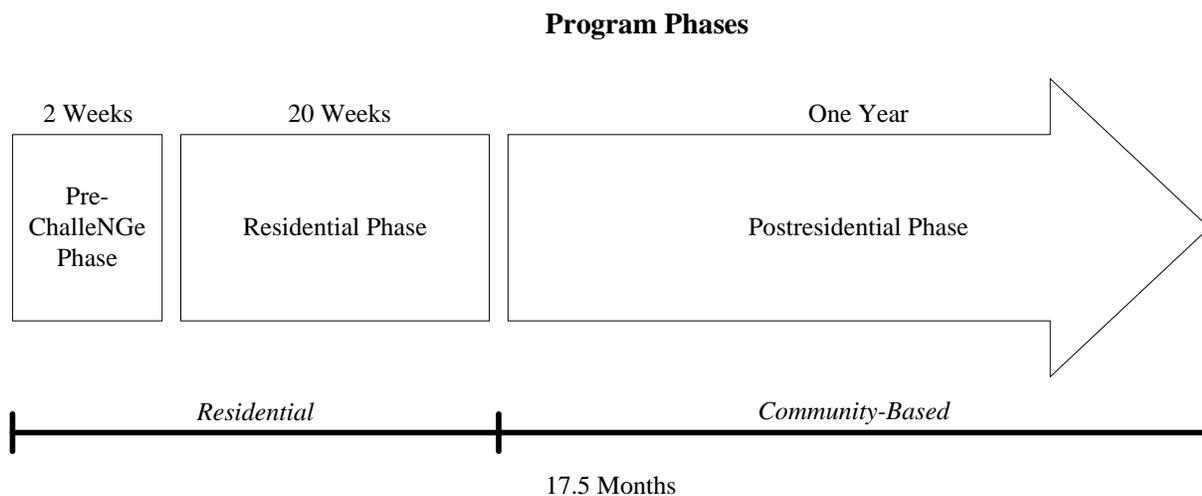


National Guard Youth Challenge Program



Core Components of the Residential Phase

Academic Excellence. Participants must focus on academic skill building and set individual goals for academic advancement. Most cadets work toward a GED, but some programs offer high school diplomas and/or college credit.

Life Coping Skills. Counselors use daily activities and classes to assist youth in building skills, such as anger and stress management. Life skills instruction includes money management, household management (which includes keeping barracks clean), parenting, and other relevant skills for successful adulthood.

Leadership and Followership. In ChallengeNGe, cadets begin to learn followership from day one as they learn to follow the instruction of cadre, teachers and other adults. They also begin to learn to follow one another as the cycle goes on as opportunities for individual cadets to lead one another arise.

Service to community. Service to community activities connect cadets to public serving organizations in the local community and across the state. The use of the term, “service to community” is deliberately different than the term “community service”, which has criminal justice overtones. The goal of the activities is to allow cadets to “give back” to the community.

Responsible citizenship. The citizenship core component focuses on cadets’ responsibilities as citizens through coursework and such activities as running mock campaigns and legislatures, electing and running student government bodies, assisting at state legislative functions, and meeting with elected officials.

Physical Fitness. Throughout the first two phases, the youth are engaged in intensive physical conditioning activities and sports to improve their physical fitness, and for recreation and team-building.

Health and Hygiene. Classes and structured group discussions explore the effects of substance abuse and sexually transmitted diseases, as well as the benefits of proper nutrition and hygiene.

Job Skills. All the programs provide career exploration experiences at some level. Beyond that, programs address the job skills component somewhat differently.

National Guard Youth ChalleNGe Program

Selected Characteristics of ChalleNGe Survey Sample Members at the Time of Random Assignment

Characteristic (%)	Survey Sample
Male	88.0
Age in years	
16	36.7
17	53.3
18	10.0
Race/ethnicity	
Hispanic	18.1
White	42.3
Black	33.8
Lives with	
Both biological parents	25.0
Mother only	35.2
Father only	6.5
One parent and a stepparent	22.0
No parental figures	10.0
Other combination	1.2
Anyone in household receives public assistance	26.4
Highest grade completed	
8th grade or lower	14.5
9th grade	29.9
10th grade	37.9
11th grade	17.0
12th grade	0.7
Has/had Individual Education Plan (IEP)	31.3
Ever suspended from school	82.6
Ever arrested	31.6
Reasons for applying to ChalleNGe?	
Want a high school diploma/GED certificate	82.1
Want to go to college/get more training	43.6
Want to get a job	40.2
Want to join the military	33.6
Want to get life on track	79.6
Sample size	1,173

SOURCE: MDRC calculations using Baseline Information Form (BIF) data.

NOTES: Missing values are not included in individual variable distributions.

Distributions may not add to 100 percent because of rounding or where categories are not mutually exclusive.

National Guard Youth Challenge Program

Table ES.1

Impacts on Selected Outcomes from the 3-Year Survey

Outcome	Program Group	Control Group	Impact	P-Value ^a
<u>Educational attainment (%)</u>				
Earned high school diploma or GED certificate ^b	71.8	55.5	16.2 ***	0.000
HS diploma	30.3	26.6	3.7	0.162
GED	56.9	34.5	22.4 ***	0.000
Earned any college credit	34.9	18.8	16.1 ***	0.000
<u>Employment history</u>				
In the past 12 months				
Employed (%)	88.4	84.5	3.9 *	0.051
Earnings (\$)	13,515	11,248	2,266 ***	0.003
Number of months employed	8.1	7.2	0.9 ***	0.001
<u>Current status</u>				
Currently enrolled in (%)				
High school or GED prep classes	7.3	9.2	-1.9	0.243
College courses	11.4	7.8	3.6 **	0.042
Job training	4.6	3.1	1.6	0.180
Working (%)	57.8	50.7	7.1 **	0.015
Average weekly earnings ^c (\$)	240	210	30 *	0.086
Currently enlisted in the military (%)	8.5	7.4	1.1	0.494
Involved in any productive activity ^d (%)	63.6	59.0	4.6	0.111
Has HS diploma or GED and is currently involved in any productive activity ^d (%)	49.1	37.8	11.4 ***	0.000
<u>Crime and delinquency (%)</u>				
Since random assignment				
Arrested	50.6	51.4	-0.8	0.777
Convicted	27.6	24.9	2.8	0.294
Sample size (total = 1,173)	722	451		

SOURCE: MDRC calculations from responses to the 3-year survey.

NOTES: Estimates are regression-adjusted using ordinary least squares, controlling for sample member characteristics and weighted by site size, survey response rates, and program versus control ratios. Statistical significance levels are indicated as follows: *** = 1 percent; ** = 5 percent; * = 10 percent.

Rounding may cause slight discrepancies in sums and differences.

^aStandard errors are presented for all impacts with a p-value of 0.000. Following are the standard errors for all impacts with a p-value of 0.000 (presented in the order in which they appear on the table): 2.766, 2.898, 2.625, and 2.910.

^bBecause this measure includes some respondents who indicated that they earned both a high school diploma and GED certificate, the percentages reported for the separate measures do not sum to the percentages reported for this measure.

^cWeekly earnings averages include zeroes for respondents who were not employed.

^dThis measure includes any employment, school or GED programs, vocational training, military activities, or any residential programs (not listed separately above).