



**NATIONAL GUARD**

# Youth Challenge Program



*A better America one youth at a time*



**2005 PERFORMANCE AND ACCOUNTABILITY**

**H I G H L I G H T S**

# USO AWARDS



## 2005 RECIPIENTS

### PHYSICAL FITNESS

South Carolina Youth ChalleNGe Academy at Columbia

### LEADERSHIP/FOLLOWERSHIP

Arizona Project ChalleNGe

### SERVICE TO THE COMMUNITY

Wisconsin National Guard ChalleNGe Academy

### HEALTH AND HYGIENE

Montana Youth ChalleNGe Program

### RESPONSIBLE CITIZENSHIP

North Carolina Tarheel ChalleNGe Academy

### JOB SKILLS

Alaska Military Youth Academy

### LIFE COPING SKILLS

West Virginia Mountaineer ChalleNGe Academy

### ACADEMIC EXCELLENCE

New Jersey Youth ChalleNGe Academy

### POST-RESIDENTIAL PERFORMANCE

Oregon National Guard Youth ChalleNGe Program

### MOST PROGRESSIVE

South Carolina Youth ChalleNGe Academy at Camp Long

### RICHARD A. WOLF INNOVATION AWARD

Oklahoma Thunderbird Youth Academy

### BEST ALL-AROUND PROGRAM

California Grizzly Youth Academy

## OFFICE OF THE CHIEF, NATIONAL GUARD BUREAU



**W**ith 29 programs across the country and more to be added in 2006, the National Guard Youth ChalleNGe Program is the second largest mentoring program in the United States. Congress authorized a pilot program in 1993, and now, 13 years later, over 59,700 at-risk youth have graduated, turned their lives around, and gone on to become productive citizens. This year alone, the Youth ChalleNGe Program graduated 6,806 at-risk youth who volunteered 554,557 hours of service to the community.

During hurricane relief and recovery efforts in the Gulf Coast region, volunteers came from every state and territory of our great Nation. Those volunteers included National Guard Youth ChalleNGe Cadets from across America who did not hesitate to help their fellow citizens in time of need. These young people stood side by side with our National Guard Soldiers and Airmen, and contributed hundreds of hours of direct community support. Our Youth ChalleNGe Cadets were given an opportunity to make a difference in the lives of others and responded superbly.

Congratulations to the National Guard Youth ChalleNGe Cadets and staff for a most successful year of accomplishments.

A handwritten signature in black ink that reads "H. Steven Blum".

H Steven Blum  
Lieutenant General, US Army  
Chief, National Guard Bureau

# Table of Contents

---

The Eight Core Components	3
Mission and Vision Statements	4
Mission	4
Vision	4
Quick Stats	5
Resources and Performance Goals	6
Youth-At-Risk: Save the Next Generation	7
The Need	7
Friendly-Mentor Model	9
Annual Performance	10
A Profile of ChalleNGe Participants	11
Cost-Benefit Analysis	14
Cost-Effectiveness Analysis	14
Program Support	15
ChalleNGe Programs: A State View	18
Alaska	18
Arizona	19
Arkansas	21
California	22
Florida	23
Georgia	24
Hawaii	27
Illinois	28
Kentucky	29
Louisiana	30
Maryland	33
Michigan	34
Mississippi	35
Montana	36
New Jersey	37
New Mexico	39
North Carolina	40
Oklahoma	41
Oregon	42
Puerto Rico	44
South Carolina	45
Texas	47
Virginia	48
West Virginia	49
Wisconsin	50
APPENDICES	52
Appendix 1: Data Tables	52
Appendix 2: Definition of Terms	56
Appendix 3: National Guard Youth ChalleNGe Program Directory	61
Appendix 4: FY2005 Annual Budget and Target Graduates	64

## THE EIGHT CORE COMPONENTS

**ACADEMIC EXCELLENCE:** All Challenge participants attend daily academic classes increasing their academic levels of performance and preparing them for testing for the General Education Development (GED) credential or a high school diploma. Evaluation of Cadets' progress during the Residential Phase is measured using the survey or the complete battery of Tests of Adult Basic Education (TABE) scale scores.

**HEALTH AND HYGIENE:** A structured holistic approach combines physical and mental well being as Cadets explore the effects of substance abuse and sexually transmitted diseases on their lives. Cadets learn the physical and emotional benefits of proper nutrition through participation in classes and structured group discussions.

**JOB SKILLS:** Career exploration is accomplished through career assessment and interest inventories, job-specific skills orientation and awareness, and training in area vocational centers. Specific classroom activities focus on development of individual resumes, completing job applications, and preparation for, and conducting, job interviews.

**LEADERSHIP/FOLLOWERSHIP:** Identification and application of individual moral and ethical standards is the focus of the various roles and responsibilities as the Cadets live and learn in a structured group environment.

**LIFE COPING SKILLS:** Increased self-esteem and self-discipline are gained through a combination of classroom activities and a structured living environment. The development of individual strategies and coping mechanisms for managing personal finance and dealing with such emotions as anger, grief, frustration, and stress are developed through group discussions and in the classroom environment.

**PHYSICAL FITNESS:** Programs conduct a physical fitness program based on the *President's Challenge*, a test battery based on data collected from a variety of sources including the 1985 President's Council on Physical Fitness and Sports National School Population Fitness Survey, the Amateur Athletic Union Physical Fitness Program, and the Canada Fitness Award Program.

**RESPONSIBLE CITIZENSHIP:** The U.S. Government structure and processes, along with individual rights and responsibilities at the local, state, and national levels, are addressed in the classroom environment, in the student government process, and through practical experiences within local communities.

**SERVICE TO THE COMMUNITY:** A minimum of 40 hours of service to the community and/or conservation project activities are performed by each Cadet in groups and on an individual basis. These activities provide additional opportunities for career exploration as well as enhancing a new level of community needs awareness in the Cadets.



## National Guard Youth ChalleNGe Program

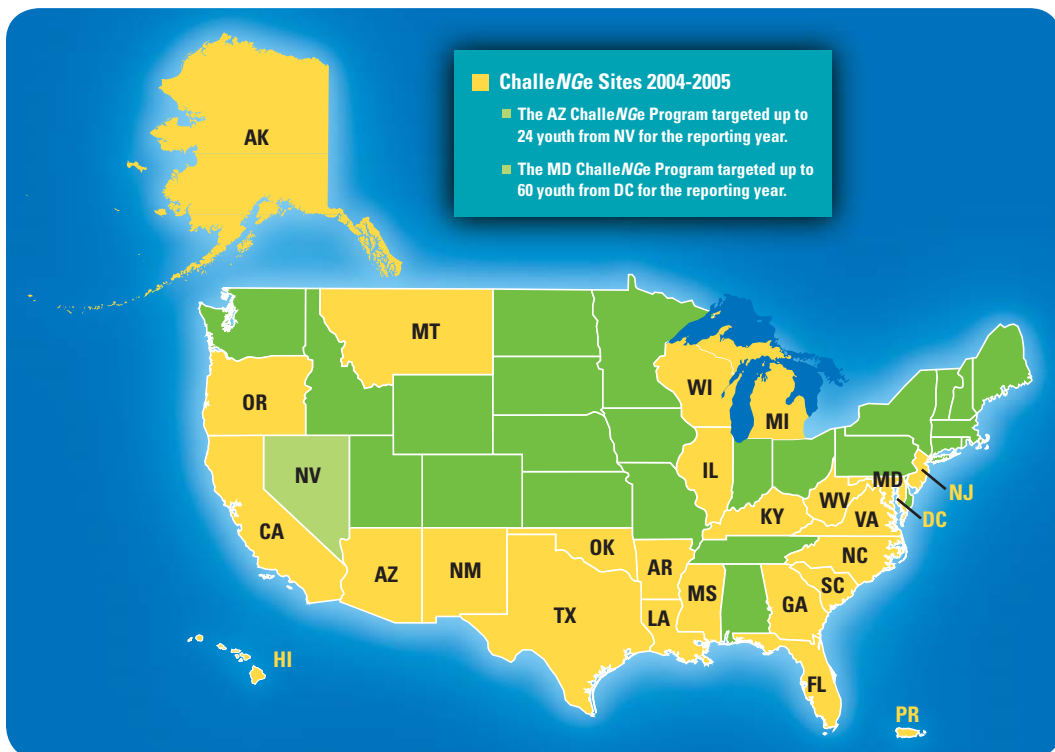
### MISSION

*The mission of the National Guard Youth ChalleNGe Program is to intervene in the lives of at-risk youth and produce program graduates with the values, skills, education, and self-discipline necessary to succeed as adults.*

### VISION

*The vision of the National Guard Youth ChalleNGe Program is to have ChalleNGe recognized as America's premier program for at-risk youth. It provides every state and territory the opportunity to participate, and thereby helping America's youth and insuring America's future.*

4



## QUICK STATS

### National Guard Youth Challenge Program

- A multi-phased intervention program
- A structured, disciplined 22-week Residential Phase followed by a formal 12-month mentoring Post-Residential Phase
- Provides skill-building opportunities for at-risk boys and girls ages 16 to 18
- 29 programs conducted in 24 states and Puerto Rico

### Challenge Program Design

- Oversight provided by the Department of Defense (DoD)
- Administered by the National Guard Bureau (NGB)
- Primary goal is to improve education, life skills, and employment potential of participants
- Structure includes military-based discipline and training, Mentors, and experiential learning opportunities
- Eight core components offer a holistic approach to achieving program goals
- Core components include assisting participants to obtain a high school diploma or its equivalent, developing leadership qualities and team work responsibilities, promoting fellowship and service learning, developing life coping skills and job skills, and improving physical fitness, health, and hygiene

### Challenge Eligibility Criteria

- Economically and educationally disadvantaged youth from within each state or commonwealth that hosts a program
- High school dropouts between 16 and 18 years of age
- Voluntarily enter the program
- Unemployed
- Drug free
- Not on parole or probation for other than juvenile status offenses
- Not indicted or charged, and free of felon convictions or capital offenses
- Physically and mentally capable to participate in the program with reasonable accommodation for physical and other disabilities

### Challenge Statistics to Date

- 127,009 Applicants
- 76,802 Enrollees
- 59,784 Graduates
- 38,824 Academic Credentials
- 4,245,765 Hours of Service to the Community valued at \$21,865,689.00

## Resources and Performance Goals

The average cost<sup>1</sup> for a Cadet to complete the National Guard Youth ChalleNGe Program is \$14,000 per year. The high cost of living in some areas throughout the country has resulted in increased costs to program implementation for affected programs. There are currently 29 ChalleNGe programs located in 24 states and Puerto Rico. These programs received both Federal and state funds to conduct ChalleNGe and provide life-altering opportunities to young people who are at risk for becoming a burden on society. During this reporting year funds were available for identifying 7,181 disadvantaged youth to participate in the program.

Ninety-eight percent (6,806) of the targeted youth successfully completed the Residential Phase. These young people made their decisions and volunteered to participate in the National Guard Youth ChalleNGe Program. Their personal goals aligned with the ChalleNGe program goals and these young people tested their capacity to develop and/or enhance the skills they needed to improve their potential for employability and to become successful participating and contributing members of their communities.

**ChalleNGe Sites and Graduation Goals**

STATE	Location	Target Graduates	STATE	Location	Target Graduates
Alaska	Ft. Richardson	200	Mississippi	Camp Shelby	400
Arizona*	Queen Creek	224	Montana	Dillon	200
Arkansas	Camp Robinson	200	New Jersey	Ft. Dix	200
California	Camp San Luis Obispo	212	New Mexico	Roswell	200
Florida	Camp Blanding	220	North Carolina	Salemburg	200
Georgia	Ft. Gordon	200	Oklahoma	Pryor	300
Georgia	Ft. Stewart	400	Oregon	Bend	220
Hawaii	Kapolei	200	Puerto Rico	Ft. Allen	200
Illinois	Rantoul	675	South Carolina	Aiken	200
Kentucky	Ft. Knox	200	South Carolina	Columbia	210
Louisiana	Camp Beauregard	350	Texas	Galveston	200
Louisiana	Camp Minden	200	Virginia	Camp Pendleton	200
Louisiana	Gillis Long	350	West Virginia	Camp Dawson	200
Maryland**	Aberdeen Proving Grounds	200	Wisconsin	Ft. McCoy	220
Michigan	Battle Creek	200			

\* Arizona targeted up to 24 youth from Nevada for the reporting year.

\*\* Maryland targeted up to 60 youth from Washington DC for the reporting year.

Figure 1. This is a list of ChalleNGe sites and the graduation goals for the reporting year addressed in this report.

<sup>1</sup> Federal funds account for 60% of this cost and each host state provides a minimum of 40% of this base cost.



## Youth-At-Risk: Save the Next Generation

### The Need

Since 1990, Federal education funding has more than doubled<sup>2</sup> and this increased funding has failed to increase achievement. Student test scores have remained stagnant. Additionally, less than three-quarters of white students are graduating from high school and only half of America's black and Hispanic students graduate<sup>3</sup>. The social and economic implications of dropping out of high school continue to be documented in studies across all disciplines.

### MOMENTS IN AMERICA

- Every 9 seconds a high school student drops out
- Every 20 seconds a child is arrested
- Every 37 seconds a baby is born to a mother who is not a high school graduate
- Every minute a baby is born to a teen mother
- Every 8 minutes a child is arrested for violent crimes
- Every 4 minutes a child is arrested for drug abuse
- Every 3 hours a child or teen is killed with a firearm
- Every 5 hours a child or teen commits suicide
- Every 6 hours a child is killed by abuse or neglect

Source: Children's Defense Fund, *Leave No Child Behind*, 2005, <http://www.childrensdefense.org/data/moments.aspx>.

7

A Census Bureau report<sup>4</sup> reveals the average annual earnings in 2001 for adults without a high school diploma were \$18,793 per year compared to \$26,795 for high school graduates and \$50,623 for college graduates. The Bureau of Justice statistics identified<sup>5</sup> that 68% of state prison inmates do not have a high school diploma and 47% of drug offenders have neither a high school diploma nor a GED.

A Vanderbilt University report, *The Monetary Value of Saving a High Risk Youth*<sup>6</sup>, identifies the generally estimated monetary value of intervening in the life of a high-risk youth to be between \$1.5 and \$2.0 million. Additionally, the Rand report, *Diverting Children from a Life of Crime, Measuring Costs and Benefits*, assessed the cost-effective impact of crime prevention strategies that involved early intervention in the lives of youth at risk for criminal behavior, including high school-age youth. This report promoted the positive results of intervention programs for at-risk youth that provide life coping skill-building opportunities in a structured and supervised environment.

<sup>2</sup> Krista Kafer, "Making Good on Promises to Increase Funding for Special Education," *Heritage Foundation Backgrounder No. 1585*, September 10, 2002, at <http://www.heritage.org/Research/Education/bg1585.cfm>.

<sup>3</sup> Jay P. Greene, Ph.D., and Greg Forster, Ph.D., "Public High School Graduation and College Readiness Rates in the United States," *Manhattan Institute Working Paper No. 3*, September 2003, at [http://www.manhattan-institute.org/html/ewp\\_03.htm](http://www.manhattan-institute.org/html/ewp_03.htm).

<sup>4</sup> U.S. Census Bureau, *Statistical Abstract of the United States*, <http://www.census.gov/prod/2004pubs/03statab/educ.pdf>.

<sup>5</sup> Bureau of Justice Statistics, *Special Report, Jan 2003, NCJ, 195670*.

<sup>6</sup> Cohen, Mark, *Journal of Quantitative Criminology*, Vol. 14, No. 1, pp. 5-33, 1998.



The National Guard Youth ChalleNGe Program is an intervention program designed to provide these opportunities to youth who are deemed to be most at-risk and who want to improve their potential for successful lives. Authorized and funded<sup>7</sup> through the DoD, which provides program oversight, NGB is responsible for administering the 29 Youth ChalleNGe Programs that achieved a 98% success rate in graduating 6,806 of the 7,181 target Graduates last year.



NGB uses five functional areas<sup>8</sup> in its management and assessment model for ChalleNGe:

- Strategic Management of Human Capital
- Competitive Sourcing
- Improved Financial Performance
- Expanded Electronic Government
- Budget and Performance Integration

8

A disciplined and focused approach is used to guide the Youth ChalleNGe Programs to become high performing organizations with the emphasis on outcomes and results. The established infrastructure within the National Guard system that reaches from the national to the local level provides continuity for program administration and guidance. With the limited financial resources available, Youth ChalleNGe Program Directors use planned and structured networking opportunities to maximize the knowledge, skills, and abilities of all staff to insure maximum effort toward achieving program goals.

The task for Program Directors is to provide Graduates with the basic life skills of reading, writing, and math knowledge combined with instilling a positive work ethic that promotes reliable work or school attendance. These are the primary characteristics that employers and academic institutions are seeking in our youth.

Consistent with the tenets of Strategic Management of Human Capital and Competitive Sourcing, Program Directors use the resources available to them and identify the most efficient and effective means to accomplish the tasks that support the achievement of these goals. Continuous self-assessment and process adjustment provides the opportunity for immediate changes as new and improved methods or practices for accomplishing tasks are identified. Structured face-to-face events and electronic networking opportunities among staff members of ChalleNGe Programs throughout the country promote the replication of models, practices, and procedures that have proven successful.

<sup>7</sup> Federal funds account for 60% of the funding and the host states provide 40% of the funds required to conduct a program.

<sup>8</sup> Identified in the President's Management Agenda, FY2002.

The Youth ChalleNGe Program continues to be competitive with other Federal as well as private programs with a mission to help disadvantaged youth, specifically non-adjudicated youth who have failed to complete their secondary education. The Youth ChalleNGe Program continues to lead similar programs as one of the most cost-effective interventions reviewed for addressing the holistic needs of disadvantaged youth.

NGB provides budget and management oversight for the Youth ChalleNGe Program that includes a process designed to insure that each Youth ChalleNGe Program goes through bi-annual resource management reviews. Each review includes a visit to the program by an independent contractor. Use of a requirements-based structured template developed specifically for these reviews insures consistent assessment of measures of performance and accountability within and across all programs. The use of a web-based budget management system generates quarterly and end-of-year budget reporting to NGB and insures ongoing oversight for maximum effectiveness in budget execution.

Information technology is the foundation for information sharing across various levels of the Youth ChalleNGe Program. The web-based Data Management And Reporting System (DMARS) supports interoperability for NGB staff as well as individual program staff, as it provides access to current data at any time. DMARS has become the management tool that promotes and measures the effectiveness and efficiencies of program performance. The Youth ChalleNGe Program recognizes the value of information technology as a solid resource. It provides programs with access to current information while reducing the cost of delivering the information. The Program Directors have timely and complete information they can use to monitor and improve program performance.

Program Directors and NGB Managers agree that the limited funds available from both state and Federal sources are evidence of the need to more closely monitor program performance and review and respond accordingly to the assessment of the program's goal achievement levels. In support of a focus on performance-based budgeting, individual programs are defining performance indicators and outcomes that are being measured and reported. Performance is now directly linked to timely feedback that supports improvements in staff management and oversight, budget integration, execution and monitoring and expanded use of information technology systems. As results are reviewed and activities are assessed, it is evident that information about proven practices and procedures is being shared among the Directors.

## Friendly-Mentor Model

Mentoring is a critical aspect of the Youth ChalleNGe Program. A multi-dimensional mentoring model<sup>9</sup> is what sets the National Guard Youth ChalleNGe Program apart from other youth-at-risk programs. Evidence is clear that the positive aspects of youth participating in short-term, high-impact residential programs decline rapidly after completion when structured, effective follow-through is absent<sup>10</sup>. These youth require assistance in translating program successes to their environment back home by someone trained to help facilitate their emotional and psychological needs to sustain their behavioral change.

<sup>9</sup> D.L. Dubois, B.E. Holloway, J.C. Valentine, and C. Harris, *Effectiveness of Mentoring Programs for Youth: A Meta-Analytic Review, 2002*, [http://datatrends.fmhi.usf.edu/Summary\\_64.pdf](http://datatrends.fmhi.usf.edu/Summary_64.pdf).

<sup>10</sup> Joseph P. Tierney, Jean Baldwin Grossman, and Nancy L. Resch, *Making a Difference: An Impact Study of Big Brothers Big Sisters, 2000*, [http://www.ppv.org/ppv/publications/assets/111\\_publication.pdf](http://www.ppv.org/ppv/publications/assets/111_publication.pdf).



Public Private Ventures reported, in their study of Big Brothers/Big Sisters programs, that mutual caring relationships between young people and adults can be developed and supported in structured mentoring programs that provide training, supervision, and support to the mentoring relationships. These studies demonstrate that a mentoring relationship between a youth and a nurturing adult pays rich dividends that can last a lifetime.

The Youth ChalleNGe Program uses a “friendly” Mentor match, in that when applicants apply for the program, they identify potential Mentors from their local community. These potential Mentors are often from the applicant’s church or school. Potential Mentors are formally screened and trained prior to ceremonial matching with their Mentees midway through the Residential Phase. Establishing the match at this time enables Mentors and Mentees to begin communicating about the Cadet’s future plans. Once formally matched, the Cadet and Mentor are allowed to spend off-site time together, often performing service to the community or exploring job and school options.

