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April 2013

Coaches Articles
Spring Coaches Share
Wisdom

WINTER SPORT
CHAMPIONS
Sportsmanship Awards

New NCA Partner
PLAYNAIA & GPAC

COACH HILDEBRANDT:
15 STATE TOURNAMENT TITLES

Brad Hildebrandt, Omaha Skutt Catholic

CONTENTS

nebraska coach

April 2013

FEATURES

6-7 *It's a Short Walk - Roger Mathiesen, Kearney Boy's Track & Field*

8 *Living Up to Expectations - Not an Easy Task - Tim Tidball, Lincoln Southeast Tennis*

10-11 *The Wildcat Way - Frank Ryan, Millard West Baseball*

12 *Play Development - Technical & Tactical - George Behney, Gretna Girls' Soccer*

14-15 *Teaching the Game of Golf and Beyond - Larry Knaak, Plainview Boys' Golf*

18 *NCA Announces New Partnership with NAIA & GPAC*

21 *Girls' State Basketball Sportsmanship Awards Winners*

23 *Boys State Basketball Sportsmanship Award Winners*



Nebraska coaching legends Bill Holliday and Wes Shepard enjoy time together in the NCA Boys' State Basketball hospitality room. – NCA Photo



DEPARTMENTS

4 *Upcoming Events & Contact Information*

5 *"The Game Plan" - Words from your NCA Executive Director*

16 *2013 Winter State Champions*

20 *State Cheer & Dance Champions*

24-25 *NCA Award Programs Benefit Coaches & Students*

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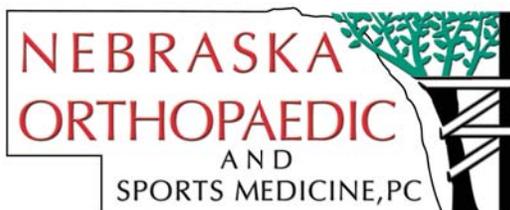
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Nebraska Orthopaedic Physician's Outreach Clinics

Aurora	Memorial Hospital
Auburn	Nemah County Hospital
Beatrice	Gage County Medical Clinic
Fairbury	Jefferson Community Health Center
Falls City	Community Medical Center
Holdrege	Family Medical Specialties
Nebraska City	St. Mary's Hospital
Osceola	Annie Jeffrey Memorial County Health Center
Pawnee City	Pawnee City Memorial Hospital
Syracuse	Community Memorial Hospital





Wahoo head boys' basketball coach Kevin Scheef looks on prior to the class C1 state championship game. The Warriors captured the state title and finished the season with a perfect 29-0 record. – Callam Sports Photography Photo.

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CALENDAR OF EVENTS

April 28	NCA Board Meeting, NSAA Building
May 13 & 14	State Soccer Sportsmanship Awards, Creighton University
May 19-20	State Track Hospitality, Omaha Burke High School
July 21	NCA Annual Awards Banquet, Great Hall -- Old Train Station, Haymarket, Lincoln
July 22	NCA Golf Tournament, Highlands, Lincoln
July 22	NCA All-Star Boys' & Girls' Basketball Games, Lincoln North Star High School
July 23-25	NCA Multi-Sport Clinic, Lincoln North Star High School
July 23	NCA All-Star Volleyball Match, Lincoln North Star High School
July 24	NCA All-Star Softball Doubleheader, UNL's Bowlin Stadium

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OFFICE HOURS

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"The Game Plan"

Words from Darin Boysen, NCA Executive Director.

"Spanning the globe to bring you the constant variety of sport!

The thrill of victory, and the agony of defeat!

The human drama of athletic competition.

This is ABC's Wide World of Sports!"

1978 - Voice of the late Jim McKay, Introduction of ABC's Wide World of Sports

Growing up as a sports crazy kid, I loved to watch ABC's Wide World of Sports. This of course was long before the domination of ESPN and the era of 24/7 sports coverage. One didn't have to look far to find "the human drama of athletic competition" at the winter championships a few weeks ago.

The stakes get higher and the emotions overflow. When so much has been invested, the emotions become visually raw and moving. Athletic competition – someone has to be declared the victor while the other must swallow the bitter taste of defeat. Such are the lessons of the extended classroom.



2013 marked the 14th year the NCA, NSIAAA and the NSAA awarded Sportsmanship honors at the boys' and girls' state basketball state championships. There may only be one trophy awarded in each classification, but for those schools that have invested in teaching the values of sportsmanship, there are far more victors. The education based atmosphere of the state championships has improved greatly over time. As most of us know, sportsmanship is a journey, a never ending process. I congratulate each school that chooses to teach the life-long lessons of sportsmanship not only at the state tournaments but throughout the school year.

The sportsmanship program is based on a state wide committee that meets annually before each school year. The goals include designing meaningful Sportsmanship & Leadership Summits and constantly striving to find productive ways to elevate sportsmanship in schools. If you have ideas to help improve the sportsmanship program, please join this important committee. Sportsmanship evaluators are always needed at the volleyball, basketball and soccer state championships. I want to personally thank the evaluators that volunteer their time and talents at the state championships. We invite school administrators, coaches and officials to become an active part of positive sportsmanship promotion.

Above, Callam Sports Photography captured the closing drama of the Class C1 Boys State Championship game. As the Wahoo Warriors celebrate "the thrill of victory" at center court, Boone Central/Newman Grove Junior Tyler Hedlund struggles in "the agony of defeat."



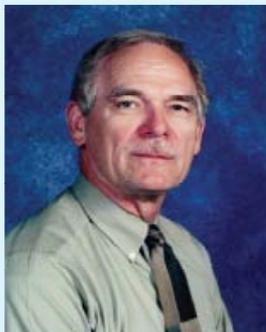
Thank you for being a positive influence in the human drama of athletic competition.



