 6–8)	High School (Grades 9–12)
NM	81	15	4	80	14	6
NV	NOT OP	NOT OP	NOT OP	NOT OP	NOT OP	NOT OP
OK	84	13	3	74	17	9
OR	68	23	9	55	27	18
PA	72	22	6	56	11	33
PR	ETP	ETP	ETP	ETP	ETP	ETP
SC	98	2	0	92	6	2
TX	77	23	0	*	*	*
VA	N/A	N/A	N/A	N/A	N/A	N/A
WA	87	9	4	75	15	10
WI	73	23	4	74	17	9
WV-N	94	5	1	86	9	5
WV-S	83	13	4	73	17	10
WY	NOT OP	NOT OP	NOT OP	NOT OP	NOT OP	NOT OP

NOTE: * = did not report; ETP = Exception to Protocol waiver; N/A = not available; NOT OP = did not operate (no cadets enrolled). Information in this table was reported by the sites in July 2023 and covers Class 59. Some numbers do not sum to 100 percent because of rounding. TABE Survey Form 9/10 does not have the language test. The following sites used TABE Survey Form 9/10: CA-DC, CA-LA, CA-SL, MD, and VA. The remaining sites used TABE Survey Form 11/12.

TABLE A.13
Profile of Alaska Military Youth Academy

Alaska Military Youth Academy, Established 1994	
Graduates since inception: 6,484	Program type: Credit recovery, HS diploma, GED

Staffing

	Instructional	Cadre	Admin	Case Managers	Recruiters	Counselors	Other
Number employed	7	30	12	6	1	1	13

Funding

	Federal Funding	State Funding	Other Funding
Classes 58 and 59	$6,602,231.00	$4,348,100.00	$425,000.00

Residential performance

	Dates	Applied	Entered Pre-ChalleNGe	Graduated	Received GED/HiSET	Received HS Credits	Received HS Diploma
Class 58	January 2022–June 2022	110	104	71	0	23	20
Class 59	July 2022–December 2022	107	97	75	1	56	18

Physical fitness

	Number of Push-Ups		1-Mile Run Time		BMI	
	Initial	Final	Initial	Final	Initial	Final
Class 58	19	37	11:46	08:31	28.7	*
Class 59	13	45	11:46	08:18	25.6	*

Responsible citizenship

	Voting		Selective Service	
	Eligible	Registered	Eligible	Registered
Class 58	18	18	15	15
Class 59	19	18	13	13

Service to community

	Service Hours per Cadet	Dollar Value per Hour	Total Value
Class 58	52	$33.60	$124,118.00
Class 59	46	$33.60	$115,181.00

Table A.13—Continued

Alaska Military Youth Academy, Established 1994						
Post-residential performance status						
	Graduated	Contacted	Placed	Education	Employment	Military	Multiple/ Other
Class 57							
Month 9	77	58	58	12	32	4	10
Class 58							
Month 1	71	62	56	22	23	3	9
Month 3	71	59	55	21	20	0	14
Month 6	71	57	55	24	16	3	12
Month 9	71	58	55	23	13	3	17
Class 59							
Month 1	75	67	58	32	12	1	14
Month 3	75	60	55	27	16	1	11
Month 6	75	0	0	0	0	0	0

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

TABLE A.14
Profile of Arkansas Youth ChalleNGe

Arkansas Youth ChalleNGe, Established 1993

Graduates since inception: 4,462	Program type: Credit recovery, HS diploma, GED

Staffing

	Instructional	Cadre	Admin	Case Managers	Recruiters	Counselors	Other
Number employed	5	18	9	5	2	0	4

Funding

	Federal Funding	State Funding	Other Funding
Classes 58 and 59	$3,326,934.00	$1,108,978.00	$0.00

Residential performance

	Dates	Applied	Entered Pre-ChalleNGe	Graduated	Received GED/HiSET	Received HS Credits	Received HS Diploma
Class 58	January 2022–June 2022	223	94	58	0	0	0
Class 59	July 2022–December 2022	156	63	42	20	0	0

Physical fitness

	Number of Push-Ups		1-Mile Run Time		BMI	
	Initial	Final	Initial	Final	Initial	Final
Class 58	*	*	12:12	09:18	25.4	*
Class 59	*	*	10:55	09:12	25.0	*

Responsible citizenship

	Voting		Selective Service	
	Eligible	Registered	Eligible	Registered
Class 58	16	14	24	24
Class 59	6	6	14	14

Service to community

	Service Hours per Cadet	Dollar Value per Hour	Total Value
Class 58	58	$25.66	$86,102.00
Class 59	45	$25.66	$48,510.00

Table A.14—Continued

Arkansas Youth ChalleNGe, Established 1993						
Post-residential performance status						
	Graduated	Contacted	Placed	Education	Employment	Military	Multiple/Other
Class 57							
Month 9	NOT OP	NOT OP	NOT OP	NOT OP	NOT OP	NOT OP	NOT OP
Class 58							
Month 1	58	38	23	5	14	0	5
Month 3	58	39	27	9	9	0	13
Month 6	58	39	32	13	9	2	10
Month 9	58	35	27	11	10	2	6
Class 59							
Month 1	42	38	23	5	14	0	5
Month 3	42	39	27	9	9	0	13
Month 6	42	39	32	13	9	2	10

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

TABLE A.15
Profile of Discovery ChalleNGe Academy (California)

Discovery ChalleNGe Academy, Established 2017						

Graduates since inception: 1,285 · · · · · · · · · · Program type: Credit recovery, HS diploma

Staffing

	Instructional	Cadre	Admin	Case Managers	Recruiters	Counselors	Other
Number employed	7	26	7	8	0	0	3

Funding

	Federal Funding	State Funding	Other Funding
Classes 58 and 59	$5,229,500.00	$1,775,000.00	$1,859,340.00

Residential performance

	Dates	Applied	Entered Pre-ChalleNGe	Graduated	Received GED/HiSET	Received HS Credits	Received HS Diploma
Class 58	January 2022–June 2022	280	130	115	0	99	16
Class 59	July 2022–December 2022	235	144	119	*	*	*

Physical fitness

	Number of Push-Ups		1-Mile Run Time		BMI	
	Initial	Final	Initial	Final	Initial	Final
Class 58	23	38	09:55	08:04	*	*
Class 59	*	*	*	*	*	*

Responsible citizenship

	Voting		Selective Service	
	Eligible	Registered	Eligible	Registered
Class 58	4	2	4	2
Class 59	4	2	4	2

Service to community

	Service Hours per Cadet	Dollar Value per Hour	Total Value
Class 58	42	$37.32	$181,674.00
Class 59	*	$37.32	*

Table A.15—Continued

Discovery ChalleNGe Academy, Established 2017						
Post-residential performance status						
	Graduated	Contacted	Placed	Education	Employment	Military	Multiple/ Other
Class 57							
Month 9	88	88	69	25	19	5	20
Class 58							
Month 1	115	114	114	92	11	1	10
Month 3	115	101	101	65	11	1	24
Month 6	115	56	56	39	2	3	12
Month 9	115	32	32	12	8	2	10
Class 59							
Month 1	119	104	104	93	6	1	4
Month 3	119	102	102	80	12	1	9
Month 6	119	43	43	31	7	0	5

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

TABLE A.16
Profile of Sunburst Youth Academy (California)

Sunburst Youth Academy, Established 2008						

Graduates since inception: 4,656			Program type: Credit recovery, HiSET			

Staffing

	Instructional	Cadre	Admin	Case Managers	Recruiters	Counselors	Other
Number employed	18	31	7	4	3	4	3

Funding

	Federal Funding	State Funding	Other Funding
Classes 58 and 59	$6,500,000.00	$2,166,667.00	$3,481,916.00

Residential performance

	Dates	Applied	Entered Pre-ChalleNGe	Graduated	Received GED/HiSET	Received HS Credits	Received HS Diploma
Class 58	January 2022–June 2022	226	125	106	0	96	10
Class 59	July 2022–December 2022	269	150	148	0	134	14

Physical fitness

	Number of Push-Ups		1-Mile Run Time		BMI	
	Initial	Final	Initial	Final	Initial	Final
Class 58	24	42	10:09	07:47	26.3	25.1
Class 59	25	36	10:43	08:15	26.2	26.3

Responsible citizenship

	Voting		Selective Service	
	Eligible	Registered	Eligible	Registered
Class 58	15	15	12	12
Class 59	9	9	6	6

Service to community

	Service Hours per Cadet	Dollar Value per Hour	Total Value
Class 58	69	$37.32	$272,585.00
Class 59	54	$37.32	$300,277.00

Table A.16—Continued

Sunburst Youth Academy, Established 2008						
Post-residential performance status						
	Graduated	Contacted	Placed	Education	Employment	Military	Multiple/Other
Class 57							
Month 9	113	113	99	89	6	4	0
Class 58							
Month 1	106	96	80	77	2	1	0
Month 3	106	96	83	80	0	2	1
Month 6	106	96	83	80	0	2	1
Month 9	106	96	85	80	0	4	1
Class 59							
Month 1	148	120	58	54	3	1	0
Month 3	148	120	76	72	3	1	0
Month 6	148	120	98	89	7	2	0

NOTE: Admin = administrative staff; BMI = body mass index; HS = high school.

TABLE A.17
Profile of Grizzly Youth Academy (California)

Grizzly Youth Academy, Established 1998						

Graduates since inception: 7,440			Program type: Credit recovery, HS diploma, HiSET			

Staffing

	Instructional	Cadre	Admin	Case Managers	Recruiters	Counselors	Other
Number employed	18	49	17	4	0	4	4

Funding

	Federal Funding	State Funding	Other Funding
Classes 58 and 59	$6,412,500.00	$2,137,500.00	$4,199,863.00

Residential performance

	Dates	Applied	Entered Pre-ChalleNGe	Graduated	Received GED/HiSET	Received HS Credits	Received HS Diploma
Class 58	January 2022–June 2022	169	128	127	0	97	30
Class 59	July 2022–December 2022	201	178	166	0	124	42

Physical fitness

	Number of Push-Ups		1-Mile Run Time		BMI	
	Initial	Final	Initial	Final	Initial	Final
Class 58	20	31	10:28	08:02	*	*
Class 59	20	36	10:07	07:49	27.3	27.0

Responsible citizenship

	Voting		Selective Service	
	Eligible	Registered	Eligible	Registered
Class 58	16	16	10	9
Class 59	18	18	15	15

Service to community

	Service Hours per Cadet	Dollar Value per Hour	Total Value
Class 58	ETP	$37.32	ETP
Class 59	42	$37.32	$257,545.00

Table A.17—Continued

Grizzly Youth Academy, Established 1998						
Post-residential performance status						
	Graduated	Contacted	Placed	Education	Employment	Military	Multiple/ Other
Class 57							
Month 9	133	108	89	45	7	1	36
Class 58							
Month 1	127	127	111	70	15	0	26
Month 3	127	*	*	*	*	*	*
Month 6	127	127	116	57	16	2	41
Month 9	127	127	111	57	22	3	29
Class 59							
Month 1	166	166	153	100	17	1	35
Month 3	166	166	157	88	18	3	48
Month 6	166	166	153	69	26	8	50

NOTE: * = did not report; admin = administrative staff; BMI = body mass index; ETP = Exception to Protocol waiver; HS = high school.