### Annual Performance

Youth ChalleNGe Program performance for this reporting period reveals the programs graduated 98% (6,806) of the target number of 7,181 disadvantaged youth for which they were funded. The goal to improve academic performance was accomplished by all Cadets who successfully completed the Residential Phase as demonstrated by growth in their overall TABE math and reading scores. The graduating Cadets improved 1.6 grade levels in reading and 2.1 grade levels in math, and performed an average of 81.5 hours of service to their communities.

Ninety-four percent of these ChalleNGe Graduates were matched with Mentors when they transitioned from the Residential Phase to the Post-Residential Phase. Of the Cadets in the two classes that completed the Post-Residential Phase during this reporting period, 65% were actively engaged in positive activities and 11% reported seeking placements one month into the Post-Residential Phase. Seventeen percent of the Graduates and/or their Mentors failed to report placement activities for the first month. At the conclusion of the Post-Residential Phase, 58% of the Cadets reported positive placement activities and less than 1% reported to be incarcerated. This is significant in that, historically, more than 50% of the Cadets reported they were involved in the legal system for juvenile status offenses prior to entering the ChalleNGe program.

10

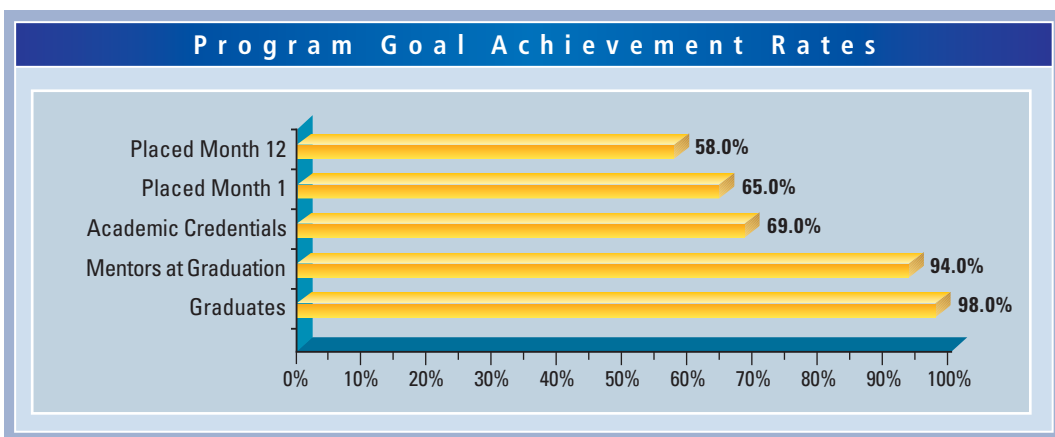


Figure 2. This chart represents goal achievement for the ChalleNGe Program at the national level during this reporting period.

Thirteen percent of the Graduates reported they were not involved in work or school activities. During the Post-Residential Phase, nearly 29% of the Graduates ceased communicating with the program. Information regarding the activities of Graduates who failed to report at the conclusion of the Post-Residential Phase was not verified. This continuing trend of Mentors or Cadets failing to provide information to the program begins in the seventh month of the Post-Residential Phase. This year, with more intensive efforts by program staff to locate the Mentors and/or the Cadets during these last months of the Post-Residential Phase, the reporting rate improved by eight percent over the previous year.

## A Profile of ChalleNGe Participants

The ethnic percentages of ChalleNGe participants reflected those of high school dropouts within their respective states<sup>11</sup>. There is no demonstrated probability for success in ChalleNGe based on either ethnicity or gender. Females represented 40% of the population of Cadet Graduates during this reporting year. This represents a 20% increase for females over the previous years. Historically, female representation has averaged 20% across all programs plus or minus two percent.

Sixteen-year-olds represented more than half of the Cadets registered during this year and 30% of them had reached 17 years of age at the time of graduation. Many programs reported difficulties in identifying placement activities for 16-year-old Cadets who completed the Residential Phase with a GED.

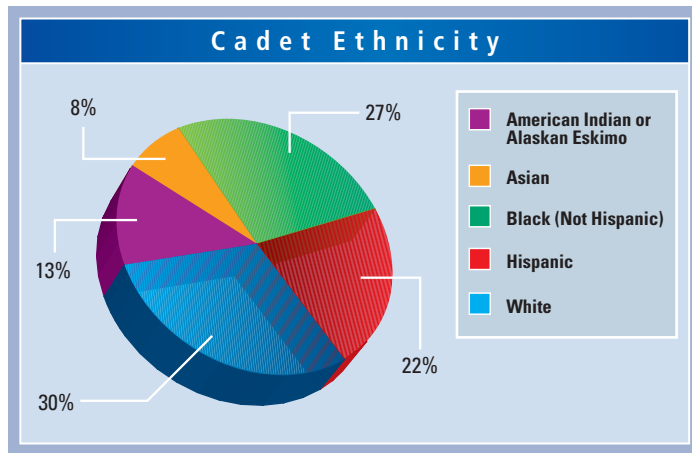


Figure 3. This figure displays the ethnicity of the Cadets that graduated from the two Residential classes during this reporting period.

The first two weeks of the Residential Phase, the Pre-ChalleNGe Phase, are a structured continuation of the screening process of program applicants. It is during this phase that applicants become Candidates<sup>12</sup>. Recognizing that some of these high school dropouts will also drop out of ChalleNGe, NGB has directed that each program will register (Pre-ChalleNGe) and enroll<sup>13</sup> Candidates in numbers equal to their target graduation number<sup>14</sup> plus their historical attrition rate over the 22-week Residential Phase.

<sup>11</sup> NCES, Dropout Rates in the United States: 2000, [http://nces.ed.gov/pubs2002/droppub\\_2001](http://nces.ed.gov/pubs2002/droppub_2001).

<sup>12</sup> Candidates must meet criteria defined by DoD: 16-18 years old, high school dropout, unemployed, citizen and legal resident of the state, drug free, not convicted of a felony and not in the adjudication process, and physically and mentally capable.

<sup>13</sup> At the conclusion of the two-week Pre-ChalleNGe Phase, Cadets are selected to enroll and complete the continuing 20 weeks of the ChalleNGe Phase.

<sup>14</sup> Target graduation number for this reporting period is 7,181.



ChalleNGe staff members assess the performance of all Candidates concentrating on their demonstrated ability and desire to succeed during the subsequent 20 weeks. During the first two weeks, the Candidates are tested physically and emotionally to perform to rigid standards. The focus for program staff is to screen out Candidates not motivated to take advantage of the opportunities the ChalleNGe Program offers. At the conclusion of Week 2<sup>15</sup>, Candidates who demonstrate motivation and ability are formally accepted and enrolled into the Youth ChalleNGe Program.

ChalleNGe terminations measured over the 22-week Residential Phase are both voluntary and involuntary, and the activities of participants who leave are not monitored following their departure from ChalleNGe.

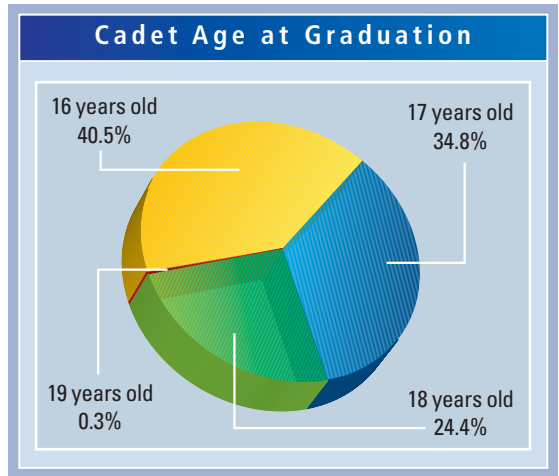


Figure 4. This figure displays the ages of the Cadets that graduated from the two Residential classes during this reporting period.

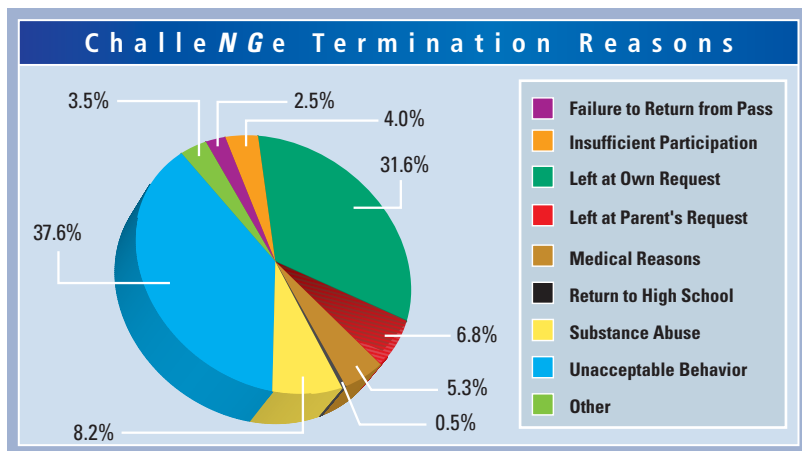


Figure 5. This figure illustrates that the primary reasons for Cadet terminations were unacceptable behavior and self-termination.

Historically, Pre-ChalleNGe screens out approximately 20% of the Candidates. During this reporting period, 18% (1,887) of the 10,655 Candidates screened in Pre-ChalleNGe were terminated prior to Week 3. In anticipation of the attrition<sup>16</sup> in the subsequent ChalleNGe Phase, the programs enrolled 122% (8,768) of the target<sup>17</sup> (7,181) number of Graduates to achieve a 98% target graduation rate.

The predominant reasons for termination were "unacceptable behavior" and "left at own request." Nearly half of those terminated did so voluntarily or due to medical or other reasons, while more

<sup>15</sup> This concludes the Pre-ChalleNGe Phase and the ChalleNGe Phase begins. These two phases make up the Residential Phase.

<sup>16</sup> Historically, terminations between Weeks 3 and 22 average 23% of Cadets enrolled.

<sup>17</sup> This is consistent with NGB guidance as per the Master Youth Programs Cooperative Agreement.



than a third (37.6%) left due to unacceptable behavior. Less than 10% of those terminated failed to adhere to defined standards of performance both socially and academically, and fewer than 10% were terminated because they failed a drug test.

Sixty-one percent (4,182 out of 6,806) of the graduating Cadets<sup>18</sup> were awarded academic credentials<sup>19</sup> prior to completion of the Residential Phase. Another eight percent of the Graduates in the Post-Residential Phase during this reporting period received a GED, High School Diploma, or an Adult High School Diploma. This academic success rate for ChalleNGe Graduates exceeds the average reported GED pass rate of 41% for the same target age group<sup>20</sup>.

Program Graduates performed an average of 81.5 hours of service within the communities in the surrounding areas of the Youth ChalleNGe Programs. These communities benefited from 554,557 hours<sup>21</sup> of volunteer service the Cadets performed during their time in the Residential Phase. Based on the Federal minimum wage of \$5.15 per hour, the value of services to these communities represented \$2,896,167<sup>22</sup>.

During the Residential Phase, all Cadets set goals for themselves and develop Post-Residential Action Plans (P-RAP), also referred to as Cadet Action Plans (CAP), to help them as they identify and recognize the tasks and resources required to achieve these goals. Cadets share these plans with their Mentors who use the plans to help keep the Cadets focused during the goals achievement process in the Post-Residential Phase. Program staff members use the plans as benchmarks for monitoring Cadet placement activities and progress during the Post-Residential Phase.

At the conclusion of the Post-Residential Phase for the two classes followed during this reporting period, 71% (4,951) of the Graduates and/or Mentors reported<sup>23</sup> to the program. Four out of five of these Cadets were either employed or were continuing their education, and less than 1% were incarcerated. Cadets entering military service declined by 5% over the previous year with just under 15% (1,020) of the

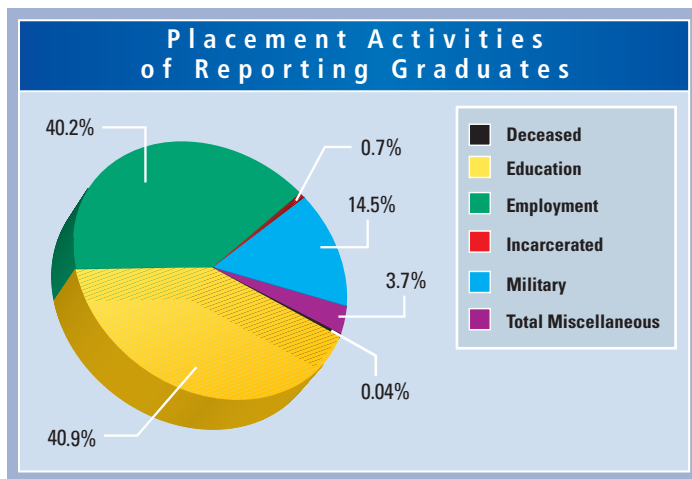


Figure 6. This figure demonstrates the array of general placement activities for the 58% of the reporting Cadets at Month 12 in the Post-Residential classes during this reporting period.

<sup>18</sup> There are Cadets who terminate prior to graduation and have also received their GED and these numbers are not reported.

<sup>19</sup> Six of the Youth ChalleNGe Programs have the ability to award high school diplomas, either through a Memorandum of Agreement with a local high school or because they are designed as a High School, Charter School, or Special School.

<sup>20</sup> Digest of Education Statistics: 2000, <http://nces.ed.gov/programs/digest/d00/>.

<sup>21</sup> The hours of service performed by those who terminated are not included in this count.

<sup>22</sup> The minimum wage in Alaska is \$7.15 per hour. The Alaska Graduates performed 20,099 hours of service.

<sup>23</sup> The programs were unable to locate and identify the activities of 29% (2,051) of the Graduates.

reporting Graduates entering the military by the conclusion of his or her Post-Residential Phase. This decrease in military enlistments is attributed to a combination of an increase in the number of 16-year-olds accepted into the program<sup>24</sup>, assigned delayed entry dates, delays in award of GED credentials, and the loss of the pilot program that provided Tier I status for ChalleNGe Graduates with a GED credential.

## Cost-Benefit Analysis

The assessment of a public program's benefit to the community is an important part of evaluating the National Guard Youth ChalleNGe Program. A typical Cost-Benefit Analysis<sup>25</sup> is not feasible for ChalleNGe, since comparable programs lack key ChalleNGe program attributes and assigning monetary values brings an unacceptable subjectivity to the analysis process. Cost-effectiveness of comparable programs allows for assessment of a range of funded options.

Without assigning monetary values, the following benefits are identified as accruing from the ChalleNGe Program:

- **Higher Lifetime Earnings** – Individuals having attained a GED credential have earnings 27% higher than those without<sup>26</sup>.
- **Lower Rate of Encounters with the Judicial System** – Fifty percent of incarcerated adults do not have a high school diploma or a GED<sup>27</sup>. The eight core components of the ChalleNGe Program provide the groundwork for responsible citizenship and social responsibility, which infer a lower incarceration rate for ChalleNGe Graduates reaching adulthood than their non-high school graduate cohorts.
- **Benefits Accruing from Service to the Community** – Communities in the areas surrounding ChalleNGe programs received \$2,896,167 worth of volunteer services from ChalleNGe program participants during the reporting period. This is a conservative figure, as it is calculated on minimum wage, and some services would have cost considerably more if paid employees or contractors provided them.

14

## Cost-Effectiveness Analysis

A program is cost-effective if, on the basis of analysis of competing alternatives, it is determined to have the lowest costs for a given amount of benefits. Cost-effectiveness analysis is appropriate whenever it is unnecessary or impractical to consider the dollar value of the benefits provided by the alternatives under consideration. This is the case whenever each alternative has the same annual benefits expressed in monetary terms; or each alternative has the same annual affects, and dollar values cannot be assigned to their benefits.

<sup>24</sup> Sixteen-year-olds represented 40% of the Cadets.

<sup>25</sup> Circular No. A-94 Revised (Transmittal Memo No. 64) October 29, 1992, Memorandum for Heads of Executive Departments and Establishments, SUBJECT: Guidelines and Discount Rates for Benefit-Cost Analysis of Federal Programs.

<sup>26</sup> Department of Labor, <http://www.dol.gov/asp/fibre/dropout>.

<sup>27</sup> Bob Bickerton and Jane Brown, *State of the State – Behind Bars: ABE for the Incarcerated*, Winter 2003, <http://www.sabes.org/resources/fieldnotes/vol12/f23bickerton.htm>.

Data is not available to support comparative benefits of youth programs, and while program content and lengths may vary, cost-per-day can be used as a common unit of measurement.

As the graph in Figure 7 indicates, on a cost-per-day basis, the National Guard Youth ChalleNGe Program compares favorably against common alternatives. While the typical high school cost per day is the lowest at \$20.75<sup>28</sup> there is no generalized at-risk nature to the student body. The ChalleNGe Program costs per Cadet over 17 months based on the number of Graduates during this reporting period equates to \$28.72 per day. The Job Corps program reports an average length of stay of 8.1 months and a cost of \$87 per day for an average of \$21,141 per student. Corrections programs and private military-style and residential programs report significantly higher daily rates beginning at \$174 per day for corrections and \$178 and higher for private facilities.

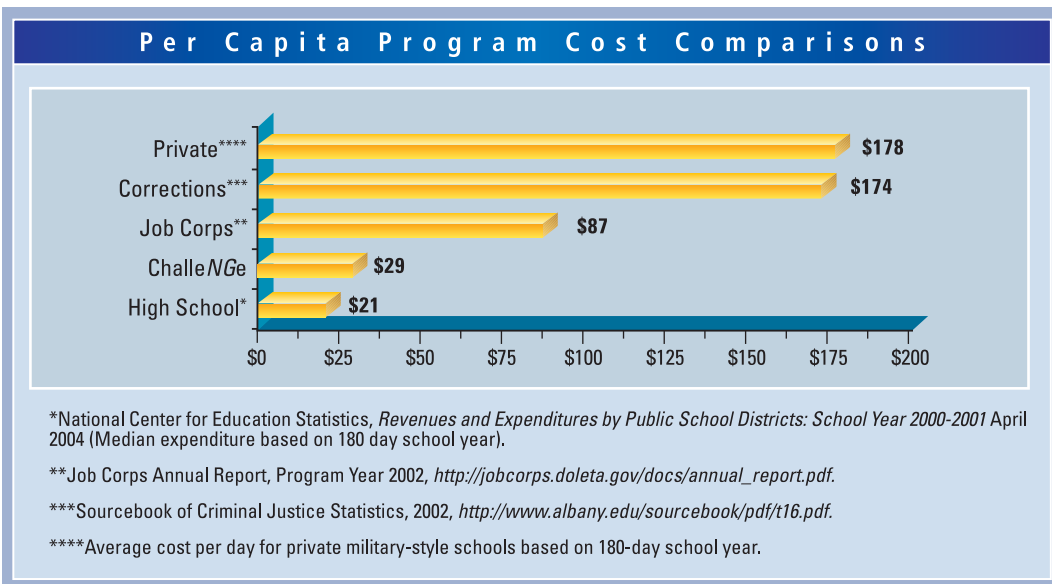


Figure 7. This chart demonstrates the daily cost per capita for ChalleNGe and programs that target a similar population.

### Program Support

Two primary contractors provide essential infrastructure support to NGB and the program sites.

Dare Mighty Things, Inc. (DMT) manages the National ChalleNGe Institute (NCI). The mission of NCI is to equip ChalleNGe leaders and staff with the skills and knowledge to intervene in the lives of at-risk youth and produce responsible, productive citizens. NCI is an authorized provider of the International Association for Continuing Education and Training (IACET), a non-profit association dedicated to quality continuing education and training programs. As a member of IACET, NCI is dedicated to providing superior continuing education and training through research, education, and standard setting.

<sup>28</sup> U.S. Department of Education, National Center for Education Statistics, *Common Core Data, "National Public Education Financial Survey" School year 2002-2003*. Current expenditures include salaries, employee benefits, purchased services, and supplies, but exclude capital outlay, debt service, facilities acquisition and construction, and equipment, <http://nces.ed.gov/ccd/pubs/npefs03/findings.asp>



Each NCI training event features interactive lectures, role-plays and simulations, case studies, and the NCI Master Training Program, in which nationally recognized experts bring cutting-edge research to ChalleNGe staff. Each course is assessed for reaction, learning, and behavior to ensure a quality and effective learning experience. Each training opportunity also provides ample opportunity for peer-to-peer learning and networking. Instructors facilitate the sharing of innovations and promising practices between programs. Beyond the classroom, ChalleNGe program staff can continue to tap into their ChalleNGe staff communities of practice through NCI Online (<http://www.ngycp.org>).

16

NCI conducted three benchmarking studies in FY2005, uncovering promising practices in three core components: leadership/followership, responsible citizenship, and service to the community. Training opportunities in FY2005 included three leadership workshops, eight Basic Courses, nine function-specific courses, two Instructor-training workshops, two Program Director workshops, and an Annual Workshop for senior staff. Real-time classroom teaching was enhanced by distance learning components. Sustained learning was provided through the use of direct and indirect technical assistance.

AOC Solutions, Inc. (AOC) provides a full range of outcome-based operational evaluation and resource management review services for the Youth ChalleNGe Program. AOC-certified Evaluators conducted 29 operational evaluations and 15 resource management reviews during this reporting period. The evaluation process is requirements-based, making use of proprietary AOC data management and reporting tools that improve the accuracy and timeliness of collecting and distributing useful analytics. The evaluation process also provides invaluable anecdotal data to capture the unique essence of each program. Additionally, AOC staff provided data analysis and support for ChalleNGe benchmarking summits and key meetings. AOC also provided 12 evaluation-based training sessions and several briefings in support of the Annual Workshop.

