

SportsHopes Highlights

Winter 2011

High School to College Pathway Student-Athlete Support

www.sportshopes.org

Hello Community!

“My grandfather drove a truck, so I’ve been around truck driving all of my life. I knew eventually I was going to have to work, and I didn’t have a degree.....It’s a job right now. It keeps the bills paid and keeps food in your stomach. Making a living, honest living.”

- Marcus Dupree, former NFL running back, on being employed as a truck driver after pro football.
ESPN 30 For 30 film “The Best That Never Was” directed by Jonathan Hock <http://30for30.espn.com>

Sports-Related Concussions: California AB25 Co-Sponsored by the NFL -

Today’s high school and community college student-athletes work hard in their academics and athletics in order to move forward to four-year colleges and universities, and then from there to careers and self-sufficiency. The tough economic times haven’t made it any easier for them with cutbacks in education, healthcare and rising costs of living. The bright light throughout is there are a lot of people in community who are doing everything they can to help student-athletes *Get There* healthy, safe, educated and skilled.

Recently I attended a Town Hall Meeting presented by California State Assemblymember Mary Hayashi’s office, in cooperation with the National Football League, and hosted by the Castro Valley Unified School District, on the topic of AB25 (California State Assembly Bill 25), a bill co-sponsored by the NFL that seeks to establish return-to-play guidelines for student-athletes who suffer a concussion during a practice or game. While football is the sport many consider reflective of high concussion rates it was startling to hear that women in the sports of soccer, basketball and hockey have higher rates of concussion. It was also startling to hear that over 40% of high school student-athletes who have received concussions return to play in their sports too early, and this can be life-threatening. March is Brain Injury Awareness Month!

AB25 Town Hall Meeting held March 4, 2011 - March is Brain Injury Awareness Month



Hosted by Castro Valley Unified School District, [Superintendent Jim Negri](#) introduced speakers (L-R) [Assemblymember Mary Hayashi](#); [Morris Bradshaw](#), Oakland Raiders; [Guy McIntyre](#), San Francisco 49ers; [Dr. Larry Dickinson](#), Pacific Brain & Spine Medical Group - Sutter East Bay Neuroscience Center; [Paula Daoutis](#), Administrative Director, Brain Injury Assoc of CA; [Jo Loss](#), President, California PTA.

What is a concussion? It is a traumatic brain injury that can disrupt how the brain works. AB25 supports having medical doctors be the decision makers as to when student-athletes can return to play, as doctors have no vested interest (unlike parents, guardians and coaches) outside of the health of the student-athlete. While more facts about concussions are known today more education is still needed. Baseline ImPACT (Immediate Post-Concussion Assessment and Cognitive Testing) is a speed and reaction testing program that is now being used by professional sports organizations, over 300 colleges/universities and recently some high schools (such as Castro Valley High) to evaluate recovery following concussion.

[Dr. Larry Dickinson](#), Diplomate, American Board of Neurological Surgery, shared his 18-slide presentation with Assemblymember Mary Hayashi's office and community via the following link: <http://democrats.assembly.ca.gov/members/a18/pdf/SportsConcussionTalk.pdf> Thank you!

AB25 partners parents and guardians with the cause, as they will receive and sign for concussion-related literature from school districts, and student-athletes will need to have written approval from a medical doctor before returning to play. At the town hall meeting this raised a question from a member of the audience as to, "What do we do when student-athletes who are required to have healthcare in order to participate in sports don't have healthcare?" Does this create a have/have-not situation? What level of care are we talking about as for some youth today "healthcare" is a visit to the emergency room only when a serious situation requires it. Another question raised by a member of the audience was, "Why don't other sports such as soccer, rugby, field hockey, basketball, baseball, softball and lacrosse require their student-athletes to always wear some sort of moderate head protection gear and mouthpieces?"

[Morris Bradshaw](#), Senior Administrator for the Oakland Raiders and former wide receiver, played nine years in the NFL including two Super Bowls, stated in regards to concussions, "I fought back in to play because that was the thing to do....It was like a badge of courage to go back in to support teammates."

[Guy McIntyre](#), former offensive lineman for the San Francisco 49ers played 13 years in the NFL, including three Super Bowls and five Pro Bowls stated, "We support the AB25 bill, it is necessary." McIntyre mentioned a past football game situation where a former teammate had been hit in the head so hard during a game that the teammate thought he was bat man and could fly.

[Jo Loss](#), President, California Parent Teacher Association, noted that there are "upwards of three million occurrences a year in the United States" of brain injury, and the Brain Injury Association estimates there are 1.7 million traumatic brain injury deaths, emergency visits and hospitalizations annually in the U.S.

[Paula Daoutis](#), Administrative Director, California Brain Injury Association, Bakersfield, CA, said, "With the occurrence of multiple concussions each additional concussion is worse." She also mentioned local walks coming up where community members can come and support brain injury awareness at various levels.

4th Annual - Walk for Thought

San Jose, CA, March 26, 2011 - Sacramento, CA, March 27, 2011 - San Francisco, CA, April 2, 2011
And other California and national sites. For more information visit www.biacal.org or call 661-872-4903

If all goes well passage of AB25 is expected to happen in California this year. Similar bills have passed in other states and more states are rolling out programs in cooperation with and co-sponsored by the NFL. Washington State's Zachary Lystedt Law is considered to be the toughest in the nation.