TABLE A.18

Profile of Capital Guardian Youth ChalleNGe Academy (District of Columbia)

Capital Guardian Youth ChalleNGe Academy, Established 2007

Graduates since inception: 925	Program type: GED, credit recovery

Staffing

	Instructional	Cadre	Admin	Case Managers	Recruiters	Counselors	Other
Number employed	4	16	7	5	2	0	13

Funding

	Federal Funding	State Funding	Other Funding
Classes 58 and 59	$1,800,000.00	$600,000.00	$1,483,340.00

Residential performance

	Dates	Applied	Entered Pre-ChalleNGe	Graduated	Received GED/HiSET	Received HS Credits	Received HS Diploma
Class 58	January 2022–June 2022	66	54	31	0	4	8
Class 59	July 2022–December 2022	65	44	21	0	2	0

Physical fitness

	Number of Push-Ups		1-Mile Run Time		BMI	
	Initial	Final	Initial	Final	Initial	Final
Class 58	20	40	14:34	12:28	26.3	28.5
Class 59	17	31	14:35	11:53	24.5	26.1

Responsible citizenship

	Voting		Selective Service	
	Eligible	Registered	Eligible	Registered
Class 58	2	1	0	0
Class 59	4	4	3	3

Service to community

	Service Hours per Cadet	Dollar Value per Hour	Total Value
Class 58	67	$50.00	$104,450.00
Class 59	63	$50.00	$66,175.00

Table A.18—Continued

Capital Guardian Youth ChalleNGe Academy, Established 2007						
Post-residential performance status						
	Graduated	Contacted	Placed	Education	Employment	Military	Multiple/ Other
Class 57							
Month 9	33	26	18	7	6	0	5
Class 58							
Month 1	31	31	31	22	4	0	5
Month 3	31	29	25	17	5	0	3
Month 6	31	29	21	14	2	0	7
Month 9	31	31	17	11	3	0	3
Class 59							
Month 1	21	21	20	14	4	1	2
Month 3	21	21	15	7	4	1	5
Month 6	21	21	12	6	4	1	2

NOTE: Admin = administrative staff; BMI = body mass index; HS = high school.

TABLE A.19
Profile of Florida Youth ChalleNGe Academy

Florida Youth ChalleNGe Academy, Established 2001		
Graduates since inception: 5,870		Program type: Credit recovery, HS diploma, GED

Staffing

	Instructional	Cadre	Admin	Case Managers	Recruiters	Counselors	Other
Number employed	9	25	15	5	2	4	12

Funding

	Federal Funding	State Funding	Other Funding
Classes 58 and 59	$4,351,569.00	$1,450,523.00	$287,559.00

Residential performance

	Dates	Applied	Entered Pre-ChalleNGe	Graduated	Received GED/HiSET	Received HS Credits	Received HS Diploma
Class 58	January 2022–June 2022	126	126	106	48	25	3
Class 59	July 2022–December 2022	146	142	118	47	28	1

Physical fitness

	Number of Push-Ups		1-Mile Run Time		BMI	
	Initial	Final	Initial	Final	Initial	Final
Class 58	31	46	10:13	09:09	26.1	26.4
Class 59	21	39	12:06	09:28	25.4	25.5

Responsible citizenship

	Voting		Selective Service	
	Eligible	Registered	Eligible	Registered
Class 58	106	106	16	16
Class 59	63	63	13	13

Service to community

	Service Hours per Cadet	Dollar Value per Hour	Total Value
Class 58	71	$29.41	$222,516.00
Class 59	65	$29.41	$224,045.00

Table A.19—Continued

Florida Youth ChalleNGe Academy, Established 2001						
Post-residential performance status						
	Graduated	Contacted	Placed	Education	Employment	Military	Multiple/ Other
Class 57							
Month 9	117	85	70	16	46	6	2
Class 58							
Month 1	106	83	56	12	36	3	5
Month 3	106	85	69	19	40	5	5
Month 6	106	87	78	20	48	6	4
Month 9	106	92	84	23	44	8	9
Class 59							
Month 1	118	110	81	27	45	3	6
Month 3	118	109	84	27	41	4	12
Month 6	118	0	0	0	0	0	0

NOTE: Admin = administrative staff; BMI = body mass index; HS = high school.

TABLE A.20

Profile of Fort Gordon Youth ChalleNGe Academy (Georgia)

Fort Gordon Youth ChalleNGe Academy, Established 2000						
Graduates since inception: 6,951			Program type: Credit recovery, HS diploma, GED			

Staffing

	Instructional	Cadre	Admin	Case Managers	Recruiters	Counselors	Other
Number employed	4	27	16	4	1	5	15

Funding

	Federal Funding	State Funding	Other Funding
Classes 58 and 59	$5,213,985.00	$1,737,995.00	$218,354.00

Residential performance

	Dates	Applied	Entered Pre-ChalleNGe	Graduated	Received GED/HiSET	Received HS Credits	Received HS Diploma
Class 58	March 2022–August 2022	126	108	80	43	30	3
Class 59	NOT OP	NOT OP	NOT OP	NOT OP	NOT OP	NOT OP	NOT OP

Physical fitness

	Number of Push-Ups		1-Mile Run Time		BMI	
	Initial	Final	Initial	Final	Initial	Final
Class 58	31	43	10:32	08:42	*	*
Class 59	NOT OP	NOT OP	NOT OP	NOT OP	NOT OP	NOT OP

Responsible citizenship

	Voting		Selective Service	
	Eligible	Registered	Eligible	Registered
Class 58	11	10	32	32
Class 59	NOT OP	NOT OP	NOT OP	NOT OP

Service to community

	Service Hours per Cadet	Dollar Value per Hour	Total Value
Class 58	44	$29.67	$104,572.00
Class 59	NOT OP	$29.67	NOT OP

Table A.20—Continued

Fort Gordon Youth ChalleNGe Academy, Established 2000						
Post-residential performance status						
	Graduated	Contacted	Placed	Education	Employment	Military	Multiple/ Other
Class 57							
Month 9	41	36	32	16	13	3	0
Class 58							
Month 1	80	48	48	33	14	1	0
Month 3	80	63	63	39	21	3	0
Month 6	80	65	65	38	25	2	0
Month 9	80	27	27	15	10	2	0
Class 59							
Month 1	NOT OP	NOT OP	NOT OP	NOT OP	NOT OP	NOT OP	NOT OP
Month 3	NOT OP	NOT OP	NOT OP	NOT OP	NOT OP	NOT OP	NOT OP
Month 6	NOT OP	NOT OP	NOT OP	NOT OP	NOT OP	NOT OP	NOT OP

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

TABLE A.21

Profile of Fort Stewart Youth ChalleNGe Academy (Georgia)

Fort Stewart Youth ChalleNGe Academy, Established 1993						
Graduates since inception: 11,082			Program type: Credit recovery, HS diploma, GED			
Staffing						
	Instructional	Cadre	Admin	Case Managers	Recruiters	Counselors	Other
Number employed	7	31	6	3	1	4	32

Funding			
	Federal Funding	State Funding	Other Funding
Classes 58 and 59	$6,818,445.00	$2,272,815.00	$321,753.00

Residential performance

	Dates	Applied	Entered Pre-ChalleNGe	Graduated	Received GED/HiSET	Received HS Credits	Received HS Diploma
Class 58	January 2022–June 2022	286	158	108	37	36	0
Class 59	July 2022–December 2022	562	187	142	24	107	0

Physical fitness

	Number of Push-Ups		1-Mile Run Time		BMI	
	Initial	Final	Initial	Final	Initial	Final
Class 58	25	48	10:46	08:32	*	*
Class 59	27	55	11:11	08:13	25.4	*

Responsible citizenship

	Voting		Selective Service	
	Eligible	Registered	Eligible	Registered
Class 58	22	21	16	16
Class 59	29	8	21	21

Service to community

	Service Hours per Cadet	Dollar Value per Hour	Total Value
Class 58	ETP	$29.67	ETP
Class 59	56	$29.67	$235,224.00

Table A.21—Continued

Fort Stewart Youth ChalleNGe Academy, Established 1993						
Post-residential performance status						
	Graduated	Contacted	Placed	Education	Employment	Military	Multiple/ Other
Class 57							
Month 9	151	117	110	39	55	4	12
Class 58							
Month 1	108	89	66	47	12	2	7
Month 3	108	97	89	68	15	2	5
Month 6	108	87	80	53	21	1	8
Month 9	108	59	48	16	23	2	11
Class 59							
Month 1	142	107	91	73	14	1	5
Month 3	142	113	105	70	27	2	11
Month 6	142	85	74	41	24	1	13

NOTE: * = did not report; admin = administrative staff; BMI = body mass index; ETP = Exception to Protocol waiver; HS = high school.

TABLE A.22

Profile of Youth ChalleNGe Academy at Barbers Point (Hawaii)

Youth ChalleNGe Academy at Barbers Point, Established 1993						

Graduates since inception: 4,992   Program type: Credit recovery, HiSET, other

Staffing

	Instructional	Cadre	Admin	Case Managers	Recruiters	Counselors	Other
Number employed	5	17	9	3	3	0	5

Funding

	Federal Funding	State Funding	Other Funding
Classes 58 and 59	$2,675,261.00	$891,754.00	$0.00

Residential performance

	Dates	Applied	Entered Pre-ChalleNGe	Graduated	Received GED/HiSET	Received HS Credits	Received HS Diploma
Class 58	January 2022–June 2022	144	96	83	16	0	0
Class 59	July 2022–December 2022	137	65	52	25	1	1

Physical fitness

	Number of Push-Ups		1-Mile Run Time		BMI	
	Initial	Final	Initial	Final	Initial	Final
Class 58	29	39	11:27	08:39	28.7	*
Class 59	28	44	10:13	07:41	27.5	*

Responsible citizenship

	Voting		Selective Service	
	Eligible	Registered	Eligible	Registered
Class 58	25	18	50	50
Class 59	11	8	25	5

Service to community

	Service Hours per Cadet	Dollar Value per Hour	Total Value
Class 58	57	$33.48	$158,026.00
Class 59	67	$33.48	$116,243.00

Table A.22—Continued

Youth ChalleNGe Academy at Barbers Point, Established 1993						
Post-residential performance status						
	Graduated	Contacted	Placed	Education	Employment	Military	Multiple/ Other
Class 57							
Month 9	79	75	61	4	24	16	17
Class 58							
Month 1	83	82	53	5	36	9	13
Month 3	83	81	53	8	21	7	20
Month 6	83	44	25	1	12	8	8
Month 9	83	55	35	4	21	6	8
Class 59							
Month 1	52	30	23	8	4	9	5
Month 3	52	52	41	13	9	12	12
Month 6	52	52	36	8	13	12	5

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

TABLE A.23
Profile of Youth ChalleNGe Academy at Hilo (Hawaii)

Youth ChalleNGe Academy at Hilo, Established 2011						

Graduates since inception: 1,241			Program type: Credit recovery, HiSET			

Staffing

	Instructional	Cadre	Admin	Case Managers	Recruiters	Counselors	Other
Number employed	4	10	6	2	1	2	3

