

BCAM-April 2017 Monthly Report



FROM THE EXECUTIVE DIRECTOR, Tom Hursey: Another basketball season is in the rearview mirror and coaches get to start all over again as they plan for next season. After attending the **girls' and boys' finals** this year, I am continually amazed by how fortunate Michigan is to have such a well-run event. When I think of all the happenings that take place over the three days, I take my hat off to Nate Hampton (MHSAA) and his crew for the first class operation that he directs. BCAM thanks Nate for being able to work with him to help make the two weekends a success.

The final games show off the exceptional talent that our state produces each year. Way to go coaches! BCAM helps make these weekends a success by hosting the Top Shooters event which features the top 3-Point shooters and Free Throw shooters from around the state. Thanks to Mark Bray and Dennis Hopkins for their efforts in staging these contests. BCAM has been able to present our Miss and Mr. Basketball winners in front of the fans during the games. BCAM, along with major assistance from the MHSAA, hosts the Hospitality Room during the boys' finals. This event is attended by hundreds of BCAM members and their guests (officials are invited also).

I would now like to take a minute to discuss a problem that exists with our awards programs. BCAM honors hundreds of players, teams and coaches every spring. Our awards program is only successful if our members nominate the players, teams or coaches that are deserving. One example is our BCAM's BEST award for our top players—we don't call it an All-State Team because not all the top players in our state are nominated by their coach. This year's BCAM's BEST team does not include some of the "AP Players of the Year" because their coaches did not nominate them. There will be many other deserving players left off our BEST teams for the same reason. Some of these coaches tell us that they did not know about the awards or the deadlines. This argument does not work since reminders are sent out in the February and March Monthly Reports as well as direct emails to varsity coaches at least 2 times prior to the deadline. I will end my commentary by saying : **"COACHES, DON'T ROB YOUR PLAYERS AND TEAMS BY FAILING TO NOMINATE THEM FOR AWARDS FOR WHICH THEY QUALIFY."**

Many of you are wondering about how the **seeding** of the state tournament is going. April will be a month of finalizing our efforts. Meetings will be held to work out details. A video is in the works to describe how our seeding will work. The video will also answer the concerns that many coaches and administrators have about our seeding program. Be assured that BCAM will have all our "ducks in a row" as we go to the Representative Council meeting in May. Please do not make up your mind about seeding until you hear all the facts. We are aware of many of your concerns and most of them will be answered by May.

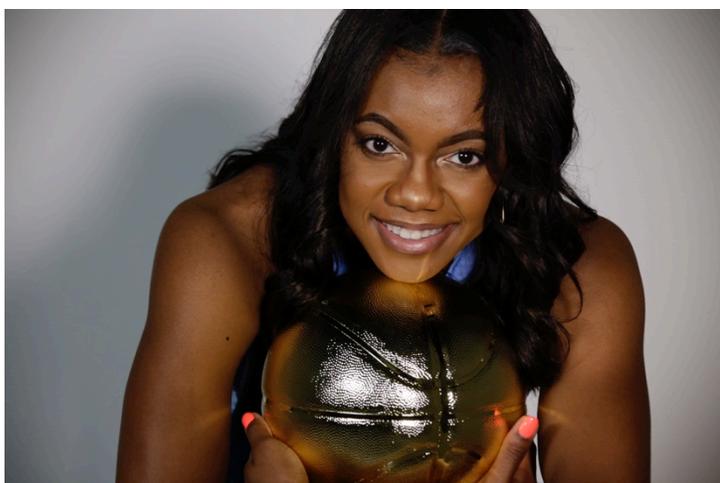
I am happy to announce that James Green (Kingston HS) has been invited to the Representative Council meeting in May to explain his "equal **divisions** for basketball proposal." Jay has worked hard to detail his concerns and will be able to present it to the Rep Council.

HURSEY'S THOUGHT FOR NEXT SEASON: *"If you don't enjoy your job, then you are doing it wrong."* My minister made this statement in a recent sermon and I thought how apropos it is for coaches. Rather than stepping down as a coach when things aren't going well, ask yourself what changes YOU can make that will allow you to enjoy coaching. BCAM offers a list of MENTORS that have probably been in the same place as you are and they are willing to talk with you about your concerns. Go to www.bcam.org and click on COACHING MENTORS LIST. I am sure you can find a coach in your area that can help you.

Now that the season is over, you will probably be thinking about equipment and clothing for next year. We have the **BEST sponsors** when it comes to first class supplies for basketball. Since they support BCAM, please give them a call. Their contact information is on the website under BCAM's SPONSORS.