“IT’S A SHORT WALK”

(A brief history, some philosophy and a few observations of a track team)

By: Coach Roger Mathiesen, Kearney High School



One of legendary LSU football coach Paul Dietzel’s favorite quotes was, “It’s a short trip from the penthouse to the outhouse.” We have repeated it ad nauseam within our track program at Kearney High School because there is more than a degree of truth to it. Some 30+ years ago our track program had found its way near that outhouse...complaining, whining and excuse making all the way there. I suspect our template for success is different than many other programs but, nonetheless, I will share some of our ideas. I have never believed that what we do is the only way. How other coaches have developed or failed to develop their programs is a result of their circumstances and actions. I will simply recount some facets of our rise from the “outhouse” to a view that some might call the “track penthouse.” One thing I’ve learned in my 33 years at the helm is that kids are a lot smarter and a lot more athletic than they think they are. Like in the classroom, you have to find a way to draw it out of them. A few years back a young KHS runner said to me that he had found the best way to succeed:

“Lower your expectations.” Now, he was both funny and extremely bright. He went on to graduate from Cal Tech. He was also correct. We need to get out of our limited environment and expand our vision. At KHS, the past had set limits on our expectations. We were stuck in a rut. We needed to enlarge our vision, to find a pathway to success instead of an excuse for failure. We needed to, as Kareem Abdul Jabbar once said, “... have a commitment to that vision.”

In 1980 I was given the job as the Head Boys Track Coach at Kearney High School. I say “given” because few if any in our school were actually interested in the position, and the desire to hire someone from outside was close to nonexistent. Being one of the smallest schools in Class A and having essentially no tradition, KHS was not exactly a “magnet” program for aspiring coaches. I recall a coach asking the rhetorical question, “How long can you coach at Kearney High?” The answer according to veteran Cap Williams was, “As long as you can stand it.” He said it jokingly, but there was a remnant of truth in his response. Back in 1980, we were the bottom rail on the fence, but we were beginning to bring positive energy to the program.

Today KHS is the 21st largest school in Class A and I ask myself and my coaches, “What makes us think we can compete consistently against markedly larger schools?” Being in Class A can mean that a school like KHS can have upward to a thousand less students than its competitors. It’s a bit easier to be in the win column when you have 2,000 students as opposed to 1,000 (or 200 instead of 100). After all, schools are divided into classes for a reason. But instead of complaining, go out and do the best you can. Since it is quite difficult for kids to score if they’re not on the team, it becomes imperative that you draw whatever you can from your pool of students. We can all encourage kids to join the team. If you aren’t making the effort to talk to potential athletes, your value as a coach is greatly diminished. In the track world, with so many other programs pulling on athletes to do club sports, we can’t afford to miss potential athletes. At KHS we typically deal with 120 to 150 boys on our team. And if you conclude that they all want to be there because of our past success, you would be incorrect. We have to work at it constantly. Since 1990 we have had 107 State Champions and State Runner ups. The next best in Class A is 60. Many of those 107 weren’t out for track in middle school, yet a number of them became state meet placers and school record holders. Never underestimate what kids are capable of doing. Keeping them out is the next struggle. This will not happen unless they see value in what they are doing. You must make them all feel like they are part of the program. In 1997, Lincoln Pius coach George O’Boyle made an interesting comment in the Lincoln Journal. He said, “We can attribute a lot of track and field interest in the state to Kearney.” We, as coaches, have always sought to live up to that mantra. We have worked hard to develop track as a team sport so all involved feel they are part of something greater than themselves. It has been a very important to the long term development of our program. Get them out, keep them out. Never forget the little guy. A few years ago we were recognized by the Nebraska Sports Hall of Fame as a “Great Moment of High School Sports.” Whom did we choose as our speaker? Matt Miller. Matt wasn’t one of our six Gatorade Track Athletes of the Year, he wasn’t among our dozens of state champions. Who was he? He was a young man who said during his speech, “I hated not having any talent. But I was always respected, no matter what, because the Kearney High track program was built upon the shoulders of athletes like me who know the meaning of hard work, and live up to their full potential. I can’t even begin to explain the impact this program has had on my life. They turned me into a true leader. They showed me the fire I had inside of me. Kearney High does much more than win championships. They make champions of the smallest of men. And that’s a feat much greater than any state title.” Never forget the little guy.

I’m often intrigued, because we have won so much, the rather interesting things I hear said about our program. One rather veiled rationale for our success is that our kids do track all year long. In reality, the exact opposite is true. We have no summer track program. None. Since I have been the Head Coach, 33 years, we have had 205 different athletes place at the State Track Meet. Of

those 205, 198 have been multi-sport athletes. Only 7 athletes have placed at the State Meet since 1980 who were track athletes only. We absolutely do not believe in convincing athletes to center on one sport. I question the motive of anyone who does that. For us, the proof has been in the results. Andrew Carnegie, once the richest man in the world, said his philosophy of life was “More.” That seems to be the belief of many coaches today. More. (More, of course, of what they coach.) We also have no youth track program in Kearney. We see kids by the hundreds in youth programs, but by the time they are in high school, only a small fraction remains. How about the myriad of kids who have dropped out along the way? Quite honestly, these are the kids we commonly talk to about getting involved in our program. By the way, I have read two great books on this philosophy which I think can help you immensely. The first is *Why Johnny Hates Sports: Why Organized Youth Sports Are Failing Our Children and What We Can Do About It*. The second is *Just Let the Kids Play*.