Funding

	Federal Funding	State Funding	Other Funding
Classes 58 and 59	$1,669,500.00	$556,500.00	$0.00

Residential performance

	Dates	Applied	Entered Pre-ChalleNGe	Graduated	Received GED/HiSET	Received HS Credits	Received HS Diploma
Class 58	January 2022–June 2022	63	53	39	27	0	0
Class 59	July 2022–December 2022	34	29	19	11	0	0

Physical fitness

	Number of Push-Ups		1-Mile Run Time		BMI	
	Initial	Final	Initial	Final	Initial	Final
Class 58	32	47	09:30	07:53	25.4	25.6
Class 59	33	61	08:09	07:14	25.9	25.5

Responsible citizenship

	Voting		Selective Service	
	Eligible	Registered	Eligible	Registered
Class 58	3	3	32	32
Class 59	13	13	16	16

Service to community

	Total Service Hours	Dollar Value per Hour	Total Value
Class 58	57	$33.48	$75,012.00
Class 59	91	$33.48	$57,669.00

Table A.23—Continued

Youth ChalleNGe Academy at Hilo, Established 2011						
Post-residential performance status						
	Graduated	Contacted	Placed	Education	Employment	Military	Multiple/Other
Class 57							
Month 9	31	31	12	0	9	0	3
Class 58							
Month 1	39	39	38	5	26	0	7
Month 3	39	39	31	3	19	0	9
Month 6	39	37	20	1	14	0	5
Month 9	39	39	12	1	6	0	5
Class 59							
Month 1	19	19	11	1	4	0	6
Month 3	19	19	13	0	6	0	7
Month 6	19	19	7	0	3	0	4

NOTE: Admin = administrative staff; BMI = body mass index; HS = high school.

TABLE A.24
Profile of Idaho Youth ChalleNGe Academy

Idaho Youth ChalleNGe Academy, Established 2014						

Graduates since inception: 1,833   Program type: Credit recovery, HS diploma, GED

Staffing

	Instructional	Cadre	Admin	Case Managers	Recruiters	Counselors	Other
Number employed	8	26	9	5	2	0	12

Funding

	Federal Funding	State Funding	Other Funding
Classes 58 and 59	$3,999,795.00	$1,333,265.00	$699,056.00

Residential performance

	Dates	Applied	Entered Pre-ChalleNGe	Graduated	Received GED/HiSET	Received HS Credits	Received HS Diploma
Class 58	January 2022–June 2022	148	135	119	10	91	18
Class 59	July 2022–December 2022	161	150	132	18	91	23

Physical fitness

	Number of Push-Ups		1-Mile Run Time		BMI	
	Initial	Final	Initial	Final	Initial	Final
Class 58	24	42	11:14	08:24	26.3	26.5
Class 59	24	42	10:50	08:30	24.6	25.4

Responsible citizenship

	Voting		Selective Service	
	Eligible	Registered	Eligible	Registered
Class 58	14	14	22	22
Class 59	20	20	32	32

Service to community

	Service Hours per Cadet	Dollar Value per Hour	Total Value
Class 58	25	$27.79	$82,189.00
Class 59	47	$27.79	$173,868.00

Table A.24—Continued

Idaho Youth ChalleNGe Academy, Established 2014						
Post-residential performance status						
	Graduated	Contacted	Placed	Education	Employment	Military	Multiple/ Other
Class 57						
Month 9	103	76	53	21	15	6	11
Class 58						
Month 1	119	119	13	3	7	0	22
Month 3	119	100	38	27	4	0	30
Month 6	119	98	71	42	10	2	26
Month 9	119	91	58	34	15	2	12
Class 59						
Month 1	132	132	36	25	3	3	40
Month 3	132	111	42	27	3	2	28
Month 6	132	83	11	4	2	3	16

NOTE: Admin = administrative staff; BMI = body mass index; HS = high school.

TABLE A.25
Profile of Lincoln's ChalleNGe Academy (Illinois)

Lincoln's ChalleNGe Academy, Established 1993	
Graduates since inception: 16,008	Program type: Credit recovery, GED, HS diploma, other

Staffing

	Instructional	Cadre	Admin	Case Managers	Recruiters	Counselors	Other
Number employed	8	48	13	11	6	0	31

Funding

	Federal Funding	State Funding	Other Funding
Classes 58 and 59	$5,147,395.00	$1,715,798.00	$566,590.00

Residential performance

	Dates	Applied	Entered Pre-ChalleNGe	Graduated	Received GED/HiSET	Received HS Credits	Received HS Diploma
Class 58	January 2022–June 2022	211	113	63	25	14	3
Class 59	July 2022–December 2022	271	206	120	34	34	8

Physical fitness

	Number of Push-Ups		1-Mile Run Time		BMI	
	Initial	Final	Initial	Final	Initial	Final
Class 58	27	51	11:49	09:25	27.5	26.2
Class 59	25	44	11:56	09:24	26.8	26.8

Responsible citizenship

	Voting		Selective Service	
	Eligible	Registered	Eligible	Registered
Class 58	26	26	22	22
Class 59	10	10	8	8

Service to community

	Service Hours per Cadet	Dollar Value per Hour	Total Value
Class 58	58	$32.68	$119,478.00
Class 59	50	$32.68	$197,819.00

Table A.25—Continued

Lincoln's ChalleNGe Academy, Established 1993						
Post-residential performance status						
	Graduated	Contacted	Placed	Education	Employment	Military	Multiple/ Other
Class 57							
Month 9	NOT OP	NOT OP	NOT OP	NOT OP	NOT OP	NOT OP	NOT OP
Class 58							
Month 1	63	48	6	1	4	0	6
Month 3	63	32	13	3	8	0	4
Month 6	63	10	7	2	4	1	1
Month 9	63	9	5	2	3	0	1
Class 59							
Month 1	120	78	19	11	5	0	11
Month 3	120	50	16	11	2	0	13
Month 6	120	20	6	2	2	0	4

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

TABLE A.26
Profile of Hoosier Youth ChalleNGe Academy (Indiana)

Hoosier Youth ChalleNGe Academy, Established 2007			
Graduates since inception: 2,262		Program type: HiSET, Credit recovery, HS diploma	

Staffing

	Instructional	Cadre	Admin	Case Managers	Recruiters	Counselors	Other
Number employed	6	21	14	5	3	4	13

Funding

	Federal Funding	State Funding	Other Funding
Classes 58 and 59	$3,490,000.00	$1,163,333.00	$0.00

Residential performance

	Dates	Applied	Entered Pre-ChalleNGe	Graduated	Received HiSET	Received HS Credits	Received HS Diploma
Class 58	January 2022–June 2022	141	102	65	7	0	1
Class 59	July 2022–December 2022	121	95	66	11	0	3

Physical fitness

	Push-Ups		1-Mile Run		BMI	
	Initial	Final	Initial	Final	Initial	Final
Class 58	22	37	12:55	08:54	25.0	*
Class 59	22	37	13:08	10:13	24.1	*

Responsible citizenship

	Voting		Selective Service	
	Eligible	Registered	Eligible	Registered
Class 58	3	3	9	9
Class 59	7	7	17	17

Service to community

	Service Hours per Cadet	Dollar Value per Hour	Total Value
Class 58	49	$28.84	$91,581.00
Class 59	49	$28.84	$92,865.00

Table A.26—Continued

Hoosier Youth ChalleNGe Academy, Established 2007						
Post-residential performance status						
	Graduated	Contacted	Placed	Education	Employment	Military	Multiple/Other
Class 57							
Month 9	63	63	63	42	16	3	2
Class 58							
Month 1	65	65	62	52	5	2	3
Month 3	65	65	62	52	5	2	3
Month 6	65	65	63	51	7	2	3
Month 9	65	65	63	51	7	2	3
Class 59							
Month 1	66	66	63	49	14	0	0
Month 3	66	66	63	49	14	0	0
Month 6	66	66	63	48	15	0	0

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

TABLE A.27
Profile of Bluegrass ChalleNGe Academy (Kentucky)

Bluegrass ChalleNGe Academy, Established 1999						
Graduates since inception: 3,663			Program type: Credit recovery, GED			

Staffing

	Instructional	Cadre	Admin	Case Managers	Recruiters	Counselors	Other
Number employed	6	22	6	1	3	9	5

Funding

	Federal Funding	State Funding	Other Funding
Classes 58 and 59	$3,244,928.00	$1,081,643.00	$0.00

Residential performance

	Dates	Applied	Entered Pre-ChalleNGe	Graduated	Received GED/HiSET	Received HS Credits	Received HS Diploma
Class 58	January 2022–June 2022	154	106	52	0	46	4
Class 59	July 2022–December 2022	132	99	54	0	42	4

Physical fitness

	Number of Push-Ups		1-Mile Run Time		BMI	
	Initial	Final	Initial	Final	Initial	Final
Class 58	30	34	11:13	08:38	23.6	22.8
Class 59	24	30	10:57	07:58	24.8	23.6

Responsible citizenship

	Voting		Selective Service	
	Eligible	Registered	Eligible	Registered
Class 58	7	7	7	7
Class 59	9	9	9	9

Service to community

	Service Hours per Cadet	Dollar Value per Hour	Total Value
Class 58	103	$26.85	$144,018.00
Class 59	105	$26.85	$152,495.00

Table A.27—Continued

Bluegrass ChalleNGe Academy, Established 1999						
Post-residential performance status						
	Graduated	Contacted	Placed	Education	Employment	Military	Multiple/ Other
Class 57							
Month 9	58	58	51	37	12	0	2
Class 58							
Month 1	52	52	7	6	0	0	1
Month 3	52	52	50	39	5	0	6
Month 6	52	52	46	33	5	0	8
Month 9	52	52	39	25	6	0	8
Class 59							
Month 1	54	54	42	35	3	0	4
Month 3	54	54	43	27	8	0	8
Month 6	54	54	44	36	4	0	4

NOTE: Admin = administrative staff; BMI = body mass index; HS = high school.

