





Scouts⁹Leader

Spring Season Coaching Articles

Basketball Sportsmanship Awards

> State Cheer & Dance Results

Tahner Thiem, David City NCA Wrestling Advisory Committee



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Ogallala's Cheerleading team competes at the 2018 Nebraska State Cheerleading & Dance Championships in the Game Day Division. Over 2,200 student-athletes competed in the two day event in February at the Heartland Events Center in Grand Island. 80 percent of the net proceeds from the event go to support the Nebraska High School Sports Hall of Fame in Lincoln. – Callam Sports Photography

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NEBRASKA COACHES ASSOCIATION **UPCOMING EVENTS 2018**

NCA Board of Directors Meeting April 29, 2018; Lincoln

2018-19 NCA Membership & Clinic **Online Registration Opens** May 1, 2018

State Soccer Sportsmanship Awards May 9 - 15, 2018; Omaha

State Track & Field Coaches Hospitality May 18 - 19, 2018; Omaha

Milestone & Service Awards Applications Due June 1, 2018

NHSACA National Convention

NCA Awards Banquet June 22, 2018; Lincoln

NCA College Credit – 3 Graduate Hours **Presented by Proactive Coaching** July 23, 2018

NCA Girls & Boys All-Star Basketball Games July 23, 2018; Lincoln

NCA Multi-Sports Clinic July 24 - 26, 2018; Lincoln

NCA Volleyball All-Star Match July 24, 2018: Lincoln

NCA Softball All-Star Softball Game July 25, 2018; Lincoln

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Growing the Game of Golf in High School

Craig Badura - Boys' Golf - Aurora



It's spring, and that means golf season! As golf coaches, we can all relate to the enthusiasm surrounding getting outside to play again. Sure, we like to hit balls in the off season, but nothing compares to that first warm day in March when we

can actually get out to enjoy the first round of the season. Aurora Boys Golf has been fortunate to be fairly competitive over the years in Class B and it all culminated last season in winning our first ever state championship. While composing this article for the Nebraska Coaches Association, I reflected on various aspects of our golf program and wanted to share with you what I believe are some of the core beliefs of our golf program at Aurora High School.

- 1. You need to work to change the perception of golf at your school. This is a hard task, but too often golf is viewed as that "other" activity to participate in during the spring if you aren't out for track or soccer. There's a perception that student athletes have to run track to become even better athletes. As a golf coach and avid golfer, I don't buy that. My thoughts are that if you want to make your athlete even better, have him/her golf. It's hard for some to relate to that statement if they aren't a competitive golfer, but it's so true. During a round of golf it is all you. Nobody else. There are no time-outs, no referees. You are responsible for every decision and reaction. When you have a bad shot, you must have a short memory and move on to the next shot. Easier said than done. As a golf coach I can't substitute a player out if he is having a bad day. The game of golf can be extremely frustrating. And learning how to manage the mental aspect of golf is a challenge that every golfer will struggle with, but when a golfer finds a balance in their game, it's a wonderful thing. And this is why I think we need to do a better job of recruiting kids to our sport at a young age. I've had too many players go out for golf for the first time during their senior year telling me how they wished they would have participated in golf all four years of high school. While the game of golf may not be as popular as it was in the Tiger era of the '90s, it's still relative and with the current younger players we see on the PGA tour, it is a great time to pick up the game. High school golf is as competitive as ever in the state of Nebraska.
- 2. Golf is hard. Be patient with your younger players. The game of golf can be extremely frustrating for your younger players that may have excelled at other sports. Golf is entirely different. Golf isn't flashy and it demands a mental aspect that not a lot of student athletes are prepared for. We discuss the mental game piece quite often at our practices to try and help our players through this process. The parallels between golf and life are amazing. I heard someone once say that a round of golf is like life condensed into four hours. You get frustrated, excited, disappointed. You most certainly will face adversity. And you have to keep your composure. Yes, this is hard for teenagers first learning the game. Playing a round of golf is an amazingly rewarding journey. One way that I have had success in relieving any frustration with the game of golf is to teach the game of golf from the green backwards. Sixty five percent of our shots come from 125 yards and in when playing a round of golf. Focus on the short game and make it fun and competitive during practice. Enable your players with little successes around the green before heading out to the course. Don't push your younger players out to score too early. Let your veteran players play, while you work with your younger players around the green.
- 3. Offseason practice and competition is key. We don't have a certain expectation when it comes to golfing in the offseason, but we highly encourage practice and competition when they can fit it into their busy summer schedules. I have a lot of student athletes that are involved with other activities and sports and personally, I don't like to make a student choose which activity they will participate in the most during the offseason. We have been fortunate to have a handful of of student athletes over the last several years that were willing to put the time and effort into practicing and competing in the offseason. These players embraced the opportunity to compete in the Nebraska Golf Associations junior and men's events during the summer. For those that don't want the higher level of competition, we encourage them to compete on the Nebraska Junior Golf Tour and purchase the FORE! Card offered by the Nebraska Golf Association. I can't say enough good things about what NGA Executive Director Craig Ames, Assistant Director Justin Ahrens and Manager Ben Vigil do for the game of golf in Nebraska. We as golf coaches can rest assured that these leaders will continue to provide great competition opportunities for our junior golfers during the offseason.
- **4. Make your practices competitive (and FUN).** One of the first changes I made when taking over as the head golf coach at Aurora was to make certain parts of our practices ultracompetitive. When we are competing in drills or playing we always have something riding on the outcome. It can be a

