

The background of the entire page is a photograph of several female athletes running on a red track. The athlete in the center foreground is wearing a black singlet with orange side panels and black shorts with orange side panels. Her singlet has a white bull logo with the word 'LONGHORN' above it and the number '4' on a white patch. She is also wearing a white patch with the number '4' on her left thigh. To her right, another athlete in a similar uniform is also running. To the left, an athlete in a green singlet and black shorts is running. In the background, there are spectators and a yellow banner with the word 'CHAMPIONS' and 'FIELD' visible.

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APRIL 2022

Spring Is Here!

Coaching Articles & More

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Millard North captured the 2022 Class A Pom & Jazz titles at the Nebraska State Cheer and Dance Championships. The squad is coached by NCA member Andrea Feltz.

— Photo by Callam Sports Photography

Cover Photo – Diane Stamm, Imperial Republican

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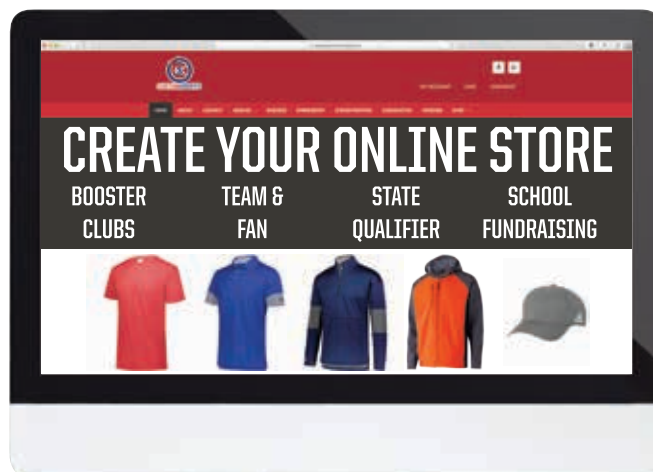
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NCA STAFF



Executive Director
Darin Boysen,
darin@ncacoach.org



Coordinator of Programs & Events
Tina Boysen,
staff@ncacoach.org

NCA CONTACT INFORMATION

Mailing & Physical Address:
500 Charleston St., Suite #2
Lincoln, NE 68508

Phone number:
402-434-5675

Fax number:
402-434-5689

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NEBRASKA COACHES ASSOCIATION UPCOMING EVENTS 2022

April 15, 2022

2022-2023 NCA Membership
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April 15, 2022

NCA - Country Inn & Suites
Lincoln North Scholarship Applications Due

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June 1, 2022

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Applications Due

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NCA Awards Banquet
Lincoln

July 25, 2022

NCA Golf Scramble
Highlands Golf Course - Lincoln

July 25, 2022

NCA Girls' & Boys' All-Star Basketball Games
Lincoln

July 26-28, 2022

NCA Multi-Sports Clinic
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July 26, 2022

NCA Volleyball All-Star Match
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July 27, 2022

NCA Softball All-Star Softball Game
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July 27, 2022

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Putting the Ultimate Puzzle of Success Together

Family Support, Setting Expectations, Utilizing Practice Time, Building Relationships

Brock Ehler – Scottsbluff – Boys' Golf

Courtesy Photo



Sports have always been a major part of my life. Growing up I was involved in all sports and enjoyed the competition and camaraderie that comes with being part of a team. Even though baseball and basketball were my strongest passions as a young boy, golf became the sport that afforded me opportunities for

my education and subsequently my career today. My role models were my dad and older brother who taught me the fundamentals of every sport and encouraged me to be the best I could be. They also modeled great coaching techniques that led to successful coaching careers. It has also been important for me to focus on the numerous coaches from multiple sports I have had in my life. I take all the coaching information I have gathered (what works / what doesn't) and place that into my personal coaching philosophies, and between them try to put the ultimate puzzle of success together.

One key to success as a coach is to have support from the important people in your life. Family support is crucial. Coaching takes time away from those relationships and you must find a healthy balance. Support from the administration of your school is vital to ensure that the needs of the team are met and that they feel each sport is equally important.

Secondly, I have learned through the years that setting expectations and goals for yourself and your team will increase the chances of having a successful season. Before every season I set both short-term and long-term goals for myself as a coach, my assistant coaches, for every individual athlete, and the team. I communicate and work with every athlete to assist them in achieving their goals. A high ceiling of success will not be reached without creating a solid range of obtainable goals. It is extremely hard to bring the intensity of the game to practice if you are not sure what you are working towards. Creating and meeting short-term goals leads to success with the long-term goals, not only as an individual but as a team. It is also wise to hand your assistant coaches and team leaders a sense of ownership, so they realize ultimately, we are on an equal playing

field, and all are required to be accountable if we want to find unity as a team.

Utilizing practice time is important because of the wide range of activities in which students are involved. I try to ensure that practices are not only organized but the expectations are clearly set out for each athlete from start to finish. Each athlete is expected to use the allotted time efficiently to improve their skills and performance. Practices should not only be skills, but I found that competitive games and friendly competition adds an enjoyable dimension to the practice atmosphere. One of the best things to develop a successful culture at anything is making sure the activity or sport is fun. A coach should have organized practice plans each day to make sure practice is not only efficient but also to help ensure kids are excited and it doesn't feel like an after-school or summer job to them. No matter what we do in life it needs to be enjoyable. If a student isn't a strong reader well then, they probably don't look forward to doing much reading. If a golfer struggles to chip and putt, it is common to always find that player on the range with his driver ripping balls off a tee because that makes them feel a sense of success and self-confidence. It is our job as teachers and coaches to methodically find a way to make them stronger readers and/or chippers and putters so they find excitement in wanting to practice those things. Having exciting accountability measures and making an athlete more well-rounded (an example of why you should push to make kids multi-sport athletes) will help develop a culture of success within your program. Although it is very important to have consistent expectations and rules, it needs to be understood that every athlete cannot be coached in the same manner. It is important to find a positive student-coach relationship that will allow a coach to identify the best way to approach an athlete with constructive feedback. Some kids you can get in their face and verbally coach them up, and some kids need a more low-key approach. It is important to know the difficulty in changing certain characteristics of a child. Don't be the coach constantly telling a kid "you have so much potential if you would just give better effort". Just because I naturally wanted it when I was a kid doesn't mean that child feels the same way I did just because I want it for them. Searching for the right coaching path may include talking to other teachers and/or coaches for strategic help. An individual can be reached quicker, and a stronger relationship will be built if you know what coaching strategies to utilize.