TABLE A.28
Profile of Appalachian ChalleNGe Program (Kentucky)

Appalachian ChalleNGe Program, Established 2012						
Graduates since inception: 1,644			Program type: Credit recovery, HS diploma, GED			

Staffing

	Instructional	Cadre	Admin	Case Managers	Recruiters	Counselors	Other
Number employed	5	27	10	3	3	1	0

	Federal Funding	State Funding	Other Funding
Classes 58 and 59	$3,814,103.00	$1,695,157.00	$0.00

Residential performance

	Dates	Applied	Entered Pre-ChalleNGe	Graduated	Received GED/HiSET	Received HS Credits	Received HS Diploma
Class 58	January 2022–June 2022	193	114	72	0	61	10
Class 59	July 2022–December 2022	188	112	82	0	0	0

Physical fitness

	Number of Push-Ups		1-Mile Run Time		BMI	
	Initial	Final	Initial	Final	Initial	Final
Class 58	*	*	12:36	09:00	24.6	*
Class 59	23	29	11:31	07:57	25.0	25.0

Responsible citizenship

	Voting		Selective Service	
	Eligible	Registered	Eligible	Registered
Class 58	14	14	8	8
Class 59	8	8	7	7

Service to community

	Service Hours per Cadet	Dollar Value per Hour	Total Value
Class 58	49	$26.85	$95,009.00
Class 59	45	$26.85	$98,969.00

Table A.28—Continued

Appalachian ChalleNGe Program, Established 2012						
Post-residential performance status						
	Graduated	Contacted	Placed	Education	Employment	Military	Multiple/Other
Class 57							
Month 9	73	57	57	57	0	0	0
Class 58							
Month 1	72	*	*	*	*	*	*
Month 3	72	*	*	*	*	*	*
Month 6	72	*	*	*	*	*	*
Month 9	72	*	*	*	*	*	*
Class 59							
Month 1	82	82	56	56	0	0	0
Month 3	82	82	56	56	0	0	0
Month 6	82	82	56	56	0	0	0

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

TABLE A.29

Profile of Louisiana Youth ChalleNGe Program—Camp Beauregard

Louisiana Youth ChalleNGe Program—Camp Beauregard, Established 1993						
Graduates since inception: 11,505			Program type: Credit recovery, HiSET			

Staffing

	Instructional	Cadre	Admin	Case Managers	Recruiters	Counselors	Other
Number employed	17	51	15	11	6	7	18

Funding

	Federal Funding	State Funding	Other Funding
Classes 58 and 59	$7,500,000.00	$2,500,000.00	$300,000.00

Residential performance

	Dates	Applied	Entered Pre-ChalleNGe	Graduated	Received GED/HiSET	Received HS Credits	Received HS Diploma
Class 58	January 2022–June 2022	185	114	94	34	0	1
Class 59	July 2022–December 2022	315	201	164	51	0	1

Physical fitness

	Number of Push-Ups		1-Mile Run Time		BMI	
	Initial	Final	Initial	Final	Initial	Final
Class 58	25	41	09:39	07:32	25.3	*
Class 59	22	43	10:24	08:07	25.6	*

Responsible citizenship

	Voting		Selective Service	
	Eligible	Registered	Eligible	Registered
Class 58	17	0	43	43
Class 59	22	0	71	71

Service to community

	Service Hours per Cadet	Dollar Value per Hour	Total Value
Class 58	ETP	$27.39	ETP
Class 59	52	$27.39	$231,884.00

Table A.29—Continued

Louisiana Youth ChalleNGe Program—Camp Beauregard, Established 1993						
Post-residential performance status						
	Graduated	Contacted	Placed	Education	Employment	Military	Multiple/ Other
Class 57							
Month 9	87	71	61	8	31	5	17
Class 58							
Month 1	94	93	90	21	43	0	26
Month 3	94	88	84	18	43	1	22
Month 6	94	84	78	21	40	2	15
Month 9	94	80	67	12	33	3	19
Class 59							
Month 1	164	161	156	43	64	3	46
Month 3	164	153	146	43	53	3	47
Month 6	164	156	148	43	54	5	48

NOTE: * = did not report; admin = administrative staff; BMI = body mass index; ETP = Exception to Protocol waiver; HS = high school.

TABLE A.30
Profile of Louisiana Youth ChalleNGe Program—Camp Minden

Louisiana Youth ChalleNGe Program—Camp Minden, Established 2002			
Graduates since inception: 6,166		Program type: Credit recovery, HiSET	

Staffing

	Instructional	Cadre	Admin	Case Managers	Recruiters	Counselors	Other
Number employed	14	35	14	9	0	8	17

Funding

	Federal Funding	State Funding	Other Funding
Classes 58 and 59	$6,000,000.00	$2,000,000.00	$386,511.00

Residential performance

	Dates	Applied	Entered Pre-ChalleNGe	Graduated	Received GED/HiSET	Received HS Credits	Received HS Diploma
Class 58	February 2022–July 2022	217	121	89	37	11	0
Class 59	August 2022–January 2023	310	212	78	31	13	0

Physical fitness

	Number of Push-Ups		1-Mile Run Time		BMI	
	Initial	Final	Initial	Final	Initial	Final
Class 58	17	29	10:34	12:05	25.1	24.5
Class 59	24	25	11:09	09:39	25.0	26.1

Responsible citizenship

	Voting		Selective Service	
	Eligible	Registered	Eligible	Registered
Class 58	12	10	29	24
Class 59	25	23	11	10

Service to community

	Service Hours per Cadet	Dollar Value per Hour	Total Value
Class 58	45	$27.39	$110,642.00
Class 59	50	$27.39	$105,958.00

Table A.30—Continued

Louisiana Youth ChalleNGe Program—Camp Minden, Established 2002						
Post-residential performance status						
	Graduated	Contacted	Placed	Education	Employment	Military	Multiple/ Other
Class 57							
Month 9	75	75	69	23	29	5	12
Class 58							
Month 1	89	89	86	17	42	0	27
Month 3	89	89	85	18	40	2	25
Month 6	89	89	80	19	42	2	17
Month 9	89	89	77	16	45	2	14
Class 59							
Month 1	78	72	66	20	26	1	19
Month 3	78	73	64	23	27	3	11
Month 6	78	N/A	N/A	N/A	N/A	N/A	N/A

NOTE: Admin = administrative staff; BMI = body mass index; HS = high school; N/A = not applicable, follow-up period had not occurred.

TABLE A.31
Profile of Louisiana Youth ChalleNGe Program—Gillis Long

Louisiana Youth ChalleNGe Program—Gillis Long, Established 1999			

Graduates since inception: 9,566		Program type: Credit recovery, HiSET	

Staffing

	Instructional	Cadre	Admin	Case Managers	Recruiters	Counselors	Other
Number employed	16	37	17	10	1	7	23

Funding

	Federal Funding	State Funding	Other Funding
Classes 58 and 59	$7,913,165.00	$2,637,722.00	$457,654.00

Residential performance

	Dates	Applied	Entered Pre-ChalleNGe	Graduated	Received GED/HiSET	Received HS Credits	Received HS Diploma
Class 58	April 2022–September 2022	241	183	120	38	0	0
Class 59	October 2022–March 2023	313	204	127	38	0	0

Physical fitness

	Number of Push-Ups		1-Mile Run Time		BMI	
	Initial	Final	Initial	Final	Initial	Final
Class 58	26	36	16:19	11:53	*	*
Class 59	25	33	10:56	09:48	*	*

Responsible citizenship

	Voting		Selective Service	
	Eligible	Registered	Eligible	Registered
Class 58	20	20	15	15
Class 59	23	23	19	19

Service to community

	Service Hours per Cadet	Dollar Value per Hour	Total Value
Class 58	45	$27.39	$147,290.00
Class 59	47	$27.39	$163,422.00

Table A.31—Continued

Louisiana Youth ChalleNGe Program—Gillis Long, Established 1999						
Post-residential performance status						
	Graduated	Contacted	Placed	Education	Employment	Military	Multiple/Other
Class 57							
Month 9	58	52	51	16	19	4	12
Class 58							
Month 1	120	117	112	44	44	2	26
Month 3	120	113	107	38	48	4	21
Month 6	120	103	100	35	42	4	20
Month 9	120	103	100	35	42	4	20
Class 59							
Month 1	127	114	111	45	37	0	31
Month 3	127	N/A	N/A	N/A	N/A	N/A	N/A
Month 6	127	N/A	N/A	N/A	N/A	N/A	N/A

NOTE: * = did not report; admin = administrative staff; BMI = body mass index; HS = high school; N/A = not applicable, follow-up period had not occurred.

TABLE A.32

Profile of Freestate ChalleNGe Academy (Maryland)

Freestate ChalleNGe Academy, Established 1993						

Graduates since inception: 4,923   Program type: Credit recovery, HS diploma

Staffing

	Instructional	Cadre	Admin	Case Managers	Recruiters	Counselors	Other
Number employed	6	20	7	8	2	0	4

Funding

	Federal Funding	State Funding	Other Funding
Classes 58 and 59	$3,496,725.00	$1,165,575.00	$0.00

Residential performance

	Dates	Applied	Entered Pre-ChalleNGe	Graduated	Received GED/HiSET	Received HS Credits	Received HS Diploma
Class 58	January 2022–June 2022	199	70	42	0	0	19
Class 59	July 2022–December 2022	202	108	55	0	1	21

Physical fitness

	Number of Push-Ups		1-Mile Run Time		BMI	
	Initial	Final	Initial	Final	Initial	Final
Class 58	30	36	11:35	09:38	*	*
Class 59	22	38	11:51	09:26	25.5	25.1

Responsible citizenship

	Voting		Selective Service	
	Eligible	Registered	Eligible	Registered
Class 58	19	42	7	7
Class 59	11	54	8	8

Service to community

	Service Hours per Cadet	Dollar Value per Hour	Total Value
Class 58	43	$34.12	$61,518.00
Class 59	49	$34.12	$91,626.00

Table A.32—Continued

Freestate ChalleNGe Academy, Established 1993						
Post-residential performance status						
	Graduated	Contacted	Placed	Education	Employment	Military	Multiple/ Other
Class 57							
Month 9	62	51	27	3	18	6	0
Class 58							
Month 1	42	40	1	0	1	0	0
Month 3	42	42	11	0	10	1	0
Month 6	42	42	5	2	2	1	0
Month 9	42	42	10	2	5	2	1
Class 59							
Month 1	55	50	5	0	5	0	0
Month 3	55	47	17	3	14	0	0
Month 6	55	46	28	4	23	0	1

NOTE: * = did not report; admin = administrative staff; BMI = body mass index; HS = high school. In Maryland, a young person is eligible to vote if they are at least 18 years old but can be registered to vote at 16 years old; males are eligible for Selective Service at 18 years old but can be registered for Selective Service at 17 years and three months old.

TABLE A.33
Profile of Michigan Youth ChalleNGe Academy

Michigan Youth ChalleNGe Academy, Established 1999		
Graduates since inception: 4,665	Program type: Credit recovery, HSdiploma, GED	

Staffing

	Instructional	Cadre	Admin	Case Managers	Recruiters	Counselors	Other
Number employed	6	29	8	6	4	0	4

Funding

	Federal Funding	State Funding	Other Funding
Classes 58 and 59	$4,372,651.00	$1,457,800.00	$0.00

Residential performance

	Dates	Applied	Entered Pre-ChalleNGe	Graduated	Received GED/HiSET	Received HS Credits	Received HS Diploma
Class 58	January 2022–June 2022	139	115	84	0	21	63
Class 59	July 2022–December 2022	161	145	106	0	28	74

Physical fitness

	Number of Push-Ups		1-Mile Run Time		BMI	
	Initial	Final	Initial	Final	Initial	Final
Class 58	36	45	09:54	08:03	24.5	24.3
Class 59	28	42	10:03	09:08	24.2	24.3

Responsible citizenship

	Voting		Selective Service	
	Eligible	Registered	Eligible	Registered
Class 58	15	15	19	19
Class 59	13	13	16	16

Service to community

	Service Hours per Cadet	Dollar Value per Hour	Total Value
Class 58	38	$30.15	$97,219.00
Class 59	56	$30.15	$179,658.00

Table A.33—Continued

Michigan Youth ChalleNGe Academy, Established 1999						
Post-residential performance status						
	Graduated	Contacted	Placed	Education	Employment	Military	Multiple/Other
Class 57							
Month 9	107	107	46	14	25	3	4
Class 58							
Month 1	84	84	45	4	34	0	7
Month 3	84	84	70	45	25	0	0
Month 6	84	84	55	22	33	0	0
Month 9	84	84	60	16	41	0	3
Class 59							
Month 1	106	106	95	65	30	0	0
Month 3	106	106	103	62	39	0	2
Month 6	106	106	69	10	44	4	11

NOTE: Admin = administrative staff; BMI = body mass index; HS = high school.