Program assessment support services and the secure data repository for ChalleNGe are also provided by AOC. Planning initiatives at the end of FY2005 focused on providing each program the necessary guidance and support to prepare goal-oriented State Plans that are being used for

the FY2006 operations. AOC budget management and reporting tools, specifically the ChalleNGe Budget Management And Reporting System (BMARS), will allow NGB higher quality of data and access to that data as manual resource management and budget management procedures are replaced by streamlined, electronic processes.

During the next fiscal year, programs are transitioning operations and revising support documentation to provide greater program accountability. Again, AOC budget and resource management support is a critical component. Program evaluation will continue to be based on the five components of the President's Management Agenda in support of the goal-oriented evaluations being developed for FY2006. ([www.aocsolutions.com](http://www.aocsolutions.com) and <https://ngcp.org> – DMARS and BMARS)

The National Guard Youth Foundation is a private non-profit organization founded in 1999 to build on the work of the National Guard Youth ChalleNGe Program. The Foundation is organized and operated for the purpose of supporting at-risk youth who participate in the National Guard Youth ChalleNGe Program. This is to be accomplished by (i) educating the public, the media, the Congress, and others at the state and national level on the positive impact the Youth ChalleNGe Program is having on the lives of at-risk youth; (ii) providing scholarships and higher education assistance for Youth ChalleNGe Program Graduates; (iii) encouraging local officials, civic groups, and individuals to volunteer to serve as Mentors for ChalleNGe Cadets; and (iv) acquainting industry officials with the employment potential of ChalleNGe Graduates and encouraging industry to hire them.

In 2003, the Foundation was awarded a \$4.6 million grant to build and execute a creative campaign to establish national program awareness, and mobilize individuals, groups, and organizations to build and strengthen the character and competence of the Nation's youth. Susan Davis International and its strategic partners, Rose & Kindel, Vollmer PR, Beuerman Miller Fitzgerald, Husk Jennings, Galloway + Robinson, the Roundtree Group, and Charles Ryan Associates, are presently executing this campaign in eight pilot states – Alaska, California, Florida, Georgia, Louisiana, Texas, Virginia, and West Virginia.







# ChalleNGe Programs: A State View

## Alaska

18

The Alaska Military Youth Academy (AMYA) operates both the National Guard Youth ChalleNGe Program and the STARBASE program in the State. The Northwest Association of Accredited Schools accredits the Academy as a Special Purpose School. AMYA offers Cadets the opportunity to earn a High School Diploma from the State of Alaska as a public school, a Governmental entity of the Department of Military and Veteran's Affairs, State of Alaska, and its accreditation plan. In addition to the eight



core component requirements, AMYA offers numerous classes and training opportunities to Cadets including reading club, D&C and academic competitions, adventure-based training, a Cadet-run store, mask making, Certified Nursing Assistant (CNA) training, ETT and Emergency Medical Technician (EMT) certification, Microsoft A+ certification, welding certification, private pilot ground school and flight training, college preparatory course (3 credits), culinary arts certification, industrial arts training, and a military science class. Cadets benefit from vision therapy paid for by Denali Kid Care Insurance. This year, AMYA obtained legislative approval for increased funding for 13 additional staff to support a new platoon of Cadets, significantly increasing the number of at-risk youth it serves.

*This program was awarded the coveted 2005 USO Award for Excellence in Job Skills.*



## ALASKA

### OVERALL PROGRAM STATISTICS

<b>Start Year:</b>	1994	<b>Classes Conducted:</b>	22	<b>Total Graduates:</b>	1,871
<b>Location:</b>	Fort Richardson, Anchorage, AK		<b>Total Credentials Awarded*:</b> 1,251		

\* Credentials = GEDs; HSDs; Equivalency HSDs; Adult HSDs.

### STATE PROFILE

Annual High School Dropout Rate <sup>1</sup> :	10%	<i><sup>1</sup> Source: Anne E. Casey Foundation, Kids Count: <a href="http://www.aecf.org/">http://www.aecf.org/</a>.</i>
Head of Household = High School Dropout <sup>1</sup> :	10%	
Teens Not Attending School Not Working <sup>1</sup> :	13%	
Children in Single Parent Households <sup>1</sup> :	31%	<i><sup>2</sup> Data reported by states to the U.S. Department of Education, National Center for Education Statistics, Common Core of Data (CCD), "National Public Education Financial Survey," 2002-03.</i>
Annual Cost High School <sup>2</sup> :	\$9,870.00	
Annual Cost Juvenile Corrections:	Not Available	<i><sup>3</sup> Bureau of Justice Statistics Special Report, State Prison Expenditures 2001, <a href="http://www.ojp.usdoj.gov/bjs/pub/pdf/spe01.pdf">http://www.ojp.usdoj.gov/bjs/pub/pdf/spe01.pdf</a>.</i>
Annual Cost Adult Corrections <sup>3</sup> :	\$36,730.00	

### REPORTING PERIOD PROGRAM STATISTICS

Residential Classes: 23 & 24		Post-Residential Classes: 21 & 22	
Annual Goal: Target Graduates:	200	Graduates:	192
Actual Graduates:	192	% Placed Month 1:	86%
Service to the Community Hours:	20,099	% Placed Month 12:	93%
Value-Service to Community:	\$143,707.85	% Active Mentor Matches Month 1:	69%
Pool for Academic Credentials:	Pass Pre-GED	% Active Mentor Matches Month 12:	30%
Residential Academic Credentials Awarded:	86	Academic Credentials Months 1-12:	9
% Mentor Matches at Graduation:	100%		

### CLASSES 23 & 24 GRADUATE PROFILES

Age at Entry			Gender		
16	17	18	Male	Female	
49%	42%	9%	77%	23%	
Ethnicity					
American Indian, Alaskan Eskimo	Asian, Pacific Islander	Black, Not Hispanic	Hispanic	Multiracial	White
18%	7%	3%	3%	11%	57%
Average Math TABE			Average Reading TABE		
Incoming		Outgoing	Incoming		Outgoing
8.6		9.8	8.3		9.9

## Arizona

Arizona Project Challenge (AZPC) is one of the original pilot programs that began in 1993. In addition to the eight core component requirements, Cadets are offered the opportunity to participate in various activities including the Photo Team, Video Team, Wright Flight program, Week without Violence program, and RICO (Racketeer Influenced and Corrupt Organizations) retreat. Eligible Cadets obtain nine college credits thru Chandler-Gilbert Community College and trade skills at East Valley Institute of Technology. This year, AZPC Cadets improved academically with



an average of 2.1 grade level improvement in reading and a 2.6 grade level improvement in math. AZPC has extended its three-week Anger Management class into a 16-week Life Coping Skills course. The most significant accomplishment for the program was the kickoff of its \$5.5 million capital campaign, raising approximately 50% of its goal.

*This program was awarded the coveted 2005 USO LTG Herbert R. Temple Award for Excellence in Leadership.*

## ARIZONA

### OVERALL PROGRAM STATISTICS

<b>Start Year:</b>	1993	<b>Classes Conducted:</b>	22	<b>Total Graduates:</b>	1,998
<b>Location:</b>	Queen Creek, AZ			<b>Total Credentials Awarded*:</b>	1,516

\* Credentials = GEDs; HSDs; Equivalency HSDs; Adult HSDs.

### STATE PROFILE

Annual High School Dropout Rate <sup>1</sup> :	1%	<sup>1</sup> Source: Anne E. Casey Foundation, Kids Count: <a href="http://www.aecf.org/">http://www.aecf.org/</a> .
Head of Household = High School Dropout <sup>1</sup> :	22%	
Teens Not Attending School Not Working <sup>1</sup> :	11%	<sup>2</sup> Data reported by states to the U.S. Department of Education, National Center for Education Statistics, Common Core of Data (CCD), "National Public Education Financial Survey," 2002-03.
Children in Single Parent Households <sup>1</sup> :	34%	
Annual Cost High School <sup>2</sup> :	\$6,282.00	
Annual Cost Juvenile Corrections:	\$82,125.00	<sup>3</sup> Bureau of Justice Statistics Special Report, State Prison Expenditures 2001, <a href="http://www.ojp.usdoj.gov/bjs/pub/pdf/spe01.pdf">http://www.ojp.usdoj.gov/bjs/pub/pdf/spe01.pdf</a> .
Annual Cost Adult Corrections <sup>3</sup> :	\$22,476.00	

### REPORTING PERIOD PROGRAM STATISTICS

Residential Classes: 23 & 24		Post-Residential Classes: 21 & 22	
Annual Goal: Target Graduates:	224	Graduates:	182
Actual Graduates:	165	% Placed Month 1:	79%
Service to the Community Hours:	12,715	% Placed Month 12:	82%
Value-Service to Community:	\$65,482.25	% Active Mentor Matches Month 1:	58%
Pool for Academic Credentials:	Pass Pre-GED	% Active Mentor Matches Month 12:	3%
Residential Academic Credentials Awarded:	111	Academic Credentials Months 1-12:	3
% Mentor Matches at Graduation:	70%		

### CLASSES 23 & 24 GRADUATE PROFILES

Age at Entry			Gender		
16	17	18	Male	Female	
57%	48%	11%	75%	25%	
Ethnicity					
American Indian, Alaskan Eskimo	Asian, Pacific Islander	Black, Not Hispanic	Hispanic	Multiracial	White
13%	1%	5%	34%	7%	40%
Average Math TABE			Average Reading TABE		
Incoming		Outgoing	Incoming		Outgoing
7.4		10.0	7.2		9.3

# Arkansas

The Arkansas National Guard Youth Challenge Academy (ARYCA) was established as a pilot program in 1993. In addition to the eight core component requirements, ARYCA offers Cadets a variety of training opportunities and classes including Steven Covey's course entitled "Seven Habits of Highly Successful Teens," ACT-ASVAB preparation testing, smoking cessation classes, World of Work Program (goal setting, resume writing, job interview techniques and procedures, job shadowing, job search, and job placement), etiquette training, and the opportunity to earn college hour credits. One of ARYCA's primary goals is to place each Graduate in a position to achieve their written stated goals by graduation. During the past year, ARYCA placed 83% of its Graduates into career goals of employment, higher education, continued education, or the military by graduation day. Forty-six Graduates from the past year enrolled in college or Vocational-Technical training to obtain higher education credits.



## ARKANSAS

### OVERALL PROGRAM STATISTICS

<b>Start Year:</b>	1993	<b>Classes Conducted:</b>	23	<b>Total Graduates:</b>	1,967
<b>Location:</b>	Camp Robinson, N Little Rock, AR		<b>Total Credentials Awarded*:</b> 1,237		

\* Credentials = GEDs; HSDs; Equivalency HSDs; Adult HSDs.

### STATE PROFILE

Annual High School Dropout Rate <sup>1</sup> :	6%	<sup>1</sup> Source: Anne E. Casey Foundation, Kids Count: <a href="http://www.aecf.org/">http://www.aecf.org/</a> . <sup>2</sup> Data reported by states to the U.S. Department of Education, National Center for Education Statistics, Common Core of Data (CCD), "National Public Education Financial Survey," 2002-03. <sup>3</sup> Bureau of Justice Statistics Special Report, State Prison Expenditures 2001, <a href="http://www.ojp.usdoj.gov/bjs/pub/pdf/spe01.pdf">http://www.ojp.usdoj.gov/bjs/pub/pdf/spe01.pdf</a> .
Head of Household = High School Dropout <sup>1</sup> :	17%	
Teens Not Attending School Not Working <sup>1</sup> :	9%	
Children in Single Parent Households <sup>1</sup> :	33%	
Annual Cost High School <sup>2</sup> :	\$6,482.00	
Annual Cost Juvenile Corrections:	Not Available	
Annual Cost Adult Corrections <sup>3</sup> :	\$15,619.00	

### REPORTING PERIOD PROGRAM STATISTICS

Residential Classes: 23 & 24		Post-Residential Classes: 21 & 22	
Annual Goal: Target Graduates:	200	Graduates:	181
Actual Graduates:	153	% Placed Month 1:	83%
Service to the Community Hours:	15,149	% Placed Month 12:	78%
Value-Service to Community:	\$78,017.35	% Active Mentor Matches Month 1:	97%
Pool for Academic Credentials:	Pass Pre-GED	% Active Mentor Matches Month 12:	81%
Residential Academic Credentials Awarded:	103	Academic Credentials Months 1-12:	3
% Mentor Matches at Graduation:	100%		

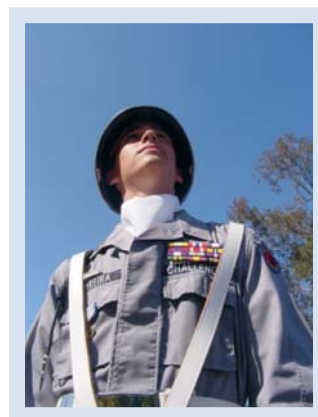
(continued on next page)

## ARKANSAS (continued)

CLASSES 23 & 24 GRADUATE PROFILES					
Age at Entry			Gender		
16	17	18	Male	Female	
55%	36%	9%	78%	22%	
Ethnicity					
American Indian, Alaskan Eskimo	Asian, Pacific Islander	Black, Not Hispanic	Hispanic	Multiracial	White
2%	1%	18%	4%	0%	76%
		Average Math TABE		Average Reading TABE	
		Incoming	Outgoing	Incoming	Outgoing
		7.3	9.2	8.6	10.7

## California

The California Grizzly Youth Academy (GYA) is a California Public Charter High School accredited by the Western Association of Schools and Colleges. The program offers Cadets the opportunity to earn a Grizzly Challenge Charter High School Diploma by the authority of the San Luis Obispo County Office of Education and the State of California. In addition to the eight core component requirements, GYA Cadets received training and instruction in first aid, public speaking/speech, consumer economics, computer instruction, special education/Individual Education Plan (IEP) services, and High Point reading (for English learners). Additional activities include field trips to John Steinbeck Museum, Santa Barbara Natural History Museum, Cuesta Community College,



California Polytechnic College, and the Hearst Castle; smoking cessation ("Kick Butts") and Narcotics Anonymous; peer education; team building exercises ("Getting to Know You"); job shadowing; etiquette instruction; and guest speakers. Between July 2004 and June 2005, GYA graduated 206 young men and women who performed 12,597 hours of service to the community. The Academy is proud to note that of the 206 Graduates, 59 received their High School Diploma, 51 were awarded their GED, and 4 passed the California High School Proficiency Exam despite the fact that applicants who meet the basic criteria for entrance are accepted into the program regardless of their academic abilities. Students accepted into the Academy include students with IEPs, learning disabilities, and those who speak English as a second language. The Academy Teachers and staff were instrumental in the awarding of over 10,300 credit hours to these deserving students during the year.

*This program was awarded the coveted 2005 USO Award for the Best All-Around Program.*

## CALIFORNIA

### OVERALL PROGRAM STATISTICS

<b>Start Year:</b>	1998	<b>Classes Conducted:</b>	13	<b>Total Graduates:</b>	1,463
<b>Location:</b>	Camp San Luis Obispo, CA		<b>Total Credentials Awarded*:</b> 663		

\* Credentials = GEDs; HSDs; Equivalency HSDs; Adult HSDs.

### STATE PROFILE

Annual High School Dropout Rate <sup>1</sup> :	7%	<sup>1</sup> Source: Anne E. Casey Foundation, Kids Count: <a href="http://www.aecf.org/">http://www.aecf.org/</a> . <sup>2</sup> Data reported by states to the U.S. Department of Education, National Center for Education Statistics, Common Core of Data (CCD), "National Public Education Financial Survey," 2002-03. <sup>3</sup> California Ward Per Capita Cost Fiscal Year 2002/03 <sup>4</sup> Bureau of Justice Statistics Special Report, State Prison Expenditures 2001, <a href="http://www.ojp.usdoj.gov/bjs/pub/pdf/spe01.pdf">http://www.ojp.usdoj.gov/bjs/pub/pdf/spe01.pdf</a> .
Head of Household = High School Dropout <sup>1</sup> :	26%	
Teens Not Attending School Not Working <sup>1</sup> :	8%	
Children in Single Parent Households <sup>1</sup> :	29%	
Annual Cost High School <sup>2</sup> :	\$7,552.00	
Annual Cost Juvenile Corrections <sup>3</sup> :	\$49,200.00	
Annual Cost Adult Corrections <sup>4</sup> :	\$25,053.00	

### REPORTING PERIOD PROGRAM STATISTICS

Residential Classes: 23 & 24		Post-Residential Classes: 21 & 22	
Annual Goal: Target Graduates:	212	Graduates:	204
Actual Graduates:	206	% Placed Month 1:	90%
Service to the Community Hours:	12,597	% Placed Month 12:	85%
Value-Service to Community:	\$64,874.55	% Active Mentor Matches Month 1:	59%
Pool for Academic Credentials:	Pass Pre-GED	% Active Mentor Matches Month 12:	54%
Residential Academic Credentials Awarded:	94	Academic Credentials Months 1-12:	3
% Mentor Matches at Graduation:	96%		

### CLASSES 23 & 24 GRADUATE PROFILES

Age at Entry			Gender		
16	17	18	Male	Female	
53%	37%	10%	72%	28%	
Ethnicity					
American Indian, Alaskan Eskimo	Asian, Pacific Islander	Black, Not Hispanic	Hispanic	Multiracial	White
1%	3%	16%	54%	3%	22%
Average Math TABE			Average Reading TABE		
Incoming		Outgoing	Incoming		Outgoing
7.6		8.6	7.9		9.0

## Florida

The Florida Youth Challenge Academy (FLYCA) participates in the GED Exit Option High School Program accredited by the Florida Department of Education. Cadets have the opportunity to earn a standard State of Florida High School Diploma upon successful passing of all five GED tests and the Florida Comprehensive Aptitude Test, and a State of Florida Adult Diploma upon successful passing of all five GED tests, under the



authority of the Florida Department of Education and Clay County School District. In addition to the eight core component requirements, FLYCA provides Cadets with classes and training opportunities including computer repair, vocational education, small engine repairs, Green House, and drug education (Night Vision). This past year, the program exceeded its target graduation rate by 26 Cadets, and increased from three platoons to four platoons.

## FLORIDA

### OVERALL PROGRAM STATISTICS

<b>Start Year:</b>	2001	<b>Classes Conducted:</b>	7	<b>Total Graduates:</b>	929
<b>Location:</b>	Camp Blanding, Starke, FL		<b>Total Credentials Awarded*:</b> 429		

\* Credentials = GEDs; HSDs; Equivalency HSDs; Adult HSDs.

### STATE PROFILE

Annual High School Dropout Rate <sup>1</sup> :	8%	<sup>1</sup> Source: Anne E. Casey Foundation, Kids Count: <a href="http://www.aecf.org/">http://www.aecf.org/</a> .
Head of Household = High School Dropout <sup>1</sup> :	17%	
Teens Not Attending School Not Working <sup>1</sup> :	8%	<sup>2</sup> Data reported by states to the U.S. Department of Education, National Center for Education Statistics, Common Core of Data (CCD), "National Public Education Financial Survey," 2002-03.
Children in Single Parent Households <sup>1</sup> :	36%	
Annual Cost High School <sup>2</sup> :	\$6,439.00	<sup>3</sup> Bureau of Justice Statistics Special Report, State Prison Expenditures 2001, <a href="http://www.ojp.usdoj.gov/bjs/pub/pdf/spe01.pdf">http://www.ojp.usdoj.gov/bjs/pub/pdf/spe01.pdf</a> .
Annual Cost Juvenile Corrections:	Not Available	
Annual Cost Adult Corrections <sup>3</sup> :	\$20,190.00	

### REPORTING PERIOD PROGRAM STATISTICS

Residential Classes: 23 & 24		Post-Residential Classes: 21 & 22	
Annual Goal: Target Graduates:	220	Graduates:	227
Actual Graduates:	246	% Placed Month 1:	77%
Service to the Community Hours:	28,507	% Placed Month 12:	72%
Value-Service to Community:	\$146,811.05	% Active Mentor Matches Month 1:	88%
Pool for Academic Credentials:	Pass Pre-GED	% Active Mentor Matches Month 12:	46%
Residential Academic Credentials Awarded:	172	Academic Credentials Months 1-12:	0
% Mentor Matches at Graduation:	100%		

### CLASSES 23 & 24 GRADUATE PROFILES

Age at Entry			Gender		
16	17	18	Male	Female	
38%	54%	8%	69%	31%	
Ethnicity					
American Indian, Alaskan Eskimo	Asian, Pacific Islander	Black, Not Hispanic	Hispanic	Multiracial	White
1%	0%	32%	17%	4%	46%
Average Math TABE			Average Reading TABE		
Incoming		Outgoing	Incoming		Outgoing
8.0		8.7	8.5		10.2

## Georgia

Georgia operates two ChalleNGe programs. The Georgia-Fort Gordon Youth ChalleNGe Academy offers its Cadets the opportunity to earn a Richard Arnold Adult High School Diploma by authority of the Savannah-Chatham County School Board. Aside from the eight core component requirements,



eligible Cadets receive technical certification in a Customer Service Specialist Course and a Construction Worker Course, in addition to a Commercial Drivers License (CDL) with all endorsements upon successful completion of the CDL course and certain transferable college credit classes. This year the program exceeded its target graduation by 27% (254 Graduates) despite only being funded for 200 Cadets per year. The GED rate for the last class was 84%, the program's best effort to date. Staff training, loyalty, and personal commitment to helping at-risk youth continue to ensure outstanding results across the board.