BCAM AWARDS – will be posted on the BCAM.org homepage as soon as they are published. Many of them will show up there in the next 10 days as we verify winners and get everything typed up. After all the awards have been announced, we will mail plaques and certificates to you in care of your school's mailing address.

VOTE FOR REGIONAL HIGH SCHOOL COACHES OF THE YEAR—The nominations are in and the ballots will be emailed early on Sunday morning April 2nd. If you are “actively coaching” at the prep level and do not receive two ballots for your region, first check your spam (everything will have BCAM in the subject line) and if you still don't find your them, contact amy@bcam.org.



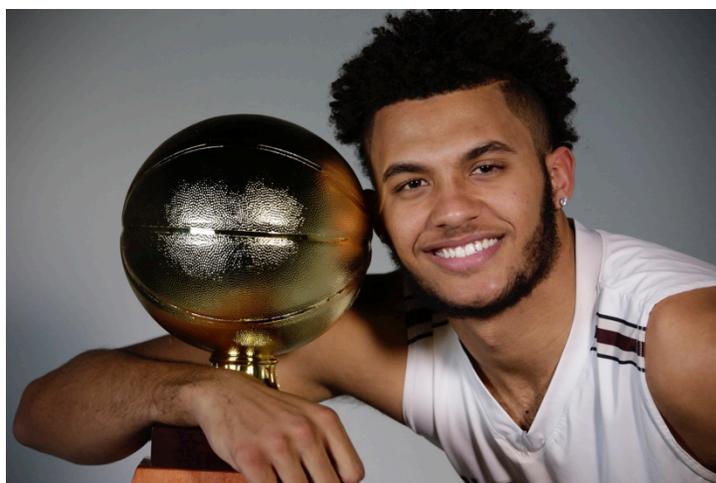
JORDAN WALKER NAMED MISS BASKETBALL:

It paid off this past season, when Jordan Walker eclipsed career marks at Mona Shores and signed with Western Michigan. It paid off again today, when she was named the 36th winner of the Miss Basketball award, given annually to the state's top senior by the Basketball Coaches Association of Michigan, in conjunction with the Free Press.

For the second year in a row, the Sailors' bid to make it to the Breslin Center was halted by Hudsonville in the state playoffs. But that didn't stop Walker, the 5-foot-7 guard, from leading Mona Shores to a 19-4 record. She averaged 22.1 points, 8.5 rebounds and 5.5 assists per game and shot 43% from the floor.

In January, Walker broke Mona Shores' all-time scoring record, one that existed for 22 years, by reaching 1,365 points, leaping ahead of former Miss Basketball finalist Jamie Ahlgren.

Jordan's coach is Brian Knuth.



ISAIAH LIVERS NAMED MR. BASKETBALL:

Kalamazoo Central senior Isaiah Livers says he always took basketball seriously. But after the Maroon Giants lost to Lansing Everett in the postseason a year ago, the 6-foot-8, 220-pound power forward decided to step it up.

Livers worked on his game nightly. He increased his shooting range and improved his passing and ball-handling skills. He picked up a scholarship offer from Michigan in July, committed in August and signed with the Wolverines in November. Livers was named the 37th recipient of the Hal Schram Mr. Basketball award.

His coach, Ramsey Nichols said he likes Livers' game because of his versatility. The coach likened Livers, who averaged 17.5 points, 14 rebounds and 2.4 blocks during the regular season, to Grant Hill because he can play multiple positions -- and defend all five of them.

GATORADE PLAYERS OF THE YEAR:

In its 32nd year of honoring the nation's best high school athletes, The Gatorade Company, recently announced Kierra Fletcher of Cousino High School as its 2016-17 Gatorade Michigan Girls Basketball Player of the Year. Fletcher is the first Gatorade Michigan Girls Basketball Player of the Year to be chosen from Cousino High School.

The Gatorade Company also announced Isaiah Livers of Kalamazoo Central High School as its 2016-17 Gatorade Michigan Boys Basketball Player of the Year. Livers is the first Gatorade Michigan Boys Basketball Player of the Year to be chosen from Kalamazoo Central High School.

TOP SHOOTERS AT BRESLIN: Each year BCAM runs a Top Shooter contest in which the top 3-Point and Free Throw shooters in the state shoot-off during the State Finals. The top two in each category shoot off at half-time of one of the state final games. Here are the winners and runners-up.