To help strengthen those relationships and truly find success coaches must be willing to make themselves available to their athletes. This is just as important off-season as in-season. The

passion I have for golf is visible to the athletes I coach because I am seen playing golf, they ask me to play a round with them, and I am willing to give pointers when asked. Being available to the golfers at tournaments is important to help them understand the rules, the read of the greens, the best way to score, helping find a lost ball, etc. This also helps the golfers build self-confidence and learn to trust you and their game. A glorified bus driver who plans to play golf themselves when taking kids to a tournament is not a coach. Tournaments many times are the best learning experience for kids and often a trusting athlete will want their coaches there when difficult situations arise.

I try to instill in my golfers that they should play without fear and making mistakes and learning from them will improve their overall game. This includes golfers coming to a hole where we have talked about the percentages and what would be best for them as well as the team. Therefore, maybe we choose to hit a 5 iron off the tee instead of a driver. This does not mean just because we are hitting a 5 iron safely, we shouldn't attack the situation. We still want to be aggressive and swing without fear as we attack the hole, just simply from a different perspective that someone else may choose. As a coach, I give them what I believe the best percentages are for the course. I strive to help

golfers build self-confidence and how to rebound after what they may perceive as failure. Having a neutral emotional reaction after failure is important to move on to the next stroke to finish a hole and the round.

Coaching, like any other career, takes life-long learning, and keeping up with the most current techniques, instruction, and equipment. It is important to give the athletes the best experience possible. It is also important to learn from other successful coaches. Their tips and knowledge based on their experiences are invaluable.

Finally, the life skills that are learned by the game of golf are skills that will help in every aspect of the athlete's life. Commitment, punctuality, organization, patience, perseverance, adversity, and how to accept disappointment are learning tools. These skills have a positive impact on the athlete's life now and in the future. I coach because there are rewards in helping others succeed and find confidence in themselves. I don't know everything, but I do know how good it feels when a student comes back years later and says, "I just want you to know Coach Ehler, you helped me believe when everyone else doubted me, including myself".



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Utilizing Limited Indoor Space

Maximize Reps While Keeping Athletes Engaged

Blake Marquardt – Hastings – Baseball

Courtesy Photo

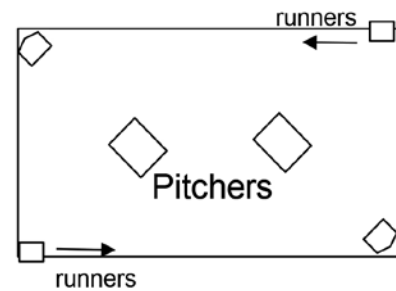


Coaching in the Midwest during the spring season has its own challenges, and that's without getting into the logistics of each school/district. Every program has its own unique situation; some of us have our own field on campus, while some of us must share a city field. Some have indoor/outdoor cages while others are renting from local facilities. Regardless of the situation, we all try to

make the most of it. The Nebraska Coaches Association has created a great platform for us coaches to share bits and pieces of our own program. The benefit is we can all learn from each other regardless of the sport. Here in Hastings, I truly believe that we have some of the nicest facilities for a high school to use. Our situation has a few different components that can make scheduling a challenge. We share a city field with a college (varsity and JV) and another high school (varsity and JV). Field time can be limited, so we must optimize our indoor practices to maximize what we can get out of field time. In 2019, we had three outdoor practices on an actual field before heading into districts. Not only did we have to share the field, but the weather was just awful that year. We had to create engaging practice plans that were creative and find ways to keep our players interested and focused to work towards the end goal, reaching the state tournament. My goal is to share with you how we found ways to utilize limited indoor space in order to maximize reps while also keeping our athletes engaged.

In 2019, I felt like we had a team with some speed and some bubble kids that could possibly run but would need to get a really good jump off the pitcher. Knowing we were not getting outside on a field any time before our first game, our coaching staff sat down and tried to figure out how we could start practicing game reps. Using our basketball court, we sat up indoor mounds at a diagonal and would have runners getting reads off our pitchers during their bullpens/short boxes. We placed all our pitchers, JV/V, on a rotation so every day we had guys throwing and that allowed us to have base runners get live looks every day. Not only did our runners get live looks, but our pitchers had to make their bullpens more meaningful by holding the runners close. This allowed us to truly install how many feet each kid should be leading off 1st base. This is something easy to practice on the field since there are markings to base it off of,

but we knew we wanted to be perfect with our footwork since we were not going to have time to practice once we were on a field. We then added a second mound and headed in 2 different directions on the days we had extra pitchers throwing. To help eliminate dead time and standing around, batters would stand in the batter's box to track pitches that were being thrown. They didn't swing but were able to track the ball from the pitcher's hand.



One direction would be just getting jumps off the pitcher. The other direction we added in live throws from the catcher. While we did not want our runners stopping or sliding, we set up a sock net slightly in front of where 2nd base would be. The catchers had to place the throw into the net before the runner crossed. We did have to add a second square screen to “catch” errant throws and protect the runners.

In the basement of our school, we have an area that has two batting cages. Unfortunately, the cages are only 40 feet long so we can't throw live in them. We can get plenty of work done inside them though. One of the biggest struggles when throwing bp is having 15–20 guys and how many are standing around doing nothing. One of the things we have incorporated to keep guys swinging during a bp session was setting up a square screen behind the actual hitter. Behind the screen, we will set up a station for the on-deck hitter to hit a ball off of a tee.