## GEORGIA-FORT GORDON

### OVERALL PROGRAM STATISTICS

<b>Start Year:</b>	2000	<b>Classes Conducted:</b>	9	<b>Total Graduates:</b>	1,308
<b>Location:</b>	Fort Gordon, GA			<b>Total Credentials Awarded*:</b>	1,047

\* Credentials = GEDs; HSDs; Equivalency HSDs; Adult HSDs.

### STATE PROFILE

Annual High School Dropout Rate <sup>1</sup> :	11%	<sup>1</sup> Source: Anne E. Casey Foundation, Kids Count: <a href="http://www.aecf.org/">http://www.aecf.org/</a> .
Head of Household = High School Dropout <sup>1</sup> :	17%	
Teens Not Attending School Not Working <sup>1</sup> :	11%	
Children in Single Parent Households <sup>1</sup> :	33%	<sup>2</sup> Data reported by states to the U.S. Department of Education, National Center for Education Statistics, Common Core of Data (CCD), "National Public Education Financial Survey," 2002-03.
Annual Cost High School <sup>2</sup> :	\$7,774.00	
Annual Cost Juvenile Corrections:	\$69,616.00	<sup>3</sup> Bureau of Justice Statistics Special Report, State Prison Expenditures 2001, <a href="http://www.ojp.usdoj.gov/bjs/pub/pdf/spe01.pdf">http://www.ojp.usdoj.gov/bjs/pub/pdf/spe01.pdf</a> .
Annual Cost Adult Corrections <sup>3</sup> :	\$19,860.00	

### REPORTING PERIOD PROGRAM STATISTICS

Residential Classes: 23 & 24		Post-Residential Classes: 21 & 22	
Annual Goal: Target Graduates:	200	Graduates:	276
Actual Graduates:	254	% Placed Month 1:	76%
Service to the Community Hours:	15,731	% Placed Month 12:	69%
Value-Service to Community:	\$81,014.65	% Active Mentor Matches Month 1:	41%
Pool for Academic Credentials:	Pass Pre-GED	% Active Mentor Matches Month 12:	6%
Residential Academic Credentials Awarded:	205	Academic Credentials Months 1-12:	5
% Mentor Matches at Graduation:	98%		

### CLASSES 23 & 24 GRADUATE PROFILES

Age at Entry			Gender		
16	17	18	Male	Female	
37%	44%	19%	72%	28%	
Ethnicity					
American Indian, Alaskan Eskimo	Asian, Pacific Islander	Black, Not Hispanic	Hispanic	Multiracial	White
0%	0%	52%	4%	2%	42%
Average Math TABE			Average Reading TABE		
Incoming		Outgoing	Incoming		Outgoing
8.2		10.5	7.0		8.9



The Georgia-Fort Stewart Youth Challenge Academy is designated as an Adult Education program by the Georgia Department of Education. Graduates who pass the GED and successfully complete the Residential Phase are awarded an Adult High School Diploma from the Richard Arnold Adult Education Center, Savannah-Chatham County School Board. Early in each class the program emphasizes teaming with the parents, Cadets, and program staff, facilitating success throughout the program and solidifying placements following graduation.



## GEORGIA-FORT STEWART

### OVERALL PROGRAM STATISTICS

<b>Start Year:</b>	1993	<b>Classes Conducted:</b>	23	<b>Total Graduates:</b>	4,520
<b>Location:</b>	Fort Stewart, GA		<b>Total Credentials Awarded*:</b> 3,454		

\* Credentials = GEDs; HSDs; Equivalency HSDs; Adult HSDs.

### STATE PROFILE

Annual High School Dropout Rate <sup>1</sup> :	11%	<sup>1</sup> Source: Anne E. Casey Foundation, Kids Count: <a href="http://www.aecf.org/">http://www.aecf.org/</a> .
Head of Household = High School Dropout <sup>1</sup> :	17%	
Teens Not Attending School Not Working <sup>1</sup> :	11%	<sup>2</sup> Data reported by states to the U.S. Department of Education, National Center for Education Statistics, Common Core of Data (CCD), "National Public Education Financial Survey," 2002-03.
Children in Single Parent Households <sup>1</sup> :	33%	
Annual Cost High School <sup>2</sup> :	\$7,774.00	<sup>3</sup> Bureau of Justice Statistics Special Report, State Prison Expenditures 2001, <a href="http://www.ojp.usdoj.gov/bjs/pub/pdf/spe01.pdf">http://www.ojp.usdoj.gov/bjs/pub/pdf/spe01.pdf</a> .
Annual Cost Juvenile Corrections:	\$69,616.00	
Annual Cost Adult Corrections <sup>3</sup> :	\$19,860.00	

### REPORTING PERIOD PROGRAM STATISTICS

Residential Classes: 23 & 24		Post-Residential Classes: 21 & 22	
Annual Goal: Target Graduates:	400	Graduates:	444
Actual Graduates:	424	% Placed Month 1:	30%
Service to the Community Hours:	27,574	% Placed Month 12:	32%
Value-Service to Community:	\$142,006.10	% Active Mentor Matches Month 1:	43%
Pool for Academic Credentials:	Pass Pre-GED	% Active Mentor Matches Month 12:	11%
Residential Academic Credentials Awarded:	315	Academic Credentials Months 1-12:	0
% Mentor Matches at Graduation:	99%		

### CLASSES 23 & 24 GRADUATE PROFILES

Age at Entry			Gender		
16	17	18	Male	Female	
42%	43%	15%	83%	17%	
Ethnicity					
American Indian, Alaskan Eskimo	Asian, Pacific Islander	Black, Not Hispanic	Hispanic	Multiracial	White
0%	0%	54%	2%	4%	40%
Average Math TABE			Average Reading TABE		
Incoming		Outgoing	Incoming		Outgoing
7.3		10.0	8.3		10.9

# Hawaii

The Hawaii National Guard Youth Challenge Academy, in partnership with Waipahu Community School for Adults under the State Department of Education, uses the academic curriculum approved by the Adult School and issues High School Diplomas to qualifying Cadets. The Western Association of Secondary Schools accredits the Adult School. Post-Residential placements of Graduates increased by 65% during this reporting year.



## HAWAII

### OVERALL PROGRAM STATISTICS

<b>Start Year:</b>	1994	<b>Classes Conducted:</b>	21	<b>Total Graduates:</b>	1,822
<b>Location:</b>	Kapolei, HI			<b>Total Credentials Awarded*:</b>	1,162

\* Credentials = GEDs; HSDs; Equivalency HSDs; Adult HSDs.

### STATE PROFILE

Annual High School Dropout Rate <sup>1</sup> :	5%	<sup>1</sup> Source: Anne E. Casey Foundation, Kids Count: <a href="http://www.aecf.org/">http://www.aecf.org/</a> .
Head of Household = High School Dropout <sup>1</sup> :	11%	
Teens Not Attending School Not Working <sup>1</sup> :	13%	<sup>2</sup> Data reported by states to the U.S. Department of Education, National Center for Education Statistics, Common Core of Data (CCD), "National Public Education Financial Survey," 2002-03.
Children in Single Parent Households <sup>1</sup> :	30%	
Annual Cost High School <sup>2</sup> :	\$8,100.00	
Annual Cost Juvenile Corrections:	Not Available	<sup>3</sup> Bureau of Justice Statistics Special Report, State Prison Expenditures 2001, <a href="http://www.ojp.usdoj.gov/bjs/pub/pdf/spe01.pdf">http://www.ojp.usdoj.gov/bjs/pub/pdf/spe01.pdf</a> .
Annual Cost Adult Corrections <sup>3</sup> :	\$21,637.00	

### REPORTING PERIOD PROGRAM STATISTICS

Residential Classes: 23 & 24		Post-Residential Classes: 21 & 22	
Annual Goal: Target Graduates:	200	Graduates:	207
Actual Graduates:	180	% Placed Month 1:	43%
Service to the Community Hours:	12,844	% Placed Month 12:	78%
Value-Service to Community:	\$66,146.60	% Active Mentor Matches Month 1:	54%
Pool for Academic Credentials:	All	% Active Mentor Matches Month 12:	20%
Residential Academic Credentials Awarded:	95	Academic Credentials Months 1-12:	0
% Mentor Matches at Graduation:	98%		

### CLASSES 23 & 24 GRADUATE PROFILES

Age at Entry			Gender		
16	17	18	Male	Female	
45%	45%	10%	67%	33%	
Ethnicity					
American Indian, Alaskan Eskimo	Asian, Pacific Islander	Black, Not Hispanic	Hispanic	Multiracial	White
18%	57%	6%	6%	2%	11%
Average Math TABE			Average Reading TABE		
Incoming		Outgoing	Incoming		Outgoing
7.2		9.2	7.5		9.2

## Illinois

The Illinois Lincoln's ChalLeNGe Academy (LCA) is one of the ten pilot programs that started in 1993. The program provides an English 101 class allowing Cadets to obtain three college credits. LCA enjoys the benefits of a 501(c)(3) through Friends of Lincoln's ChalLeNGe (a Parent Association). A T-drive was developed that improves access to tools for counseling/standardization and training of new staff.



### ILLINOIS

#### OVERALL PROGRAM STATISTICS

<b>Start Year:</b>	1993	<b>Classes Conducted:</b>	23	<b>Total Graduates:</b>	8,136
<b>Location:</b>	Rantoul, IL			<b>Total Credentials Awarded*:</b>	5,634

\* Credentials = GEDs; HSDs; Equivalency HSDs; Adult HSDs.

#### STATE PROFILE

Annual High School Dropout Rate <sup>1</sup> :	8%	<sup>1</sup> Source: Anne E. Casey Foundation, Kids Count: <a href="http://www.aecf.org/">http://www.aecf.org/</a> .
Head of Household = High School Dropout <sup>1</sup> :	15%	
Teens Not Attending School Not Working <sup>1</sup> :	8%	<sup>2</sup> Data reported by states to the U.S. Department of Education, National Center for Education Statistics, Common Core of Data (CCD), "National Public Education Financial Survey," 2002-03.
Children in Single Parent Households <sup>1</sup> :	29%	
Annual Cost High School <sup>2</sup> :	\$8,287.00	<sup>3</sup> Bureau of Justice Statistics Special Report, State Prison Expenditures 2001, <a href="http://www.ojp.usdoj.gov/bjs/pub/pdf/spe01.pdf">http://www.ojp.usdoj.gov/bjs/pub/pdf/spe01.pdf</a> .
Annual Cost Juvenile Corrections:	Not Available	
Annual Cost Adult Corrections <sup>3</sup> :	\$21,844.00	

#### REPORTING PERIOD PROGRAM STATISTICS

Residential Classes: 23 & 24		Post-Residential Classes: 21 & 22	
Annual Goal: Target Graduates:	675	Graduates:	785
Actual Graduates:	618	% Placed Month 1:	62%
Service to the Community Hours:	32,400	% Placed Month 12:	48%
Value-Service to Community:	\$166,860.00	% Active Mentor Matches Month 1:	68%
Pool for Academic Credentials:	All	% Active Mentor Matches Month 12:	26%
Residential Academic Credentials Awarded:	431	Academic Credentials Months 1-12:	290*
% Mentor Matches at Graduation:	100%	* 290 credentials in Class 21 earned in the Residential Phase, but not reported until the Post-Residential Phase.	

#### CLASSES 23 & 24 GRADUATE PROFILES

Age at Entry			Gender		
16	17	18	Male	Female	
45%	43%	12%	80%	20%	
Ethnicity					
American Indian, Alaskan Eskimo	Asian, Pacific Islander	Black, Not Hispanic	Hispanic	Multiracial	White
0%	1%	53%	18%	3%	25%
Average Math TABE			Average Reading TABE		
Incoming		Outgoing	Incoming		Outgoing
7.3		8.9	8.4		8.8

# Kentucky

The Kentucky Bluegrass Challenge Academy (BCA) provides Cadets a variety of classes and training opportunities in addition to the eight core component requirements to enhance the Cadets' learning experience. Opportunities include trades exposure in carpentry, electricity, plumbing, small engine repair, computer repair, heating ventilation and air conditioning (HVAC), and medical training. This year, BCA achieved 97.5% of its target graduation rate. The program has identified new concepts for filling classes and is developing a new methodology for marketing Challenge throughout Kentucky. BCA's Public Relations efforts are beginning to pay dividends through its celebrity spokesperson and speaking opportunities.



## KENTUCKY

### OVERALL PROGRAM STATISTICS

<b>Start Year:</b>	1999	<b>Classes Conducted:</b>	11	<b>Total Graduates:</b>	941
<b>Location:</b>	Fort Knox, KY			<b>Total Credentials Awarded*:</b>	524

\* Credentials = GEDs; HSDs; Equivalency HSDs; Adult HSDs.

### STATE PROFILE

Annual High School Dropout Rate <sup>1</sup> :	9%	<sup>1</sup> Source: Anne E. Casey Foundation, Kids Count: <a href="http://www.aecf.org/">http://www.aecf.org/</a> .
Head of Household = High School Dropout <sup>1</sup> :	15%	
Teens Not Attending School Not Working <sup>1</sup> :	12%	<sup>2</sup> Data reported by states to the U.S. Department of Education, National Center for Education Statistics, Common Core of Data (CCD), "National Public Education Financial Survey," 2002-03.
Children in Single Parent Households <sup>1</sup> :	24%	
Annual Cost High School <sup>2</sup> :	\$6,661.00	<sup>3</sup> Kentucky Department of Juvenile Justice
Annual Cost Juvenile Corrections <sup>3</sup> :	\$86,775.00	<sup>4</sup> Bureau of Justice Statistics Special Report, State Prison Expenditures 2001, <a href="http://www.ojp.usdoj.gov/bjs/pub/pdf/spe01.pdf">http://www.ojp.usdoj.gov/bjs/pub/pdf/spe01.pdf</a> .
Annual Cost Adult Corrections <sup>4</sup> :	\$17,818.00	

### REPORTING PERIOD PROGRAM STATISTICS

Residential Classes: 23 & 24		Post-Residential Classes: 21 & 22	
Annual Goal: Target Graduates:	200	Graduates:	160
Actual Graduates:	195	% Placed Month 1:	76%
Service to the Community Hours:	16,093	% Placed Month 12:	93%
Value-Service to Community:	\$82,878.95	% Active Mentor Matches Month 1:	86%
Pool for Academic Credentials:	Pass Pre-GED	% Active Mentor Matches Month 12:	33%
Residential Academic Credentials Awarded:	117	Academic Credentials Months 1-12:	3
% Mentor Matches at Graduation:	99%		

### CLASSES 23 & 24 GRADUATE PROFILES

Age at Entry			Gender		
16	17	18	Male	Female	
49%	38%	13%	75%	23%	
Ethnicity					
American Indian, Alaskan Eskimo	Asian, Pacific Islander	Black, Not Hispanic	Hispanic	Multiracial	White
0%	0%	19%	3%	4%	74%
Average Math TABE			Average Reading TABE		
Incoming	Outgoing		Incoming	Outgoing	
5.8	8.1		6.2	8.3	



## Louisiana

Louisiana enjoys having three ChalleNGe programs located at Camp Beauregard, Camp Minden, and Gillis Long. The Louisiana Youth ChalleNGe Programs are a Non-Public Alternative School under accreditation by the Louisiana State Board of Elementary and Secondary Education. All three programs have experienced positive growth in accepting additional applicants. Quality operations continue despite soldiers being deployed and the State mobilizing additional staff in support of Hurricane Katrina/Rita operations. These employee shortages caused the remaining staff to assume duties out of the realm of their normal responsibilities, stepping up to the challenge to serve at-risk youth. Many Cadets assisted in hundreds of hours of service to the community during hurricane relief efforts.



### LOUISIANA-CAMP BEAUREGARD

#### OVERALL PROGRAM STATISTICS

<b>Start Year:</b>	1993	<b>Classes Conducted:</b>	23	<b>Total Graduates:</b>	4,147
<b>Location:</b>	Camp Beauregard, Pineville, LA			<b>Total Credentials Awarded*:</b>	2,372

\* Credentials = GEDs; HSDs; Equivalency HSDs; Adult HSDs.

#### STATE PROFILE

Annual High School Dropout Rate <sup>1</sup> :	12%	<sup>1</sup> Source: Anne E. Casey Foundation, Kids Count: <a href="http://www.aecf.org/">http://www.aecf.org/</a> .
Head of Household = High School Dropout <sup>1</sup> :	20%	
Teens Not Attending School Not Working <sup>1</sup> :	14%	
Children in Single Parent Households <sup>1</sup> :	41%	
Annual Cost High School <sup>2</sup> :	\$6,922.00	<sup>2</sup> Data reported by states to the U.S. Department of Education, National Center for Education Statistics, Common Core of Data (CCD), "National Public Education Financial Survey," 2002-03.
Annual Cost Juvenile Corrections <sup>3</sup> :	\$67,799.00	
Annual Cost Adult Corrections <sup>4</sup> :	\$12,951.00	<sup>3</sup> Louisiana Juvenile Justice Key Facts and Figures <sup>4</sup> Bureau of Justice Statistics Special Report, State Prison Expenditures 2001, <a href="http://www.ojp.usdoj.gov/bjs/pub/pdf/spe01.pdf">http://www.ojp.usdoj.gov/bjs/pub/pdf/spe01.pdf</a> .

#### REPORTING PERIOD PROGRAM STATISTICS

Residential Classes: 23 & 24		Post-Residential Classes: 21 & 22	
Annual Goal: Target Graduates:	350	Graduates:	407
Actual Graduates:	340	% Placed Month 1:	86%
Service to the Community Hours:	16,379	% Placed Month 12:	72%
Value-Service to Community:	\$84,351.85	% Active Mentor Matches Month 1:	88%
Pool for Academic Credentials:	Pass Pre-GED	% Active Mentor Matches Month 12:	70%
Residential Academic Credentials Awarded:	173	Academic Credentials Months 1-12:	23
% Mentor Matches at Graduation:	95%		

#### CLASSES 23 & 24 GRADUATE PROFILES

Age at Entry			Gender		
16	17	18	Male	Female	
64%	26%	9%	82%	18%	
Ethnicity					
American Indian, Alaskan Eskimo	Asian, Pacific Islander	Black, Not Hispanic	Hispanic	Multiracial	White
1%	0%	32%	2%	2%	62%
Average Math TABE			Average Reading TABE		
Incoming		Outgoing	Incoming		Outgoing
6.5		10.4	7.3		10.1





## LOUISIANA-CAMP MINDEN

### OVERALL PROGRAM STATISTICS

<b>Start Year:</b>	2002	<b>Classes Conducted:</b>	6	<b>Total Graduates:</b>	716
<b>Location:</b>	Camp Minden, Minden, LA		<b>Total Credentials Awarded*:</b>	349	

\* Credentials = GEDs; HSDs; Equivalency HSDs; Adult HSDs.

### STATE PROFILE

Annual High School Dropout Rate <sup>1</sup> :	12%	<sup>1</sup> Source: Anne E. Casey Foundation, Kids Count: <a href="http://www.aecf.org/">http://www.aecf.org/</a> .
Head of Household = High School Dropout <sup>1</sup> :	20%	<sup>2</sup> Data reported by states to the U.S. Department of Education, National Center for Education Statistics, Common Core of Data (CCD), "National Public Education Financial Survey," 2002-03.
Teens Not Attending School Not Working <sup>1</sup> :	14%	
Children in Single Parent Households <sup>1</sup> :	41%	<sup>3</sup> Louisiana Juvenile Justice Key Facts and Figures
Annual Cost High School <sup>2</sup> :	\$6,922.00	
Annual Cost Juvenile Corrections <sup>3</sup> :	\$67,799.00	<sup>4</sup> Bureau of Justice Statistics Special Report, State Prison Expenditures 2001, <a href="http://www.ojp.usdoj.gov/bjs/pub/pdf/spe01.pdf">http://www.ojp.usdoj.gov/bjs/pub/pdf/spe01.pdf</a> .
Annual Cost Adult Corrections <sup>4</sup> :	\$12,951.00	

### REPORTING PERIOD PROGRAM STATISTICS

Residential Classes: 23 & 24		Post-Residential Classes: 21 & 22	
Annual Goal: Target Graduates:	200	Graduates:	214
Actual Graduates:	221	% Placed Month 1:	68%
Service to the Community Hours:	11,993	% Placed Month 12:	72%
Value-Service to Community:	\$61,763.95	% Active Mentor Matches Month 1:	85%
Pool for Academic Credentials:	Pass Pre-GED	% Active Mentor Matches Month 12:	29%
Residential Academic Credentials Awarded:	138	Academic Credentials Months 1-12:	4
% Mentor Matches at Graduation:	94%		

### CLASSES 23 & 24 GRADUATE PROFILES

Age at Entry			Gender		
16	17	18	Male	Female	
65%	29%	6%	78%	22%	
Ethnicity					
American Indian, Alaskan Eskimo	Asian, Pacific Islander	Black, Not Hispanic	Hispanic	Multiracial	White
3%	0%	24%	1%	2%	70%
Average Math TABE			Average Reading TABE		
Incoming		Outgoing	Incoming		Outgoing
6.6		10.7	7.4		10.5



## LOUISIANA-GILLIS LONG

### OVERALL PROGRAM STATISTICS

<b>Start: Year:</b>	1999	<b>Classes Conducted:</b>	13	<b>Total Graduates:</b>	2,301
<b>Location:</b>	Carville, LA			<b>Total Credentials Awarded*:</b>	1,054

\* Credentials = GEDs; HSDs; Equivalency HSDs; Adult HSDs.