Continued From Page 6

simple "get out of practice early" or I will end up jumping in a drill myself. When the coach enters the game, the intensity seems to ratchet up to a whole new level. Players always want to beat the coach. If I lose, I buy the team ice cream! I'm always trying to simulate the pressure that our golfers will experience while on the golf course during a meet. It's hard to simulate the pressure situations players will experience on a golf course, but with a little bit of creativity, you can get pretty close. One of our favorite drills is called the "Last Man Standing Drill." We will compete in this drill a couple of times a week. It's up to you how hard you want to make it. I will make it more challenging later in the season for my top 6-7 golfers, but at the start of the season, everyone competes in the drill. Pick a putt on the putting green. Seven to ten feet is a great distance. Have your team line up and have the player at the front of the line putt. If he makes the putt, he is "out" of the game. This is a good thing. Once you are out of the game you are free to leave practice, but a majority of our players stick around to watch the drill to the finish. Play continues as one by one, players give the putt a try. If they miss, they have to go to the back of the line and wait until it is their turn again. Keep doing this until you are down to the final two. First to make the putt in the final two forces the other guy to "win" the drill. Talk about pressure! It's the game you don't want to win! It's a great drill with a lot of tradition on our team. Our golfers are always wanting to do this drill. If you "win" the drill, you have to accept the prize and have it in/on your bag at the next meet you compete in. Last year it was a pair of Elsa ear mufflers. This year it will be a shirt that I had custom made with "I 3 Putt" screen printed across the front. The winner will have to wear the shirt to school. Be creative and have fun. Your players will love it! Here is a link to some of our other favorite competitive drills that we use during our practices: http://bit.ly/huskiesgolf

5. Brand your program. Why not tap into the power of social media to brand your program? What a way to give others a glimpse into what happens within your program! A majority of people at your school have never been to a high school golf meet. Use social media to tell your story and bring the action to them. Personally, I like to use Twitter and Instagram to share the happenings within our program. I have created a Twitter account for our golf team (\hat{a}) Husky Golf) and share information that relates to our program. You may see a tweet with information about an upcoming meet or a video of a drill that we do in practice. I'm constantly creating and sharing content about our golf program. I even live stream live action from time to time at golf meets using Periscope. Last season I approached Taylor Siebert and Eric Allgood from Striv.TV about livestreaming one of our golf duals. They came out, set up three cameras and did video commentary. Share your story! It's a great way to brand your program and model digital citizenship to your student athletes. Be sure to create a hashtag for your team as well and use it each time you post to social media. Go to your Twitter account and search #huskiesgolf to see some of the things that happen within our program.