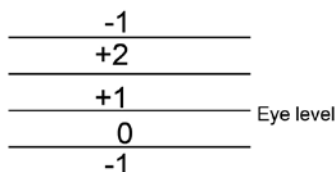
The on-deck hitter is to take live swings (only off a tee) from the timing of the bp coach throwing. We expect the on-deck hitter to watch the ball all the way into the strike zone as the actual hitter does. If the pitch is a strike then swing and hit the ball off of the tee, if it is a ball then don't swing. The goal is that during games the on-deck hitter can then take that mindset and apply it by having a better sense of timing before stepping into an actual at-bat.

Other non-traditional drills we incorporate are hitting games against the brick wall in our facility. The first station is 4 tape lines set up horizontally on the wall. The middle line is tape at

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nebraska coach

eye level that would equal the low line drive up the middle. Then we set up two more lines above and more lines below. Each line is roughly 1 foot apart. The hitter is approximately 10 feet from the wall using a tee with heavy total control balls. 2–3 guys will partner up and compete to 21. The -1's would be pop-ups or weak ground balls, 0 ground ball, +1 hard ground ball, +2 line drive. Later in the season, we change the -1's to -3's as we expect our hitters to improve.



We also will tape a tic-tac-toe board up on the wall. The same situation as before. Two players will partner up, approximately 10 feet from the wall using the heavy total control balls from a tee. These drills took a brick wall, which most schools would have in a gym or a facility. Having drills that players can compete against one another creates a livelier environment and allows fewer guys standing around during hitting sessions. You can also set up a tic-tac-toe board at the end of your cage by using tape or weaving rope in the netting.

Another way we found ourselves being creative is with our ATEC pitching machine. Our coaching staff always jokes around

that the ATEC may be the best coach we have on staff. As much as I like reps off the bat/fungo, a machine can do things more efficiently and accurately. We would break our infielders into 5 groups: catchers, 1st, middles, 3rd, outfield/pitchers. Again, just using one gym floor we would set up the ATEC on a baseline of the gym. Each group would use the ATEC separately, while the other groups work on specific fundamentals. For example, Set 1 would have catchers framing off the ATEC, while the other positions would have a slower paced fundamental to work on (prep steps, fielding a stationary ball, drop steps, picks to each base, throwing on the run footwork, etc.). Roughly 3–4 minutes and we rotate a new group/position to the ATEC. Each time a group would use the ATEC, the drill would be different. Other examples would be middle infielders receiving a throw from a pitcher/ATEC while working on the transfer for a double-play ball, first base working on picks, 3rd base working on picks from a catcher, and applying a tag. Each player was able to work on fundamentals away from ATEC at a slower pace, but then work on fundamentals at a more game-like speed using the ATEC. This allowed us to work game-like moments without being on a field.

All these drills are often currently simulated on the field. We just have a unique situation that doesn't allow us to always be on a field. We still need to get the same reps in by being creative indoors. These are some of the drills we have implemented that work to utilize a small space to maximize our time.



The Jason Foundation & The Nebraska Coaches Association

Suicide is the 2nd leading cause of death for middle and high school aged youth in Nebraska. Many people consider suicide an event that only happens “to someone else.” That couldn’t be further from the truth. Though it’s easy to think of suicide as a tragedy that happens to other families or schools, it’s important to understand that suicide crosses all racial, economic, social, and ethnic lines. For every suicide, roughly 147 people are directly or indirectly affected by that death.

Suicide is preventable and you can make a difference. Four out of five individuals considering suicide show some sign of their intentions, either verbally or behaviorally. That’s where the work of The Jason Foundation is so vital. The Jason Foundation, Inc. (JFI) is a nationally recognized leader in youth and young adult suicide prevention and awareness. Its mission is to provide programs and resources for students, educators, parents, and communities to help recognize and assist young people who may be struggling with thoughts of suicide. JFI teaches the warning signs and risk factors of youth suicide so that everyone from peers to coaches to grandparents can get help for the young people in their lives who need it.

The Jason Foundation and Nebraska Coaches Association created an affiliation to address this issue of youth and young adult suicide. Coaches are in a unique position to have a lasting impact on the young people that they encounter daily. Through the affiliation between NCA and The Jason Foundation, you have access to a wealth of information that can be utilized in your professional and personal life. Everyone needs to be aware of the warning signs associated with suicidal thoughts and know how to respond if someone’s behavior causes concern.

Visit their website, www.jasonfoundation.com, to learn more about the programs available through this affiliation, and how you can become involved in suicide prevention.

I BELONG^{x2}

Brandon Detlefsen Central City Public Schools

- Technology Director, Teacher
- Former business and technology teacher
- Central City-Fullerton-Centura High School Baseball Coach
- Middle School football, American Legion baseball coach
- NSEA and NCA member since he began teaching and coaching

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400-Meter Relay / 100-Meter Drill

Troy Hauxwell – Chase County – Girls' Track & Field

Courtesy Photo By Imperial Republican



It is hard to believe the Spring sports seasons are upon us. In this article I hope to provide a drill that you can incorporate for your 4x100 Meter Relay teams. Kids always seem to enjoy the relay events and it is an opportunity to get more kids involved. Relays also provide a great opportunity to incorporate competition and increase the individual effort in practice.

In this drill, we are trying to work on speed, enhance focus in the zone and move the baton from beginning to end without it slowing down. Each individual will run approximately 50-60 meters. Since there is no longer a 10 meter acceleration zone, we just have to set up the three 30 meter exchange zones. If you use the 100/110m Hurdle marks on your track, you can get the exchange zones close without having to measure anything. You may also choose to take a measuring wheel and measure the four zones exactly if you would like.

Leg 1 can start out of blocks or simply just take a running start. Place a cone 10-20 meters behind your actual starting line for the first runner to start from. Again, we want this full speed; so, we want the individual moving near top speed as they approach the starting line (110 Hurdle Start). As the athlete accelerates, we want them increasing speed and we start the watch when they cross the 110 meter starting line. This also can be started at the 100 meter start line if you use a measuring wheel to measure all four zones off and mark with cones or discs. The second runner will have their go mark placed in the first 10 meters (Zone 1) for the visual cue to take off and begin their acceleration to complete exchange number 1 in the first 30 meter zone (Zone 2).