### STATE PROFILE

Annual High School Dropout Rate <sup>1</sup> :	12%	<sup>1</sup> Source: Anne E. Casey Foundation, Kids Count: <a href="http://www.aecf.org/">http://www.aecf.org/</a> .
Head of Household = High School Dropout <sup>1</sup> :	20%	<sup>2</sup> Data reported by states to the U.S. Department of Education, National Center for Education Statistics, Common Core of Data (CCD), "National Public Education Financial Survey," 2002-03.
Teens Not Attending School Not Working <sup>1</sup> :	14%	
Children in Single Parent Households <sup>1</sup> :	41%	<sup>3</sup> Louisiana Juvenile Justice Key Facts and Figures.
Annual Cost High School <sup>2</sup> :	\$6,922.00	
Annual Cost Juvenile Corrections <sup>3</sup> :	\$67,799.00	<sup>4</sup> Bureau of Justice Statistics Special Report, State Prison Expenditures 2001, <a href="http://www.ojp.usdoj.gov/bjs/pub/pdf/spe01.pdf">http://www.ojp.usdoj.gov/bjs/pub/pdf/spe01.pdf</a>
Annual Cost Adult Corrections <sup>4</sup> :	\$12,951.00	

### REPORTING PERIOD PROGRAM STATISTICS

Residential Classes: 23 & 24		Post-Residential Classes: 21 & 22	
Annual Goal: Target Graduates:	350	Graduates:	331
Actual Graduates:	380	% Placed Month 1:	93%
Service to the Community Hours:	17,445	% Placed Month 12:	89%
Value-Service to Community:	\$89,841.75	% Active Mentor Matches Month 1:	96%
Pool for Academic Credentials:	Pass Pre-GED	% Active Mentor Matches Month 12:	82%
Residential Academic Credentials Awarded:	182	Academic Credentials Months 1-12:	18
% Mentor Matches at Graduation:	100%		

### CLASSES 23 & 24 GRADUATE PROFILES

Age at Entry			Gender		
16	17	18	Male	Female	
63%	29%	8%	79%	21%	
Ethnicity					
American Indian, Alaskan Eskimo	Asian, Pacific Islander	Black, Not Hispanic	Hispanic	Multiracial	White
1%	0%	32%	2%	8%	56%
Average Math TABE			Average Reading TABE		
Incoming		Outgoing	Incoming		Outgoing
6.6		9.4	7.4		9.9

## Maryland

The Maryland Freestate ChalleNGe Academy (FCA) is one of the ten pilot programs that started in 1993. In addition to the eight core component requirements, selected Cadets attend the "Silver Wings for Youth" program where they learn the principles of aviation and aerodynamics. This is a four-hour instructional period conducted on four weekends during each class. At the conclusion of the program, each Cadet participates in an assisted flight in a single engine airplane, culminating



in the awarding of the Silver Wings badge that is proudly worn on the Cadet uniform for the remainder of the class cycle. FCA Cadets performed a variety of service to the community projects. Cadets assisted at the National Flag Day Foundation at the annual Living American Flag project at Fort McHenry National Monument and Historic Shrine where the United States Flag is formed by thousands of elementary school children from throughout the State of Maryland. Cadets gathered and assembled educational packets for pre-school children in Mississippi who were displaced by Hurricane Katrina, and sent these packets to the Cadets of the Mississippi ChalleNGe program who will distribute the packets. FCA was awarded the Governor's Volunteer Certificate for the second consecutive year and was honored by the Baltimore Ravens football team for this achievement at the opening day game of the 2005 NFL season.

### MARYLAND

#### OVERALL PROGRAM STATISTICS

<b>Start Year:</b>	1993	<b>Classes Conducted:</b>	23	<b>Total Graduates:</b>	2,042
<b>Location:</b>	Aberdeen Proving Grounds, MD			<b>Total Credentials Awarded*:</b>	1,196

\* Credentials = GEDs; HSDs; Equivalency HSDs; Adult HSDs.

#### STATE PROFILE

Annual High School Dropout Rate <sup>1</sup> :	6%	<sup>1</sup> Source: Anne E. Casey Foundation, Kids Count: <a href="http://www.aecf.org/">http://www.aecf.org/</a> .
Head of Household = High School Dropout <sup>1</sup> :	12%	
Teens Not Attending School Not Working <sup>1</sup> :	8%	<sup>2</sup> Data reported by states to the U.S. Department of Education, National Center for Education Statistics, Common Core of Data (CCD), "National Public Education Financial Survey," 2002-03.
Children in Single Parent Households <sup>1</sup> :	32%	
Annual Cost High School <sup>2</sup> :	\$9,153.00	<sup>3</sup> Bureau of Justice Statistics Special Report, State Prison Expenditures 2001, <a href="http://www.ojp.usdoj.gov/bjs/pub/pdf/spe01.pdf">http://www.ojp.usdoj.gov/bjs/pub/pdf/spe01.pdf</a> .
Annual Cost Juvenile Corrections:	Not Available	
Annual Cost Adult Corrections <sup>3</sup> :	\$26,398.00	

#### REPORTING PERIOD PROGRAM STATISTICS

Residential Classes: 23 & 24		Post-Residential Classes: 21 & 22	
Annual Goal: Target Graduates:	200	Graduates:	223
Actual Graduates:	209	% Placed Month 1:	57%
Service to the Community Hours:	10,972	% Placed Month 12:	56%
Value-Service to Community:	\$56,505.80	% Active Mentor Matches Month 1:	32%
Pool for Academic Credentials:	All	% Active Mentor Matches Month 12:	20%
Residential Academic Credentials Awarded:	108	Academic Credentials Months 1-12:	4
% Mentor Matches at Graduation:	88%		

(continued on next page)

## MARYLAND (continued)

### CLASSES 23 & 24 GRADUATE PROFILES

Age at Entry			Gender		
16	17	18	Male	Female	
41%	43%	16%	72%	28%	
Ethnicity					
American Indian, Alaskan Eskimo	Asian, Pacific Islander	Black, Not Hispanic	Hispanic	Multiracial	White
0%	0%	66%	7%	3%	22%
Average Math TABE			Average Reading TABE		
Incoming		Outgoing	Incoming		Outgoing
6.3		9.4	7.4		9.9

## Michigan

The Michigan Youth ChalleNGe Academy (MYCA) is considered an alternative school accredited by the North Central Association. Eligible Cadets earn a High School Diploma under the authority of Battle Creek Public Schools, which will transfer high school credits earned at ChalleNGe back to the Cadet's home school district. The Cadet receives a diploma from his or her home school district after earning the proper credits. In addition to the eight core component requirements, most Cadets can



enroll in a two-credit college course from Kalamazoo Community College. MYCA has maintained a quality program with extremely limited funding for the past three years. Since 9/11 the program has endured numerous staff deployments, which have been overcome by maintaining positive attitudes, a "can-do" spirit, and a strong sense of teamwork.

## MICHIGAN

### OVERALL PROGRAM STATISTICS

<b>Start Year:</b>	1999	<b>Classes Conducted:</b>	11	<b>Total Graduates:</b>	982
<b>Location:</b>	Battle Creek, MI			<b>Total Credentials Awarded*:</b>	503

\* Credentials = GEDs; HSDs; Equivalency HSDs; Adult HSDs.

### STATE PROFILE

Annual High School Dropout Rate <sup>1</sup> :	6%	<sup>1</sup> Source: Anne E. Casey Foundation, Kids Count: <a href="http://www.aecf.org/">http://www.aecf.org/</a> .
Head of Household = High School Dropout <sup>1</sup> :	11%	
Teens Not Attending School Not Working <sup>1</sup> :	7%	<sup>2</sup> Data reported by states to the U.S. Department of Education, National Center for Education Statistics, Common Core of Data (CCD), "National Public Education Financial Survey," 2002-03.
Children in Single Parent Households <sup>1</sup> :	30%	
Annual Cost High School <sup>2</sup> :	\$8,781.00	<sup>3</sup> Bureau of Justice Statistics Special Report, State Prison Expenditures 2001, <a href="http://www.ojp.usdoj.gov/bjs/pub/pdf/spe01.pdf">http://www.ojp.usdoj.gov/bjs/pub/pdf/spe01.pdf</a> .
Annual Cost Juvenile Corrections:	Not Available	
Annual Cost Adult Corrections <sup>3</sup> :	\$32,525.00	

(continued on next page)

## MICHIGAN *(continued)*

### REPORTING PERIOD PROGRAM STATISTICS

Residential Classes: 23 & 24		Post-Residential Classes: 21 & 22	
Annual Goal: Target Graduates:	200	Graduates:	174
Actual Graduates:	170	% Placed Month 1:	96%
Service to the Community Hours:	8,860	% Placed Month 12:	74%
Value-Service to Community:	\$45,629.00	% Active Mentor Matches Month 1:	63%
Pool for Academic Credentials:	Pass Pre-GED	% Active Mentor Matches Month 12:	8%
Residential Academic Credentials Awarded:	92	Academic Credentials Months 1-12:	3
% Mentor Matches at Graduation:	100%		

### CLASSES 23 & 24 GRADUATE PROFILES

Age at Entry			Gender		
16	17	18	Male	Female	
51%	35%	15%	83%	17%	
Ethnicity					
American Indian, Alaskan Eskimo	Asian, Pacific Islander	Black, Not Hispanic	Hispanic	Multiracial	White
4%	1%	16%	5%	5%	70%
Average Math TABE			Average Reading TABE		
Incoming		Outgoing	Incoming		Outgoing
7.9		9.5	7.8		9.3

## Mississippi

The Mississippi National Guard Challenge Academy continues to successfully employ Dr. William Glasser's Choice Theory in graduating Cadets with values and the tools necessary to succeed following graduation. Cadets who complete the Residential Phase and pass the GED are awarded an Adult High School Diploma. In addition, nine semester hours of credit at a local community college can be earned during the Residential Phase. Cadets not pursuing college follow an excellent apprenticeship program focusing on building trades that prepares Graduates for the future. Cadets from the program aided Hurricane Katrina victims in the surrounding area after they returned from their own mandatory evacuation.



35

## MISSISSIPPI

### OVERALL PROGRAM STATISTICS

<b>Start: Year:</b>	1994	<b>Classes Conducted:</b>	21	<b>Total Graduates:</b>	4,328
<b>Location:</b>	Camp Shelby, MS			<b>Total Credentials Awarded*:</b>	3,506

\* Credentials = GEDs; HSDs; Equivalency HSDs; Adult HSDs.

*(continued on next page)*



## MISSISSIPPI (continued)

### STATE PROFILE

Annual High School Dropout Rate <sup>1</sup> :	11%	<sup>1</sup> Source: Anne E. Casey Foundation, Kids Count: <a href="http://www.aecf.org/">http://www.aecf.org/</a> .
Head of Household = High School Dropout <sup>1</sup> :	22%	
Teens Not Attending School Not Working <sup>1</sup> :	12%	<sup>2</sup> Data reported by states to the U.S. Department of Education, National Center for Education Statistics, Common Core of Data (CCD), "National Public Education Financial Survey," 2002-03.
Children in Single Parent Households <sup>1</sup> :	42%	
Annual Cost High School <sup>2</sup> :	\$5,792.00	<sup>3</sup> Bureau of Justice Statistics Special Report, State Prison Expenditures 2001, <a href="http://www.ojp.usdoj.gov/bjs/pub/pdf/spe01.pdf">http://www.ojp.usdoj.gov/bjs/pub/pdf/spe01.pdf</a> .
Annual Cost Juvenile Corrections:	Not Available	
Annual Cost Adult Corrections <sup>3</sup> :	\$12,795.00	

### REPORTING PERIOD PROGRAM STATISTICS

Residential Classes: 23 & 24		Post-Residential Classes: 21 & 22	
Annual Goal: Target Graduates:	400	Graduates:	404
Actual Graduates:	392	% Placed Month 1:	56%
Service to the Community Hours:	43,157	% Placed Month 12:	36%
Value-Service to Community:	\$222,258.55	% Active Mentor Matches Month 1:	63%
Pool for Academic Credentials:	All	% Active Mentor Matches Month 12:	27%
Residential Academic Credentials Awarded:	335	Academic Credentials Months 1-12:	1
% Mentor Matches at Graduation:	99%		

### CLASSES 23 & 24 GRADUATE PROFILES

Age at Entry			Gender		
16	17	18	Male	Female	
50%	37%	13%	88%	12%	
Ethnicity					
American Indian, Alaskan Eskimo	Asian, Pacific Islander	Black, Not Hispanic	Hispanic	Multiracial	White
0%	0%	23%	1%	1%	75%
Average Math TABE			Average Reading TABE		
Incoming		Outgoing	Incoming		Outgoing
8.5		10.9	9.2		11.3

36

## Montana

The Montana Youth Challenge Program (MYCP) is working with the Office of Public Instruction to pass a bill that will accredit the program. The State Audit Committee requested the legislation and the legislative committee approved support of the bill. MYCP started a program with the University of Montana-Western to provide Cadets with four college credits at graduation and the ability to earn an additional 11 credits within three months of graduation to qualify for Tier I status. The program continues to focus on the eight core components and maintained a 75% GED success rate during this reporting period, testing all Cadets. Accreditation by the Office of Public instruction will allow Cadets who go back to high school following graduation to receive credits for class time at ChalleNGe.



*This program was awarded the coveted 2005 USO Award for Excellence in Health and Hygiene.*

## MONTANA

### OVERALL PROGRAM STATISTICS

<b>Start Year:</b>	1999	<b>Classes Conducted:</b>	11	<b>Total Graduates:</b>	922
<b>Location:</b>	Dillon, MT			<b>Total Credentials Awarded*:</b>	747

\* Credentials = GEDs; HSDs; Equivalency HSDs; Adult HSDs.

### STATE PROFILE

Annual High School Dropout Rate <sup>1</sup> :	10%	<sup>1</sup> Source: Anne E. Casey Foundation, Kids Count: <a href="http://www.aecf.org/">http://www.aecf.org/</a> .
Head of Household = High School Dropout <sup>1</sup> :	7%	
Teens Not Attending School Not Working <sup>1</sup> :	10%	
Children in Single Parent Households <sup>1</sup> :	27%	<sup>2</sup> Data reported by states to the U.S. Department of Education, National Center for Education Statistics, Common Core of Data (CCD), "National Public Education Financial Survey," 2002-03.
Annual Cost High School <sup>2</sup> :	\$7,496.00	
Annual Cost Juvenile Corrections:	Not Available	<sup>3</sup> Bureau of Justice Statistics Special Report, State Prison Expenditures 2001, <a href="http://www.ojp.usdoj.gov/bjs/pub/pdf/spe01.pdf">http://www.ojp.usdoj.gov/bjs/pub/pdf/spe01.pdf</a> .
Annual Cost Adult Corrections <sup>3</sup> :	\$21,898.00	

### REPORTING PERIOD PROGRAM STATISTICS

Residential Classes: 23 & 24		Post-Residential Classes: 21 & 22	
Annual Goal: Target Graduates:	200	Graduates:	144
Actual Graduates:	166	% Placed Month 1:	62%
Service to the Community Hours:	8,671	% Placed Month 12:	31%
Value-Service to Community:	\$44,655.65	% Active Mentor Matches Month 1:	84%
Pool for Academic Credentials:	All	% Active Mentor Matches Month 12:	21%
Residential Academic Credentials Awarded:	124	Academic Credentials Months 1-12:	0
% Mentor Matches at Graduation:	77%		

### CLASSES 23 & 24 GRADUATE PROFILES

Age at Entry			Gender		
16	17	18	Male	Female	
48%	46%	5%	82%	18%	
Ethnicity					
American Indian, Alaskan Eskimo	Asian, Pacific Islander	Black, Not Hispanic	Hispanic	Multiracial	White
13%	1%	1%	5%	1%	80%
Average Math TABE			Average Reading TABE		
Incoming		Outgoing	Incoming		Outgoing
7.9		8.8	7.7		9.4

## New Jersey

The New Jersey Youth Challenge Academy (NJYCA) offers its Cadets the opportunity to earn a New Jersey State High School Diploma by the authority of the New Jersey Department of Education. In addition to the eight core component requirements, Cadets receive training and certification in CPR/First Aid, Automated External Defibrillator, and Microsoft Office. Cadets also receive character education in conjunction with a life skills program. Female Cadets participate in Female Focus



Groups designed to alleviate problems that are unique to the program's female population. During this reporting period, 100% of the NJYCA Cadets tested for their High School Diploma, achieving a 91% success rate. In addition, these two classes had the highest grade equivalent increase in math in NJYCA history (2.3 and 2.1 respectively).

*This program was awarded the coveted 2005 LTG Emmett H. Walker Academic Excellence Award.*

## NEW JERSEY

### OVERALL PROGRAM STATISTICS

<b>Start Year:</b>	1994	<b>Classes Conducted:</b>	20	<b>Total Graduates:</b>	1,699
<b>Location:</b>	Fort Dix, NJ			<b>Total Credentials Awarded*:</b>	884

\* Credentials = GEDs; HSDs; Equivalency HSDs; Adult HSDs.

### STATE PROFILE

Annual High School Dropout Rate <sup>1</sup> :	4%	<sup>1</sup> Source: Anne E. Casey Foundation, Kids Count: <a href="http://www.aecf.org/">http://www.aecf.org/</a> .
Head of Household = High School Dropout <sup>1</sup> :	11%	
Teens Not Attending School Not Working <sup>1</sup> :	5%	<sup>2</sup> Data reported by states to the U.S. Department of Education, National Center for Education Statistics, Common Core of Data (CCD), "National Public Education Financial Survey," 2002-03.
Children in Single Parent Households <sup>1</sup> :	27%	
Annual Cost High School <sup>2</sup> :	\$12,568.00	<sup>3</sup> Bureau of Justice Statistics Special Report, State Prison Expenditures 2001, <a href="http://www.ojp.usdoj.gov/bjs/pub/pdf/spe01.pdf">http://www.ojp.usdoj.gov/bjs/pub/pdf/spe01.pdf</a> .
Annual Cost Juvenile Corrections:	Not Available	
Annual Cost Adult Corrections <sup>3</sup> :	\$27,347.00	

### REPORTING PERIOD PROGRAM STATISTICS

Residential Classes: 23 & 24		Post-Residential Classes: 21 & 22	
Annual Goal: Target Graduates:	200	Graduates:	178
Actual Graduates:	142	% Placed Month 1:	66%
Service to the Community Hours:	12,439	% Placed Month 12:	54%
Value-Service to Community:	\$64,060.85	% Active Mentor Matches Month 1:	7%
Pool for Academic Credentials:	All	% Active Mentor Matches Month 12:	22%
Residential Academic Credentials Awarded:	129	Academic Credentials Months 1-12:	1
% Mentor Matches at Graduation:	96%		

### CLASSES 23 & 24 GRADUATE PROFILES

Age at Entry			Gender		
16	17	18	Male	Female	
44%	42%	15%	82%	18%	
Ethnicity					
American Indian, Alaskan Eskimo	Asian, Pacific Islander	Black, Not Hispanic	Hispanic	Multiracial	White
0%	1%	50%	27%	5%	18%
Average Math TABE			Average Reading TABE		
Incoming		Outgoing	Incoming		Outgoing
7.2		9.5	8.7		9.7

## New Mexico

The New Mexico Youth Challenge Academy (NMYCA) provides Cadets with a variety of Vo-Tech opportunities including CNA, EMT, Phlebotomy, Hospitality, Welding, Automotive Repair, and Building Trades. The upper 10% of Cadets have access to online Psychology classes, and those interested in entering the military receive field exercise training. In addition, NMYCA offers training in wild land fire fighting, first aid/CPR, water safety, and refereeing. The program has been selected to participate in the MDRC study that will follow Graduate activities for five years.



### NEW MEXICO

#### OVERALL PROGRAM STATISTICS

<b>Start Year:</b>	2001	<b>Classes Conducted:</b>	7	<b>Total Graduates:</b>	699
<b>Location:</b>	Roswell, NM	<b>Total Credentials Awarded*:</b>	348		

\* Credentials = GEDs; HSDs; Equivalency HSDs; Adult HSDs.