I wish each of you a warm and successful golf season. I truly believe that golf is a sport that should be learned and played at an early age. It is our obligation as golf coaches to make this happen. As our team mission statement states, "We want to provide experiences that will encourage our student athletes to play the game of golf forever." Make the game fun and have a great season this spring!



2018 NSAA Baseball Pitch Counts

Dan Masters - NSAA - Assistant Director



Following the 2017 NSAA baseball season surveys were sent to all head coaches seeking input and feedback following the inaugural season of high school baseball pitch counts. The first season had some wrinkles in it. However, overall, the season went very well as schools and coaches adjusted nicely to tracking and inputting their pitch counts.

Once the surveys were complete, all responses were shared (anonymously) with the pitch count committee. The committee was able to 'zero' in on some recurring patterns and suggestions and make some potential recommendations that were ultimately approved by the NSAA Board last November. A big 'thank you' to the pitch count committee for their time and hard work!

Post 2017 Considerations/Patterns:

- Increase pitch amounts in the second tier
- Still require the post-game head coach's signature?
- Look at the fourth tier, especially for the post-season
- Cross reference the Nebraska model with other states, Legion and USA Baseball models

2018 Pitch Count Changes:

- Each tier was edited to max out on a more easily remembered number
- The second tier increased from 10 to 20 pitches
- The varsity max number will not increase for post-season play (110)
- The 2 consecutive days pitching max number is the 2 day total with a cap of 90/110
- Language was officially added regarding doubleheaders/"swing" players, midnight play and suspended games

The changes for this spring address many of the patterns the committee was able to locate. The counts and tiers associated with them are more easily remembered as they work in 20 pitch intervals (30 in the 1st tier). One area of concern that a number of coaches had involved second tier and its small pitch count range. Increasing the window to 20 pitches will alleviate the lack of flexibility with pitchers that are required to rest one day in the 2nd tier.

During the 2017 State Championships, two pitchers exceeded 110 pitches during the tournament. Using this piece of data, along with the moves made with Legion baseball closely aligning with USA Baseball, the committee landed on keeping the post-season max number at 110 pitches (varsity) post April 1st through the State Championships. The overall pitch count numbers keep Nebraska high school baseball in the middle of the road in comparison to what Legion baseball will utilize and what could be considered a liberal set of numbers.

Language regarding doubleheaders/"swing" players, midnight competition and suspended games was officially added for clarity and consistency.

All pitch count information, pitch count tracking and high school baseball information may be found at www.nsaahome. org. Click on Sports – Spring – Baseball – General.

Baseball page: https://nsaahome.org/baseball/

Pitch Counts: https://nsaa-static.s3.amazonaws.com/textfile/ base/pitchcounts.pdf

MaxPreps Tracking: https://nsaa-static.s3.amazonaws.com/ textfile/base/maxprepspc.pdf

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∫ ≅) Matt Kuchar

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NSEA has provided invaluable information in helping our local association through the collective bargaining process.

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Team Track & Field Workouts

Shane Fruit - Track & Field - Ogallala High School



As a head coach from a smaller class B school, it can be a frustrating and daunting task to fill all the events with quality athletes. So many times athletes will compete in events that may not be their strength in

order to help the team at a track meet. When you have middle distance kids entered in the long jump, or sprinters running the 4 x 800, it becomes difficult to properly prepare the athlete for the event that is best suited for them. For example, the jumpers may be jumping hard on the same day that the sprinters are doing a workout. Or it could be a recovery day for the middle distance kids but one of them has to work on handoffs for the 4 x 100. So, the athlete doesn't get the recovery that they normally would get as they work out in two different events on consecutive days. To plan workouts that benefit kids within their area of expertise, but also allow them the flexibility to cover other events, you need an organized track practice schedule to accommodate the plans of all the coaches. Well, here's a newsflash – that is not one of my areas of strength as a track coach.