As a coach, organization is essential. In addition to a yearly Track History Booklet that we give the athletes, I give my assistant coaches a booklet that includes their duties and information relative to our track program (the booklet yearly runs over 250 pages). Some might call it micro-managing. I call it attention to detail. Communication, learning how your coaches think and, more importantly, how your athletes think is critical as well. And coaching is a “relationship” position. A head coach must be able to sort out the better ideas and use them to improve the program. Whenever you can, say yes. Magic Johnson once said that competence “trickles down from the top.” Said another way, “Fish rot from the head down.” Our track coaches have a combined 146 years of experience at KHS alone. This continuity is invaluable. If you have a good experienced coach, do whatever you can to keep him on the staff. When I came into the profession there was a proliferation of coaches age 50 and over. Now I have to search to find one. Draw your own conclusions as to why. I believe you hire the person and create the coach. Teach him what you want him to know and, if he is the right person, he will teach himself markedly more and continually strive to improve. Coaching can be learned. Improving personality, ambition and commitment is more of a challenge. Coaches who relate well, understand athletes’ individual issues, legitimately care about them beyond how much they score and, most importantly, give of their time, are gold mines. Derek Jeter once said, “Surround yourself with positive people.” Coaches need to bring positive energy to practice. Why would you expect your athletes to do so if you don’t? If coaches are not willing to spend extra time, if they sprint out the door as soon as practice is over, I will tell you this is a prescription for eventual failure. Athletes need to know that you care more about them than how fast they can run. They need to respect you for your actions, your knowledge and what you stand for. Believe me, when they do, their limits are greatly expanded. If you set high standards and expectations, the athletes will perform as a result of those standards. You build over time. Take the kids who work hard and have high standards and develop your program around them. The others will follow. The great Arkansas coach John McDonnell once said that the single most important piece of his program, the cornerstone, was “discipline, discipline, discipline.” Have high standards and do not forsake them for winning. The standards you establish will define your program...most importantly to your athletes.

George Anderson, Jr., a long-time Omaha North coach, recently passed away. He was one of our best friends. I enjoyed George for many reasons but one thing that always stood out was how much he cared about his kids. Like George, we are disciplined and our coaches legitimately care about our stars and non-stars alike. We have a very tight set of rules and I assure you that our athletes know who runs the show. (It’s not them.) What do we do about athletes who want to participate in another sport during our season? It doesn’t happen. Enough said. As coaches, we are the CEOs and our athletes must be polite and respectful. They must do things our way or they’re simply not around...and they know it. And they like it that way. George often said to me that we’ve done the impossible: winning so consistently in a major sport. I am not implying that everyone can do it, but it does go to show that if things are done in a particular way success is there for the taking. KHS has won 14 of the last 19 State Championships and has been State Champion or Runner-up 20 of the last 24 years. We have won 137 consecutive meets during the regular season, defeating 907 teams over these past 20 years, and have finished in the Top 10 at the State Meet 27 years in a row. (The next best in Class A is 6 years in a row.) We haven’t lost a conference or district meet in nearly a quarter century. Since 1980 our program has produced 128 collegiate track athletes, 38 in Division I. We have done well because we hold our young people accountable, treat them fairly and always hold them to a high standard. The outhouse has moved down the road a piece.

Track meets have only one winner but we can all have success. A framed quote on my desk reads, “I have learned that success is to be measured not so much by the position that one has reached in life as by the obstacles which he has overcome while trying.” (Booker T. Washing-ton.) Not every team begins with the same advantages and disadvantages. Circumstances commonly dictate success. Anyone can be the State or District or Conference Champion...after all every star has to be born somewhere. But maintaining this level is directly relative to how you administer your program. It doesn’t guarantee championships but does guarantee a measure of success. Coaching is a calling. We can see both the penthouse and the outhouse from where we stand. Life is better in the penthouse. It doesn’t smell good in the outhouse, and people tend to complain there.

LIVING UP TO EXPECTATIONS...

NOT AN EASY TASK

Tim Tidball, Lincoln Southeast Tennis Coach



In the last year, I have been recognized no less than four times as "Tennis Coach of the Year." I start with this, not because there is anything in me that needs any more recognition, but to shine a light of reminder on the fact that a coach, in most cases, is only as good as the players he or she has to work with.

There are examples around us every year, of excellent coaches who have, through great coaching, managed to get his or her players to play beyond what anyone would expect, and take a team that starts the year near the bottom of the heap, and eight weeks later is closer to the middle of the pack. These are the coaches who really should be singled out at the end of the season, but they're not as visible or easy to find as the ones who, along with their talented players, (many of whom have had the good fortune of receiving private instruction in the off season), are hoisting the hardware at the conclusion of the many tournaments throughout the season. I have been exceedingly fortunate to coach at Lincoln Southeast, where so many good tennis players have attended, and who have made me look better than I probably am. Having said all this, I want to make it clear that I sincerely appreciate the recognition, and it is gratifying and humbling to be singled out, especially by one's peers. At the same time, I would be remiss if I didn't acknowledge that simply having great players on one's roster insures team championships.

As fun as it is to coach a team that is in the hunt for championships, there is a certain amount of pressure that comes with being a team that "should" win. The fear of squandering talent, and being left, at the end of the season with "what ifs" is very real and constant. Our team in 1998 may have been as talented as any we've ever had at Southeast, but it's not one of the championship teams. I have had seasons with excellent players just outside the top six who would be at or near the top of most team's lineups. During seasons like this, all it takes is one "bad" loss to make a coach start to question his lineup decisions, and create a situation where players are playing tight, worried about losing a spot in the lineup to a talented teammate who is chomping at the bit, waiting for his chance. It is not unlike a shooter in basketball being afraid to take the next open shot, in fear that if he misses he'll be riding the pine. I know I have coaching peers reading this and thinking they'd like, just once, to have these kinds of problems.

So, what is the key to dealing with the pressures of living up to expectations, and to keeping everybody happy, players and parents alike, when tournaments call for lineups of six, and you have nine deserving players, six of whom, on any given day, can beat one another? How do you keep the non-tournament players interested and motivated, and keep the top guys relaxed and focused, knowing there are hungry teammates nipping at their heels. The answer lies in finding ways to create the spirit of "team" in what is, largely, an individual sport.

It is imperative to create an environment where every player is valued, regardless of whether they're one of the top players in the state or if they're showing up every day for practice just hoping I will, at some point give them a look at #2 doubles. When the top players understand that nothing is etched in stone, and the other players know that they'll always have a chance to prove themselves, there is the chance to build a healthy competitiveness that only serves to make everyone a little better. Moreover, there is a sense that everyone has a hand in everyone else's success, and players wind up playing for each other, for me, for their parents and their school, and not just for themselves. Time spent on "team" and community is always time well spent.