GIRLS' 3-POINT:

Winner – Lizzy Heide, Hasting

Runner-up – Tessa Leece, Ishpeming Westwood



GIRLS' FREE THROWS:

Winner - Allyson Richards, Calvary Christian

Runner-up – Ellie Mackay, Novi



BOYS' FREE THROWS:

Winner- Dylan Jergens - Howardsville Christian

Runner-up - Zach Goodline – Coloma



BOYS' 3-POINT:

Winner - Chase VanderKlay - Wyoming

Runner-up - Pat Hintz - Haslett





FROM PGC - Letter from a player: “Dear Coach, My season ended...” Submitted by Todd Walden
(BOCCC Member & Coach/AD – Fulton Middleton HS)

Player: WHAT I’M BASICALLY FEELING IS A STRONG SENSE OF DISAPPOINTMENT AND SADNESS.

Coach: First off, congrats on a great season. I say “great” not because of your record, or how far you got or didn’t get in the playoffs. The congrats is because you gave this basketball season, your team, your coaches, your school, and yourself the very best you had to give. I promise you one day, this will be the one thing you will be most proud of, and it’s what will give you the most peace about your career, no matter how many championships you won, or didn’t win.

You need to allow yourself time to “grieve”. The word grieve may sound crazy, because I know it’s not like anybody died or there was any great tragedy. But you have suffered a profound loss. Your season (which you cared deeply about) is over; you will never play on this particular team again, and you will never be high school teammates with some of these guys again. Those kinds of bonds are rare.

But (and this is the part you probably don’t want to hear, but it’s true, and I’ll say it anyway)—that’s how life works. Everything passes.

Which to me, is all the more reason to give those things and people you care about and love everything you’ve got. It all goes by so fast and the ONLY thing you are guaranteed is that it will in fact Go By.

This is pretty depressing UNLESS you just accept it as reality (because it is) and THEN you can be freed up to focus all your energy and attention on giving every single moment of the rest of your life the very best you’ve got. That’s why seniors often play with such passion. You begin to realize what matters and what doesn’t. You begin to sense how precious an opportunity it is to play for something that matters, with people who matter to you.

So my point is, everything you are feeling right now is appropriate, and even good. It’s ok to be disappointed, and sad until you’re not anymore (and it will go away I promise). And then, you will do what every great athlete, and every successful person does...you will pick yourself up, dust yourself off, dream your next dream, and go at it again. Really, that’s the only way to fly in my opinion. Way more fun, exciting, meaningful, and fulfilling than living a life where you play small and never “put your heart on the line” for anything that matters to you!

NABC | TIME-OUT

Scholastic Coaches Have a Comprehensive Role with Players

Greg Grantham, NHSBCA Board Member & Executive Director, North Carolina Basketball Coaches Association
Dave Archer, Director of Operations, NHSBCA & Executive Director Basketball Coaches Association of NY

Over the past 10 years, a disturbing trend has surfaced in There are many levels of basketball coaches in our nation from those who coach in the professional leagues to those who work with Kindergarten kids. Currently those coaches who work with school aged players seem to fall into two categories: those who coach in schools, (education based programs) and those who coach for AAU, community, church, club, travel, and for-profit organizations (non-education based programs.)

In today’ s society there seems to be confusion at times as to what roles coaches in these categories have in regard to the young people they work with. Unfortunately, at times there can be a tug-of-war over a young person’s time and commitment.

This article is not meant to disparage either group, but to simply delineate the difference between the two types of coaches. We will operate on the assumption and the hope that all coaches, regardless of the type of league or level of team they coach, care about their players and want to help them.

Scholastic coaches are educational-based coaches that in most states are bound by strict eligibility rules and guidelines that limit much of what they are allowed to do with and for their players. Most state associations prohibit blatant recruiting of athletes; require student-athletes to meet certain academic, attendance and residence requirements; have both student-athlete and coach's codes of conduct that expressly prohibit certain actions; and in many states the actual amount of time scholastic coaches can spend working with players out of season is limited.

Scholastic coaches have to monitor their players' grades, their attendance, monitor their behavior at school and ensure those players are meeting the school, the district and state eligibility requirements. These scholastic coaches have to work to incorporate their basketball programs into the culture of the school and community. In many cases they have to cooperate with other sports' coaches at the school to allow players to participate in multiple sports and after school activities.