It becomes difficult to plan workouts that benefit every athlete on the team, and to get the right athletes training with each other in practice. I was usually frustrated when it came to getting my best runners and athletes to do workouts together that would benefit everyone involved. I have six excellent assistant coaches, and I would try to coordinate amongst them regarding days that were to be hard days and days that should be easier. However, I would watch my jumpers doing one workout on the track, and the hurdlers and sprinters doing a separate workout. The middle distance and distance kids would either be on the track or running somewhere on the roads. I was convinced that we were missing something that would benefit all my athletes. So I created what we called the "Team Workout" one day a week.

In each group there seemed to be one or two athletes that were a cut above the others athletes in each group. They would do their workout and often hit the times that were given to them by their coaches, but I thought we were missing an aspect of track and field in those workouts. I realized that we were missing competition and control. My coaching philosophy is to not run as fast or as far as you can in workouts. Less is better than more when it comes to designing a workout for high school athletes. Simply letting my athletes compete against each other and push each other in workouts was an idea that began to percolate in my mind. Also, letting the runners understand that just running fast was not the best way to train either, so that is where control came into play. So "Team Workouts" were born. I know that this would not work with schools that have larger squads or large numbers of runner in one designated area, but for our track & field program in Ogallala, I found it to be an effective tool for each one of my athletes to workout one day each week as a team.

There are a few things you must remember when trying this with your track squad. You have to be very sensitive to the type of athletes you have on the team and be able to communicate what you want from of the workout, because it can become too much of a competition which can to lead to injuries and having athletes worn out by the end of the year. With the proper instruction, we were able to create effective workouts and also build team unity. On my boys' team, God blessed me with a great core of middle distance runners last year that set the tone for the workouts. They were able to help control the workout and keep everyone on the same page as the workout was designed. They were able to bring sprinters, jumpers and distance kids together and really get something out of that workout.

We set this up with 3 groups for each workout. Everyone on the team would be a part of the workout with the exception of the throwers. Group A was made up primarily of junior and senior boys who were talented on the track and jumps along with a few of the more talented younger boys on the team. Group B was made up of the most talented girls' runners and some of my younger boys that were not quite ready to be in group A. Group C was more of the tail end athletes and those that were recovering from an injury or had other issues that particular day.

The goal of the day was usually to run a certain pace. I had my 10:16 3200-meter runner in the group with my 22.5 200-meter runner. There was a wide range of speed levels but once everyone understood the dynamic of the workout, they helped push each other in the workout. As coaches, we needed to impress upon the athletes that we were not racing with each interval, but we were trying to understand our race pace for the distance athletes while helping the sprinters and jumpers build endurance. The sprinters and jumpers would run faster on a separate workout later in the week. This one taught them to keep up with the distance and middle distance athletes and yet have a quality workout.

So, you have to coach the the athletes on the goal for that day. You don't want them all running a 200 in 25 seconds or everyone running 35-second 200s. We also let the athletes know that the workout was not the entire workout for many of the athletes. After the "Team Workout" the distance and middle distance kids would have more to do many days. After the team workout, we would do a shorter run off the track or a few more intervals to supplement the workout for the middle and distance crews. The sprinters may be done with their work on the track that day, but they had some stretching and rolling out to do before they went home.

This workout served to get everyone on the track at the same time, and it really built a sense of pride and teamwork. At the beginning of the year, we did more 400s and 300s. The middle part of the season we moved to mostly 300s and 200s. The last 3 weeks of the season, we did more 200s. An example of the workout the week before districts was 2 x 3 x 200 with a 200 walk after each interval. The sprinters and hurdlers were supposed to run about 26 seconds, while the middle distance runners ran about 27-28. The distance kids were to run 30-32 seconds for each interval. We watched very closely for athletes that were struggling during the workout and were quick to pull them out of the workout if we deemed it as a potential injury situation. Again, it crated an interesting dynamic to see the sprinters and jumpers win the first couple of intervals, but then come back for the third one with their hands of their knees. The distance kids were always ready to go and helped encourage our sprinters to do the last one well.