#### STATE PROFILE

Annual High School Dropout Rate <sup>1</sup> :	10%	<sup>1</sup> Source: Anne E. Casey Foundation, Kids Count: <a href="http://www.aecf.org/">http://www.aecf.org/</a> .
Head of Household = High School Dropout <sup>1</sup> :	25%	<sup>2</sup> Data reported by states to the U.S. Department of Education, National Center for Education Statistics, Common Core of Data (CCD), "National Public Education Financial Survey," 2002-03.
Teens Not Attending School Not Working <sup>1</sup> :	10%	<sup>3</sup> Bureau of Justice Statistics Special Report, State Prison Expenditures 2001, <a href="http://www.ojp.usdoj.gov/bjs/pub/pdf/spe01.pdf">http://www.ojp.usdoj.gov/bjs/pub/pdf/spe01.pdf</a> .
Children in Single Parent Households <sup>1</sup> :	36%	
Annual Cost High School <sup>2</sup> :	\$7,125.00	
Annual Cost Juvenile Corrections:	Not Available	
Annual Cost Adult Corrections <sup>3</sup> :	\$28,035.00	

#### REPORTING PERIOD PROGRAM STATISTICS

Residential Classes: 23 & 24		Post-Residential Classes: 21 & 22	
Annual Goal: Target Graduates:	200	Graduates:	197
Actual Graduates:	214	% Placed Month 1:	29%
Service to the Community Hours:	10,841	% Placed Month 12:	38%
Value-Service to Community:	\$55,831.15	% Active Mentor Matches Month 1:	23%
Pool for Academic Credentials:	All	% Active Mentor Matches Month 12:	2%
Residential Academic Credentials Awarded:	113	Academic Credentials Months 1-12:	0
% Mentor Matches at Graduation:	81%		

#### CLASSES 23 & 24 GRADUATE PROFILES

Age at Entry			Gender		
16	17	18	Male	Female	
42%	47%	12%	84%	16%	
Ethnicity					
American Indian, Alaskan Eskimo	Asian, Pacific Islander	Black, Not Hispanic	Hispanic	Multiracial	White
17%	0%	1%	49%	2%	30%
Average Math TABE			Average Reading TABE		
Incoming		Outgoing	Incoming		Outgoing
6.3		8.7	7.0		8.8

## North Carolina

The North Carolina Tarheel Challenge Academy (TCA) provides Cadets an opportunity to receive 80 hours of Computer Employability Skills training and a certificate from Sampson Community College for continuing education credits. Cadets who obtain their GED early in the Residential Phase participate in a Carpentry vocational class and/or job shadowing opportunities in the community. In addition to the eight core component requirements, Cadre provide instruction and training on Heat/Cold Injury Prevention, Basic First Aid, and Land Navigation. Confidence building training that includes a rappel tower/obstacle course, an airborne jump tower and a Pre-Ranger Course are also offered to Cadets. Academic accomplishments consisted of a 73% GED success rate and a TABE math grade equivalent increase of 3.7.



*This program was awarded the coveted 2005 USO Award for Excellence in Responsible Citizenship.*

### NORTH CAROLINA

#### OVERALL PROGRAM STATISTICS

<b>Start Year:</b>	1994	<b>Classes Conducted:</b>	21	<b>Total Graduates:</b>	1,940
<b>Location:</b>	Salemburg, NC	<b>Total Credentials Awarded*:</b>	1,360		

\* Credentials = GEDs; HSDs; Equivalency HSDs; Adult HSDs.

#### STATE PROFILE

Annual High School Dropout Rate <sup>1</sup> :	11%	<sup>1</sup> Source: Anne E. Casey Foundation, <i>Kids Count</i> : <a href="http://www.aecf.org/">http://www.aecf.org/</a> .
Head of Household = High School Dropout <sup>1</sup> :	18%	<sup>2</sup> Data reported by states to the U.S. Department of Education, National Center for Education Statistics, <i>Common Core of Data (CCD)</i> , "National Public Education Financial Survey," 2002-03.
Teens Not Attending School Not Working <sup>1</sup> :	10%	<sup>3</sup> North Carolina Department of Juvenile Justice and Delinquency Prevention
Children in Single Parent Households <sup>1</sup> :	33%	<sup>4</sup> Bureau of Justice Statistics Special Report, <i>State Prison Expenditures 2001</i> , <a href="http://www.ojp.usdoj.gov/bjs/pub/pdf/spe01.pdf">http://www.ojp.usdoj.gov/bjs/pub/pdf/spe01.pdf</a> .
Annual Cost High School <sup>2</sup> :	\$6,562.00	
Annual Cost Juvenile Corrections <sup>3</sup> :	\$58,583.00	
Annual Cost Adult Corrections <sup>4</sup> :	\$26,984.00	

#### REPORTING PERIOD PROGRAM STATISTICS

Residential Classes: 23 & 24		Post-Residential Classes: 21 & 22	
Annual Goal: Target Graduates:	200	Graduates:	200
Actual Graduates:	191	% Placed Month 1:	61%
Service to the Community Hours:	21,559	% Placed Month 12:	6%
Value-Service to Community:	\$111,028.85	% Active Mentor Matches Month 1:	53%
Pool for Academic Credentials:	Pass Pre-GED	% Active Mentor Matches Month 12:	1%
Residential Academic Credentials Awarded:	139	Academic Credentials Months 1-12:	2
% Mentor Matches at Graduation:	81%		

(continued on next page)



## NORTH CAROLINA *(continued)*

### CLASSES 23 & 24 GRADUATE PROFILES

Age at Entry			Gender		
16	17	18	Male	Female	
47%	44%	9%	79%	21%	
Ethnicity					
American Indian, Alaskan Eskimo	Asian, Pacific Islander	Black, Not Hispanic	Hispanic	Multiracial	White
3%	1%	51%	3%	2%	41%
Average Math TABE			Average Reading TABE		
Incoming		Outgoing	Incoming		Outgoing
7.8		11.5	8.6		9.9

## Oklahoma

The Oklahoma Thunderbird Youth Academy (TYA), one of the pilot programs, is considered an Alternative High School accredited by the Oklahoma Department of Education. Aside from the eight core component requirements, TYA provides Cadets the opportunity to attend Rogers State University for a college-level speech class and the Oklahoma State University-Okmulgee for classes in electricity & electronics, and basic machine shop tooling & fabrication. TYA reached a milestone of over 350 applications for Class 25 and had 228 Candidates enter Pre-Challenge. The program is in its third cycle of implementing a Female Focus group.



*This program was awarded the coveted 2005 Richard A. Wolf Innovation Award.*

## OKLAHOMA

### OVERALL PROGRAM STATISTICS

<b>Start: Year:</b>	1993	<b>Classes Conducted:</b>	23	<b>Total Graduates:</b>	2,140
<b>Location:</b>	Pryor, OK			<b>Total Credentials Awarded*:</b>	1,509

\* Credentials = GEDs; HSDs; Equivalency HSDs; Adult HSDs.

### STATE PROFILE

Annual High School Dropout Rate <sup>1</sup> :	7%	<sup>1</sup> Source: Anne E. Casey Foundation, Kids Count: <a href="http://www.aecf.org/">http://www.aecf.org/</a> .
Head of Household = High School Dropout <sup>1</sup> :	15%	
Teens Not Attending School Not Working <sup>1</sup> :	11%	<sup>2</sup> Data reported by states to the U.S. Department of Education, National Center for Education Statistics, Common Core of Data (CCD), "National Public Education Financial Survey," 2002-03.
Children in Single Parent Households <sup>1</sup> :	29%	
Annual Cost High School <sup>2</sup> :	\$6,092.00	<sup>3</sup> The Fiscal Year 2004 Annual Report by the Office of Juvenile Affairs, Department of Juvenile Justice, State of Oklahoma, <a href="http://www.state.ok.us/~oja/FY04AR.pdf">http://www.state.ok.us/~oja/FY04AR.pdf</a> .
Annual Cost Juvenile Corrections <sup>3</sup> :	\$41,044.00	
Annual Cost Adult Corrections <sup>4</sup> :	\$16,309.00	
		<sup>4</sup> Bureau of Justice Statistics Special Report, State Prison Expenditures 2001, <a href="http://www.ojp.usdoj.gov/bjs/pub/pdf/spe01.pdf">http://www.ojp.usdoj.gov/bjs/pub/pdf/spe01.pdf</a> .

*(continued on next page)*

## OKLAHOMA (continued)

### REPORTING PERIOD PROGRAM STATISTICS

Residential Classes: 23 & 24		Post-Residential Classes: 21 & 22	
Annual Goal: Target Graduates:	300	Graduates:	221
Actual Graduates:	200	% Placed Month 1:	77%
Service to the Community Hours:	30,226	% Placed Month 12:	62%
Value-Service to Community:	\$155,663.90	% Active Mentor Matches Month 1:	80%
Pool for Academic Credentials:	Pass Pre-GED	% Active Mentor Matches Month 12:	47%
Residential Academic Credentials Awarded:	126	Academic Credentials Months 1-12:	0
% Mentor Matches at Graduation:	100%		

### CLASSES 23 & 24 GRADUATE PROFILES

Age at Entry			Gender		
16	17	18	Male	Female	
58%	34%	9%	81%	19%	
Ethnicity					
American Indian, Alaskan Eskimo	Asian, Pacific Islander	Black, Not Hispanic	Hispanic	Multiracial	White
14%	0%	7%	5%	3%	72%
Average Math TABE			Average Reading TABE		
Incoming		Outgoing	Incoming		Outgoing
7.8		8.9	8.4		9.4

## Oregon

42

The Oregon National Guard Youth Challenge Program (OYCP) operates as a Special Purpose School accredited by the Northwest Association of Accredited Schools. OYCP offers Cadets the opportunity to earn a Certified Oregon High School Diploma with a raised seal and 8.5 certified high school credits as Oregon credit recovery with the goal to re-enter high school and graduate with the class. These credentials are offered by Oregon Department of Education approval/certification. One



hundred and thirty contact hours per Cadet is mandatory for each credit received. The program has exceeded graduation rates five years in a row. OYCP has provided all program services and met or exceeded all NGB requirements on less than \$2.8 million per year for the past four years. The program currently operates at a lower per capita cost to the State of Oregon than the regular school system. OYCP has been in the top three performing Challenge programs in three of the past four years.

*This program was awarded the coveted 2005 USO Award for Excellence in Post-Residential Performance.*

## OREGON

### OVERALL PROGRAM STATISTICS

<b>Start: Year:</b>	1999	<b>Classes Conducted:</b>	12	<b>Total Graduates:</b>	1,355
<b>Location:</b>	Bend, OR			<b>Total Credentials Awarded*:</b>	1,068

\* Credentials = GEDs; HSDs; Equivalency HSDs; Adult HSDs.

### STATE PROFILE

Annual High School Dropout Rate <sup>1</sup> :	8%	<i><sup>1</sup> Source: Anne E. Casey Foundation, Kids Count: <a href="http://www.aecf.org/">http://www.aecf.org/</a>.</i>
Head of Household = High School Dropout <sup>1</sup> :	13%	
Teens Not Attending School Not Working <sup>1</sup> :	9%	<i><sup>2</sup> Data reported by states to the U.S. Department of Education, National Center for Education Statistics, Common Core of Data (CCD), "National Public Education Financial Survey," 2002-03.</i>
Children in Single Parent Households <sup>1</sup> :	28%	
Annual Cost High School <sup>2</sup> :	\$7,553.00	<i><sup>3</sup> Oregon Youth Authority</i>
Annual Cost Juvenile Corrections <sup>3</sup> :	\$59,130.00	
Annual Cost Adult Corrections <sup>4</sup> :	\$36,060.00	<i><sup>4</sup> Bureau of Justice Statistics Special Report, State Prison Expenditures 2001, <a href="http://www.ojp.usdoj.gov/bjs/pub/pdf/spe01.pdf">http://www.ojp.usdoj.gov/bjs/pub/pdf/spe01.pdf</a>.</i>

### REPORTING PERIOD PROGRAM STATISTICS

Residential Classes: 23 & 24		Post-Residential Classes: 21 & 22	
Annual Goal: Target Graduates:	220	Graduates:	221
Actual Graduates:	226	% Placed Month 1:	76%
Service to the Community Hours:	27,875	% Placed Month 12:	76%
Value-Service to Community:	\$143,556.25	% Active Mentor Matches Month 1:	84%
Pool for Academic Credentials:	Selected	% Active Mentor Matches Month 12:	32%
Residential Academic Credentials Awarded:	128	Academic Credentials Months 1-12:	0
% Mentor Matches at Graduation:	100%		

### CLASSES 23 & 24 GRADUATE PROFILES

Age at Entry			Gender		
16	17	18	Male	Female	
53%	37%	10%	79%	21%	
Ethnicity					
American Indian, Alaskan Eskimo	Asian, Pacific Islander	Black, Not Hispanic	Hispanic	Multiracial	White
6%	2%	1%	12%	6%	73%
Average Math TABE			Average Reading TABE		
Incoming		Outgoing	Incoming		Outgoing
7.8		9.5	9.0		9.8

## Puerto Rico

The Puerto Rico Youth Challenge Program (PRYCP) offers Cadets an opportunity to earn a GED certificate through an agreement with the State Department of Education. In addition to the eight core component requirements, Cadets are offered basic computer skills training, and classes in English as a Second Language and Appreciation of Music. This year, PRYCP is proud to graduate 215 Cadets. A new English Language Laboratory will give Cadets the opportunity to master the English language.



### PUERTO RICO

#### OVERALL PROGRAM STATISTICS

<b>Start Year:</b>	1999	<b>Classes Conducted:</b>	11	<b>Total Graduates:</b>	1,394
<b>Location:</b>	Fort Allen, Juana Diaz, PR		<b>Total Credentials Awarded*:</b> 669		

\* Credentials = GEDs; HSDs; Equivalency HSDs; Adult HSDs.

#### STATE PROFILE

Annual High School Dropout Rate <sup>1</sup> :	0.9%	<sup>1</sup> Source: Anne E. Casey Foundation, Kids Count: <a href="http://www.aecf.org/">http://www.aecf.org/</a> . <sup>2</sup> Data reported by states to the U.S. Department of Education, National Center for Education Statistics, Common Core of Data (CCD), "National Public Education Financial Survey," 2002-03.
Head of Household = High School Dropout <sup>1</sup> :	Not Available	
Teens Not Attending School Not Working <sup>1</sup> :	Not Available	
Children in Single Parent Households <sup>1</sup> :	Not Available	
Annual Cost High School <sup>2</sup> :	\$4,260.00	
Annual Cost Juvenile Corrections:	Not Available	
Annual Cost Adult Corrections:	Not Available	

#### REPORTING PERIOD PROGRAM STATISTICS

Residential Classes: 23 & 24		Post-Residential Classes: 21 & 22	
Annual Goal: Target Graduates:	200	Graduates:	208
Actual Graduates:	215	% Placed Month 1:	39%
Service to the Community Hours:	11,694	% Placed Month 12:	37%
Value-Service to Community:	\$60,224.10	% Active Mentor Matches Month 1:	55%
Pool for Academic Credentials:	18 yr olds	% Active Mentor Matches Month 12:	45%
Residential Academic Credentials Awarded:	33	Academic Credentials Months 1-12:	0
% Mentor Matches at Graduation:	100%		

#### CLASSES 23 & 24 GRADUATE PROFILES

Age at Entry			Gender		
16	17	18	Male	Female	
30%	53%	18%	87%	13%	
Ethnicity					
American Indian, Alaskan Eskimo	Asian, Pacific Islander	Black, Not Hispanic	Hispanic	Multiracial	White
0%	0%	0%	100%	0%	0%
Average Math TABE			Average Reading TABE		
Incoming		Outgoing	Incoming		Outgoing
5.2		8.3	6.9		9.8

## South Carolina

South Carolina operates two ChalleNGe programs. The South Carolina Youth ChalleNGe Academy at Camp Long provides Cadets with various opportunities outside of the core component requirements including Get REAL outdoor training and Career Directions training offered by National Guard Recruiters. This past year, the program is proud of the rise in the number of Candidates recruited, the increased number of enrolled Cadets, a higher GED success rate, an increased number of Graduates, and a higher number of counties served by the program.



*This program was awarded the coveted 2005 USO Award for the Most Progressive Program.*

### SOUTH CAROLINA - CAMP LONG

#### OVERALL PROGRAM STATISTICS

<b>Start Year:</b>	2002	<b>Classes Conducted:</b>	6	<b>Total Graduates:</b>	379
<b>Location:</b>	Camp Long, Aiken, SC			<b>Total Credentials Awarded*:</b>	72

\* Credentials = GEDs; HSDs; Equivalency HSDs; Adult HSDs.

#### STATE PROFILE

Annual High School Dropout Rate <sup>1</sup> :	7%	<sup>1</sup> Source: Anne E. Casey Foundation, Kids Count: <a href="http://www.aecf.org/">http://www.aecf.org/</a> .
Head of Household = High School Dropout <sup>1</sup> :	15%	
Teens Not Attending School Not Working <sup>1</sup> :	8%	<sup>2</sup> Data reported by states to the U.S. Department of Education, National Center for Education Statistics, Common Core of Data (CCD), "National Public Education Financial Survey," 2002-03.
Children in Single Parent Households <sup>1</sup> :	37%	
Annual Cost High School <sup>2</sup> :	\$7,040.00	<sup>3</sup> Office of Public Affairs, South Carolina Department of Juvenile Justice
Annual Cost Juvenile Corrections <sup>3</sup> :	\$49,275.00	
Annual Cost Adult Corrections <sup>4</sup> :	\$16,762.00	
		<sup>4</sup> Bureau of Justice Statistics Special Report, State Prison Expenditures 2001, <a href="http://www.ojp.usdoj.gov/bjs/pub/pdf/spe01.pdf">http://www.ojp.usdoj.gov/bjs/pub/pdf/spe01.pdf</a> .

#### REPORTING PERIOD PROGRAM STATISTICS

Residential Classes: 23 & 24		Post-Residential Classes: 21 & 22	
Annual Goal: Target Graduates:	200	Graduates:	108
Actual Graduates:	130	% Placed Month 1:	18%
Service to the Community Hours:	7,824	% Placed Month 12:	0%
Value-Service to Community:	\$40,293.60	% Active Mentor Matches Month 1:	39%
Pool for Academic Credentials:	Pass Pre-GED	% Active Mentor Matches Month 12:	0%
Residential Academic Credentials Awarded:	36	Academic Credentials Months 1-12:	3
% Mentor Matches at Graduation:	88%		

#### CLASSES 23 & 24 GRADUATE PROFILES

Age at Entry			Gender		
16	17	18	Male	Female	
57%	34%	9%	85%	15%	
Ethnicity					
American Indian, Alaskan Eskimo	Asian, Pacific Islander	Black, Not Hispanic	Hispanic	Multiracial	White
1%	0%	74%	0%	1%	24%
Average Math TABE			Average Reading TABE		
Incoming		Outgoing	Incoming		Outgoing
6.3		7.4	6.5		7.6



The South Carolina Youth Challenge Academy at Columbia offers eligible Cadets the opportunity to earn college credits under the authority of the South Carolina Technical education system. In addition to the eight core component requirements, the program offers Cadets numerous training opportunities including CNA, turf management, basic woodworking, auto body repair, and office assistant training. During the reporting period selected Cadets were able to take college-level courses on campus.



*This program was awarded the coveted 2005 USO Award for Excellence in Physical Fitness.*

## SOUTH CAROLINA-COLUMBIA

### OVERALL PROGRAM STATISTICS

<b>Start Year:</b>	1998	<b>Classes Conducted:</b>	13	<b>Total Graduates:</b>	1,407
<b>Location:</b>	Columbia, SC			<b>Total Credentials Awarded*:</b>	557

\* Credentials = GEDs; HSDs; Equivalency HSDs; Adult HSDs.

### STATE PROFILE

Annual High School Dropout Rate <sup>1</sup> :	7%	<sup>1</sup> Source: Anne E. Casey Foundation, <i>Kids Count</i> : <a href="http://www.aecf.org/">http://www.aecf.org/</a> .
Head of Household = High School Dropout <sup>1</sup> :	15%	
Teens Not Attending School Not Working <sup>1</sup> :	8%	<sup>2</sup> Data reported by states to the U.S. Department of Education, National Center for Education Statistics, <i>Common Core of Data (CCD), "National Public Education Financial Survey," 2002-03.</i>
Children in Single Parent Households <sup>1</sup> :	37%	
Annual Cost High School <sup>2</sup> :	\$7,040.00	<sup>3</sup> Office of Public Affairs, South Carolina Department of Juvenile Justice
Annual Cost Juvenile Corrections <sup>3</sup> :	\$49,275.00	
Annual Cost Adult Corrections <sup>4</sup> :	\$16,762.00	

<sup>4</sup> Bureau of Justice Statistics Special Report, *State Prison Expenditures 2001*, <http://www.ojp.usdoj.gov/bjs/pub/pdf/spe01.pdf>.