Scholastic coaches understand that the athletic experience is an extension of the educational day and that the goal is to help players become their best -- the best student, best teammate, best husband/father and best member of society they can become. This means enforcing team rules and disciplining players when they fail to comply with those rules. In other words, holding the players accountable- accountable to their teammates, to their school and academic requirements, and to their community.

As a result of the differences in the goals of non-scholastic basketball programs, many players are being held less accountable each year. A coach whose sponsorship contract is dependent upon constant success and attracting the top players to that program can't afford to refuse to suit up a top player at a major tournament. A skill trainer whose income is dependent upon the number of players he is training can't afford to be too brutally honest about players' ability levels for fear of running off clients. There is no great motivation for either of these non-scholastic coaches to be greatly concerned about a player's grades, school attendance or conduct in school. It's no fault of theirs, it is simply a consequence of the market they are in.

Education-based coaches need to understand and embrace that your role is different than that of non-education based coaches. Scholastic coaches must still be in the business of teaching what it means to be a good teammate. Teaching life lessons about dealing with adversity, putting others above self for a common goal, and sacrificing for some entity bigger than self. This requires implementing discipline and tough love in some cases. The result is the development of character qualities that go far beyond basketball-related skills. As coaches, we are competitors, we want to be the best and take on all challengers. However, scholastic coaches need to accept that your role is more important than just winning tournaments and producing Division I caliber players. Embrace the differences between the roles, invest deeply in the lives of your players and make the most of your opportunities to produce citizens that will improve our society.

About NHSBCA

The National High School Basketball Coaches Association is an organization uniting the 30-plus states that have State Basketball Coaches Associations to work for the betterment of the game. The NHSBCA also serves as the High School Congress within the NABC. The NHSBCA is the national voice for high school basketball coaches, working to foster high standards of professionalism and to support coaches.

CONVENTION 2017

OUTSTANDING VIDEO ABOUT "BODY LANGUAGE":

<https://www.youtube.com/watch?v=LYP7H-SumdQ>

NCAA ELIGIBILITY CENTER:

As you and your athletes enjoy watching the passion and incredible plays of the NCAA championship basketball, remind them that more than 1,100 colleges and universities in three divisions participate in NCAA sports. While NCAA schools differ in size, location and profile, they share one focus. . . . THE ACADEMIC SUCCESS OF THEIR STUDENT-ATHLETES. Your student-athletes have a special opportunity in high school to earn the grades and test scores they need to realize their dreams to study and compete at an NCAA school.

If your athletes are looking to play basketball at the Division I or II level, they need to be certified by the NCAA Eligibility Center. As coaches, you play an important part in helping spread the word about what students must do to meet the

NCAA standards. We need your help in emphasizing that from the beginning of ninth grade, courses and grades are more important than ever.

The NCAA Eligibility Center is now offering two registration paths at eligibilitycenter.org, giving high school athletes the opportunity to make the best decision about their college choices earlier in their high school careers. Students may now sign up for a traditional certification account for Division I and II schools, or a free profile page for those attending Division III schools and students who are not yet sure where they want to compete.

Remember this simple formula for initial eligibility: $4 \times 4 = 16$. If your high school students complete four (4) English courses (one per year), four (4) math courses, four (4) science courses and four (4) social science courses, with the required core course grade point average, they should meet the Division I requirement for 16 core courses.

Any summer school classes taken through non-traditional programs must be approved by the NCAA to count toward the 16 core-course requirement.

Below is a checklist that will help your students as they go through the NCAA registration and certification process.

Grade 9

Students should ask their counselor for a list of your high school's NCAA core courses to make sure they are taking the right classes.

Grade 10

Students should register with the NCAA Eligibility Center at www.EligibilityCenter.org.

Grade 11

Students should again check with their counselor to make sure they will graduate on time with the required number of NCAA core courses.

They should take the ACT or SAT and submit scores to the NCAA using code 9999.

At the end of the year, they should ask their counselor to upload official transcripts to the NCAA Eligibility Center.

Grade 12

Study hard and finish their last NCAA core courses.

They can take the ACT or SAT again, if necessary, and submit scores to the NCAA using code 9999.

Complete all academic and amateurism questions in your NCAA Eligibility Center account at www.EligibilityCenter.org.

After they graduate, ask their counselor to upload the final official transcript with proof of graduation to the NCAA Eligibility Center.



The Coaching Crisis: Why we continue to lose good coaches

By Nick Stevens (<http://www.highschoolot.com/>)

On Friday, HighSchoolOT.com broke the news of two veteran basketball coaches who were getting out of coaching to spend time with family.