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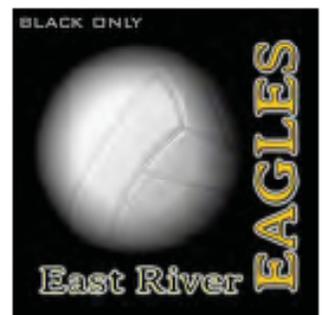
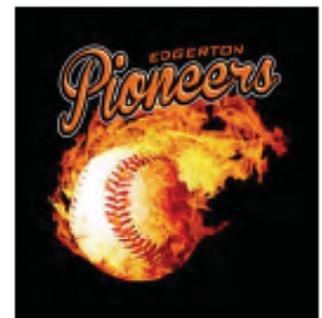


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THE WILDCAT WAY

Frank Ryan, Millard West Baseball



Throughout my baseball life, I have been very fortunate to be associated with and to work with a number of quality people who have helped me develop ideas and philosophies which are the foundations of our program. Coaching has evolved over the years in how to prepare and motivate kids, but baseball

traditions and the fundamentals are still alive and well in Millard.

In 17 years at Millard West, we'd like to think we've developed a philosophy (The Wildcat Way) that can be best described by consistency. The approach to Baseball has always been traditional, few gimmicks and learning a respect for the game. Our goals are always high and we strive to execute all phases at a championship-level. The team results bear this out as we have qualified for State 15 times and finished in the top 5 in 14 seasons. In addition, 84 of our kids have gone on to college baseball and been able to compete successfully with a good base of fundamentals.

As coaches, you can never stop trying to learn and improve. We borrow ideas from other coaches all the time by reading, going to clinics, watching games and talking ball. Each Fall and Winter, we spend time attending practices at several of the local colleges looking for ideas and talking baseball with the coaches. It's reassuring to know that they practice and drill in similar fashion as our kids do. These trips also give us a chance to watch several of our alumni players who dot the rosters at these schools.

The outline below is the core beliefs of what we strive to accomplish with our teams each and every year.

BUILDING of TRADITION

1. ** Becoming a Champion & being labeled as a SPECIAL TEAM do not just happen. You have to act special, practice special, hustle special & play special every day !
2. EXPECTATIONS of Millard West to always be good.
3. RESPECT the game of baseball, as it can humble you.
4. LEADERSHIP --- Older guys show the younger guys how to be good.
5. Be a great TEAMMATE !
6. Doing things right at all times = CHARACTER.
7. Portray the IMAGE of a Champion --- appearance & mannerisms.

8. Demonstrating CLASS in representing Millard West.
9. Umpires appreciate HUSTLE & class.
10. Letting the SCOREBOARD talk --- the ultimate comeback.

THE INGREDIENTS

1. Emphasize fundamentals & execution. Focus & concentration.
2. No gimmicks --- hitting, running, catching & throwing gets it done.
3. Pitching depth & solid defense to win Championships.
4. Speed & Hustle show up every day.
5. Great effort in every phase.
6. Plenty of games.
7. Feeder-program philosophy --- versatility, show what you can do.
8. Encourage multiple-sports = more competitive athletes.
9. Off-season work ethic = best chance for in-season success.

COACHES

1. Knowledge --- show them how.
2. Your work ethic --- it rubs off.
3. Calm, professional, lots of patience.
4. Enthusiasm is contagious.
5. Practice plan daily & ahead.
6. Meet individually & as a team with players on their roles & abilities.
7. Parents --- keep informed, communicate at proper time on problems. PT is not negotiable.

PLAYERS

1. Neat appearance, hair off the ears, no facial hair.
2. Be on time = 5 minutes early.
3. A daily effort to practice & play like a Champion !
4. Buy in to the MW system and fulfill your role to make our team successful.
5. Represent MW Baseball with class at all times.

TRYOUTS

1. Looking for athleticism, versatility, competitiveness & leadership.
2. All-around skills graded by several coaches.
3. Cutting is most difficult of all coaches' decisions.
4. Evaluations & alternative programs for kids.

FACILITIES

1. Great source of pride.
2. Assign daily duties after practice & games.
3. Must teach them how.
4. No excuses for mistakes because of field.
5. Involvement of parents.

OFFENSE

1. Emphasis on fundamental execution.
2. Understand the game. What needs to be done --- get on base !!!
3. Roles of the line-up.
4. Role of leading-off an inning.
5. Hitting --- the toughest skill to be consistent.
6. Bunting --- a major weapon, it's a "team" thing. Successful bunt = 2 runs avg. that inning.
7. Baserunning --- requires concentration, puts fear in the opponents, extra runs at HS level.
8. Specials --- situational execution when needed.
9. We own the "money" innings!!

HITTING

1. Develop good fundamental swing --- on balance.
2. Lots of repetitions.
3. Drills --- 6-8 concentrated reps per.
4. Know your strike zone.
5. Know the situation & execute.
6. Runners in scoring position --- get 3 hacks --- it's money time!
7. 2-strike approach --- stay short, need good contact.
8. Use the whole field.

BUNTING

1. Drag --- pressure on the D, boosts the average, sets up big innings.
2. Sacrifice --- advance a teammate, set the table for the next guy.
3. Squeeze --- scores a run, defense is nervous.
4. Push --- not expected, takes expertise.

BASERUNNING

1. Going hard every time creates pressure.
2. Taking extra base on OF mistakes.
3. Consistent leads, should have to dive back.
4. Read dirtballs aggressively and take the base.
5. Understand the angles on a baseball field.
6. Know the importance of getting in scoring position.
7. Quick decisions at 3B.

SPECIALS

1. Hit & Run --- get defense moving, must shorten & make contact.
2. Delay Steal --- take advantage of lazy middle defense.
3. 1st & 3rd --- force the defense to make a decision.
4. Automatic --- best time to hit & drive a run in.

DEFENSE

1. Throw strikes.
2. Make routine plays.
3. OFs throw thru & hit the cuts --- keep the double-play in order.
4. Be in the correct spots --- back-up somewhere on every play.
5. Communicate to each other. Adjust position with each hitter.
6. Show off your fundamentals in pre-game.
7. Bunt D --- Champions handle bunts, get an out, cover all bases.
8. Cuts & Relays --- keep batter at 1B, no triples.
9. 1st & 3rd --- get an out, don't panic.
10. Pick-offs --- execute, keep runners honest.
11. Rundowns --- attack the runner, get an out.
12. At our best in the "money" innings!!!