Leg 2 will have their go mark placed in the first 10 meter zone (Zone 1). Part of the beauty of this drill is that you will have 3 relay members moving at the same time. The first two legs of the relay are already in motion when they are making the exchange in the first 30 meter zone. Runner number three is beginning their acceleration as runner number two hits their go mark, which is located in the first 30 meter zone (Zone 2). Runner three has to stay focused as both runners are approaching. We do not want the baton to lose speed during the duration of the 100 meters. If all four runners were invisible and we could only visually see the baton, we shouldn't notice a pattern of acceleration and deceleration. The baton should move at a consistent speed for the entire duration of the drill.

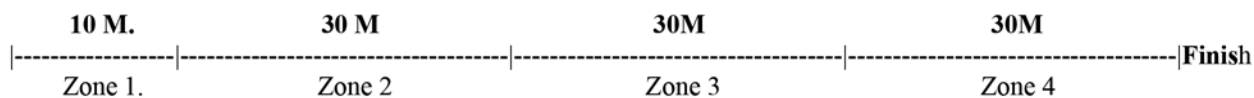
Leg 3 should look exactly like Leg Number 2. The go mark should be measured back from the beginning of the exchange zone and placed in Zone 2 of the 30 meter zone. The runners should be in a good takeoff stance with their focus on the go mark. It is important that legs 2, 3, and 4 are consistent in their takeoff. This is a part of the relay that needs to be practiced and worked on. The first 3-4 steps of the drive phase need to be worked on to build power and consistency during the take off. As runners number one and number two approach, Runner Number 3 should have their go mark placed in the first 30 Meter Zone (Zone 2). We want all runner to attack the zone and run into the darkness, as we like to call it. This drill relies on trusting your teammate and knowing that they will be attacking their zone, in order to get the next leg the baton.

Leg 4, the anchor leg, should have their go mark placed in the next 30 Meter Zone (Zone 3). Again, the anchor should be in a good takeoff stance and their focus should be on the go mark in Zone 3. The anchor leg should receive the baton in Zone 4, the last 30 meters, and they must sprint through the finish line. Each runner should run 50-60 meters. You want to make sure they have full rest between reps. Rests are about 6-8 minutes. This provides you time to provide video feedback and make any adjustments if needed.

From a coaching standpoint, this drill allows you to video from the bleachers and get a look at all three exchanges during the relay. I like to use my phone and video in slow motion. This provides visual feedback for each leg of the relay. We are watching to make sure they do not leave their go mark early or late, as the incoming runner approaches. Also, this allows us to make sure that they are keeping a consistent start, not swinging wide into the incoming runners side of the lane. The thing I love about track is that the stopwatch and tape measure don't lie. This allows you to set goals and continue to improve during the year. This is not a drill that I introduce early in the season. We are working on deciding who will be running which leg and the appropriate distance for each go mark, depending on the speed of the incoming runner and acceleration of the outgoing runner. Once this is decided, our team starts to come together.

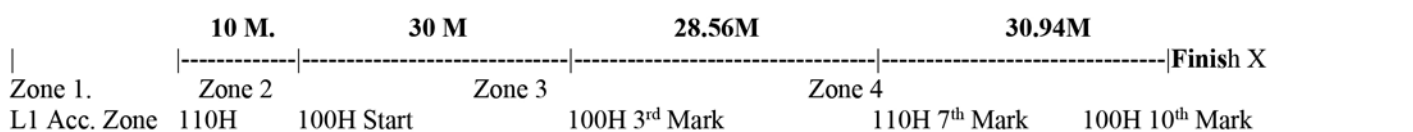
This is a great drill that our relay team has fun with and it provides a challenge for them, as well. We like to challenge the girls' 4x100 relay team by setting a goal to run this 100m drill in sub 12 seconds. As coaches, you can decide what that goal time looks like for you depending on your athletes' performances. For example, a boys team may be trying to run a sub 11 second 100m. Hopefully, you find this drill helpful and something you can use during the upcoming track season.

Continued on page 12



Another idea for quick setup is to start the drill at the 110m Hurdle starting line. Zone 1 would be between the 110m Hurdle start line and the girls 100m Hurdle start line, which would provide you 10 meters for Zone 1. You can set a cone at each of these marks to provide the 5 visual marks for both coaches and athletes. Zone 2 would be from the girls 100 meter start line to the 3rd girls 100m Hurdle mark, which is 30 meters exactly for a

30 meter zone. Zone 3 would begin at the girls 3rd 100m Hurdle mark on the track and end at the 7th boys 110m Hurdle mark. This would make the Zone 3 - 28.56 meters. Zone 4 would start at the 7th boys 110m Hurdle mark and finish at the girls 10th 100m Hurdle mark. This would make Zone 4 - 30.94 meters. The total distance would be 99.5 meters. Again, this would just be a quick set up if you were not measuring it out.



Zone 1: 110m Hurdle start to 100m Start Line (10 Meters)

Zone 2: 100m Start line to Girls 100m - 3rd Hurdle Mark (30 Meters)

Zone 3: Girls 100m - 3rd Hurdle Mark to Boys 110m - 7th Hurdle Mark (28.56 Meters)

Zone 4: Boys 110 Meter - 7th Hurdle mark to Girls 100m - 10th and Final Hurdle Mark (30.94 Meters)

* Total Distance would be 99.5 meters and provide approximately 30 meter zones for 2, 3 and 4.



Courtesy Photo By Imperial Republican



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Training Tips For Sprints, Jumps, Hurdles & Sprint Relay

Ron Mimick – Aquinas Catholic – Boys' Track & Field

Courtesy Photo



With this article I will provide some ideas about training track events for speed development and execution.