TABLE A.34

Profile of Mississippi Youth ChalleNGe Academy

Mississippi Youth ChalleNGe Academy, Established 1994						

Graduates since inception: 10,962   Program type: HS diploma, GED

Staffing

	Instructional	Cadre	Admin	Case Managers	Recruiters	Counselors	Other
Number employed	10	49	19	7	6	6	21

Funding

	Federal Funding	State Funding	Other Funding
Classes 58 and 59	$4,350,000.00	$1,450,000.00	$288,436.00

Residential performance

	Dates	Applied	Entered Pre-ChalleNGe	Graduated	Received GED/HiSET	Received HS Credits	Received HS Diploma
Class 58	January 2022–June 2022	344	227	145	35	0	95
Class 59	July 2022–December 2022	349	262	196	10	0	119

Physical fitness

	Number of Push-Ups		1-Mile Run Time		BMI	
	Initial	Final	Initial	Final	Initial	Final
Class 58	20	49	11:18	07:46	25.8	*
Class 59	21	41	11:27	08:07	25.0	*

Responsible citizenship

	Voting		Selective Service	
	Eligible	Registered	Eligible	Registered
Class 58	36	36	54	54
Class 59	38	38	54	54

Service to community

	Service Hours per Cadet	Dollar Value per Hour	Total Value
Class 58	62	$23.90	$213,427.00
Class 59	55	$23.90	$259,872.00

Table A.34—Continued

Mississippi Youth ChalleNGe Academy, Established 1994						
Post-residential performance status						
	Graduated	Contacted	Placed	Education	Employment	Military	Multiple/Other
Class 57							
Month 9	155	98	92	14	58	7	13
Class 58							
Month 1	145	131	72	10	55	2	11
Month 3	145	126	98	16	63	1	19
Month 6	145	110	92	8	62	3	23
Month 9	145	96	85	9	56	5	17
Class 59							
Month 1	196	163	92	12	72	1	10
Month 3	196	156	118	10	87	3	24
Month 6	196	0	0	0	0	0	0

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

TABLE A.35
Profile of Montana Youth ChalleNGe Academy

Montana Youth ChalleNGe Academy, Established 1999						
Graduates since inception: 3,781			Program type: Credit recovery, HS diploma, HiSET			

Staffing

	Instructional	Cadre	Admin	Case Managers	Recruiters	Counselors	Other
Number employed	4	29	9	4	5	4	8

Funding

	Federal Funding	State Funding	Other Funding
Classes 58 and 59	$4,217,792.00	$1,405,931.00	$422,098.00

Residential performance

	Dates	Applied	Entered Pre-ChalleNGe	Graduated	Received GED/HiSET	Received HS Credits	Received HS Diploma
Class 58	January 2022–June 2022	227	134	102	20	82	0
Class 59	July 2022–December 2022	253	146	108	0	108	0

Physical fitness

	Number of Push-Ups		1-Mile Run Time		BMI	
	Initial	Final	Initial	Final	Initial	Final
Class 58	19	50	11:31	07:40	26.5	*
Class 59	17	34	10:38	08:08	25.1	*

Responsible citizenship

	Voting		Selective Service	
	Eligible	Registered	Eligible	Registered
Class 58	31	31	43	43
Class 59	21	21	49	49

Service to community

	Service Hours per Cadet	Dollar Value per Hour	Total Value
Class 58	57	$27.87	$161,479.00
Class 59	57	$27.87	$170,589.00

Table A.35—Continued

Montana Youth ChalleNGe Academy, Established 1999						
Post-residential performance status						
	Graduated	Contacted	Placed	Education	Employment	Military	Multiple/ Other
Class 57							
Month 9	103	85	72	14	42	2	14
Class 58							
Month 1	102	100	77	9	60	5	8
Month 3	102	98	80	13	57	7	6
Month 6	102	97	84	14	58	8	6
Month 9	102	95	83	16	56	9	5
Class 59							
Month 1	108	108	84	23	57	1	7
Month 3	108	106	88	19	63	1	12
Month 6	108	105	86	13	67	1	11

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

TABLE A.36

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

Tarheel ChalleNGe Academy—New London, Established 2015						
Graduates since inception: 1,215			Program type: Credit recovery, HS diploma, HiSET			

Staffing

	Instructional	Cadre	Admin	Case Managers	Recruiters	Counselors	Other
Number employed	8	21	11	3	2	2	16

Funding

	Federal Funding	State Funding	Other Funding
Classes 58 and 59	$3,482,922.00	$1,160,974.00	$178,416.00

Residential performance

	Dates	Applied	Entered Pre-ChalleNGe	Graduated	Received GED/HiSET	Received HS Credits	Received HS Diploma
Class 58	April 2022–September 2022	431	133	87	27	0	23
Class 59	October 2022–March 2023	322	95	61	22	0	25

Physical fitness

	Number of Push-Ups		1-Mile Run Time		BMI	
	Initial	Final	Initial	Final	Initial	Final
Class 58	19	38	09:06	07:17	24.5	25.4
Class 59	26	39	08:57	07:38	25.0	25.0

Responsible citizenship

	Voting		Selective Service	
	Eligible	Registered	Eligible	Registered
Class 58	101	101	81	81
Class 59	60	60	59	59

Service to community

	Service Hours per Cadet	Dollar Value per Hour	Total Value
Class 58	62	$29.86	$161,841.00
Class 59	82	$29.86	$148,488.00

Table A.36—Continued

	Graduated	Contacted	Placed	Education	Employment	Military	Multiple/ Other
Tarheel ChalleNGe Academy—New London, Established 2015							
Post-residential performance status							
Class 57							
Month 9	45	45	12	1	3	5	3
Class 58							
Month 1	87	87	39	6	18	2	18
Month 3	87	55	40	6	20	3	17
Month 6	87	45	30	6	17	2	13
Month 9	87	31	24	4	12	3	9
Class 59							
Month 1	61	45	18	1	11	1	17
Month 3	61	35	21	2	16	1	7
Month 6	61	N/A	N/A	N/A	N/A	N/A	N/A

NOTES: Admin = administrative staff; BMI = body mass index; HS = high school; N/A = not applicable, follow-up period had not occurred.

TABLE A.37

Profile of Tarheel ChalleNGe Academy—Salemburg (North Carolina)

Tarheel ChalleNGe Academy—Salemburg, Established 1994			

Graduates since inception: 5,548		Program type: Credit recovery, HS diploma, HiSET	

Staffing

	Instructional	Cadre	Admin	Case Managers	Recruiters	Counselors	Other
Number employed	10	15	10	5	2	2	15

Funding

	Federal Funding	State Funding	Other Funding
Classes 58 and 59	$3,846,967.00	$1,282,322.00	$242,375.00

Residential performance

	Dates	Applied	Entered Pre-ChalleNGe	Graduated	Received GED/HiSET	Received HS Credits	Received HS Diploma
Class 58	January 2022–June 2022	245	77	47	0	0	44
Class 59	July 2022–December 2022	342	95	58	0	0	29

Physical fitness

	Number of Push-Ups		1-Mile Run Time		BMI	
	Initial	Final	Initial	Final	Initial	Final
Class 58	21	35	11:36	08:54	25.4	25.2
Class 59	*	34	12:28	09:10	25.0	23.9

Responsible citizenship

	Voting		Selective Service	
	Eligible	Registered	Eligible	Registered
Class 58	6	6	4	4
Class 59	14	14	12	12

Service to community

	Service Hours per Cadet	Dollar Value per Hour	Total Value
Class 58	70	$29.86	$98,702.00
Class 59	93	$29.86	$161,360.00

Table A.37—Continued

Tarheel ChalleNGe Academy—Salemburg, Established 1994						
Post-residential performance status						
	Graduated	Contacted	Placed	Education	Employment	Military	Multiple/ Other
Class 57							
Month 9	62	62	39	2	22	4	11
Class 58							
Month 1	47	47	36	2	13	0	21
Month 3	47	47	41	5	13	0	23
Month 6	47	44	33	7	13	1	13
Month 9	47	44	33	7	13	1	13
Class 59							
Month 1	58	42	22	1	8	0	15
Month 3	58	58	36	5	21	2	9
Month 6	58	56	30	4	16	2	9

NOTE: Admin = administrative staff; BMI = body mass index; HS = high school.

TABLE A.38
Profile of New Jersey Youth ChalleNGe Academy

New Jersey Youth ChalleNGe Academy, Established 1994						

Graduates since inception: 4,279   Program type: HS diploma

Staffing

	Instructional	Cadre	Admin	Case Managers	Recruiters	Counselors	Other
Number employed	5	13	9	2	3	0	1

Funding

	Federal Funding	State Funding	Other Funding
Classes 58 and 59	$3,583,073.00	$1,194,358.00	$0.00

Residential performance

	Dates	Applied	Entered Pre-ChalleNGe	Graduated	Received GED/HiSET	Received HS Credits	Received HS Diploma
Class 58	January 2022–June 2022	346	29	17	0	0	13
Class 59	July 2022–December 2022	319	77	46	1	0	32

Physical fitness

	Number of Push-Ups		1-Mile Run Time		BMI	
	Initial	Final	Initial	Final	Initial	Final
Class 58	*	*	10:04	07:03	*	*
Class 59	*	*	13:48	08:51	*	*

Responsible citizenship

	Voting		Selective Service	
	Eligible	Registered	Eligible	Registered
Class 58	1	1	1	1
Class 59	6	6	6	6

Service to community

	Service Hours per Cadet	Dollar Value per Hour	Total Value
Class 58	45	$33.82	$25,771.00
Class 59	58	$33.82	$89,488.00

Table A.38—Continued

New Jersey Youth ChalleNGe Academy, Established 1994						
Post-residential performance status						
	Graduated	Contacted	Placed	Education	Employment	Military	Multiple/ Other
Class 57							
Month 9	17	*	*	*	*	*	*
Class 58							
Month 1	17	17	10	0	9	1	0
Month 3	17	0	0	0	0	0	0
Month 6	17	0	0	0	0	0	0
Month 9	17	0	0	0	0	0	0
Class 59							
Month 1	46	22	6	2	4	0	0
Month 3	46	23	6	2	4	0	0
Month 6	46	0	0	0	0	0	0

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

TABLE A.39

Profile of New Mexico Youth ChalleNGe Academy

New Mexico Youth ChalleNGe Academy, Established 2001						

Graduates since inception: 3,089   Program type: HiSET, credit recovery

Staffing

	Instructional	Cadre	Admin	Case Managers	Recruiters	Counselors	Other
Number employed	1	19	6	5	2	1	9

Funding

	Federal Funding	State Funding	Other Funding
Classes 58 and 59	$3,290,625.00	$992,612.00	$117,527.00

Residential performance

	Dates	Applied	Entered Pre-ChalleNGe	Graduated	Received GED/HiSET	Received HS Credits	Received HS Diploma
Class 58	January 2022–June 2022	108	65	42	29	0	0
Class 59	July 2022–December 2022	150	74	52	37	0	0

Physical fitness

	Number of Push-Ups		1-Mile Run Time		BMI	
	Initial	Final	Initial	Final	Initial	Final
Class 58	26	38	08:58	07:01	27.6	*
Class 59	24	50	09:01	06:54	26.3	*

Responsible citizenship

	Voting		Selective Service	
	Eligible	Registered	Eligible	Registered
Class 58	7	7	17	17
Class 59	7	6	25	25

Service to community

	Service Hours per Cadet	Dollar Value per Hour	Total Value
Class 58	ETP	$26.95	ETP
Class 59	ETP	$26.95	ETP

Table A.39—Continued

New Mexico Youth ChalleNGe Academy, Established 2001						
Post-residential performance status						
	Graduated	Contacted	Placed	Education	Employment	Military	Multiple/ Other
Class 57							
Month 9	58	58	52	1	39	7	5
Class 58							
Month 1	42	41	28	3	20	0	8
Month 3	42	35	30	0	24	0	10
Month 6	42	27	22	1	16	0	8
Month 9	42	31	26	4	18	1	3
Class 59							
Month 1	52	34	22	3	11	3	6
Month 3	52	42	36	4	24	3	7
Month 6	52	44	38	1	26	4	9

NOTE: * = did not report; admin = administrative staff; BMI = body mass index; ETP = Exception to Protocol waiver; HS = high school.