### REPORTING PERIOD PROGRAM STATISTICS

Residential Classes: 23 & 24		Post-Residential Classes: 21 & 22	
Annual Goal: Target Graduates:	210	Graduates:	257
Actual Graduates:	237	% Placed Month 1:	56%
Service to the Community Hours:	14,562	% Placed Month 12:	47%
Value-Service to Community:	\$74,994.30	% Active Mentor Matches Month 1:	49%
Pool for Academic Credentials:	Pass Pre-GED	% Active Mentor Matches Month 12:	11%
Residential Academic Credentials Awarded:	87	Academic Credentials Months 1-12:	3
% Mentor Matches at Graduation:	85%		

### CLASSES 23 & 24 GRADUATE PROFILES

Age at Entry			Gender		
16	17	18	Male	Female	
57%	34%	9%	78%	22%	
Ethnicity					
American Indian, Alaskan Eskimo	Asian, Pacific Islander	Black, Not Hispanic	Hispanic	Multiracial	White
0%	0%	64%	2%	0%	34%
Average Math TABE			Average Reading TABE		
Incoming		Outgoing	Incoming		Outgoing
6.9		8.1	6.9		6.9

## Texas

The Texas Seaborn Challenge Corps (SCC) offers college classes at Galveston College to the top 15% of each class. Cadets may enroll as AmeriCorps volunteers. Graduates who earn their GED and meet specific service to the community requirements may earn a \$1,000 educational stipend for vocational or higher education. Service to the community activities performed by Cadets include supporting the Dickens on the Strand community celebration; helping to organize and facilitate the Historical Foundation's needs; conducting traffic control for the Wings Over Houston air show; reading and playing cards with seniors at the Gulf Coast Health Care Center; serving in the American Red Cross Galveston Center by answering phones and calling donors; and sorting and distributing food baskets to the homeless through the Island Community Center Catholic Charities program. SCC was the recipient of the 2004 Richard A. Wolf Innovation Award in recognition of its Mentor training through distance learning.



### TEXAS

#### OVERALL PROGRAM STATISTICS

<b>Start Year:</b>	1999	<b>Classes Conducted:</b>	11	<b>Total Graduates:</b>	1,185
<b>Location:</b>	Galveston, TX			<b>Total Credentials Awarded*:</b>	682

\* Credentials = GEDs; HSDs; Equivalency HSDs; Adult HSDs.

#### STATE PROFILE

Annual High School Dropout Rate <sup>1</sup> :	9%	<sup>1</sup> Source: Anne E. Casey Foundation, Kids Count: <a href="http://www.aecf.org/">http://www.aecf.org/</a> . <sup>2</sup> Data reported by states to the U.S. Department of Education, National Center for Education Statistics, Common Core of Data (CCD), "National Public Education Financial Survey," 2002-03. <sup>3</sup> "Mangos to Mangos: Comparing the Operational Costs of Juvenile and Adult Correctional Programs in Texas," Criminal Justice Policy Council, State of Texas. <sup>4</sup> Bureau of Justice Statistics Special Report, State Prison Expenditures 2001, <a href="http://www.ojp.usdoj.gov/bjs/pub/pdf/spe01.pdf">http://www.ojp.usdoj.gov/bjs/pub/pdf/spe01.pdf</a> .
Head of Household = High School Dropout <sup>1</sup> :	26%	
Teens Not Attending School Not Working <sup>1</sup> :	10%	
Children in Single Parent Households <sup>1</sup> :	26%	
Annual Cost High School <sup>2</sup> :	\$7,136.00	
Annual Cost Juvenile Corrections <sup>3</sup> :	\$55,217.00	
Annual Cost Adult Corrections <sup>4</sup> :	\$13,808.00	

#### REPORTING PERIOD PROGRAM STATISTICS

Residential Classes: 23 & 24		Post-Residential Classes: 21 & 22	
Annual Goal: Target Graduates:	200	Graduates:	188
Actual Graduates:	197	% Placed Month 1:	49%
Service to the Community Hours:	51,836	% Placed Month 12:	69%
Value-Service to Community:	\$266,955.40	% Active Mentor Matches Month 1:	63%
Pool for Academic Credentials:	All	% Active Mentor Matches Month 12:	13%
Residential Academic Credentials Awarded:	108	Academic Credentials Months 1-12:	17
% Mentor Matches at Graduation:	95%		

(continued on next page)

## TEXAS (continued)

CLASSES 23 & 24 GRADUATE PROFILES					
Age at Entry			Gender		
16	17	18	Male	Female	
43%	43%	14%	81%	19%	
Ethnicity					
American Indian, Alaskan Eskimo	Asian, Pacific Islander	Black, Not Hispanic	Hispanic	Multiracial	White
1%	1%	13%	38%	3%	46%
Average Math TABE		Average Reading TABE			
Incoming		Outgoing		Incoming	Outgoing
7.6		9.4		8.6	9.7

## Virginia

The Virginia Commonwealth Challenge Program, under the accreditation of the Commonwealth of Virginia Department of Education, is an approved Individual Student Alternative Education Plan program. Aside from the eight core component requirements, the program provides additional classes including "Dress for Success" provided by Bryant and Straton College and the "Too Good for Drugs and Violence" course. This year the program is proud of its increase in Cadet and staff population.



48

## VIRGINIA

OVERALL PROGRAM STATISTICS				
<b>Start: Year:</b>	1994	<b>Classes Conducted:</b>	21	<b>Total Graduates:</b> 1,939
<b>Location:</b>	Camp Pendleton, Virginia Beach, VA		<b>Total Credentials Awarded*:</b> 1,254	
* Credentials = GEDs; HSDs; Equivalency HSDs; Adult HSDs.				
STATE PROFILE				
Annual High School Dropout Rate <sup>1</sup> :			5%	<sup>1</sup> Source: Anne E. Casey Foundation, Kids Count: <a href="http://www.aecf.org/">http://www.aecf.org/</a> .
Head of Household = High School Dropout <sup>1</sup> :			12%	
Teens Not Attending School Not Working <sup>1</sup> :			6%	<sup>2</sup> Data reported by states to the U.S. Department of Education, National Center for Education Statistics, Common Core of Data (CCD), "National Public Education Financial Survey," 2002-03.
Children in Single Parent Households <sup>1</sup> :			28%	
Annual Cost High School <sup>2</sup> :			\$7,822.00	<sup>3</sup> VA DJJ Data Resource Guide FY2004
Annual Cost Juvenile Corrections <sup>3</sup> :			\$79,355.00	
Annual Cost Adult Corrections <sup>4</sup> :			\$22,942.00	<sup>4</sup> Bureau of Justice Statistics Special Report, State Prison Expenditures 2001, <a href="http://www.ojp.usdoj.gov/bjs/pub/pdf/spe01.pdf">http://www.ojp.usdoj.gov/bjs/pub/pdf/spe01.pdf</a> .

(continued on next page)

## VIRGINIA *(continued)*

### REPORTING PERIOD PROGRAM STATISTICS

Residential Classes: 23 & 24		Post-Residential Classes: 21 & 22	
Annual Goal: Target Graduates:	200	Graduates:	140
Actual Graduates:	203	% Placed Month 1:	79%
Service to the Community Hours:	30,762	% Placed Month 12:	66%
Value-Service to Community:	\$158,424.30	% Active Mentor Matches Month 1:	77%
Pool for Academic Credentials:	All	% Active Mentor Matches Month 12:	61%
Residential Academic Credentials Awarded:	130	Academic Credentials Months 1-12:	0
% Mentor Matches at Graduation:	83%		

### CLASSES 23 & 24 GRADUATE PROFILES

Age at Entry			Gender		
16	17	18	Male	Female	
44%	41%	15%	82%	18%	
Ethnicity					
American Indian, Alaskan Eskimo	Asian, Pacific Islander	Black, Not Hispanic	Hispanic	Multiracial	White
2%	1%	54%	5%	4%	33%
<b>Average Math TABE</b>			<b>Average Reading TABE</b>		
Incoming		Outgoing	Incoming		Outgoing
6.7		8.3	7.4		9.5

## West Virginia

The West Virginia Mountaineer Challenge Academy (MCA) is recognized by the West Virginia Department of Education as a Special Alternative Education Program, which allows schools to transfer students into the program with no loss of funding or headcount and to grant Carnegie Units (high school credits) for work completed if the student returns to public school.

In addition to the eight core component requirements, MCA provides Cadets with a West Virginia Food Handlers

Certification, the American Red Cross First Aid and CPR Certifications, the West Virginia Department of Natural Resources-Hunter Safety Certification, and five college credits for selected Cadets enrolled in the West Virginia University (WVU) Mountaineer Partnership Assisting Academically ChalleNGed Teens (MPAACT) program (College 101 – no credit requirement, MDS 293 – two hours, English 132 – three hours). This year, the State successfully passed legislation changing West Virginia State School Law to allow the system to recognize the ChalleNGe Program as a Special Alternative Education Program for a more streamlined, less punitive approach to serving at-risk youth. MCA maintained and supported growth in the partnership with WVU MPAACT.



*This program was awarded the coveted 2005 USO Award for Excellence in Life Coping Skills.*

## WEST VIRGINIA

### OVERALL PROGRAM STATISTICS

<b>Start Year:</b>	1993	<b>Classes Conducted:</b>	23	<b>Total Graduates:</b>	1,466
<b>Location:</b>	Camp Dawson, Kingwood, WV			<b>Total Credentials Awarded*:</b>	1,084

\* Credentials = GEDs; HSDs; Equivalency HSDs; Adult HSDs.

### STATE PROFILE

Annual High School Dropout Rate <sup>1</sup> :	10%	<sup>1</sup> Source: Anne E. Casey Foundation, Kids Count: <a href="http://www.aecf.org/">http://www.aecf.org/</a> . <sup>2</sup> Data reported by states to the U.S. Department of Education, National Center for Education Statistics, Common Core of Data (CCD), "National Public Education Financial Survey," 2002-03. <sup>3</sup> Bureau of Justice Statistics Special Report, State Prison Expenditures 2001, <a href="http://www.ojp.usdoj.gov/bjs/pub/pdf/spe01.pdf">http://www.ojp.usdoj.gov/bjs/pub/pdf/spe01.pdf</a> .
Head of Household = High School Dropout <sup>1</sup> :	15%	
Teens Not Attending School Not Working <sup>1</sup> :	11%	
Children in Single Parent Households <sup>1</sup> :	30%	
Annual Cost High School <sup>2</sup> :	\$8,319.00	
Annual Cost Juvenile Corrections:	Not Available	
Annual Cost Adult Corrections <sup>3</sup> :	\$14,817.00	

### REPORTING PERIOD PROGRAM STATISTICS

Residential Classes: 23 & 24		Post-Residential Classes: 21 & 22	
Annual Goal: Target Graduates:	200	Graduates:	175
Actual Graduates:	157	% Placed Month 1:	62%
Service to the Community Hours:	8,943	% Placed Month 12:	33%
Value-Service to Community:	\$46,056.45	% Active Mentor Matches Month 1:	52%
Pool for Academic Credentials:	All	% Active Mentor Matches Month 12:	19%
Residential Academic Credentials Awarded:	113	Academic Credentials Months 1-12:	3
% Mentor Matches at Graduation:	72%		

### CLASSES 23 & 24 GRADUATE PROFILES

Age at Entry			Gender		
16	17	18	Male	Female	
54%	36%	10%	88%	12%	
Ethnicity					
American Indian, Alaskan Eskimo	Asian, Pacific Islander	Black, Not Hispanic	Hispanic	Multiracial	White
1%	0%	1%	0%	3%	96%
Average Math TABE			Average Reading TABE		
Incoming		Outgoing	Incoming		Outgoing
6.7		8.8	7.8		9.3

## Wisconsin

The Department of Public Instruction recognizes the Wisconsin National Guard Challenge Academy (WINGCA) as a non-credentialed, GED preparatory institution. WINGCA offers Cadets the opportunity to earn a State of Wisconsin High School Equivalency Diploma (HSED). During the past year, the Academy has undertaken two major program-strengthening initiatives. The first involved a top-to-bottom review and re-design of core component-supporting curriculum. This yearlong effort





culminated in the implementation of an integrated and cohesive Academy curriculum that maximizes the instructional efforts of each individual department while creating a synergy of effort among departments. The Cadets see the various parts of the Academy operating as a synchronized team, rather than as competing interests. The second initiative involves the re-structuring of the Quad concept. Instead of accomplishing an Academy-wide Quad review for each Cadet every two weeks, Platoon Quads meet every week. These Platoon Quads review each Cadet to identify substandard performance as early as possible, implementing remedial actions to address the substandard performance, and to link Cadet performance and achievement in the Residential Phase to Post-Residential action planning. This initiative has reduced Cadet attrition during the Residential Phase, improved P-RAP efforts, and fused the efforts of the staff at a lower operational level.

*This program was awarded the coveted 2005 USO Award for Excellence in Service to the Community.*

## WISCONSIN

### OVERALL PROGRAM STATISTICS

<b>Start Year:</b>	1998	<b>Classes Conducted:</b>	13	<b>Total Graduates:</b>	1,096
<b>Location:</b>	Fort McCoy, WI			<b>Total Credentials Awarded*:</b>	959

\* Credentials = GEDs; HSDs; Equivalency HSDs; Adult HSDs.

### STATE PROFILE

Annual High School Dropout Rate <sup>1</sup> :	4%	<sup>1</sup> Source: Anne E. Casey Foundation, <i>Kids Count</i> <a href="http://www.aecf.org/">http://www.aecf.org/</a> .
Head of Household = High School Dropout <sup>1</sup> :	11%	
Teens Not Attending School Not Working <sup>1</sup> :	4%	<sup>2</sup> Data reported by states to the U.S. Department of Education, National Center for Education Statistics, <i>Common Core of Data (CCD), "National Public Education Financial Survey," 2002-03.</i>
Children in Single Parent Households <sup>1</sup> :	26%	
Annual Cost High School <sup>2</sup> :	\$9,004.00	<sup>3</sup> State of Wisconsin Department of Corrections, <a href="http://www.wi-doc.com/fiscal2001/JEXHEDAY.pdf">http://www.wi-doc.com/fiscal2001/JEXHEDAY.pdf</a> .
Annual Cost Juvenile Corrections <sup>3</sup> :	\$65,423.00	
Annual Cost Adult Corrections <sup>4</sup> :	\$28,622.00	

<sup>4</sup> Bureau of Justice Statistics Special Report, *State Prison Expenditures 2001*,  
<http://www.ojp.usdoj.gov/bjs/pub/pdf/spe01.pdf>.

### REPORTING PERIOD PROGRAM STATISTICS

Residential Classes: 23 & 24		Post-Residential Classes: 21 & 22	
Annual Goal: Target Graduates:	220	Graduates:	154
Actual Graduates:	183	% Placed Month 1:	69%
Service to the Community Hours:	14,810	% Placed Month 12:	74%
Value-Service to Community:	\$76,271.50	% Active Mentor Matches Month 1:	86%
Pool for Academic Credentials:	All	% Active Mentor Matches Month 12:	32%
Residential Academic Credentials Awarded:	159	Academic Credentials Months 1-12:	0
% Mentor Matches at Graduation:	96%		

### CLASSES 23 & 24 GRADUATE PROFILES

Age at Entry			Gender		
16	17	18	Male	Female	
29%	58%	13%	86%	14%	
Ethnicity					
American Indian, Alaskan Eskimo	Asian, Pacific Islander	Black, Not Hispanic	Hispanic	Multiracial	White
2%	3%	6%	5%	5%	79%
Average Math TABE			Average Reading TABE		
Incoming		Outgoing	Incoming		Outgoing
7.6		9.7	8.7		9.6

# Appendix 1: DATA TABLES

## NATIONAL GUARD YOUTH CHALLENGE PROGRAM: NGB CLASS 21

	Graduates	Placed Mo 1	Not Placed Mo 1	No Contact with Graduate Mo 1	Placed Mo 12	Not Placed Mo 12	No Contact with Graduate Mo 12	Deceased	Incarcerated	Post-Residential Academic Credentials
AK	94	83	8	3	87	5	2	0	2	4
AZ	98	83	12	3	77	10	11	0	1	2
AR	89	77	12	0	80	3	6	0	2	0
CA	97	87	10	0	78	9	10	0	1	1
FL	123	87	34	2	89	19	15	0	0	0
GA-FG	145	108	11	26	89	13	43	0	1	1
GA-FS	223	81	50	92	75	26	122	0	0	0
HI	116	56	24	36	95	1	20	0	0	0
IL	444	275	82	87	185	61	198	0	3	290*
KY	90	72	5	13	84	0	6	0	0	2
LA-CB	210	179	30	1	167	33	10	0	1	13
LA-CM	110	63	38	9	65	20	25	0	0	1
LA-GL	184	170	14	0	165	18	1	1	1	10
MD	91	81	10	0	53	11	27	0	0	1
MI	85	78	7	0	76	9	0	0	4	2
MS	204	141	57	6	45	34	125	0	2	1
MT	69	48	16	5	23	13	33	1	0	0
NJ	91	64	7	20	50	20	21	0	0	1
NM	100	36	15	49	37	0	63	0	1	0
NC	102	70	14	18	12	4	86	0	0	2
OK	108	88	17	3	70	27	11	0	0	0
OR	119	94	23	2	92	22	5	0	0	0
PR	108	58	27	23	68	23	17	0	0	0
SC-CL	43	0	0	43	0	0	43	0	0	2
SC-CO	130	88	31	11	38	1	91	0	0	1
TX	106	51	45	10	75	14	17	1	2	15
VA	71	60	2	9	44	4	23	0	0	0
WV	92	51	15	26	48	1	43	0	0	2
WI	78	50	27	1	55	19	4	0	1	0
<b>Totals</b>	<b>3,620</b>	<b>2,479</b>	<b>643</b>	<b>498</b>	<b>2,122</b>	<b>420</b>	<b>1,078</b>	<b>3</b>	<b>22</b>	<b>351</b>

\* Credentials earned in the Residential Phase, but not reported until the Post-Residential Phase.

## NATIONAL GUARD YOUTH CHALLENGE PROGRAM: NGB CLASS 22

	Graduates	Placed Mo 1	Not Placed Mo 1	No Contact with Graduate Mo 1	Placed Mo 12	Not Placed Mo 12	No Contact with Graduate Mo 12	Deceased	Incarcerated	Post-Residential Academic Credentials
AK	98	83	3	12	92	3	3	0	2	5
AZ	84	61	23	0	72	7	5	0	2	1
AR	92	73	19	0	62	5	25	0	0	3
CA	107	96	7	4	95	9	3	0	0	2
FL	104	88	16	0	74	25	5	0	0	0
GA-FG	131	103	16	12	102	12	17	1	2	4
GA-FS	221	52	32	137	67	4	150	1	1	0
HI	91	32	27	32	66	25	0	0	0	0
IL	341	213	97	31	191	58	92	0	3	0
KY	70	50	12	8	65	0	5	0	0	1
LA-CB	197	173	23	1	127	67	3	0	4	10
LA-CM	104	82	14	8	90	3	11	0	2	3
LA-GL	147	139	8	0	131	8	8	1	4	8
MD	132	45	27	60	71	14	47	0	0	3
MI	89	89	0	0	52	28	9	0	2	1
MS	200	87	46	67	102	13	85	2	1	0
MT	75	41	30	4	21	12	42	0	0	0
NJ	87	53	28	6	46	34	7	0	0	0
NM	97	22	15	60	37	1	59	0	1	0
NC	98	51	4	43	0	0	98	0	0	0
OK	113	83	20	10	66	22	25	1	0	0
OR	102	75	26	1	76	9	17	1	1	0
PR	100	24	9	67	8	4	88	0	0	0
SC-CL	65	19	12	34	0	0	65	0	0	1
SC-CO	127	57	35	35	83	31	13	0	0	2
TX	82	42	37	3	54	21	7	0	1	2
VA	69	50	6	13	48	8	13	0	0	0
WV	83	57	3	23	10	2	71	0	0	1
WI	76	56	17	3	59	17	0	0	2	0
<b>Totals</b>	<b>3,382</b>	<b>2,096</b>	<b>612</b>	<b>674</b>	<b>1,967</b>	<b>442</b>	<b>973</b>	<b>7</b>	<b>28</b>	<b>47</b>



## NATIONAL GUARD YOUTH CHALLENGE PROGRAM: NGB CLASS 23

	Target	Applied	Enrolled	Graduates	Hours of Service to the Community	Matched with Mentors at Graduation	Residential Academic Credentials
AK	100	232	146	107	11,842	107	48
AZ	112	247	119	86	6,405	62	58
AR	100	216	113	80	5,706	80	56
CA	106	239	128	100	5,809	100	47
FL	110	536	141	115	13,494	115	87
GA-FG	100	203	155	131	8,361	128	102
GA-FS	200	369	295	219	12,333	213	159
HI	100	244	124	102	5,113	99	53
IL	338	981	488	377	18,496	375	270
KY	100	274	136	101	7,726	101	72
LA-CB	175	584	229	194	9,773	189	100
LA-CM	100	336	150	117	6,776	103	70
LA-GL	175	408	229	175	7,707	175	84
MD	100	757	127	98	5,267	82	53
MI	100	206	111	86	4,530	86	44
MS	200	575	233	193	18,516	191	181
MT	100	156	123	96	4,636	86	79
NJ	100	142	93	76	6,066	71	69
NM	100	201	140	120	4,559	84	68
NC	100	369	132	101	9,641	93	76
OK	150	253	160	122	17,434	122	80
OR	110	227	140	124	15,417	124	69
PR	100	175	116	102	5,272	102	13
SC-CL	100	119	72	57	2,570	47	14
SC-CO	105	362	165	132	8,600	104	47
TX	100	284	136	105	27,552	96	52
VA	100	272	155	112	12,741	88	72
WV	100	241	110	78	5,043	78	55
WI	110	206	117	95	7,320	93	81
<b>Totals</b>	<b>3,591</b>	<b>9,414</b>	<b>4,583</b>	<b>3,601</b>	<b>274,705</b>	<b>3,394</b>	<b>2,259</b>

## NATIONAL GUARD YOUTH CHALLENGE PROGRAM: NGB CLASS 24

	Target	Applied	Enrolled	Graduates	Hours of Service to the Community	Matched with Mentors at Graduation	Residential Academic Credentials
AK	100	191	105	85	8,257	85	38
AZ	112	212	103	79	6,310	53	53
AR	100	203	133	73	9,443	73	47
CA	106	206	129	106	6,788	98	47
FL	110	371	146	131	15,013	131	85
GA-FG	100	190	151	123	7,370	120	103
GA-FS	200	356	254	205	15,241	205	156
HI	100	178	97	78	7,731	78	42
IL	337	582	357	241	13,904	241	161
KY	100	225	133	94	8,367	93	45
LA-CB	175	490	208	146	6,606	135	73
LA-CM	100	350	134	104	5,217	104	68
LA-GL	175	520	275	205	9,738	205	98
MD	100	645	145	111	5,705	102	55
MI	100	209	107	84	4,330	84	48
MS	200	449	235	199	24,641	199	154
MT	100	127	95	70	4,035	42	45
NJ	100	139	91	66	6,373	66	60
NM	100	189	115	94	6,282	90	45
NC	100	386	127	90	11,918	62	63
OK	150	188	109	78	12,792	78	46
OR	110	212	113	102	12,458	102	59
PR	100	289	138	113	6,422	113	20
SC-CL	100	176	94	73	5,254	68	22
SC-CO	105	377	146	105	5,962	98	40
TX	100	273	109	92	24,284	92	56
VA	100	238	117	91	18,021	80	58
WV	100	211	104	79	3,900	35	58
WI	110	183	115	88	7,490	83	78
<b>Totals</b>	<b>3,590</b>	<b>8,365</b>	<b>4,185</b>	<b>3,205</b>	<b>279,852</b>	<b>3,015</b>	<b>1,923</b>



# Appendix 2: Definition of Terms

**Active Mentor Match:** A match between a Cadet and his or her Mentor is described as "active" if they have a minimum of two contacts during each reporting period (30 days). Recording of the contacts begins immediately following the match in the Residential Phase and continues through the Post-Residential Phase.