1) Speed – Use a goal driven approach to develop speed in many of your track events.

Goal – Help kids to become faster while limiting injuries by

- a. Year round emphasis within the lifting and track programs.

- b. Prioritizing Speed and Power Development (not conditioning). Power is the ability to produce force as quickly as possible in an athletic setting.

A. Speed Testing Time sprints twice every week within your track and lifting programs.

B. Power Testing Measure the application of power (jumps) within your program.

C. Publish Let kids see their numbers & they will be able to compare results.

D. Quality 100% full speed sprinting.

E. Rest Work one day, rest from sprinting and jumping the next. Rest between sprints, so full recovery so you can run fast again.

F. Recovery Sprint every other day with a recovery day between.

G. Workout Volume with rest between. Sprinting: never over 500 meters total. 1 minute rest for each 10 meters run: Example 40 meter sprints with 4 minute rest between each sprint.

(I want to acknowledge that most of these ideas have come from Boo Schexnayder and Tony Holler. Boo is a longtime LSU track coach and Tony a long time track coach from Illinois. The "Feed the Cats" program is a great resource for further

information on speed development. This article is at best a brief summary for speed development).

2) Block Starts – Teach and review weekly.

Change up start commands, slow, fast, etc.

Have simple cues, eyes, front leg, back leg.

Do not forget the arms.

Make coaching points simple and correct with simple cues.

3) Hurdles – Have warm up drills that emphasize lead leg, trail leg with body/arm coordination.

Watch hurdlers from in front, in back, on the side. Also FILM in practice, feedback.

Coaching hurdles is like a puzzle, one piece at a time.

Coach one body correction at a time, athletes can focus on one correction easier.

Focus on the biggest problem until it improves on a consistent basics.

It is a 2–3 year process with most hurdlers, so be patient.

Starts to first hurdle need to be consistent, 8 steps to first hurdle in highs.

After the drills are done: ***hurdle at full speed*** with recovery between runs.

Do not run full sets of hurdles in practice.

Once the athlete is tired and their technique is breaking down, stop hurdling.

Make coaching points simple and correct with simple cues.

4) Sprint Relay – Personal placement is key, the fastest is not automatically the anchor leg.

#3 runner is first placement, has two handoffs on a curve.

#2 and #4 runners can be tall and longer.

Runners who struggle with handoffs should be the anchor.

Continued on page 15

nebraska coach

Full speed handoffs are the key.

Athletes must run fast while next to a team mate in the same lane during an exchange.

#1 & #3 runners use there right hand and run on the inside of the lane.

#2 & #4 runners use there left hand and run on the outside of the lane.

The incoming runner must run through the handoff and not apply the brakes too soon.

When you drill, the incoming runner needs a 40 meter run to imitate meet speed.

The sprint relay handoffs must be run full speed with full recovery between reps.

Make coaching points simple and correct with simple cues.



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Maintaining Success

Standards, Areas of Support & Drills

Teresa DeGeorge – Omaha Marian – Soccer

Photo By Monica Bosiljevac, Omaha Marian, Soccer Assistant Coach



Marian soccer has been a successful program since the sport was sanctioned in 1988. We have had 28 state appearances. We have 6 state runner-up titles. We have 14 state championship titles. Welcome to the pressure of maintaining program success.

How does a program continue to be successful? What does it take to win?

Maintaining a successful high school soccer program comes with many challenges. With a new group of players every year there are many variables. Some players improve, some plateau, and some drop off. Whatever the variables, standards must be met.

These standards are built into 3 months of intense work. Besides the obvious of training hard 6 days a week, we incorporate extra areas of support: recovery training, game film, visualization, psychology, and culture.

Recovery Training: Our strength and conditioning coach leads players through a series of stations. These circuits involve upper and lower body weightlifting with 1-3 repetitions each totaling 4-5 sets. This type of lifting reduces muscle soreness and increases blood flow to the muscles. Overall, this increases strength and muscle firing. I have had great feedback from players reporting this as being the number one best means of recovery between games.

Game Film: Every game is filmed from a hipod (a camera 16 feet from the ground) using Hudl. Hudl originated in Lincoln, NE. Go Huskers! Specifically, the Hudl Assist program breaks down the game for us. It records shots, consecutive passes, set pieces, saves, goals, and provides useful data to help us reflect and identify where we need to improve. It is a tool the players love. They love to see themselves perform. They love to learn from their teammates and their own successes. Coaches can also draw on the screen to show players where to go, what other options are available, and provide teaching moments. This has been a massive piece to our success.

Visualization: I was first introduced to visualization skills from my Marian high school basketball coach, Jim Miller. I have been preaching visualization since. Jack Stark, a sports psychologist with the University of Nebraska System is also a huge supporter of visualization. His audio recordings are amazing. He has also made guest appearances for our Marian soccer team. The power of visualization is enormous. Try it for yourself in preparation for any anxiety provoking situation.

Psychology: Mind over matter. Resilience. Stamina. Self-talks. Sense of belonging. Feeling truly cared about. All these words ring true for success, especially for young women. Believe and you will achieve attitude. The mind is powerful. If players have confidence their success rate increases. If players feel they are cared about, they will perform. If players feel they belong to a family. They feel loved. Being in a better mental state inevitably enhances performance.

Culture: I once asked Tom Jaworski, Prep high school's football coach for 39 years who never had a losing record, about tips on being a good coach. He simply said, "WIN." A winning tradition brings the athletes. I would further say that the culture created also plays a role. The coaches meshing with one another. The high standards. The school support from players, parents, and fans. The love of the school. The pride from students, teachers, and alumni. Players having fun. Players becoming better people through their sport. Lifelong friendships. This is the culture Marian soccer has built. Therefore, I am so proud to be a parent, coach, and alumnus of Marian high school.