PITCHING

1. Good mechanics & arm strength.
2. Develop 3 pitches for strikes.
3. Field your position.
4. Leadership --- compliment your teammates.
5. Tempo --- work quickly --- helps your defense.
6. Command of your emotions.
7. Very competitive.
8. Arm care --- it's the only one you've got!
9. Be in great shape!

CATCHING

1. #1 job is to take care of your Pitcher!
2. Vocal leader at all times on defense.
3. Must be defense-oriented.
4. No balls get by you.
5. The "Houghton Rule" --- hustle extra & more.
6. Show enthusiasm --- bounce, look like you really want to play.
7. Rapport with umpires --- work at it.

INFIELDERS & OUTFIELDERS

1. It's a game of CATCH!
2. Get a jump --- pre-step & focus on point of hitter's contact.
3. Move together on positioning.
4. Communicate ahead of time on situations.
5. Take pride in being good on defense.
6. Want the ball --- take charge!!
7. Be aggressive --- make plays!

DUGOUT

1. Enthusiasm --- goal is to "beat" every opponent.
2. Find ways to contribute with knowledge & observation of opponents.
3. Perform all duties completely & with hustle.

PLAYER DEVELOPMENT – TECHNICAL & TACTICAL

George Behney, Gretna High School Girls' Soccer



Player development is described as many things though at its core it is the coaching and training of both the technical and tactical frameworks of the game. Player development as term thrown around by coaches though begs the question; “Are coaches actually developing football players, or athletes?” There is no question that developing players in high school poses it challenges, as often coaches feel pressure for pursuit of results.

Given the pursuit results in high school athletics, it is easy for coaches to focus on the results while overlooking the development process. Development does not focus on beating your rival; rather it begs the daily question, “Are we as coaches making better payers?” Focusing on the process will ultimately create the byproduct - results. Being faithful to the process of creating better footballers will ultimately produce the desired results.

It takes years to develop quality footballers. When players decide to participate in high school instead of club, it is imperative that development continues, several months off from either framework will hinder development. Coaches should strive to improve players technical ability, tactical understanding, and their ability to recognize their role within the system of play.

TECHNICAL DEVELOPMENT

At the high school level every training session should have a technical component, which maximizes the number of touches players have on the ball. Technical development leads to tactically competent players, who are able to accurately collect, pass, exploit 1v1 situations, possess, and finish the ball.

Technical training should be performed early in the training session or as part of the warm up. Ideally these touches correlate to the game insofar as the player can assimilate technical training into match play. Given the technical ability is varied amongst the players, varying the complexity to challenge all players is necessary. Technical training should focus on quality, not quantity, at game speed.

TACTICAL DEVELOPMENT

Tactics are the decisions players and coaches make, prior to and during the run of the match. Many high school coaches focus on the tactical development of players in pursuit of results centered on the misconception that technical improvement during a three-month, ultra competitive season, cannot be further achieved. As a result, the tactical development in high school is often the focal point. This fallacy is predicated on the belief that time is better utilized teaching players how to fit into a system of play rather than how a system of play can adapt to a player’s ability.

Tactical development focuses on the principles of games, as it relates to each position and the relationships that each position has with one another. Logically if players understand their role and the relationship they have with one another, it allows them to better understand any system of play. Tactically, training can be done through functional line training as well as though various small-sided games that focus on the relationships and movement between the lines.

THEY MUST COEXIST

Tactical demands of the game cannot be achieved without technical ability. Incorporating both into training is vital to development. High school coaches have a much greater responsibility than results; their greatest responsibility is educating and developing players. Additionally they must conduct quality-training sessions relevant to the game, which ultimately translate to the match. Lastly coaches must allow our players to have fun while inspiring them to give more of themselves than what they otherwise thought they could. Coaches have a fortunate occupation: they work with kids and the game is fun. When it becomes laborious, kids will stop playing, and when that happens, no development will occur.

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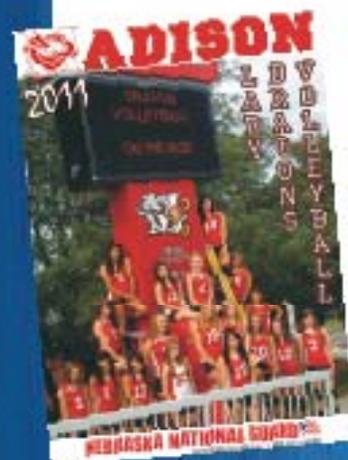


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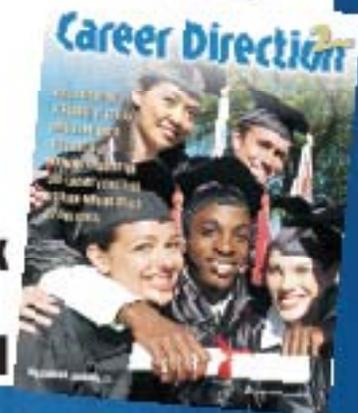


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TEACHING THE GAME OF GOLF AND BEYOND

Larry Knaak, Plainview Boys' Golf



I started coaching golf in 1971 at age of 31. I was given the job because I enjoyed the game, had a set of golf clubs and was not involved in coaching track. This often seemed to be the qualifications of being the golf coach in the early years of the high school sport. All of my varsity could beat me by several strokes.

There were not many of the coaches around that had golfed or had taken lessons, as it was not a prevalent sport in high schools. I took as many lessons as possible. Teachers' Conventions, in those days, usually offered lessons by the USGA in at least one of the sites in the state. There were many magazines starting to be publicized at that time with several of them offering teaching tips and also rule situations. I decided to concentrate on one person's philosophy and picked Sam Snead. By staying with one philosophy, it helped me to recognize a flaw in the swings without having to analyze several swings. This consistency is one of the reasons for my success. Being the same coach for many years, teaching has been carried over from year to year. The teaching has evolved with the game so that new or current techniques, etc. are incorporated.