I realize that we don't follow all of the physiological rules for each separate training program, but the sense of pride and teamwork we gained from these workouts outweighed some of the errors made in their physiological training. I have already heard that the athletes are already looking forward to the "Team Workout" concept this year. I was encouraged by what transpired last year with the team. Our middle distance kids set a state Class B record of 7:55.3 in the 4 x 800 relay. I also took a high jumper, a sprinter and a hurdler who joined one of the middle distance kids to run the fastest 4 x 400 in the state last year of 3:22.99. I have 2 other athletes that I could have put on the 4 x 4 that ran under 52 seconds last year. I was blessed with a great group of athletes that could run, but I believe that the "Team Workout" concept really paid a lot of dividends throughout the year.

Summer Camp Insurance

Steve Mason - Insurance Agent - Forsyth Insurance



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Creating a Culture that Encourages Players to Stick with the Program

Lindsay Aliano - Elkhorn South - Girls' Soccer



When the high school first opened, I was given the opportunity to start the girls' soccer program. With only 600 students in our school, I was struggling to find girls to go out for the soccer team and in the years that followed the program struggled to have returning players from the junior varsity squad try out for the team again. In their defense, the first year of our program was rough. There were 28 players total and we were calling

opponents every week to let them know that we could only play half a JV game each week because we simply did not have enough players. The second year was a little better, but I knew we had to find a way to keep players around in our program regardless of what team they had made the previous year. This proved to be a difficult task especially when we were having our developing players on our JV squad only playing half a game each week. These were the players that needed competition more than anyone.

It was a vicious cycle of continuing to lose JV players and to be honest, it was completely understandable why they were leaving. How do you get the developing players to buy in and remain committed despite only getting half a game in each week? By the third season, something had to change. Our coaching staff decided we needed to treat the program as one team instead of two separate teams. We started this by having the JV and varsity teams practice at the same time. Some days we completed drills together and other days we worked separately. This gave JV players the opportunity to improve their skills by playing against our top players. More importantly, it made our JV players realize they were just as influential to the program as our varsity players. Every practice, dinner, team-bonding activity, etc. was done as a team and within a few years our number of players had grown so high that we were adding a reserve team. Some of this was due to the growth of the school, but we were seeing higher percentages of returning players from year to year. Players provided us with feedback confirming that the one team mentality was a success. Even our multi-sport athletes communicated often to the coaching staff how thankful they were that we always treated our program as one big team instead of only focusing on our varsity players.

Over time, this mentality developed into a positive culture that defines our program and starts at tryouts. Although as a coach you have probably seen many of the players play before, the first practices are an opportunity to evaluate every player together. This allows you to consider how each player competes with each other. Soccer is centered around a team concept, why should it should be any different at practice? It is very rare that you win a state championship because you put the focus of your team on one of your eleven starters who is a standout player. It takes a group of players that know how to play with one another and therefore instead of focusing only on what a player can do as an individual, they need to be assessed as a team player as well. At the high school level, players must be able to adapt to playing with teammates other than their club soccer teammates. By starting out the season separating players by what the coaches perceived ability of each player is before tryouts, you are creating a culture that sends a message to developing players that there is not an opportunity for them to grow. Promoting an equal opportunity for every player each year to make the varsity squad, will bring players back to tryouts even if they had not made the varsity squad the prior year.

Having developing players practice against top players provides motivation. As the season progresses they will see and feel improvements which encourages them to stick with the soccer program even if they did not make the top team. When they are able to play against top players, developing players find themselves making strides as a player and their improvements are another reason they return for another season. A culture that encourages hard work and shows the rewards of such keeps players interested during the season. A few spots on the JV and Varsity squads can remain open even after tryouts. This gives players something to work towards as their season progresses. Players will encourage each other to continue fighting for spots that remain unfilled and many share their own experiences of moving their way up from the reserve squad to the varsity. Leaving room to reward player development and improvement creates a team culture that promotes positivity, hard work, and unity.