TABLE A.40

Profile of Battle Born Youth ChalleNGe Academy (Nevada)

Battle Born Youth ChalleNGe Academy, Established 2021			

Graduates since inception: 42	Program type: Credit recovery, HS diploma, HiSET

Staffing

	Instructional	Cadre	Admin	Case Managers	Recruiters	Counselors	Other
Number employed	10	9	5	4	3	0	1

Funding

	Federal Funding	State Funding	Other Funding
Classes 58 and 59	$2,840,996.00	$946,999.00	$0.00

Residential performance

	Dates	Applied	Entered Pre-ChalleNGe	Graduated	Received GED/HiSET	Received HS Credits	Received HS Diploma
Class 58	January 2022–June 2022	39	32	21	0	0	1
Class 59	NOT OP	NOT OP	NOT OP	NOT OP	NOT OP	NOT OP	NOT OP

Physical fitness

	Number of Push-Ups		1-Mile Run Time		BMI	
	Initial	Final	Initial	Final	Initial	Final
Class 58	24	33	09:56	08:06	24.2	24.5
Class 59	NOT OP	NOT OP	NOT OP	NOT OP	NOT OP	NOT OP

Responsible citizenship

	Voting		Selective Service	
	Eligible	Registered	Eligible	Registered
Class 58	3	2	6	2
Class 59	NOT OP	NOT OP	NOT OP	NOT OP

Service to community

	Service Hours per Cadet	Dollar Value per Hour	Total Value
Class 58	41	$28.50	$24,710.00
Class 59	NOT OP	$28.50	NOT OP

Table A.40—Continued

Battle Born Youth ChalleNGe Academy, Established 2021						
Post-residential performance status						
	Graduated	Contacted	Placed	Education	Employment	Military	Multiple/ Other
Class 57							
Month 9	21	2	2	1	1	0	0
Class 58							
Month 1	21	19	14	3	4	0	7
Month 3	21	15	10	6	0	0	8
Month 6	21	20	13	7	1	0	7
Month 9	21	9	3	2	0	0	5
Class 59							
Month 1	NOT OP	NOT OP	NOT OP	NOT OP	NOT OP	NOT OP	NOT OP
Month 3	NOT OP	NOT OP	NOT OP	NOT OP	NOT OP	NOT OP	NOT OP
Month 6	NOT OP	NOT OP	NOT OP	NOT OP	NOT OP	NOT OP	NOT OP

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

TABLE A.41
Profile of Thunderbird Youth Academy (Oklahoma)

Thunderbird Youth Academy, Established 1993		
Graduates since inception: 5,642		Program type: Credit recovery, HS diploma, GED

Staffing

	Instructional	Cadre	Admin	Case Managers	Recruiters	Counselors	Other
Number employed	7	35	13	5	6	4	16

Funding

	Federal Funding	State Funding	Other Funding
Classes 58 and 59	$4,353,167.00	$1,451,051.00	$2,000,000.00

Residential performance

	Dates	Applied	Entered Pre-ChalleNGe	Graduated	Received GED/HiSET	Received HS Credits	Received HS Diploma
Class 58	January 2022–June 2022	378	175	127	1	117	8
Class 59	July 2022–December 2022	442	174	127	2	116	6

Physical fitness

	Number of Push-Ups		1-Mile Run Time		BMI	
	Initial	Final	Initial	Final	Initial	Final
Class 58	22	29	10:26	08:14	25.6	25.7
Class 59	20	34	11:04	08:27	24.8	24.8

Responsible citizenship

	Voting		Selective Service	
	Eligible	Registered	Eligible	Registered
Class 58	7	0	14	14
Class 59	12	0	22	22

Service to community

	Total Service Hours	Dollar Value per Hour	Total Value
Class 58	60	$26.88	$205,350.00
Class 59	78	$26.88	$264,983.00

Table A.41—Continued

		Thunderbird Youth Academy, Established 1993					
Post-residential performance status							
	Graduated	Contacted	Placed	Education	Employment	Military	Multiple/ Other
Class 57							
Month 9	130	113	112	57	13	3	39
Class 58							
Month 1	127	119	113	59	17	2	35
Month 3	127	116	114	61	8	1	45
Month 6	127	114	113	63	7	0	44
Month 9	127	111	109	55	7	0	49
Class 59							
Month 1	127	117	111	97	2	1	14
Month 3	127	113	109	83	4	2	21
Month 6	127	0	0	0	0	0	0

NOTE: Admin = administrative staff; BMI = body mass index; HS = high school.

TABLE A.42
Profile of Oregon Youth ChalleNGe Program

Oregon Youth ChalleNGe Program, Established 1999						
Graduates since inception: 5,548				Program type: Credit recovery, HS diploma, GED		

Staffing

	Instructional	Cadre	Admin	Case Managers	Recruiters	Counselors	Other
Number employed	8	18	11	4	2	2	8

Funding

	Federal Funding	State Funding	Other Funding
Classes 58 and 59	$4,816,500.00	$1,883,277.00	$288,563.00

Residential performance

	Dates	Applied	Entered Pre-ChalleNGe	Graduated	Received GED/HiSET	Received HS Credits	Received HS Diploma
Class 58	January 2022–June 2022	151	125	102	0	82	20
Class 59	July 2022–December 2022	200	154	131	0	111	20

Physical fitness

	Number of Push-Ups		1-Mile Run Time		BMI	
	Initial	Final	Initial	Final	Initial	Final
Class 58	21	33	10:08	08:35	27.5	27.3
Class 59	18	32	11:08	08:47	26.4	26.2

Responsible citizenship

	Voting		Selective Service	
	Eligible	Registered	Eligible	Registered
Class 58	26	26	34	34
Class 59	24	24	34	34

Service to community

	Service Hours per Cadet	Dollar Value per Hour	Total Value
Class 58	102	$32.37	$336,833.00
Class 59	105	$32.37	$446,729.00

Table A.42—Continued

Oregon Youth ChalleNGe Program, Established 1999						
Post-residential performance status						
	Graduated	Contacted	Placed	Education	Employment	Military	Multiple/ Other
Class 57						
Month 9	105	105	100	41	40	6	13
Class 58						
Month 1	102	102	98	57	34	1	6
Month 3	102	102	98	68	20	3	7
Month 6	102	102	98	63	20	4	11
Month 9	102	102	99	60	25	4	10
Class 59						
Month 1	131	131	128	103	22	1	2
Month 3	131	131	127	98	21	2	6
Month 6	131	131	129	87	36	1	5

NOTE: Admin = administrative staff; BMI = body mass index; HS = high school.

TABLE A.43

Profile of Keystone State ChalleNGe Academy (Pennsylvania)

Keystone State ChalleNGe Academy, Established 2022

Graduates since inception: 18	Program type: Credit recovery, GED

Staffing

	Instructional	Cadre	Admin	Case Managers	Recruiters	Counselors	Other
Number employed	4	16	5	0	4	2	4

Funding

	Federal Funding	State Funding	Other Funding
Classes 58 and 59	$2,379,738.00	$787,580.00	$72,795.00

Residential performance

	Dates	Applied	Entered Pre-ChalleNGe	Graduated	Received GED/HiSET	Received HS Credits	Received HS Diploma
Class 58	NOT OP	NOT OP	NOT OP	NOT OP	NOT OP	NOT OP	NOT OP
Class 59	July 2022–December 2022	39	25	18	0	18	0

Physical fitness

	Number of Push-Ups		1-Mile Run Time		BMI	
	Initial	Final	Initial	Final	Initial	Final
Class 58	NOT OP	NOT OP	NOT OP	NOT OP	NOT OP	NOT OP
Class 59	28	36	10:10	08:49	24.5	25.6

Responsible citizenship

	Voting		Selective Service	
	Eligible	Registered	Eligible	Registered
Class 58	NOT OP	NOT OP	NOT OP	NOT OP
Class 59	8	8	6	6

Service to community

	Service Hours per Cadet	Dollar Value per Hour	Total Value
Class 58	NOT OP	$29.78	NOT OP
Class 59	43	$29.78	$22,960.00

Table A.43—Continued

Keystone State ChalleNGe Academy, Established 2022						
Post-residential performance status						
	Graduated	Contacted	Placed	Education	Employment	Military	Multiple/Other
Class 57							
Month 9	NOT OP	NOT OP	NOT OP	NOT OP	NOT OP	NOT OP	NOT OP
Class 58							
Month 1	NOT OP	NOT OP	NOT OP	NOT OP	NOT OP	NOT OP	NOT OP
Month 3	NOT OP	NOT OP	NOT OP	NOT OP	NOT OP	NOT OP	NOT OP
Month 6	NOT OP	NOT OP	NOT OP	NOT OP	NOT OP	NOT OP	NOT OP
Month 9	NOT OP	NOT OP	NOT OP	NOT OP	NOT OP	NOT OP	NOT OP
Class 59							
Month 1	18	18	10	7	3	0	0
Month 3	18	18	14	8	5	1	0
Month 6	18	18	14	8	5	1	0

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

TABLE A.44

Profile of Puerto Rico Youth ChalleNGe Academy

Puerto Rico Youth ChalleNGe Academy, Established 1999						
Graduates since inception: 7,933			Program type: Credit recovery, HS diploma			

Staffing

	Instructional	Cadre	Admin	Case Managers	Recruiters	Counselors	Other
Number employed	12	47	39	13	2	8	4

Funding

	Federal Funding	State Funding	Other Funding
Classes 58 and 59	$4,950,000.00	$1,650,000.00	$0.00

Residential performance

	Dates	Applied	Entered Pre-ChalleNGe	Graduated	Received GED/HiSET	Received HS Credits	Received HS Diploma
Class 58	April 2022–September 2022	294	235	213	0	0	213
Class 59	October 2022–March 2023	283	246	227	0	0	227

Physical fitness

	Number of Push-Ups		1-Mile Run Time		BMI	
	Initial	Final	Initial	Final	Initial	Final
Class 58	20	37	10:35	08:14	24.3	23.5
Class 59	20	37	10:25	08:15	23.0	22.4

Responsible citizenship

	Voting		Selective Service	
	Eligible	Registered	Eligible	Registered
Class 58	37	37	29	29
Class 59	37	37	29	26

Service to community

	Service Hours per Cadet	Dollar Value per Hour	Total Value
Class 58	48	$14.87	$153,280.00
Class 59	43	$14.87	$143,748.00

Table A.44—Continued

Puerto Rico Youth ChalleNGe Academy, Established 1999						
Post-residential performance status						
	Graduated	Contacted	Placed	Education	Employment	Military	Multiple/Other
Class 57							
Month 9	221	221	176	75	44	10	47
Class 58							
Month 1	213	213	29	5	20	2	28
Month 3	213	*	*	*	*	*	*
Month 6	213	213	152	77	46	8	41
Month 9	213	194	142	76	46	11	25
Class 59							
Month 1	227	227	55	7	46	2	54
Month 3	227	167	85	28	47	1	36
Month 6	227	N/A	N/A	N/A	N/A	N/A	N/A

NOTE: * = did not report; admin = administrative staff; BMI = body mass index; HS = high school; N/A = not applicable, follow-up period had not occurred.

