



The Appalachian Advantage

KENTUCKY NATIONAL GUARD YOUTH CHALLENGE PROGRAM

APPALACHIAN CHALLENGE ACADEMY

FEBRUARY 2024

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IMPORTANT DATES

Cadet Virtual Reward Days:

March 30th & 31st
 April 27th & 28th
 May 25th & 26th

Graduation:

June 15th

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The conclusion of the Acclimation Phase ushers in the true essence of the Youth Challenge experience.

These newly minted Cadets have preserved to triumph the Acclimation Phase's initial (2) week introduction to a quasi-military life, and has poised these young men and women for the journey ahead. Acclimation is a preparation and launching point to showcase the life changes that only Youth Challenge can evoke, securing that the mission of the program has been activated. From meeting new friends, to



instruction on facing movements, these few weeks serve as a true learning opportunity. The next (20) weeks will be a journey that will inspire, lead, and direct the (97) cadets who achieved the right to become an Appalachian Challenge Academy Cadet. Class 024 cadets will begin the pathway towards academic goals, meeting physical training standards, and holistic character development that only seemed but a dream on

their initial Intake Day. Each cadet has poised themselves to not only accept a physical challenge of a "boot-camp", this program is much more than that simple term could ever define. (97) of Appalachia's finest are positioned to take control of their future, evoke their own potential, and embark on a transformational journey that few options compare. Join us in congratulating these young men and women who now make up Class 24 of the Appalachian Challenge Academy



A Mean Routine

Showing Cadets the Value of a Daily Schedule

Time	Activity
0600-0800	Wake Up, Morning Hygiene Routine, Cleaning Details Breakfast Chow
0815	Morning Formation (also known as "Reveille")
0830-1500 1130-1230	Classwork/Weekly Community Service Lunch Chow
1500-1600	Prepare for Physical Training (PT) Snack Chow
1600	Evening Formation (also known as "Retreat")
1615-1700	PT, Recreational Time, and Drill and Ceremony
1700-1800	Dinner Chow
1800-2030	Cleaning Details, Showers, Study Time, Mail Call, Letter Writing, and Quiet Time
2100-2200	Lights Out

Our cadets are introduced to a rigorous schedule while attending the ACA which is detailed in the graphic above. From morning to night, a cadet's day is carefully planned to ensure all their needs are met and tasks are completed with room left to relax after their hard work is done. We find that providing youth with such a routine introduces them to time management skills and further benefits them by demonstrating that "I don't have the time" is never an excuse with the proper planning. We encourage cadets to continue making daily schedules when they return home to help make time for homework, exercise, and their other responsibilities.

Just so you know!

Because we are a quasi-military academy, we utilize military terminology in our day to day operations. Words like "chow" (meaning meal time), "lights out" (meaning bedtime), and our use of military time are just a few examples.

When M E W E becomes W E

The Platoon Structure

When Class 024 began, our cadets were placed into the platoons that will act as their peers, family, and team over the next 5^{1/2} months. Our Academy is comprised of 3: 1st Platoon Spartans, 2nd Platoon Knights, and 3rd Platoon Gladiators. Each platoon is divided into 4 squads. The number of squad members varies by the number of cadets in each platoon. A variety of our cadets' daily activities are determined and completed by squads to sharpen their teamwork skills and build a sense of comradery!

Within their platoon, a **cadet** will have the opportunity to master their Leadership/Followership Core Component. The first available leadership position offered to cadets is **squad leader**. Squad leaders are responsible for ensuring cleaning details are completed and that uniforms are to standard within their squad. All cadets will complete a week as a squad leader to test their leadership skills and learn the challenges that come with supervising their peers. The remaining cadets will act as squad members to learn how to be followers and take orders from their peers in the squad leader posi-

tions. **Platoon sergeant**, or "PG" is the next leadership position available. The platoon sergeant acts as a liaison between the cadre staff and platoon. They will communicate orders and information, control cadet movement during the daily schedule, and will report accountability of their platoon during formation. For cadets that show exemplary leadership capabilities, additional positions are offered.