Communication is also a key part of your job as a coach and part of creating a culture that encourages players to stick with the program. Coaches should connect with their players and regularly share thoughts about player performance and effort in practice and games. The focus should not be on winning, but rather player development and tactical training for all players in the program. It is beneficial for the coaching staff to have an open door policy for players to talk with the coaches about their playing time and strategy. As a coach, you do not have to agree with everything the players suggest, but you should be open to listening to their ideas and concerns. Players need to feel like their thoughts and opinions matter to the coach. Just like anyone, they want to feel like their voice is heard.

It is a difficult task to find a way to encourage and motivate players to continue with a sport especially when they feel like they are receiving a lack of attention from the coaches. Although the results of the varsity games are the ones that count on paper, JV and reserve players will buy in if the coaching staff believes they contribute to the success of the varsity squad. Positive sportsmanship, actions, and attitudes from all levels, also contributes to your programs success and retention of players each season. Find what makes your developing players want to come back year after year until they get their shot at being on that top team. One of your most important jobs is to relate with your athletes and develop the relationship that makes them want to be in your program regardless of their role.



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Ready or Not, Here Comes the Tennis Season!

Chris Stock - Girls' Tennis - Lincoln East



Hi coaches, I know many of you are anxiously awaiting the spring tennis season that is High School Girls Tennis! What a truly amazing season this sport offers annually to its coaches, players, and supporters.

I realize that normally a coach will offer some sport specific drills, strategies, or walk the readers through methods to motivate and achieve. I hope you don't mind, but I wanted to start off and take a bit of a different approach. One that discusses the uniqueness

that is Girls High School Tennis in the wonderful state of Nebraska, looked at through the lens of a coach.

There's something about Girls High School Tennis that is so intriguing and special. Aside from the fact that tennis is just an incredibly fun and entertaining sport, there's something more to it that makes this such a terrific sports season. It's hard to pin it down, but I really believe that the season is such a neat sport to be part of, somewhat due to how it coincides with the gradual improvement of the weather as we make that slow, yet deliberate walk from winter into spring, and right up to the doorstep of summer. Popping open the new cans of tennis balls that last week of February while holding tryouts or first days of practice amid the frigid cold temperatures first makes one question why we're playing tennis in our stocking caps and mittens. But the girls are there, tennis rackets in hand, eager and ready to begin the 12-week journey of the hidden gem that is Girls High School Tennis.

Once these opening weeks pass and we're into Spring Break, we breathe that sigh of relief and realize that warm weather and sunny tennis meets are hopefully not too far off. Yes, the temps in the high 20's are pretty much a distant memory, but make the mistake of trusting your iPhone weather forecast and underdress at an all-day invitational at Koch Park in Omaha with high 40's - low 50's temps accompanied by steady 25 mph winds, and you wonder if you've ever been this cold, ever! Blankets abound everywhere one looks, but not for the coaches. We tough it out, sort of, as we shiver, sometimes uncontrollably, futilely trying to keep warm. A typical April Invitational will find our teams braving the just above freezing temperatures for those warm ups and first matches. Like the thawing of Spring, we do the same as the Invite works its way to early and then late afternoon, with the precious commodity of sunlight being our pot of gold at the end of the rainbow. The unpredictable weather surprises us and gives a warm, windless day for a dual meet on occasion, and as coaches and players, we just soak it up and enjoy the experience all the more. And that seesaw weather pattern keeps us all on our toes as the season winds its way towards its final destination of the State Tournament. It's a heck of a journey, and one that I've continued to enjoy more and more with each passing year. A journey that I truly do look forward to with great anticipation as January turns its page to February.