TABLE A.45

Profile of South Carolina Youth ChalleNGe Academy

South Carolina Youth ChalleNGe Academy, Established 1998						
Graduates since inception: 4,173			Program type: Credit recovery, HS diploma, GED			

Staffing

	Instructional	Cadre	Admin	Case Managers	Recruiters	Counselors	Other
Number employed	4	24	6	3	2	1	18

Funding

	Federal Funding	State Funding	Other Funding
Classes 58 and 59	$2,812,500.00	$1,250,000.00	$196,730.00

Residential performance

	Dates	Applied	Entered Pre-ChalleNGe	Graduated	Received GED/HiSET	Received HS Credits	Received HS Diploma
Class 58	January 2022–June 2022	152	78	55	24	0	0
Class 59	July 2022–December 2022	212	94	50	29	0	0

Physical fitness

	Number of Push-Ups		1-Mile Run Time		BMI	
	Initial	Final	Initial	Final	Initial	Final
Class 58	29	47	11:45	08:39	26.1	26.2
Class 59	27	51	10:51	08:56	26.9	26.1

Responsible citizenship

	Voting		Selective Service	
	Eligible	Registered	Eligible	Registered
Class 58	9	9	8	8
Class 59	14	13	11	10

Service to community

	Service Hours per Cadet	Dollar Value per Hour	Total Value
Class 58	58	$28.11	$89,348.00
Class 59	45	$28.11	$63,079.00

Table A.45—Continued

South Carolina Youth ChalleNGe Academy, Established 1998						
Post-residential performance status						
	Graduated	Contacted	Placed	Education	Employment	Military	Multiple/ Other
Class 57							
Month 9	69	65	32	4	23	4	1
Class 58							
Month 1	55	52	3	0	2	1	0
Month 3	55	34	20	14	4	1	1
Month 6	55	39	18	1	13	3	1
Month 9	55	43	23	4	14	3	2
Class 59							
Month 1	50	46	31	15	8	3	5
Month 3	50	43	32	12	12	3	5
Month 6	50	42	30	3	17	3	7

NOTE: Admin = administrative staff; BMI = body mass index; HS = high school.

TABLE A.46
Profile of Texas ChalleNGe Academy

Texas ChalleNGe Academy, Established 2014						
Graduates since inception: 941				Program type: Credit recovery, HS diploma, GED		

Staffing

	Instructional	Cadre	Admin	Case Managers	Recruiters	Counselors	Other
Number employed	18	37	12	12	6	0	6

Funding

	Federal Funding	State Funding	Other Funding
Classes 58 and 59	$4,125,000.00	$1,429,500.00	$122,808.00

Residential performance

	Dates	Applied	Entered Pre-ChalleNGe	Graduated	Received GED/HiSET	Received HS Credits	Received HS Diploma
Class 58	January 2022–June 2022	227	85	42	0	23	19
Class 59	July 2022–December 2022	408	133	84	0	54	28

Physical fitness

	Number of Push-Ups		1-Mile Run Time		BMI	
	Initial	Final	Initial	Final	Initial	Final
Class 58	26	39	11:06	09:46	26.2	26.1
Class 59	25	37	11:23	10:28	25.3	25.5

Responsible citizenship

	Voting		Selective Service	
	Eligible	Registered	Eligible	Registered
Class 58	8	7	10	10
Class 59	17	10	28	17

Service to community

	Service Hours per Cadet	Dollar Value per Hour	Total Value
Class 58	27	$29.86	$33,548.00
Class 59	43	$29.86	$108,810.00

Table A.46—Continued

Texas ChalleNGe Academy, Established 2014						
Post-residential performance status						
	Graduated	Contacted	Placed	Education	Employment	Military	Multiple/Other
Class 57							
Month 9	64	64	57	20	26	5	6
Class 58							
Month 1	42	42	27	6	19	1	1
Month 3	42	39	32	12	17	3	0
Month 6	42	42	35	11	17	3	4
Month 9	42	42	36	12	14	5	5
Class 59							
Month 1	84	84	40	23	11	2	4
Month 3	84	84	55	26	21	3	5
Month 6	84	84	57	21	27	3	6

NOTE: Admin = administrative staff; BMI = body mass index; HS = high school.

TABLE A.47

Profile of Virginia Commonwealth ChalleNGe Youth Academy

Virginia Commonwealth ChalleNGe Youth Academy, Established 1994						
Graduates since inception: 5,632			Program type: Credit recovery, GED			

Staffing

	Instructional	Cadre	Admin	Case Managers	Recruiters	Counselors	Other
Number employed	8	26	11	4	3	3	7

Funding

	Federal Funding	State Funding	Other Funding
Classes 58 and 59	$3,994,689.00	$1,331,563.00	$175,800.00

Residential performance

	Dates	Applied	Entered Pre-ChalleNGe	Graduated	Received GED/HiSET	Received HS Credits	Received HS Diploma
Class 58	March 2022– August 2022	144	87	70	0	0	0
Class 59	October 2022– March 2023	134	89	72	26	0	0

Physical fitness

	Number of Push-Ups		1-Mile Run Time		BMI	
	Initial	Final	Initial	Final	Initial	Final
Class 58	34	53	10:53	08:28	25.3	*
Class 59	32	47	10:26	08:52	25.8	*

Responsible citizenship

	Voting		Selective Service	
	Eligible	Registered	Eligible	Registered
Class 58	8	8	23	22
Class 59	11	8	26	25

Service to community

	Service Hours per Cadet	Dollar Value per Hour	Total Value
Class 58	41	$32.59	$93,289.00
Class 59	45	$32.59	$104,809.00

Table A.47—Continued

Virginia Commonwealth ChalleNGe Youth Academy, Established 1994						
Post-residential performance status						
	Graduated	Contacted	Placed	Education	Employment	Military	Multiple/ Other
Class 57							
Month 9	46	0	0	0	0	0	0
Class 58							
Month 1	70	0	0	0	0	0	0
Month 3	70	0	0	0	0	0	0
Month 6	70	0	0	0	0	0	0
Month 9	70	0	0	0	0	0	0
Class 59							
Month 1	72	0	0	0	0	0	0
Month 3	72	0	0	0	0	0	0
Month 6	72	N/A	N/A	N/A	N/A	N/A	N/A

NOTE: * = did not report; admin = administrative staff; BMI = body mass index; HS = high school; N/A = not applicable, follow-up period had not occurred.

TABLE A.48
Profile of Washington Youth Academy

Washington Youth Academy, Established 2009						

Graduates since inception: 3,271			Program type: Credit recovery			

Staffing

	Instructional	Cadre	Admin	Case Managers	Recruiters	Counselors	Other
Number employed	9	30	12	7	3	3	10

Funding

	Federal Funding	State Funding	Other Funding
Classes 58 and 59	$5,350,000.00	$4,109,384.00	$284,640.00

Residential performance

	Dates	Applied	Entered Pre-ChalleNGe	Graduated	Received GED/HiSET	Received HS Credits	Received HS Diploma
Class 58	January 2022–June 2022	166	126	104	0	104	0
Class 59	July 2022–December 2022	257	170	142	0	142	0

Physical fitness

	Number of Push-Ups		1-Mile Run Time		BMI	
	Initial	Final	Initial	Final	Initial	Final
Class 58	23	40	10:39	08:15	25.8	26.2
Class 59	22	43	10:10	07:20	26.7	25.5

Responsible citizenship

	Voting		Selective Service	
	Eligible	Registered	Eligible	Registered
Class 58	15	15	31	31
Class 59	41	41	40	40

Service to community

	Service Hours per Cadet	Dollar Value per Hour	Total Value
Class 58	59	$37.63	$230,051.00
Class 59	59	$37.63	$314,286.00

Table A.48—Continued

Washington Youth Academy, Established 2009						
Post-residential performance status						
	Graduated	Contacted	Placed	Education	Employment	Military	Multiple/Other
Class 57							
Month 9	105	95	47	36	8	2	1
Class 58							
Month 1	104	104	88	84	1	2	2
Month 3	104	104	89	83	3	2	2
Month 6	104	104	93	89	1	2	2
Month 9	104	101	89	85	2	2	0
Class 59							
Month 1	142	142	119	118	0	0	2
Month 3	142	142	134	130	1	2	2
Month 6	142	142	129	125	2	2	3

NOTE: Admin = administrative staff; BMI = body mass index; HS = high school.