**Adjutant General:** The senior member of the National Guard organizations in each state and territory.

**Adult High School Diploma (AHSD):** Based on an approved curriculum, Cadets earn a High School Diploma specifically awarded to adults who failed to complete high school.

**Annual Report:** The Congressionally mandated report written by an evaluation contractor. This report documents the level of program goal achievement for the reporting year.

**Applied:** Youth that have submitted completed applications for acceptance into a ChalleNGe Program.

**Benchmark:** Originally used by land surveyors to mark reference points, benchmarks are widely understood to be standards of excellence for a particular process or service.

**Benchmarking:** The process of learning and adapting the best practices of leading organizations. It is reverse engineering or analogous to copying the test from the smartest guy in the class.

**Best Practice:** The successful innovation or technique that reduces the gap between the status of a program and the desired benchmark.

**Budgeted Cost:** The dollar amount obligated to the ChalleNGe Program based on a target graduation number for a given fiscal year.

**Cadet:** Young men and women accepted into, and participating in, the National Guard Youth ChalleNGe Program. This title is most frequently assigned after successful completion of the Pre-ChalleNGe Phase.

**Cadet Action Plan (CAP):** The document template used by ChalleNGe staff members to assist Cadets as they identify their short- and long-term goals. This document provides the structure for defining tasks and objectives that support achievement of the Cadet's goals. Previously referred to as the Life Plan (also referred to as Post-Residential Action Plan).

**Cadre:** Members of the ChalleNGe staff that provide primary supervision of ChalleNGe participants and are responsible for administering military-based training and discipline at the ChalleNGe programs.

**Candidate:** Young men and women accepted into, and participating in, the Pre-ChalleNGe Phase of the National Guard Youth ChalleNGe Program. These individuals are also referred to as Cadets.

**Case Manager:** ChalleNGe staff members, either paid or in volunteer status, who monitor the Post-Residential activities of Cadets and their Mentors.

**ChalleNGe Counselor:** ChalleNGe staff responsible for providing guidance counseling services to ChalleNGe participants. Counselors are one component of the ChalleNGe Quad.

**ChalleNGe Instructor:** ChalleNGe staff members or contracted individuals who provide the academic instruction necessary to prepare the ChalleNGe participants for successful completion of the academic excellence core component. Instructors must hold minimum credentials for teachers required by the state. Instructors are one component of the ChalleNGe Quad.

**CHINS (Children in Need of Services):** A government program available in some states. This is a source of financial medical or psychological support for youth with identified need.

**Class:** The 17-month period involving a 22-week ChalleNGe Residential Phase (including the 2-week Pre-ChalleNGe Phase) and a 12-month Post-Residential Phase.

**Conservation Projects:** A type of service to the community activity that supports environmental conservation.

**Core Components:** The eight critical areas identified in the intervention model that define the curriculum for the ChalleNGe Program: leadership/followership, job skills, responsible citizenship, service to the community, life coping skills, academic excellence, health & hygiene, and physical fitness.

**Core Component Performance Measurement Guide:** The tool used to document participant performance in each of the eight core components. Performance is documented in DMARS and may also be maintained in hard copy format. Previously referred to as "Job Book."

**Discipline:** An enforced, fair, and consistent system of rewards and punishment.

**Drug Free Policy:** ChalleNGe policy on substance abuse: ChalleNGe is a drug free program. All youth are required to submit to and pass a drug test upon admission to ChalleNGe. Random tests are administered throughout the duration of their participation in the program.

**Enrolled:** Youth participating in the ChalleNGe Residential Phase following successful completion of the Pre-ChalleNGe Phase.

**Equivalency High School Diploma (EHSD):** Cadets are eligible to earn the EHSD based on credits, test scores, and state and school requirements.

**Evaluation:** Evaluation has several distinguishing characteristics relating to focus, methodology, and function. Evaluation (1) assesses the effectiveness of an ongoing program in achieving its objectives, (2) relies on the standards of project design to distinguish a program's effects from those of other forces, and (3) aims at program improvement through a modification of current operations.



**Evaluation Plan:** A written document describing the overall approach or design that will be used to guide an evaluation. It includes what will be done, how it will be done, who will do it, when it will be done, and why the evaluation is being conducted.

**Formative Evaluation:** An evaluation process that focuses on collecting and sharing information for program improvement with program planners. This is also referred to as "Process Evaluation."

**General Educational Development (GED) Test:** Tests developed by the American Council on Education that enable persons who have not graduated from high school to demonstrate the attainment of developed abilities normally acquired through high school completion.

**Graduate (ChalleNGe):** ChalleNGe Cadets who successfully complete the 22-week Residential Phase by meeting the standards for the eight core components.

**Graduation Allowance:** An amount up to \$2,200 that may be paid to successful Graduates of the Residential Phase. The amount and method of distribution varies with each state. Previously referred to as "stipend."

**High School Diploma:** A credential awarded by a high school to ChalleNGe Graduates who have earned enough credits to meet the school requirements. This diploma is awarded either in lieu of a GED or in conjunction with the GED and satisfactory completion of a state's standards of learning test.

**High School Dropout:** A youth who is not attending, enrolled in, and has not graduated from a secondary school and does not have a GED or other alternative high school equivalency recognition approved by the state.

58

**Impact:** The ultimate effect of the program on the problem or condition that the program or activity was supposed to do something about.

**Initial Enrollment:** The number of youth who enter the first day of the ChalleNGe Residential Phase following successful completion of the Pre-ChalleNGe Phase.

**Intermediate Goals:** Within the parameters of ChalleNGe, the Intermediate Residential goals identify the desired position at the mid-point of the Residential Phase.

**Intervention Model:** The structure, standards, and content design for holistic growth and development for the participants in the ChalleNGe Program. Eight core components make up this model.

**Living Allowance:** An amount up to \$15.00 per week for expenses that may be provided to ChalleNGe participants during the Residential Phase.

**Long-Term Goals:** Within the parameters of ChalleNGe, the Long-Term Residential goals identify the desired activities following graduation from the Residential Phase. The Long-Term Post-Residential goals are those activities the individual wants to achieve at the conclusion of the Post-Residential Phase.

**Matched:** The status of a Mentor and a Cadet after the Mentor has completed screening and Mentor training and the Cadet has completed Mentee training.

**Matching Ceremony:** Event in which a Mentor and a Cadet officially commit to establishing and maintaining contact throughout the Post-Residential Phase.

**Mentors:** Volunteers that have passed a background screening and have completed Mentor training conducted by ChalleNGe staff.

**Mentor Report:** Standardized monthly report submitted by Mentors to the ChalleNGe staff. The report identifies the activities of the ChalleNGe Graduate in the Post-Residential Phase.

**MTT:** Motivational Training Team.

**Outcome-Based Evaluation:** An evaluation used by management to identify the results of a program's effort.

**Policy Letters:** A series of memoranda published by NGB-AY that provide guidance and direction in the conduct of the ChalleNGe program.

**Post-Residential Action Plan (P-RAP):** The document template used by ChalleNGe staff members to assist Cadets as they identify their short-term, intermediate, and long-term goals (also referred to as Cadet Action Plan).

**Post-Residential Phase:** The 12-month period following the ChalleNGe Residential Phase graduation ceremony. Mentors provide guidance and support to Graduates. The ChalleNGe staff, through a formal reporting process, monitor Post-Residential activities.

**Pre-ChalleNGe:** The first two weeks of the Residential Phase that are designed to identify those applicants who are capable and motivated to successfully complete the ChalleNGe program.

**Program Effectiveness Evaluation:** The application of scientific research methods to estimate how much observed results, intended or not, are caused by program activities. Effect is linked to cause by design and analyses that compare observed results with estimates of what might have been observed in the absence of the program.

**Promising Practice:** The innovations or techniques that may allow closure of the gap between where a program is and the desired benchmark.

**Quad:** ChalleNGe staffing group consisting of members of the Cadre, Instructor, Counselor and Mentoring sections (formerly referred to as the Triad).

**Quasi-Military Environment:** The military-based structure, education, training, and discipline that characterize activities of the ChalleNGe Program.

**Re-Enrolled:** The status of a ChalleNGe participant who terminated from a class and re-entered the same class within one week of termination.



**Registered:** The number of youth who apply, are accepted, and report to the Pre-ChalleNGe Phase.

**Service to the Community:** One of the eight core components of the ChalleNGe program. Participants volunteer their services to non-profit and/or community organizations.

**Short-Term Goals:** Within the parameters of ChalleNGe, the Short-Term Residential goals identify the objectives of participants on a bi-weekly or monthly basis during the Residential Phase.

**Staffing Model:** The organizational staffing design for a ChalleNGe program. This model is based on the number of Cadets per class.

**State High School Diploma:** A high school diploma awarded by the state in conjunction with successful completion of the GED.

**State Plan:** A goal-focused implementation plan developed by each state and approved by the National Guard Bureau.

**Summative Evaluation:** An evaluation process that reports on the total impact of a program. This is also referred to as an "Outcome-Based Evaluation."

**Target Graduation:** The maximum number of students per class identified in a program's budget for participation in, and graduation from, the ChalleNGe Program; this number varies by program.

**Tests of Adult Basic Education (TABE):** A series of testing instruments used to identify individual educational levels in various academic subject areas such as Mathematics, Reading, Language, Comprehension, and Science. The results of a TABE test indicate the grade level equivalent that the test taker has achieved. A reading TABE score of 7.4 indicates that the test taker is reading at the 7th grade 4th month level and so on. It is anticipated that during the 22-week Residential Phase, participants will demonstrate an improvement of at least .6 grade level equivalents.

**Terminated/Termination:** Those Cadets who separate from the ChalleNGe Program, either voluntarily or involuntarily.

**Termination Reason:** Information on why Cadets have separated from the ChalleNGe Program.

**Under Employed:** Working either part-time or full-time for less than minimum wage.

**Unemployed:** Not regularly employed in full-time work.



# Appendix 3:

## NATIONAL GUARD YOUTH CHALLENGE PROGRAM DIRECTORY

---

### Alaska

---

Alaska Military Youth Academy  
P.O. Box 5727  
Ft. Richardson, AK 99505-5727  
(907) 384-6017  
(907) 384-6105

### Arizona

---

Arizona Project ChalleNGe  
20395 E. Rittenhouse Road  
Queen Creek, AZ 85242  
(480) 988-4100

#### Nevada ANG

*(AZ targets 24 youth from Nevada per year)*  
2361 S. Carson Street  
Carson, Nevada 89701  
(775) 885-8201

### Arkansas

---

Arkansas National Guard  
Youth ChalleNGe Program  
Camp Robinson, Bldg 16414  
N. Little Rock, AR 72119-9600  
(501) 212-5344  
(501) 212-5565

### California

---

California ChalleNGe Grizzly Academy  
Camp San Luis Obispo  
PO Box 3209, Bldg 721  
San Luis Obispo, CA 93406  
(805) 782-6891  
(805) 782-6888

### Florida

---

Florida Youth ChalleNGe Academy  
Route 1, Box 550  
Camp Blanding  
Starke, FL 32091  
(904) 682-4000  
(904) 682-4002

### Georgia-Fort Gordon

---

Georgia-Fort Gordon  
Youth ChalleNGe Academy  
Bldg 40006, Brems Circle  
PO Box 7620  
Fort Gordon, GA 30905  
(706) 791-5950

### Georgia-Fort Stewart

---

Georgia-Fort Stewart  
Youth ChalleNGe Academy  
P.O. Box 3610  
Fort Stewart, GA 31314  
(912) 767-2666  
(912) 767-4015

### Hawaii

---

Hawaii National Guard  
Youth ChalleNGe Academy  
P.O. Box 75348  
Kapolei, HI 96707  
(808) 673-7530





## **Illinois**

---

Illinois Lincoln's ChalleNGe Academy  
205 Dodge Avenue  
Rantoul, IL 61866  
(217) 892-1315  
(217) 892-1314

## **Kentucky**

---

Kentucky Bluegrass ChalleNGe Academy  
2377 Brave Rifles Regt Ave  
Fort Knox, KY 40121  
(502) 624-3698

## **Louisiana - Camp Beauregard**

---

Louisiana-Camp Beauregard  
Youth ChalleNGe Program  
505 F Street, Camp Beauregard  
Pineville, LA 71360  
(318) 641-5789  
(318) 641-5800

## **Louisiana - Camp Minden**

---

Louisiana-Camp Minden  
Youth ChalleNGe Program  
200 Louisiana Blvd, Camp Minden  
Minden, LA 71055  
(318) 382-4101  
(800) 498-6676

## **Louisiana - Gillis Long**

---

Louisiana-Gillis Long  
Youth ChalleNGe Program  
5445 Point Clair, Bldg 20  
Carville, LA 70721  
(225) 319-4626

## **Maryland**

---

Maryland Freestate ChalleNGe Academy  
Bldg 5469  
Aberdeen Proving Grounds, MD 21005  
(410) 306-1801

## **Michigan**

---

Michigan Youth ChalleNGe Academy  
5500 Armstrong Road, Bldg #13  
Battle Creek, MI 46016-1099  
(269) 968-1038

## **Mississippi**

---

Mississippi National Guard  
ChalleNGe Academy  
Building 80  
Camp Shelby, MS 39407  
(601) 558-2474  
(601) 558-2324

## **Montana**

---

Montana Youth ChalleNGe Program  
750 East Cornell #999  
Dillon, MT 59725  
(406) 683-7556

## **New Jersey**

---

New Jersey ChalleNGe Youth Academy  
Building 5402, 1st Street  
Ft. Dix, NJ 08640-5225  
(609) 562-0571  
(609) 562-0572

## **New Mexico**

---

New Mexico Youth ChalleNGe Academy  
131 Earl Cummings Loop  
Roswell, NM 88203  
(505) 347-3582

## **North Carolina**

---

North Carolina Tarheel ChalleNGe Academy  
600 N. Main Street  
Salemberg, NC 28385  
(910) 525-5520



## Oklahoma

---

Oklahoma Thunderbird Youth Academy  
417 S. Elliot, Bldg 304  
Pryor, OK 74361  
(918) 824-4800  
(918) 824-4831

## Oregon

---

Oregon National Guard  
Youth ChalleNGe Program  
23861 Dodds Road  
Bend, OR 97701  
(541) 317-9623

## Puerto Rico

---

Puerto Rico Youth ChalleNGe Program  
PMB 111, PO Box 3505  
Juana Diaz, PR 00795  
(787) 260-1757

## South Carolina - Camp Long

---

South Carolina Youth ChalleNGe Academy  
at Camp Long  
58 Camp Long Road  
Aiken, SC 29805  
(803) 648-7776

## South Carolina - Columbia

---

South Carolina Youth ChalleNGe Academy  
at Columbia  
Wil Lou Gray Opportunity School  
W. Campus Road  
W. Columbia, SC 29170  
(803) 896-6445  
(803) 896-6444

## Texas

---

Texas Seaborne ChalleNGe Corps  
PO Box 16929  
Galveston, TX 77552-6929  
(409) 741-7131

## Virginia

---

Virginia Commonwealth ChalleNGe Program  
PO Box 7510  
Virginia Beach, VA 23458  
(757) 491-5931

## West Virginia

---

West Virginia Mountaineer  
ChalleNGe Academy  
240 Army Rd, Camp Dawson  
Kingwood, WV 26537  
(304) 329-2118  
(304) 329-2120

## Wisconsin

---

Wisconsin National Guard  
ChalleNGe Academy  
656 S. "O" Street  
Fort McCoy, WI 54656  
(608) 269-2105



# Appendix 4:

## FY2005 ANNUAL BUDGET AND TARGET GRADUATES

FY2005 ANNUAL BUDGET AND TARGET GRADUATES				
State	Target Graduates	Federal	State Match @ 40%	Total Federal and State
Alaska	200	\$ 2,100,000	\$ 1,400,000	\$ 3,500,000
Arizona	200	\$ 1,800,000	\$ 1,200,000	\$ 3,000,000
Nevada*	24	\$ 201,000	\$ 134,000	\$ 335,000
Arkansas	200	\$ 1,104,000	\$ 736,000	\$ 1,840,000
California	300	\$ 2,800,000	\$ 1,866,700	\$ 4,666,700
Florida	250	\$ 2,100,000	\$ 1,400,000	\$ 3,500,000
Georgia - FG	200	\$ 1,680,000	\$ 1,120,000	\$ 2,800,000
Georgia - FS	400	\$ 3,355,000	\$ 2,236,700	\$ 5,591,700
Hawaii	200	\$ 1,680,000	\$ 1,120,000	\$ 2,800,000
Illinois	708	\$ 6,043,000	\$ 4,028,700	\$ 10,071,700
Kentucky	220	\$ 1,848,000	\$ 1,232,000	\$ 3,080,000
Louisiana -CB	357	\$ 3,000,000	\$ 2,000,000	\$ 5,000,000
Louisiana -CM	200	\$ 1,680,000	\$ 1,120,000	\$ 2,800,000
Louisiana -GL	357	\$ 3,000,000	\$ 2,000,000	\$ 5,000,000
Maryland	200	\$ 1,680,000	\$ 1,120,000	\$ 2,800,000
Michigan	200	\$ 1,680,000	\$ 1,120,000	\$ 2,800,000
Mississippi	400	\$ 3,360,000	\$ 2,240,000	\$ 5,600,000
Montana	200	\$ 1,733,000	\$ 1,155,300	\$ 2,888,300
New Jersey	200	\$ 1,680,000	\$ 1,120,000	\$ 2,800,000
New Mexico	200	\$ 1,680,000	\$ 1,120,000	\$ 2,800,000
North Carolina	200	\$ 1,680,000	\$ 1,120,000	\$ 2,800,000
Oklahoma	250	\$ 2,400,000	\$ 1,600,000	\$ 4,000,000
Oregon	220	\$ 1,680,000	\$ 1,120,000	\$ 2,800,000
Puerto Rico	200	\$ 1,623,000	\$ 1,082,000	\$ 2,705,000
South Carolina - CL	200	\$ 1,680,000	\$ 1,120,000	\$ 2,800,000
South Carolina - CO	250	\$ 2,100,000	\$ 1,400,000	\$ 3,500,000
Texas	200	\$ 1,680,000	\$ 1,120,000	\$ 2,800,000
Virginia	258	\$ 2,165,600	\$ 1,443,700	\$ 3,609,300
West Virginia	176	\$ 1,680,000	\$ 1,120,000	\$ 2,800,000
Wisconsin	200	\$ 2,092,000	\$ 1,394,700	\$ 3,486,700
Wyoming	100	\$ 1,680,000	\$ 1,120,000	\$ 2,800,000
Sub Total NGB Admin		\$ 64,664,600	\$ 43,109,800	\$107,774,400
NGB		\$ 6,704,400		
<b>Total</b>	<b>7,470</b>	<b>\$ 71,369,000</b>		

\* The Arizona ChalleNGe Program targets up to 24 youth from Nevada per year.







**NATIONAL GUARD**

## **Youth Challenge Program**

Phone: 800-252-8959 • Web Site: [www.ngycp.org](http://www.ngycp.org)



**AOC Solutions, Inc.**

14151 Newbrook Drive, Suite 200

Chantilly, VA 20151

703-234-6300

[www.aocsolutions.com](http://www.aocsolutions.com)