I really believe that our one of a kind high school tennis season is interwoven with the uniqueness of our unpredictable, yet ever warming weather as the season walks on to its satisfying conclusion. . . and it doesn't hurt that the finality of the school year is subtly merging right alongside as well. All three, tennis, weather, and school in lock step together, marching towards those warmer and warmer temps and summer. What a fun ride it is, and what an amazing season girls' tennis always turns out to be. An amazing high school spring sport experience, and one that I feel so privileged to be part of. The Nebraska Girls High School Tennis Season. . . "Who's got it better than us?. . . NOOOO-body!!"

If I could speak to some more specific coaching aspects of Girls High School Tennis, I would emphasize the importance of establishing a few key routines that will benefit any player over the course of that long spring tennis season.

First off, it is important for coaches and players to realize that one's tennis game can get better as the season marches on. A player's skill set is not fixed, and with a commitment to a set routine, marked improvement can certainly occur. One of the best areas to target for improvement is the serve. Of course, the serve is the one stroke in tennis that a player is in complete control of. A player's serve is not affected by their opponent. A well-known routine for improvement that has been around for some time is the 40 serves a day commitment. Players are to mix in first and second serves, hitting 10 to the deuce court forehand corner, then 10 more to the deuce court backhand corner. Next the ten and ten routine is moved over to the forehand corner of the ad court and then finishing with the backhand corner of the ad court. Making this routine a priority should pay off as the season progresses through April and on into May. I had read in a past online tennis article that the quickest way for a player to increase their level of play is to make a commitment to improving their serve. One other tip if players or the team in general is struggling with consistency on the serve. Stabilizing the feet can simplify the serve. There are many, many moving parts and motions when one serves. If you can serve without moving your feet, this can get a player settled down, and hopefully regain some confidence. When you stop moving your feet around, this makes your toss a key focus of your serve, and forces you to get that toss in a place that the server can be successful. After all, even the best players can't hit their serves well if their toss is erratic.

Lastly, I'd like to throw out a few tidbits about volleys. It's real common to see players want to smash volleys for winners, blasting tennis balls right through the baseline for a winner. It's an adrenaline rush to some degree, and I absolutely get it. I do feel that taking time to work on establishing "feel" and "touch" with one's volleys is very important. Playing mini-tennis or soft touch volleys is a great way to get players to ease off of the power and get back on track with control. Powerful volleys do have their place, but should probably be the exception and not the norm. A quick tip to consider what type of volley to hit can be tied to grip tightness and the height at which a player receives the volley. If the volley is low, and below the tape of the net, a player should loosen the grip a bit. This will allow for some give with the racket and the incoming ball, and should help the net player control the volley better. If the ball is being hit above the tape of the net, go ahead and look for that stronger volley with a bit tighter grip. One good volley drill I like to have players pair up and work on is the volley confidence drill. In this drill one person is at ³/₄ deep in service box, and their partner is about 5 feet inside the baseline, straight across from one another. This drill starts off with baseliner hitting steady shots back at net player, who then volleys a playable volley back. This continues with the baseliner increasing pace of groundstrokes after each successive stroke. The net player must stay low, racket in front, and not back up. This allows the net player to receive harder groundstrokes, and not shy away. Thus the name, volley confidence drill.

Best of luck to all coaches for the spring season. It's a fun ride, and I'm anxious to see where it takes us.

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Non-tumbling – Omaha Gross Catholic Tumbling – Elkhorn South Sideline – Omaha Skutt Catholic Game Day – Omaha Gross Catholic

Class C1 Cheer

Non-tumbling – Auburn Tumbling C/D – Cedar Bluffs Sideline – Arlington Game Day – Louisville

Class C2 Cheer

Non-tumbling C2/D – Kimball Sideline – Amherst Game Day – Kimball

Class D Cheer

Sideline – Omaha Christian Academy

Class A Dance

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

Class B Dance

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

Class C1 Dance

High Kick – Arlington Hip Hop – Conestoga Jazz – Grand Island Central Catholic Pom – Conestoga