Millbrook coach Scott McInnes stepped down after 17 seasons at the school. Middle Creek coach David Kushner spent 13 seasons at his school before calling it quits. Both are veterans in Wake County. Both are good basketball coaches. Both are good people.

If you could see my mentions on Twitter and the tweets that got quoted by others, you would learn that there is confusion about why we are seeing experienced coaches step down. I can't speak for McInnes & Kushner specifically, but this is not limited to basketball. We are seeing experienced coaches leave the profession in all high school sports.

I'm fortunate in that I get to spend time with high school coaches and players behind the scenes. I wish everyone could. If you did, you would find a new level of respect for those who dedicate their lives to being coaches. We spend a lot of time talking about on the court and on the field results. I'm including myself and my fellow journalists in that. Yes, we are part of the problem. When you come to HighSchoolOT.com you see who won and

lost, you'll see the latest playoff brackets, who is on the bubble, who has hit a losing streak. That's the nature of sports, we have to report that. After all, these teams are competitive teams playing for a state championship. But what isn't shared all the time are the important stories – the stories that change lives, the stories that teach life lessons, the stories about saving kids from making bad choices. It's not because they don't exist. Trust me, they do exist in every program at every school. Those stories don't get shared for a variety of reasons – to protect kids, because they aren't made public, and often times because the coaches aren't looking for that attention.

When a coach steps down, you would be shocked at the number of tweets we see from current and former players explaining what that coach meant to them. Rarely does it have anything to do with wins, losses and championships. It's almost always about how much that coach meant to them.

Coaches are fortunate in that they get to spend time with their students outside of the classroom. They get to see them in non-traditional settings, and that means they get to teach them in non-traditional ways. High school sports are first and foremost about education – not recruiting, not college scholarships, not winning and losing. The practices and games are an extension of the classroom.

That seems to get lost.

I often times see tweets, Facebook comments and website comments about coaches. People, who get to remain anonymous on the Internet, get to post about how this coach doesn't know X's and O's, or that coach doesn't know how to get the most out of his players. These anonymous posters aren't at practice every day. What they don't know is that the coach is spending a good portion of his day checking grades, making sure kids get fed, keeping kids out of trouble, giving kids rides home after practice, talking with them about problems they have in their lives. They are not college coaches. They do not have lavish offices with the latest technology where they can break down tendencies of the other players. If they're lucky, they have Hudl. If they're really lucky, they have Krossover. That's about as advanced as it gets in high school.

We continually ask more and more of our coaches. Every year new rules and guidelines come out. More paperwork gets put on their desk. We make them take more educational classes. Yes, the smarter our coaches are and the safer our kids are, the better it is for high school sports. But when new requirements are put on coaches, they usually are not relieved of previous requirements. It adds to their workload. And keep in mind they still have to do their teaching duties during the day – most of them with a full class load.

And the work is now year-round. For example, basketball season doesn't run November-early March. As soon as the state championships are over, basketball coaches are in the gym working on skill development for the next year. They're doing conditioning and weightlifting. They're keeping up with their players and their grades. In the summer, they spend days and days with them at summer leagues – often times traveling for many days at a time, especially during the month of June. Then once September rolls around, they're right back to the skill development and conditioning before tryouts happen at the end of October or early November.

It's not just limited to basketball either. It goes for all sports. Essentially every single sport is now a year-round commitment.

Compensation for high school coaches is criminal at worst and embarrassing at best. If you were to break down the number of hours a coach spends on his sport, they would not come close to the minimum wage.

In Wake County, which is one of the premier counties to coach and teach in, coaches went more than a quarter-century before they saw an across-the-board raise. Now, the district is in year two of a five-year plan to gradually increase coaching supplements (and other extra-duty positions) to a more modern amount. But the way the plan was implemented, many of the veteran coaches have seen little or no increase in pay yet. The five-year plan has to be approved year after year by the Board of Education, and as we know, nothing is guaranteed in politics.

No high school coach gets into coaching for the money. If they do, they don't know what real money is. But compensating people for their hard work and dedication is a very nice way to show appreciation. It shows that you understand the important role that they play.