Another reason has been expectation. Early on in my coaching I developed a set of guidelines and standards. Commitment was expected [100% dedication including attending practices, etc.], compliance was expected [there are standards set not only for achievement but also for behavior, dress, language, the gentlemanly aspects of a person who appreciates golf], the golfers were treated with respect and the teacher expected the same consideration.

This all contributes to an atmosphere that promotes an attitude that is appreciative in victory and gracious in defeat. This is an effort to try to build young men who will be good citizens and contribute to whatever environment they find themselves in after their high school years. These guidelines were adopted by many of the area coaches.

I spent many hours both learning the rules of golf and teaching the rules. I developed several tests so that a different test could be used during a golfer's high school career. The golfers had to take and pass the test. These tests also were used by many of the area coaches.

I was able to get good athletes out for golf in the spring because the track coaches were not the football coaches. It has been a conception that to be a good football player, you have to be out for track. By breaking this conception, my golfers were good athletes and good athletes help to make good coaches. In the seventies until mid-eighties, there were between 25-35 golfers out for the sport. A schedule was made with all golfers in mind. Usually the schedule included a dual for the entire team and a tournament for the varsity each week. The reserves were also entered into a smaller school tournament as well. I also avoided going to the same course if possible (i.e. if a dual was scheduled with a school, I avoided their tournament). With this many out it helped to promote continued participation as they had fun as well as success. A lot of time was spent on the driving range rather than just going out and playing a round of golf. This is still my philosophy; I very seldom have a practice schedule where I just plan to play golf. Even when going on the course only a few holes are played and then course management is concentrated on rather than obtaining a score.

With many golfers out each year throughout during my tenure, I was fortunate to have an assistant. My assistant was given the assignment of being the primary person in charge of "course management". This made the golfers aware of different situations that could be encountered during a meet. This also promoted consistency.

One of the teaching rules that I follow is to teach only one aspect of the swing during a session. During the time on the range at practice, the golfers are watched and then if they are having problems, they are told only one thing to do that night. The coaches communicate with each other. They will discuss what aspect of the swing the golfer should be told. This prevents one coach saying one thing and the other coach saying something else.

There are only about six things to teach a golfer until they become very polished. This involves four aspects of the swing, the approach shots, and the putt.

The first thing is the grip. Even giving lessons to a person who has golfed before, their grip is always analyzed and changed if necessary. Secondly is the stance. I teach the right-hand approach so that the ball is always located in the same spot in their stance for each different club. Thirdly is the take-away. It is important to check the position of the hands and to make sure that the golfer does not go past parallel. I have always taught a more upright swing instead of the flatter swing so that if the golfer is not able to play everyday, they do not lose their consistency. Lastly in the swing a correct down swing and the follow through are taught. We try to make sure they shift their weight correctly. We want the golfer to know the difference between a hard swing and a fast swing.

In the approach shots, the golfer is taught to select the preferred stance of them. They may use the open stance or a close stance. They are also allowed to select the position of the ball in their stance to produce the best results. They are not allowed to use their wrist in the swing. This also allows them to be more consistent. The fewer moving parts of the swing, the more consistent golfer they will become.

In the putt, the golfer is taught to select their preferred stance. Several grips are experimented with until they are comfortable with both grip and stance. From there, their putting is refined. If they are not having success with this then a different stance or grip is suggested.

In 1998 girls' golf was added. This separated the girls from the boys in the spring. Girls had played with the boys' teams since 1976. With the girls having participated in boys' golf, it made a smooth transition into girls' golf. It was harder for them to give up volleyball than it was for the boys to give up track. The girls' practice schedule is generally the same as the boys' practice. The girls have the same expectations and strive for the same consistency. A major concern of a girls' swing is the back swing and the position of the hands in this back swing.

The first coach purchased beginning sets of clubs for the school. I continued this practice until the eighties. In the eighties, there was a program called "clubs for kids" in which the area pros tried to get golf members to donate their old sets of clubs when they bought new sets. This gave them a tax donation. I was fortunate to be a recipient of some of these clubs from area courses. Even today, I will have our members donate either a partial or full set of clubs to me. I have these clubs re-gripped and are given back out to the golfers. This allows the youth to experience the game without a big cash outlay.

I have taught golfers from the age of four (my kids and grandkids) to the age of seventy. I teach the junior golf in the summer and also encourage youth to come to the range for lessons during the summer one night a week. They are not given any kind of a schedule to follow or any specific number of rounds to play. This familiarizes the youngsters with my philosophy and method of golf.

In closing, the one major teaching aid that I use now during all of my instructions is a driveway marker that is used as a guide stick. The golfers carry them constantly so that they are very handy during any practice session whether it is on the range or on the course. The use of the guide stick is only limited by the coaches' imagination. I cut enough off the top so that it fits into their bags. The driveway marker can be purchased from Menards for about \$2.00.

Since I am not buying teaching aids, the school has enabled me to purchase hybrid clubs from my budget. I have enough so that during either the girls' season or the boys' season they are given two hybrids if their set does not include any hybrids. Generally after a season of using the hybrids, the golfers want to purchase some for their sets. If they are buying a new set, they make sure that it includes hybrids.

2013 Winter Champions

Boys' Basketball

- Class A - Eric Behrens, Omaha Central
- Class B - Terry Comstock, South Sioux City
- Class C1 - Kevin Scheef, Wahoo
- Class C2 - John Miller, Southern Valley
- Class D1 - Cole Fischer, Howells-Dodge
- Class D2 - Lee Heimes, Wynot

Girls' Basketball

- Class A - Kara Graham, Lincoln Southeast
- Class B - Mike Herzberg, Northwest
- Class C1 - Darren Sindelar, Pierce
- Class C2 - Aaron Losing, Crofton
- Class D1 - Larry Ballinger, Pender
- Class D2 - Steve Wieseler, Wynot