Class C2 Dance

High Kick C2/D – Superior Hip Hop – Archbishop Bergan Jazz C2/D – Friend Pom – North Platte St. Pat's

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Class A – Omaha Westside



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Class C1 – Pierce



Class C2 – Superior



Class D1 – North Central





Class D2 – Fall City Sacred Heart



2018 Boys State Basketball Sportsmanship Award Winners



Class A – Lincoln East



Class B – York



Class C1 – Broken Bow



Class C2 – Elmwood-Murdock



Class D1 – Lourdes Central Catholic





Class D2 – Falls City Sacred Heart





2018 WINTER STATE CHAMPION COACHES

Wrestling

- Class A Keenan McCurdy & Jeff Rutledge Lincoln East
- Class B Chas DeVeter Omaha Skutt Catholic
- Class C Shane Allison Valentine
- Class D Luke Gideon & Mike Max Burwell

Wrestling Duals

- Class A Ty Swarm Kearney
- Class B Chas DeVeter Omaha Skutt Catholic
- Class C Ed Scheef Broken Bow
- Class D Luke Gideon & Mike Max Burwell

Swimming

Girls – Leigh Ann Fetter-Witt – Lincoln Southwest Boys – Tom Beck – Omaha Creighton Prep

Girls Basketball

- Class A Steve Clark Omaha Westside Class B – Jennifer Wragge – Elkhorn Class C1 – Jarrod Ridder – Columbus Scotus Class C2 – Jim Sullivan – Superior Class D1 – Alex McCleary – North Central
- Class D2 Luke Santo Falls City Sacred Heart

Boys Basketball

Class A – Josh Luedtke – Omaha Creighton Prep Class B – Scott Lamberty – York Class C1 – Kevin Scheef – Wahoo Class C2 – Adam Poulosky – Ponca Class D1 – Joe Tynon – Lourdes Central Catholic Class D2 – Doug Goltz – Falls City Sacred Heart



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Nebraska High School Coaches Named National Coach Of The Year Finalists And Hall Of Fame Inductees

Ceremonies in Sioux Falls, SD – June 25 - 27

Greg Warneke – Asst. Coach, Boys' – Pierce Margo LaBrie – Asst. Coach, Girls' – Hampton Bill Fitzgerald – Athletic Director – Fremont Bob Greco – Baseball – Omaha Westside Russ Ninemire – Basketball, Girls' – Sandy Creek Jim Barker – Boys' Cross Country – Scottsbluff Jeff Hoham – Soccer – Lincoln East Steve Kerkman – Softball – Millard South Steve Bischof – Tennis – Elkhorn South Don Perry – Boys' Track & Field – York Mindy Reed – Girls' Track & Field – Millard North Diane Rouzee – Volleyball – Northwest Dan Moore – National Hall of Fame – Ansley Swede Hawkins – National Hall of Fame – Oakland-Craig



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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 22 in Lincoln.

More information regarding the NCA Milestone Award program, including the application form can be found at: <u>http://www.ncacoach.org/milestone.php</u>. 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 16)

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/lincolninnsuites.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 16)

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 23, 2018), and a travelling plaque will be presented to the recipient's head coach. For more information: <u>http://www.ncacoach.org/edjohnson.php</u>

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 Select Finalists in April, Board Selects Winner at April Board Mtg.)

More information regarding each award can be found at: http://www.ncacoach.org/awards.phpBinnie & Dutch Award (Track & Field)Ed Johnson Award (Boys Basketball)Guy Mytty Award (Wrestling)Phyllis Rice Honnor Award (Volleyball)George O'Boyle Award (Cross Country)Hawkins & Schoenfish Award (Golf)Jim Farrand Award (Jr. High or Assistant Coach of the Year Award)

Ken Cook Award (Girls Basketball) Skip Palrang Award (Football)

Special NCA Awards (Deadline April 10)

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 members 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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