For the last few years, Wake County has made a very big deal about graduation rates. We can talk about the way graduation rates have been manipulated to make them go up – a 10-point grading scale, requiring retests and make-up work for late assignments, etc. But there is one undeniable fact about graduation rates that many don't admit to or understand – there is not a single graduation initiative that is more effective than athletics. Period. The graduation rate of high school athletes is near 100 percent. For real. Why? Because they have to maintain minimal eligibility in order to participate in athletics. If they don't get the grades, they don't get to play. It's that simple. For kids who love sports, that is a motivating factor to put effort into their school work. For some kids, that is really the only motivating factor they have. In fact, multiple studies conducted in North Carolina have shown high school athletes not only graduate at a much higher rate than their non-athlete peers, but they are less likely to have disciplinary problems, less likely to be absent from class, and on average perform at a higher level on standardized tests.

So you have this vast program in place that does nothing but help the academic standing of your school, a program with a graduation rate of nearly 100 percent. Don't the people running those programs – coaches – deserve fair compensation and respect?

This is why we will continue to lose veteran coaches in high school athletics. Think about your job. If your boss was demanding more of you, requiring you to work more hours and spend less time with your family, you had the public anonymously criticizing your efforts from afar, and they weren't going to pay you fairly – would you do it? We have started to enter a crisis situation when it comes to coaches for high school sports. Good, experienced, well-meaning coaches are getting out. That means less-experienced coaches are filling their shoes. And in some cases, schools aren't able or struggle to find coaches. Sometimes athletic directors have to step in and coach sports that they know nothing about, simply because they can't find anyone else to do it. This is how we are treating people who go above and beyond their job descriptions, people who are leading programs with near-perfect graduation rates.

Next time you decide to hit social media or a website to complain about a high school coach, stop and think about what you actually know (or don't know). What does that coach do for his/her kids in practice when no one is looking? What are they doing for the kid who couldn't afford shoes for the team or breakfast that morning? What about the kid who has no ride home? Or the kid who only has his coach to hold him accountable in the classroom? What life lessons are the players on that coach's team being taught?

The air comes out of the ball for everyone. For most every kid that plays high school sports, that air is gone when they walk across the stage to receive their diploma. But what our high school coaches are teaching them on the court, on the field, on the track, or in the gym – those are the things that are important; those are wins that we don't see.

Follow Nick Stevens on Twitter @NickStevensHSOT



ABILITY IS A POOR MAN'S WEALTH

This favorite quote of Coach Wooden's reflects his belief that it is not material possessions that are our greatest wealth. In his book *My Personal Best*, with Steve Jamison, Coach Wooden describes the home he grew up in as:

A white farmhouse with a sparse living room and kitchen – a black potbelly stove in the former and a wood burning stove for cooking in the latter. There were two small bedrooms for the six of us; my brothers and I slept two to a bed. Near our old barn was a smokehouse for curing meat, and next to that, a well where we pumped our water by hand. Over to the side, all by itself, was the outhouse.... We had no electricity, plumbing or conveniences. For my brothers and me, growing up on that little farm in Centerton was almost perfect.

On this farm, John Wooden began to develop his greatest wealth: his own ability. We can either help or hinder those we love to supervise and develop their own ability. Abraham Lincoln provided great advice in this regard with his admonition: *"The worst thing you can do for those you love are the things they can and should do for themselves."*

When we do things for the people we love that they should be doing for themselves we prevent them from developing their own ability. The helicopter parent who soars in to the rescue every time their child makes a mistake or has a problem, is stopping the child from developing their own ability.

World famous motivator and entrepreneur Zig Ziglar, whose father died when he was 5, was the 10th of 12 children and was selling peanuts on the street at 6 years old on the streets of Yazoo City, Mississippi, in the heart of the Depression. He had a favorite quote that motivated him: *"God don't make no junk."*

All of us have ability in some area. Find yours and develop it.

There are only two requirements: *you must like what you're doing and work hard at it.* This wealth (your ability) is waiting for you. It is a wealth that no one can take away.

Yours in Coaching, Craig Impelman www.woodenswisdom.com Twitter:@woodenswisdom

QUOTES

“For all my friends in the media who like quotes, mark this quote down. From this day on I'd like to be known as 'The Big Aristotle' because Aristotle once said, 'Excellence is not a singular act; it's a habit. You are what you repeatedly do.'” – **Shaquille O'Neal**

“Success is no accident. It is hard work, perseverance, learning, studying, sacrifice and most of all, love of what you are doing or learning to do.” – **Pele**

“It's better to look ahead and prepare, than to look back and regret.” – **Jackie Joyner-Kersey**

“When you get into a tight place and everything goes against you, till it seems as though you could not hang on a minute longer, never give up then, for that is just the place and time that the tide will turn.” – **Harriet Beecher Stowe**