Boys' Swimming - Tom Beck, Omaha Creighton Prep

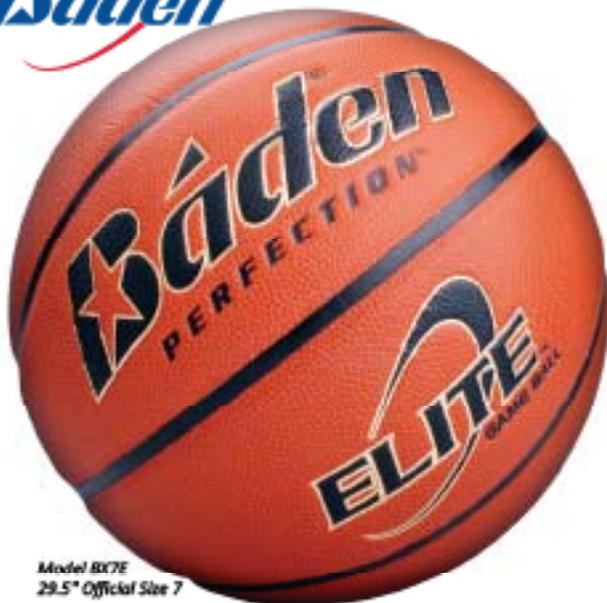
Girls' Swimming - Tracy Stauffer, Millard West

Wrestling

- Class A - Mike Schadwinkel, Grand Island, Tournament
- Class A - Wes Boehm, Omaha Burke, Duals
- Class B - Brad Hildebrandt, Omaha Skutt Catholic*
- Class C - Darin Garfield, Central City, Tournament
- Class C - Ken Loosvelt, Madison, Duals
- Class D - Tyler Herman, Amherst*

*Tournament & Dual Champs

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NCA ANNOUNCES NEW PARTNERSHIP WITH NAIA & GPAC

The Nebraska Coaches Association (NCA) is pleased to announce a partnership with the National Association of Intercollegiate Athletics (NAIA) Eligibility Center and the Great Plains Athletic Conference (GPAC) as a sponsor of the NCA for the next three years.

“The NAIA Eligibility Center welcomes the opportunity to work with the Nebraska Coaches Association to help educate coaches and students throughout the state about the great opportunities that exist for student-athletes to keep playing sports at NAIA colleges across the country, and especially at GPAC schools right here in Nebraska.” – John Leavens, Executive Director of the NAIA Eligibility Center

Nebraska coaches will see an expanded role of the GPAC at the annual Sportsmanship and Leadership Summits as well as at the NCA Multi-Sport Clinic. The NAIA has colleges, universities and conferences nationwide, and NAIA student-athletes receive more than \$450 million in athletic scholarships each year. GPAC Conference schools are made up of eleven colleges and universities in Nebraska, Iowa and South Dakota.

“The Nebraska Coaches Association is excited to team up with the NAIA and the GPAC Conference. Coaches across the state recognize the quality academic and athletic programs the institutions of the GPAC Conference offer student-athletes.” - Darin Boysen, Executive Director of the Nebraska Coaches association.

“GPAC schools have been longtime supporters of the Nebraska Coaches Association, and we are excited about the chance to formalize that relationship through this partnership. Our schools provide high school student-athletes with some great opportunities to play NAIA sports in college, and this partnership will offer new ways for us to share that story.” – Corey Westra, Great Plains Athletic Conference Commissioner

For more information on the NAIA Eligibility Center and the Great Plains Conference visit <http://www.playnaia.org/> and <http://www.gpacsports.com>.



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2013 Nebraska State Cheer and Dance Champions

Class A Cheer

Non-Tumbling, Millard South
Sideline, Millard West
Tumbling, Millard West

Class A Dance

Jazz, Millard North
High Kick, Lincoln Northeast
Pom, Millard North
Hip Hop, Millard West

Class C1 Cheer

Non-Tumbling Large, Cozad
Non-Tumbling Small, Pierce
Sideline, Falls City

Class C1 Dance

Jazz, Grand Island CC
High Kick, Class C, Lincoln Lutheran
Pom, Lincoln Lutheran
Hip Hop, Arlington

Class D Cheer

Non-Tumbling, Minatare
Sideline, Meridian

Class B Cheer

Non-Tumbling Large, Platteview
Non-Tumbling Small, Omaha Gross Catholic
Sideline, Norris
Tumbling, Norris

Class B Dance

Jazz, Omaha Skutt Catholic
High Kick, Scottsbluff
Pom, Omaha Skutt Catholic
Hip Hop, Elkhorn South

Class C2 Cheer

Non-Tumbling, Omaha Brownell Talbot
Sideline, Omaha Christian Academy

Class C2 Dance

Jazz, Lutheran High NE
Pom, Hastings St. Cecilia
Hip Hop, Archbishop Bergan

Spirit Award

A - Lincoln Northeast
B - Lexington
C1 - Conestoga
C2 - Johnson County Central
D - Meridian

Class D Dance

Jazz, Emerson-Hubbard
Pom, Pender
Hip Hop, Emerson-Hubbard

*Photo Courtesy of Callam Sports Photography

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2013 GIRLS BASKETBALL SPORTSMANSHIP WINNERS



Class A - Lincoln Southeast



Class B - Norris



Class C1 - Pierce



Class C2 - Hershey

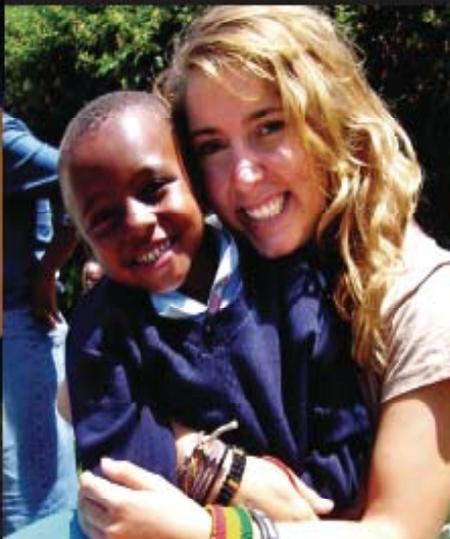
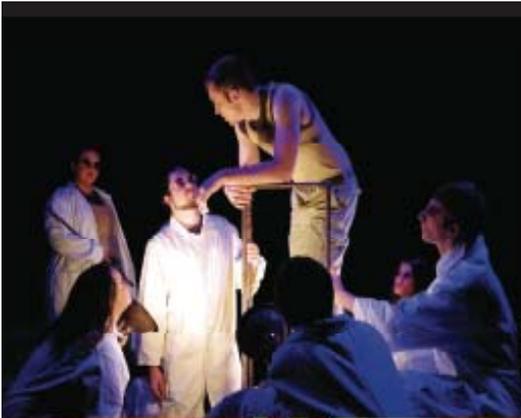


Class D1 - Pender



Class D2 - Deshler

*Photos Courtesy of Callam Sports Photography



Nebraska's Independent Colleges

Nebraska's independent colleges and universities are proud to sponsor the NCA/NSIAAA/NSAA Sportsmanship Summit and the Sportsmanship Awards presented at the Volleyball, Girls' and Boys' Basketball and Girls' and Boys' Soccer Championships.