Coaches are always wanting activities or drills that will make their players better. I am here to tell you that you could have planned the best training session with the best activities, but if the players don't bring intensity, grit, and competitiveness, you will have nothing. Coaches are responsible for setting the tone. Coaches are the true captains. Coaches are mentors showing how to lead. At Marian, we have set warmups that players perform at each training session and prior to games. I will give you one that I have been using for decades that proves to help with quick feet and hundreds of ball touches. With that in mind, players must execute.

Partner passing. 2 players and one ball. Players are 3 feet apart facing each other. This is a series of 1- minute activities for a total of 10 minutes. Players will get 750–1000 touches in this short time. The key is that players must remain light on their feet, close together, body over the ball, and be truly focused on

Continued on page 17

nebraska coach

striking the ball properly. Without focus, players will be caught flat footed and develop poor habits.

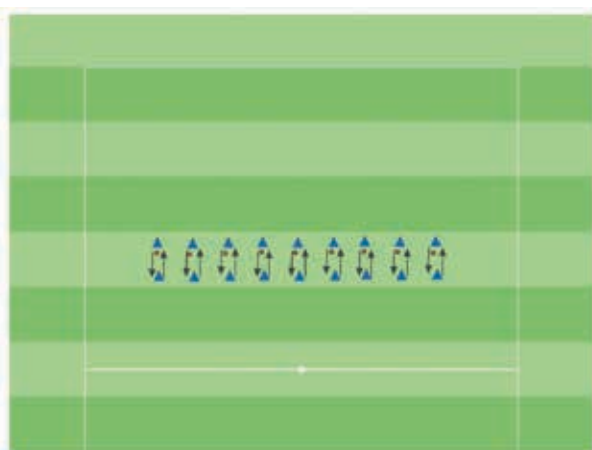
1. One touch inside alternating feet. This can be done in an hourglass format. One player always passes straight and the other passes diagonally. Focus on players being light on their feet and striking the middle of the ball with the middle of the foot.
2. 2 touch inside of feet: first touch preparation at a 45 degree angle with one foot then passing it back to partner with the other foot.
3. 2 touch outside then inside: first touch right foot outside preparation at 45 degree angle then pass with the same foot inside. Alternating feet.
4. One touch inside of the foot one side of the body. One player uses their left and the other uses their right.
5. One touch inside of the foot one side of the body. Same as above. Opposite side.
6. 2 touch inside of the foot one side of the body. First touch preparation forward then pass with the same foot. One player using their left foot and the other using the right.
7. 2 touch inside of the foot one side of the body. Same as above. Opposite side.
8. Inside foot volleys alternating foot. One player is the worker and the other underhand throws the ball for the worker to volley back to partner's hands. Focus on getting the body over the ball.

9. Instep laces volleys back to partner's hands.

10. Headers back to the partner's hands. Focusing on getting hands up for protection and heading through the ball in a "bow and arrow" motion.

A player favorite is "Over the River." I have modified this to be a mini over the river. Modify the time and number of passes to ensure player success. 2-minute game. 2 teams. 4 players in a 10x10 square playing keep away from one defender. 4 passes must be made uninterrupted then the ball can be passed over the river to the other team resulting in a point offensively. The defense cannot enter the square until the ball is played by the coach. If the defense kicks the ball out of the square, then the other square is played a ball from the coach. The defense earns a point if they possess the ball for 2 seconds instead of kicking it out.

Maintaining a successful program is a challenge. Standards start with the coaches. Demand standards and the players will follow. Bring high intensity, standards, and competitiveness to every activity. Integrate the extras like recovery training, game film, visualization, and psychology. Develop a culture for your school. Create an environment that brings the athletes and maintains success. Then you will achieve your success.



EXERCISE RULES:

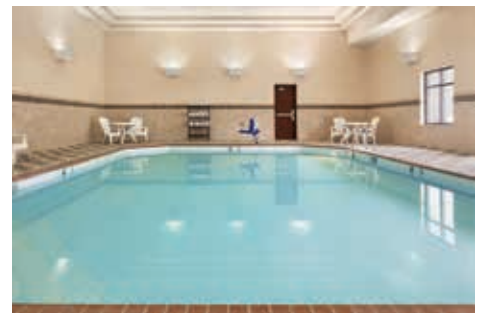
Partner passing. 2 players and one ball. Players are 5 feet apart facing each other. This is a series of 8 minute activities for a total of 10 minutes. Players will get 750-1000 touches in this short time. The key is that players must remain light on their feet, close together, body over the ball, and be truly focused on striking the ball properly. Without focus, players will be caught flat footed and develop poor habits. 1. One touch inside alternating feet. This can be done in an hourglass format. One player always passes straight and the other passes diagonally. Focus on players being light on their feet and striking the middle of the ball with the middle of the foot. 2. 2 touch inside of feet: first touch preparation at a 45 degree angle with one foot then passing it back to partner with the other foot. 3. 2 touch outside then inside: first touch right foot outside preparation at 45 degree angle then pass with the same foot inside. Alternating feet. 4. One touch inside of the foot one side of the body. One player uses their left and the other uses their right. 5. One touch inside of the foot one side of the body. Same as above. Opposite side. 6. 2 touch inside of the foot one side of the body. First touch preparation forward then pass with the same foot. One player using their left foot and the other using the right. 7. 2 touch inside of the foot one side of the body. Same as above. Opposite side. 8. Inside foot volleys alternating foot. One player is the worker and the other underhand throws the ball for the worker to volley back to partner's hands. Focus on getting the body over the ball. 9. Instep laces volleys back to partner's hands. 10. Headers back to the partner's hands. Focusing on getting hands up for protection and heading through the ball in a "bow and arrow" motion.



EXERCISE RULES:

Rules: 2-minute game. 2 teams. 4 players in a 10x10 square playing keep away from one defender. 4 passes must be made uninterrupted then the ball can be passed over the river to the other team resulting in a point offensively. The defense cannot enter the square until the ball is played by the coach. If the defense kicks the ball out of the square then the other square is played a ball from the coach. The defense earns a point if they possess the ball for 2 seconds instead of kicking it out.