TABLE A.49
Profile of Wisconsin ChalleNGe Academy

Wisconsin ChalleNGe Academy, Established 1998						

Graduates since inception: 4,455			Program type: Credit recovery, HS diploma, GED			

Staffing

	Instructional	Cadre	Admin	Case Managers	Recruiters	Counselors	Other
Number employed	6	26	8	4	4	0	4

Funding

	Federal Funding	State Funding	Other Funding
Classes 58 and 59	$3,966,441.00	$1,322,147.00	$663.00

Residential performance

	Dates	Applied	Entered Pre-ChalleNGe	Graduated	Received GED/HiSET	Received HS Credits	Received HS Diploma
Class 58	January 2022–June 2022	357	100	71	0	30	41
Class 59	July 2022–December 2022	358	117	70	0	70	0

Physical fitness

	Number of Push-Ups		1-Mile Run Time		BMI	
	Initial	Final	Initial	Final	Initial	Final
Class 58	25	36	09:28	08:06	25.8	*
Class 59	25	37	09:14	07:56	25.0	*

Responsible citizenship

	Voting		Selective Service	
	Eligible	Registered	Eligible	Registered
Class 58	12	12	32	32
Class 59	13	13	31	31

Service to community

	Service Hours per Cadet	Dollar Value per Hour	Total Value
Class 58	55	$29.97	$116,973.00
Class 59	57	$29.97	$119,772.00

Table A.49—Continued

Wisconsin ChalleNGe Academy, Established 1998						
Post-residential performance status						
	Graduated	Contacted	Placed	Education	Employment	Military	Multiple/Other
Class 57							
Month 9	71	61	49	1	36	4	8
Class 58							
Month 1	71	44	16	0	15	0	9
Month 3	71	44	26	0	21	1	11
Month 6	71	39	24	0	19	1	10
Month 9	71	26	15	0	11	2	7
Class 59							
Month 1	70	37	13	1	12	0	7
Month 3	70	38	13	1	11	0	3
Month 6	70	13	12	0	7	0	5

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

TABLE A.50
Profile of Mountaineer ChalleNGe Academy—North (West Virginia)

Mountaineer ChalleNGe Academy–North, Established 1993

Graduates since inception: 5,103	Program type: HS diploma

Staffing

	Instructional	Cadre	Admin	Case Managers	Recruiters	Counselors	Other
Number employed	6	33	16	6	3	2	12

Funding

	Federal Funding	State Funding	Other Funding
Classes 58 and 59	$4,125,000.00	$1,375,000.00	$1,896.00

Residential performance

	Dates	Applied	Entered Pre-ChalleNGe	Graduated	Received GED/TASC	Received HS Credits	Received HS Diploma
Class 58	January 2022–June 2022	170	79	64	1	56	0
Class 59	July 2022–December 2022	188	105	79	3	63	0

Physical fitness

	Number of Push-Ups		1-Mile Run Time		BMI	
	Initial	Final	Initial	Final	Initial	Final
Class 58	24	37	10:00	07:41	25.9	25.5
Class 59	16	37	11:19	07:36	26.1	25.9

Responsible citizenship

	Voting		Selective Service	
	Eligible	Registered	Eligible	Registered
Class 58	12	12	9	9
Class 59	7	7	7	7

Service to community

	Service Hours per Cadet	Dollar Value per Hour	Total Value
Class 58	47	$26.67	$80,405.00
Class 59	62	$26.67	$130,982.00

Table A.50—Continued

Mountaineer Challenge Academy–North, Established 1993						
Post-residential performance status						
	Graduated	Contacted	Placed	Education	Employment	Military	Multiple/ Other
Class 57							
Month 9	106	91	60	8	42	7	3
Class 58							
Month 1	64	60	21	0	20	0	2
Month 3	64	59	40	7	32	0	3
Month 6	64	57	42	4	36	1	1
Month 9	64	56	39	5	32	2	3
Class 59							
Month 1	79	75	20	4	14	0	6
Month 3	79	72	43	14	23	1	10
Month 6	79	0	0	0	0	0	0

NOTE: Admin = administrative staff; BMI = body mass index; HS = high school.

TABLE A.51

Profile of Mountaineer ChalleNGe Academy—South (West Virginia)

Mountaineer ChalleNGe Academy–South, Established 2020						

Graduates since inception: 257   Program type: HiSET

Staffing

	Instructional	Cadre	Admin	Case Managers	Recruiters	Counselors	Other
Number employed	4	25	12	4	2	2	12

Funding

	Federal Funding	State Funding	Other Funding
Classes 58 and 59	$3,738,152.00	$1,246,051.00	$101,000.00

Residential performance

	Dates	Applied	Entered Pre-ChalleNGe	Graduated	Received GED/HiSET	Received HS Credits	Received HS Diploma
Class 58	April 2022–September 2022	170	87	57	47	0	0
Class 59	October 2022–March 2023	129	78	48	40	0	0

Physical fitness

	Number of Push-Ups		1-Mile Run Time		BMI	
	Initial	Final	Initial	Final	Initial	Final
Class 58	*	39	*	09:50	25.4	26.2
Class 59	35	39	10:40	07:47	26.1	24.8

Responsible citizenship

	Voting		Selective Service	
	Eligible	Registered	Eligible	Registered
Class 58	17	17	16	16
Class 59	9	9	8	8

Service to community

	Service Hours per Cadet	Dollar Value per Hour	Total Value
Class 58	81	$26.67	$123,815.00
Class 59	72	$26.67	$92,577.00

Table A.51—Continued

Mountaineer ChalleNGe Academy–South, Established 2020						
Post-residential performance status						
	Graduated	Contacted	Placed	Education	Employment	Military	Multiple/Other
Class 57							
Month 9	44	11	9	0	4	1	4
Class 58							
Month 1	57	35	14	5	5	1	4
Month 3	57	27	14	5	8	0	2
Month 6	57	34	18	2	13	1	9
Month 9	57	38	19	4	12	1	9
Class 59							
Month 1	48	41	20	3	13	0	7
Month 3	48	37	18	2	13	0	13
Month 6	48	N/A	N/A	N/A	N/A	N/A	N/A

NOTE: * = did not report; admin = administrative staff; BMI = body mass index; HS = high school; N/A = not applicable, follow-up period had not occurred.

TABLE A.52

Profile of Wyoming Cowboy ChalleNGe Academy

Wyoming Cowboy ChalleNGe Academy, Established 2005						
Graduates since inception: 1,445			Program type: Credit recovery, HiSET			

Staffing

	Instructional	Cadre	Admin	Case Managers	Recruiters	Counselors	Other
Number employed	4	19	8	3	4	3	2

Funding

	Federal Funding	State Funding	Other Funding
Classes 58 and 59	$3,409,582.00	$1,136,527.00	$0.00

Residential performance

	Dates	Applied	Entered Pre-ChalleNGe	Graduated	Received GED/HiSET	Received HS Credits	Received HS Diploma
Class 58	January 2022–June 2022	105	84	55	33	0	0
Class 59	July 2022–December 2022	NOT OP	NOT OP	NOT OP	NOT OP	NOT OP	NOT OP

Physical fitness

	Number of Push-Ups		1-Mile Run Time		BMI	
	Initial	Final	Initial	Final	Initial	Final
Class 58	26	52	12:01	08:35	23.7	*
Class 59	NOT OP	NOT OP	NOT OP	NOT OP	NOT OP	NOT OP

Responsible citizenship

	Voting		Selective Service	
	Eligible	Registered	Eligible	Registered
Class 58	10	10	9	9
Class 59	NOT OP	NOT OP	NOT OP	NOT OP

Service to community

	Total Service Hours	Dollar Value per Hour	Total Value
Class 58	55	$28.49	$85,450.00
Class 59	NOT OP	$28.49	NOT OP

Table A.52—Continued

Wyoming Cowboy ChalleNGe Academy, Established 2005						
Post-residential performance status						
	Graduated	Contacted	Placed	Education	Employment	Military	Multiple/ Other
Class 57							
Month 9	42	*	*	*	*	*	*
Class 58							
Month 1	55	16	9	0	8	0	2
Month 3	55	25	20	2	13	0	6
Month 6	55	19	14	1	9	0	6
Month 9	55	13	6	2	2	0	4
Class 59							
Month 1	NOT OP	NOT OP	NOT OP	NOT OP	NOT OP	NOT OP	NOT OP
Month 3	NOT OP	NOT OP	NOT OP	NOT OP	NOT OP	NOT OP	NOT OP
Month 6	NOT OP	NOT OP	NOT OP	NOT OP	NOT OP	NOT OP	NOT OP

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

Measures of Unemployment, ChalleNGe Staff Pay, Pay in Alternative Occupations

Here we describe a commonly used measure of unemployment cited in the text, our process for cleaning and standardizing data measuring ChalleNGe staff pay, and our analyses of pay in alternative occupations.

Unemployment rates: Unemployment measures are based on the Current Population Survey (CPS). The CPS is a monthly household survey that includes measures of employment, unemployment, earnings, hours of work, and demographic measures (such as age and education). The survey is large enough to be nationally representative; it is the source of official statistics on unemployment. The official definition of *unemployed* is as follows:

> Persons are classified as unemployed if they do not have a job, have actively looked for work in the prior 4 weeks, and are currently available for work. Persons who were not working and were waiting to be recalled to a job from which they had been temporarily laid off are also included as unemployed. (U.S. Bureau of Labor Statistics, undated-c)

When citing the current unemployment rate, we refer to the seasonally adjusted measure that is featured in the Bureau of Labor Statistics' monthly news release (see, for example,

U.S. Bureau of Labor Statistics, 2023 [updated monthly]). This is the figure that most often appears in news reports.

Consistent measures of youth unemployment at the national, state, and local levels can be found through the "Tracking Youth Unemployment During the COVID-19 Pandemic" project; see Inanc et al. (2022), updated periodically, for more information.

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

Pay in alternative occupations: Our estimate of alternative pay for instructors is the average teacher pay at the state level. While not all instructors are licensed teachers, some are. Additionally, our team has observed during site visits that instructors often compare their jobs to those of public school teachers. More information on teacher salaries can be found in National Center for Education Statistics (2022). In a previous report, we tested an alternative measure of civilian compensation and found that teacher salaries were more predictive of hiring difficulties (see Wenger, Cottrell, and Wrabel, 2023).

Our estimate of alternative pay for cadre is formed from occupations in which young veterans (ages 25–39) who lack a college degree are most likely to be employed. While not all cadre are veterans, this strategy helped to identify occupations that might be appealing and available to potential cadre. Using the American Community Survey, we identified the six largest occupations in terms of veteran employment: police officers and detectives; drivers, sales workers, and truck drivers; security guards and gaming surveillance; first-line supervisors of sales workers; laborers and movers of freight or stock; and sheriffs, bailiffs, and correctional officers (U.S. Census Bureau, undated). Nearly 20 percent of young male veterans without a college degree are employed in these occupations. To estimate local wages, we used the Occupational Employment and Wage Statistics data to form an average of the annual pay, weighted by the number of people employed at each occupation, for each metropolitan statistical area (U.S. Bureau of Labor Statistics, undated-d). ChalleNGe sites located outside metropolitan statistical areas were assigned the state average. For more details, see Wenger, Cottrell, and Wrabel (2023).

Abbreviations

BAH	basic allowance for housing
ChalleNGe	National Guard Youth Challenge
COVID-19	coronavirus disease 2019
DoD	U.S. Department of Defense
GED	General Educational Development
HiSET	High School Equivalency Test
Job ChalleNGe	National Guard Job ChalleNGe
P-RAP	Post-Residential Action Plan
TABE	Test of Adult Basic Education
TASC	Test Assessing Secondary Completion

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The National Guard Youth Challenge (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 2022–2023 program year and is the eighth in a series of annual reports that RAND researchers have issued over the course of three research projects. The previous National Guard Youth ChalleNGe annual reports cover program years 2015–2016 through 2021–2022.

Each annual report documents the progress of participants who entered ChalleNGe during a specific program year and then completed the program. This report includes information on participants who entered the ChalleNGe program in 2022, as well as some follow-up information on those who entered the program in 2021.

This report draws primarily on quantitative program- and site-level data but also on the authors' analyses of the literature, quantitative data describing the civilian labor market, and conversations with program staff. Caveats to be considered include some documented inconsistencies in reported data across sites.

This report will be of interest to ChalleNGe program staff, personnel providing oversight for the program, and policymakers and researchers concerned with designing effective youth program initiatives.

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