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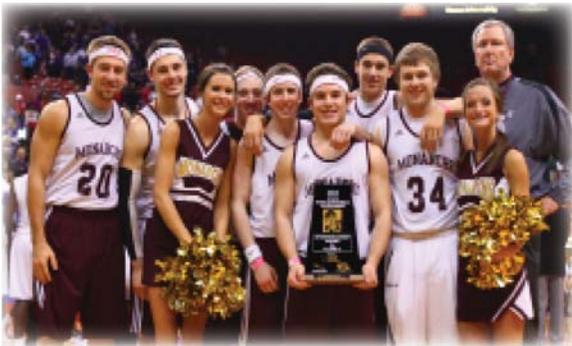
For more information, go to: www.nebraska-colleges.net



Nebraska's independent colleges include the private colleges and universities that are members of the Nebraska Independent College Foundation.



2013 BOYS BASKETBALL SPORTSMANSHIP WINNERS



Class A - Papillion-La Vista



Class B - Gretna



Class C1 - Wahoo



Class C2 - N. Platte St. Pat's



Class D1 - High Plains



Class D2 - Spalding-Spalding Academy

*Photos Courtesy of Callam Sports Photography

NCA Award Programs Benefit Coaches & Students

Jerry Stine Family Milestone Awards – Presented by Baden Sports: (Deadline June 1)

This program recognizes different levels of coaching achievement in both individual and team sports. The Level I, II, and III certificates will be presented at the NCA Multi-Sport Clinic in July. The Level IV winners receive a plaque presented at the NCA Award Banquet on July 22nd in Lincoln.

More information regarding the NCA Milestone Award program, including the application form can be found at: <http://www.ncacoach.org/milestone.php>. This web page also includes a newly formatted search for coaches that have achieved any level within the program.

NCA Service Awards – Presented by Nebraska National Guard: (Deadline June 1)

The NCA Coaches Association Service Award is designed to recognize and honor coaches who have achieved 25, 35, 40, 45, and 50 years of coaching service. This is a self-nominating award.

Service Award Criteria:

- NCA member for at least 10 years
- 75% of coaching and/or athletic administration must have been in Nebraska including the last 5 years

More information regarding the NCA Service Award program, including the application form can be found at: <http://www.ncacoach.org/service.php>

Nebraska Coaches Association/Country Inn & Suites Scholarship: (Deadline April 19)

This fully funded scholarship program, will award eight recipients \$1,000 after successfully completing one semester at an accredited college or university. District I & II will have two scholarships awarded within each district. Districts III – VI will have one recipient in each district.

More information regarding the NCA/Country Inn & Suites Scholarship including the application form can be found at: <http://www.ncacoach.org/lincolnninsuites.php>

Scholarship Criteria:

- 1) Upper 25% of class –OR- 3.75 Cumulative GPA
- 2) Must be at least a 2 year participant in 2 sports
- 3) Must have earned varsity letter in 2 sports
- 4) Must include at least one letter of recommendation from a high school coach
- 5) ACT minimum score of 24

Scholarship winners will be announced in early May.

Ed Johnson Scholarship (Deadline April 12)

The award is given to a senior boy who is a member of a high school varsity basketball team in the State of Nebraska. A medal and \$300 cash award will be presented to the recipient at the halftime of the NCA All-Star Boys' Basketball Game (July 22, 2013), and a travelling plaque will be presented to the recipient's head coach. For more information: <http://www.ncacoach.org/edjohnson.php>

Scholarship Criteria:

- Excellence in Scholarship
- Leadership
- Sportsmanship
- Loyalty
- Citizenship.
- The student athlete nominated need not be a starter on the team, but must be a senior boys' basketball player.

Coaches are encouraged to nominate a player or players who they feel would qualify for this award. When submitted, the nomination form should include any letters of recommendation from counselors, teachers, administrators, etc. that the coach feels would help with the selection of the recipient of this award. *The nominating coach must be a current NCA member.

Career Sport Specific Awards & Career Junior High/Assistant Coach Award (Committees Have Selected Finalists - Completed Forms Due March 22)

More information regarding each award can be found at: <http://www.ncacoach.org/awards.php>

- Binnie & Dutch Award (Track & Field)
- Ed Johnson (Mike Heck) Award (Basketball)
- NCA Girls Basketball Award
- Guy Mytty Award (Wrestling)
- NCA Volleyball Award
- Skip Palrang Award (Football)
- NEW: NCA Cross Country Award
- NEW: NCA Golf Award
- Jim Farrand Award (formerly Jr. High Assistant Coach of the Year Award)

Special NCA Awards (Deadline April 1)

More information regarding each award can be found at: <http://www.ncacoach.org/awards.php>

- Friends of High School Sports Award
- Media Person of the Year Award

The Nebraska Coaches Association award programs are available for member of the NCA. Some deadlines for the programs are approaching. We encourage you to explore the various award programs as a membership benefit. If you have questions visit the NCA website or contact the NCA office at (402) 434-5675.

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Members have the option of providing participant/accident coverage for participants attending camps. Should an accident occur during a camp this coverage could help off-set the loss suffered by families affected by such accidents.

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Today, most schools and athletic venues require coaches to provide proof of insurance or need to be named as an additional insured prior to utilizing their facilities. Upon request, certificates of insurance are issued by Loomis & LaPann Inc.

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