PLAYERS:
4 vs 1



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Building Team Chemistry & Unity In Girls' Tennis

John R. Lehmer – Hershey – Girls' Tennis



Everyone who has coached at the high school level knows how challenging it can be to lead a team of individuals who do not work well together. We also know how rewarding it can be to work with a team that has great chemistry and supports the contributions of every player. This article will explore some ways to build team chemistry and foster team unity. As a coach it is essential that your players know that you care about them as individuals and that you are there to support their growth as a human being. Take time to talk to each player individually about their skillset and performance, but more importantly about who they are and what they want from their experience. Players will compete harder and have more satisfaction when they know that their coaches are invested in their wellbeing on and off the court.

Create a “big sister/little sister” relationship among teammates. Have one upperclassman pair up with one underclassman. Have them exchange an information sheet briefly listing some of their likes and dislikes (e.g. favorite drink, candy, flower, color, etc.) and periodically throughout the season have them exchange small gifts or even a hand written note. This type of activity will encourage teammates to get to know one another and creates a sense of belonging with younger players.

Have an experienced player pair up with a player who is less experienced. When learning new skills, hand feeding is a great way to develop understanding and competency. This is a great way for the inexperienced player to learn new skills, as well as a great way for the experienced player to make sure that they have a solid understanding of the skill they are teaching. By periodically mixing up partners, this also allows players to become familiar with new teammates.

Implementing drills and games that stress the importance and impact of every team member can increase team chemistry and unity.

When dividing into groups or teams, be sure to divide players evenly with each group having some advanced players along with some novice players. Implement games like “21” where each team has to hit crosscourt forehands or backhands. The teams get 2 points for every shot that lands crosscourt behind the service line, and 1 point for every shot that lands crosscourt in front of the service line. Each player gets one hit then moves to the back of the line. A team must get to 21 exactly, or they have to go back to 13 and keep trying until one team gets to exactly 21. This game can be fed by a coach, hand fed by teammates, or self-fed. Games like “21” are great for allowing players to learn how to direct their shots and they encourage the contributions of every player regardless of ability level.

Reinforce the expectation that during practice and at matches, the players are there to support their teammates. Have well established guidelines that players are expected to stay and support every team member until the last match has concluded. Always make a point to bring the team together at the end of every practice or match to briefly acknowledge the positive contributions to the team and to end with a unified chant or cheer.

Building team chemistry and unity can be challenging. Strive to appreciate the value of each team member. Create an environment where drills, games, and competitions foster support and improvement. Encourage and guide team members to support the growth of teammates, and take time to acknowledge positive contributions to the team. As a high school tennis coach, I have found that although it can be rewarding to teach a perfect serve or forehand, the greatest reward is witnessing a group of young people who are genuinely invested in the success and growth of those around them.

2022 Nebraska State Cheer & Dance Champions



Class A Cheer

Non-tumbling – Gretna
Tumbling – Millard West
Game Day – Millard West
Traditional Performance – Omaha Marian
Unified Sideline – Grand Island

Class B Cheer

Non-tumbling – Omaha Gross Catholic
Game Day – Omaha Gross Catholic
Traditional Performance – Elkhorn

Class C1 Cheer

Non-tumbling – Auburn
Game Day – Cozad
Traditional Performance – Omaha Concordia
Tumbling – Grand Island Central Catholic

Class C2 Cheer

Non-tumbling – Kimball
Game Day – Thayer Central

Class C2/D Cheer

Traditional Performance – Cedar Bluffs
Tumbling – Osceola

Class D Cheer

Non-tumbling – Archbishop Bergan
Game Day – Loomis

Class A Dance

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

Class B Dance

High Kick – Scottsbluff
Hip Hop – Bennington
Jazz – Omaha Skutt Catholic
Pom – Bennington

Class C1 Dance

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

Class C2 Dance

Hip Hop – Gibbon
Pom – Amherst

Class C2/D Dance

High Kick – North Platte St. Patrick's
Jazz – Silver Lake

Class D Dance

Hip Hop – Randolph
Pom – Archbishop Bergan

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2022 Girls State Basketball Sportsmanship Award Winners



Class A – Bellevue West



Class B – York



Class C1 – North Bend Central



Class C2 – Elkhorn Valley



Class D1 – Niobrara-Verdigre



Class D2 – Sterling

2022 Boys State Basketball Sportsmanship Award Winners



Class A – Millard North



Class B – Bennington



Class C1 – Ashland-Greenwood



Class C2 – Doniphan-Trumbull



Class D1 – North Platte St. Patrick's



Class D2 – Falls City Sacred Heart



2022 Winter State Champion Coaches



Wrestling

Class A – Nate Olson – Millard South (Dual & Indiv.)
Class B – Alan Pokorny – Bennington (Dual & Indiv.)
Class C – Roy Emory – Aquinas Catholic (Dual & Indiv.)
Class D – Ryan Mraz – Sutherland (Dual & Indiv.)
Girls' – Evan Bohnet – South Sioux City

Swimming

Girls' – Ross Mueller – Lincoln Southwest
Boys' – Ross Mueller – Lincoln Southwest

Girls' Basketball

Class A – Kelly Flynn – Fremont
Class B – Ann Prince – Elkhorn North
Class C1 – Aaron Sterup – North Bend Central
Class C2 – Greg Berndt – Hastings St. Cecilia
Class D1 – Kande Hanzel – Humphrey/Lindsay Holy Family
Class D2 – Luke Santo – Falls City Sacred Heart

Boys' Basketball

Class A – Tim Cannon – Millard North
Class B – JJ Stoffel – Omaha Roncalli Catholic
Class C1 – Jacob Mohs – Ashland-Greenwood
Class C2 – Joe Hesse – Humphrey/Lindsay Holy Family
Class D1 – William O'Malley – North Platte St. Patrick's
Class D2 – Nathan Godwin – Parkview Christian

Unified Bowling

Class A – Jess Sorensen – Fremont
Class B – Melinda Nielsen – Ogalala

Bowling

Girls' – Josh Johnson – Wayne
Boys' – Paul Lee – Grand Island

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Nebraska High School Coaches Named As National Coach Of The Year Finalists

Two Nebraska Prep Coaches To Be Inducted Into National Hall Of Fame

The National High School Athletic Coaches Association (NHSACA) and the Nebraska Coaches Association (NCA) announced the advancement of 11 coaches as finalists for the National High School Athletic Coaches Association's national coach of the year honors. The nominations were based on each coach's career accomplishments through the 2020–21 athletic seasons. Additionally, two Nebraska prep coaches will be honored by being inducted into the national high school coaching hall of fame as well.