Teaching cadets to recognize and respect the authority that comes with being a leader is a crucial because it helps them recognize to respect the effort dedicated to achieving those roles while allowing them visualize what it takes to earn those roles themselves. For

many cadets, mastering the skills of being a leader and a follower will be a challenging task. However, learning to inspire their peers while also mastering the ability to be a team player is a skillset that will

help each cadet when they go on to join the workforce, participate in group or team activities in school, and more.



Taking Action

Creating a Post-Residential Action Plan



Advice



support



motivation



direction



training



coaching



success

With the long-term success of cadets in mind, helping them to create a sustainable foundation for their future is of the utmost importance. This means we do not shy away from preparing cadets for the sometimes adverse nature of the real world, but instead, focus on preparing them to have the capacity to work through any obstacles they may face in the future. And one of those lessons is that no matter what they face in life, they do not have to go through it alone.

Many cadets find that the aspect of the program they most admire is the newly developed support system they've received outside of their existing family and friends. This support system is not by accident but is, instead, an integral piece of all Youth Challenge programs. We recognize the value a *community* of support has for young individuals. Whether those values are the broadening of a cadet's horizon or creating accountability in their lives, it also reminds our cadets that there is always someone in their corner rooting them on.

One of the ways this support system shows up is through our Mentor Program. Mentors are responsible for helping to cultivate a support system for their cadet once they have completed the program and help to monitor their personal goals and well-being through monthly check-ins. Each cadet is required to have a mentor before graduating and beginning the Post-Residential Phase, but the process begins much earlier than that. Starting in Week 4, cadets attend a weekly "Post-Residential Action Plan" (PRAP) course. In this course, cadets will create goals using a SMART Goal framework (pg.6) that they will maintain throughout the Residential and Post-Residential phases. Simultaneously, their mentors will receive their own training that will prepare them for the contributive role they will play in their cadet's life. After completing our training, mentors will begin building, or continuing, a relationship with their cadet during the cycle.

You never know the impact that you can have on a young person's life by simply showing up everyday providing encouragement and accountability. We are always accepting new mentors to join our community of support and help us create this impact. If this interests you or someone you know, please visit www.challengeaca.com/mentor or contact us at 1-855-596-4927.

Working SMARTer,

Not Harder



The SMART Goals framework is designed to create goals that are specific, measurable, attainable, relevant, and time-bound. In other words, it creates goals that are made to be accomplished. During PRAP, cadets will use this framework to establish short-term, intermediate, and long-term goals. Once the cadets graduate, their mentors will work alongside them to monitor and encourage the completion of these goals.

S

SPECIFIC

Clearly define the goal

M

MEASURE-ABLE

Create measurements to track the progress of your goal

A

ATTAINABLE

Ensure the goal is within your abilities to reach

R

RELEVANT

Set a goal that is realistic and pertinent to your needs

T

TIME-BOUND

Establish a reasonable timeline to complete your goal

ACHIEVEMENT UNLOCKED



Week 3 Promotions

Level 1

PVT

1st Platoon:

Bowers, D. (Fayette)
 Bray, J. (Leslie)
 Breetz, W. (Kenton)
 Brewster-Hatter, A. (Grant)
 Burlew, A. (Kenton)
 Casey, G. (Kenton)
 Cavitt, J. (Apison, TN)
 Cliff, K. (Grant)
 Day, S. (Knox)
 Demarco, E. (Oakridge, TN)
 Griffie, L. (Perry)
 Gullett, K. (Fayette)
 Guy, J. (Montgomery)
 Harless, C. (Johnson)
 Hillyard, W. (Madison)
 Jenks, D. (Scott)
 Jones, C. (Boyle)
 Jones, G. (Campbell)
 Jones, T. (Corbin)
 Jordan, M. (Magoffin)
 Littrell, S. (Scott)
 Martinez, M. (Scott)
 Meade, G. (Adams)
 Parker, G. (Kenton)
 Peace-Entrailgo, M. (Whitley)
 Phillips, A. (Boone)
 Rieskamp, R. (Boone)
 Robinson, C. (Fayette)
 Smith, R. (Perry)
 Turner, S. (Lincoln)
 Walters, K. (Grant)

2nd Platoon:

Aumann, L. (Pulaski)
 Bayes, N. (Lawrence)
 Brown, A. (Knox)
 Campos-Cardenas, C. (Fayette)
 Cobbs, C. (Montgomery)
 Coyle, H. (Clark)
 Douglas, P. (Fayette)
 Franklin, P. (Harrison)
 Grissett, B. (Grant)
 Gross, G. (Harlan)
 Hibbitts, D. (Laurel)
 Huff, L. (Harlan)
 Jacobson, E. (Fayette)
 Jenkins, M. (Grant)
 Johnson, K. (Jefferson)
 Jordan, A. (Scott)
 Khalil, M. (Lucas)
 Lewis, J. (Elliott)
 Luna, S. (Kenton)
 Mahan, A. (Kenton)
 Marshall, X. (Carter)
 Martin, M. (Kenton)
 Morgan, I. (Cass)
 O'Brien, N. (Boone)
 Parker, H. (Boone)
 Pittman, M. (Hamilton)
 Purcell, C. (Kenton)
 Ritchie, K. (Rogersville)
 Setser, G. (Johnson)
 Slone, A. (Laurel)
 Stewart, J. (Whitley)
 Wagers, M. (Garrard)

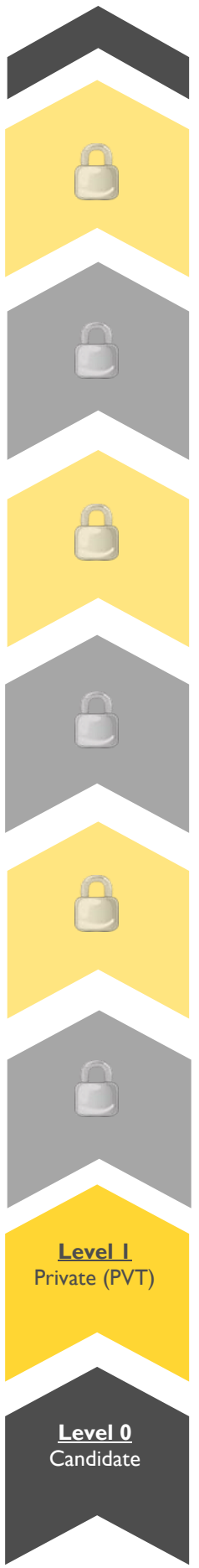
3rd Platoon:

Auberry, D. (Crossville)
 Banks, S. (Montgomery)
 Barnett, T. (Lawrence)
 Boateng, L. (Fayette)
 Braman, J. (Fayette)
 Brindle, G. (Boone)
 Bryant, K. (Pike)
 Escobar, I. (Harrison)
 Graham, E. (Boyd)
 Greer, S. (Johnson)
 Harkins, D. (Fayette)
 Marshburn, A. (Kenton)
 May, C. (Fayette)
 Meenach, K. (Carter)
 Moore, K. (Estill)
 Muse, M. (Morgan)
 Nunn, K. (Bell)
 Roll, S. (Campbell)
 Sanchez, A. (Pulaski)
 Scalf, D. (Harlan)
 Simpson, M. (Lawrence)
 Smith, H. (Shelbyville)
 Watts, S. (Knott)
 Weaver, C. (Harrison)

Osborne, G. (Boone)

Draper, O. (Grant)
 Gibbons, A. (Kenton)
 Tackett, C. (Lee)

Braman, J. (Fayette)



Level 1
 Private (PVT)

Level 0
 Candidate

Cadet Highlight

Meade, G.



Cadet Meade, Gage

Peebles, Ohio

Achievements: PVT, Current 1st Platoon
Squad Leader

Goals: Cadet Meade is looking forward to completing credits while attending the program, as well as preparing for a career in Law Enforcement

The Appalachian Challenge Academy is a 22 week, quasi-military program dedicated to advancing foundational development of regional youth. With a focus on 15^{1/2}-18 year olds, it is our goal to provide a diverse skillset through our Eight Core Components that will prepare them to successfully transition into adulthood and create the future they set their sights on. If you would like more information or are interested in joining our community of support, feel free to contact us. We look forward to hearing from you!



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