Eight finalists from across the nation, in nineteen recognized sports categories will be honored during the National Coach of the Year Awards Banquet which will take place at the NHSACA's national convention at the Prairie Meadows Racetrack, Casino and Hotel in Altoona, Iowa on the evening of June 22. The highlight of the banquet will be the naming of the NHSACA national coach of the year in each sports category.

Greg Geary – Millard South – Baseball

Doug Goltz – Falls City Sacred Heart – Boys' Basketball

Michele Kontor – Milford – Boys' Cross Country

Tim Kassmeier – Norfolk Catholic – Boys' Track & Field

Kim Dieckmann – Archbishop Bergan – Girls' Assistant

Rick Petri – Kearney Catholic – Girls' Basketball

Mimi Ramsbottom – Elkhorn – Golf

Rob Sweetland – Wayne – Softball

B.J. Christiansen – Omaha Marion – Swimming & Diving

Renee Saunders – Omaha Skutt Catholic – Volleyball

Alan Pokorny – Bennington – Wrestling

2022 NHSACA National Hall Of Fame Nebraska Inductees

Russ Ninemire – DC West, Omaha Marian & Sandy Creek
NHSACA National Girls' Basketball Coach of the Year in 2018.

Diane Rouzee – Northwest
NHSACA National Volleyball Coach of the Year in 2018.

Ninemire and Rouzee will be inducted into the national high school coaching hall of fame at the same NHSACA Convention. Hall of Fame ceremonies will take place at the Prairie Meadows Racetrack, Casino and Hotel in Altoona, Iowa on the evening of June 21.

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What is covered?

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When are you covered?

- During your coaching activities and in the classroom.

What are the limits of liability?

- 1M per occurrence.
- 2M general aggregate per coach.

Additional policy coverages

- Participant Legal Liability.
- Defense costs outside of the limits of liability.

Exclusions

- The transportation of athletes.
- All Star games that are not approved by your state coaches association.
- The loss, cost or expense arising out of infectious or communicable disease.

NEBRASKA COACHES ASSOCIATION

Membership Benefit

CAMP INSURANCE COVERAGE

Participant/Accident coverage is required for all participants attending camps.

What is Participant/Accident coverage and why is it required?

- Secondary medical insurance with a \$25,000 limit.
- The policy becomes primary should the injured party not have Primary Medical insurance.
- Pays out-of-pocket expenses such as co-pays and deductibles.
- Protects coaches and their schools from potential liability claims.

What is the premium for Participant/Accident camp coverage?

- \$250 minimum premium.
- Coaches also have the option of adding multiple camps.

Certificates of Insurance

- Most schools today require a certificate of insurance from coaches using school facilities. Certificates of insurance can be issued showing proof of insurance or naming an additional insured.

For more information: Visit www.loomislapann.com and click on camps.

Contact us at: 518-792-6561 or sports@loomislapann.com

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 24 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 – 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.

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

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

Nebraska Coaches Association – Country Inn & Suites Scholarships – Deadline April 15

This fully funded scholarship program, will award eight recipients \$1,000 after successfully completing one semester at an accredited college or university. NEW: The scholarship is now only available to current (2021-22) NCA member son or daughter.

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

Scholarships 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 two letters of recommendation from high school coaches
- 5) ACT minimum score of 24

Scholarship winners will be announced in May.

Ed Johnson Scholarship – Deadline April 15

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 25, 2022). For more information:

<http://www.ncacoach.org/edjohnson.php>

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.

Scholarship Criteria:

- Excellence in Scholarship
- Leadership
- Sportsmanship
- Loyalty
- Citizenship.

Career Sport Specific Awards & Career Junior High – Assistant Coach Award

Committees Select Finalists in April, Board Selects Winner at April Board Meeting.

- Binnie & Dutch Award – Track & Field
- Ed Johnson Award – Basketball
- Ken Cook Award – Girls Basketball
- Guy Mytty Award – Wrestling
- Phyllis Rice Honnor Award – Volleyball
- Skip Palrang Award – Football

- George O'Boyle Award – Cross Country
- Hawkins & Schoenfish Award – Golf
- Jim Farrand Award – Jr. High or Assistant Coach of the Year Award

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

Special NCA Awards – Deadline April 15

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. 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

2022 NCA Multi-Sports Clinic Schedule

Registration Opens April 15, 2022

Clinic Schedules by Sport Posted at www.ncacoach.org/clinic

No Printed & Mailed Magazine

Sunday, July 24

- NCA Awards Banquet – Great Hall, Old Train Station, Haymarket

Monday, July 25

- NCA Golf Scramble – Highlands Golf Course – Tee Time Registration Opens May 9
- Girls' & Boys' NCA All-Star Basketball Games – Lincoln North Star HS

Tuesday, July 26

- NCA Multi-Sports Clinic – Lincoln North Star HS
- NCA All-Star Volleyball Match – Lincoln North Star HS

Wednesday, July 27

- NCA Multi-Sports Clinic – Lincoln North Star HS
- NCA All-Star Softball Game – Bowlin Stadium – UNL, Haymarket Park
- Coaches Night Out – Featuring Dueling Pianos – Site TBA

Thursday, July 28

- NCA Multi-Sports Clinic & NHSACA National Conference Lincoln North Star HS



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October – May Tuesday, Wednesday, Thursday, Friday 12:00 p.m. – 4:00 p.m.
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