***SportsHopes** is in much appreciation for the efforts of those who presented at the Town Hall Meeting to promote the prevention of injury to the student-athletes we care for in our families and communities, and for the efforts made to keep them healthy and safe while participating in sports they are passionate about.*

SportsHopes is also in much appreciation to the following individuals who have written articles for this newsletter in support of student-athletes: Curtis Taylor, Laney Community College, on Athletic Training; and Elizabeth Kristen and Elizabeth Cukor, The Legal Aid Society-Employment Law Center, on Title IX.

We couldn't do it without you all! Thank you! J.O. - SportsHopes

SportsHopesSnapshots

You have to want it ~ I want to go to college ~ Get busy!



(L-R) **Damion Rosby** (SR, Castro Valley Football/Track) RB leading rusher in Hayward Area Athletic League/HAAL 2010 with 1163 yards, single game school rushing record with 291 yards, and a 10.98 100m: <http://www.youtube.com/watch?v=ytQoTjKloV0>; **Arianna Posey** 5'11" and **Danica Appleby** 5'8" (SR's, Castro Valley Basketball) the Co-captains shared starting forward position and helped advance team to the North Coast Section/NCS quarterfinals 2-22-11. Posey had 13 points and 13 rebounds in game just prior; **Dominic Revelez** (SR, Dublin High Football/Track) MLB with over 80 tackles/assists combined over 10-game 2010 season, Team Captain and weight room strong can bench press 255, squat 335 and power clean 210: <http://www.youtube.com/watch?v=90JTCZCPb5k>

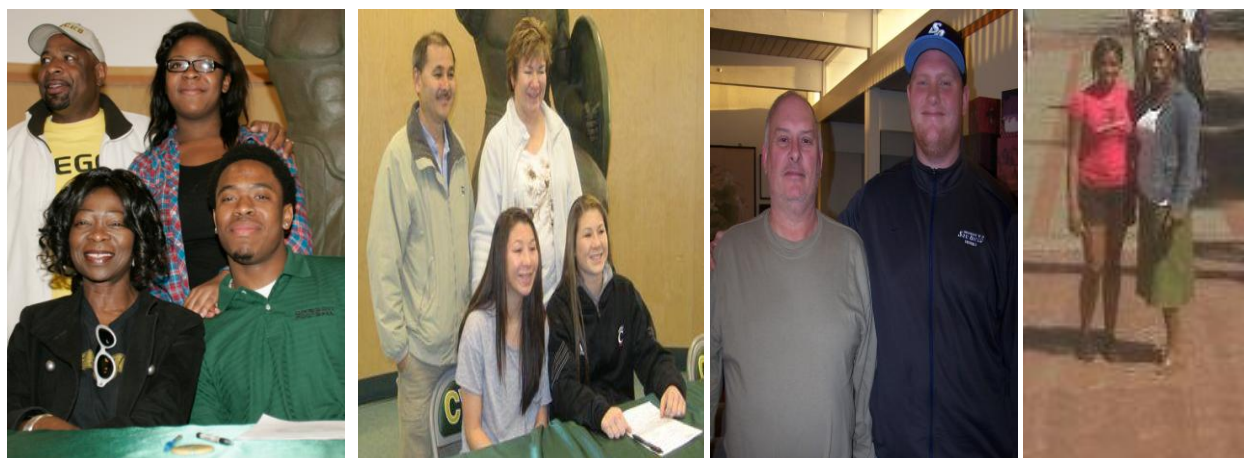


(L-R) **BriAnna Miller** (SR, Castro Valley Track) Triple Jumper, Long Jumper and sprinter placed 8th in TJ at 2010 USAT&F National Junior Olympics with a 36'-3" TJ. Also placed 18th at JO's in LJ. 2010 best LJ 17'-8.75", 100m 13.07: www.berecruited.com/high-schools/california/castro-valley/girls-track-field; **Alex Foster** (SR, Castro Valley Basketball/Track) 6'4" starting forward and teammates are 2011 #1 seeded CIF Northern California team on pathway to State Championships (Ranked #15 in nation). Foster has also High Jumped 6'-2" and sprinted a 50.59 400m: http://www.maxpreps.com/high-schools/S1urTmPDFE2q_ZJGCEF86w/castro-valley-trojans/basketball/rankings.htm; **"Ellie" Dehdari** (SR, Castro Valley Soccer) Quick with good foot and ball control skills the midfielder (high school) and forward (club) has been competing in soccer since the 4th grade; **Juan Berman**, **Ben Davis** and **"Solo" Sulayman Diomande** (SR's Castro Valley Track & Field) Tracksters have visited UC and Cal State campuses recently. **Juan** is building stats since 2010 and has a 2:10.24 800m, 4:46.77 1600m and 4:58.16 mile; **Ben** PR'd in the Triple Jump this March with a 43'10-3/4" jump and has a 2010 best Long Jump of 19'6"; **Solo**, a decathlete, scored 5623 points at the 2010 USAT&F National Junior Olympics placing 16th and threw the javelin 137'-06" Feb. 5, 2011 at UC Berkeley All-Comers meet.

It's about the grades, core courses and SAT / ACT



(L-R) **Cameron Davis** (Contra Costa Community College FB) The 6'1" 230 lbs athletic OLB/ILB has transferred to CCC from Pasadena CC to be a part of Coach Alonzo Carter's football program: <http://www.maxpreps.com/athletes/HIOXrHFtf0mNmJy3lhsKzq/football-fall-09/videos-cameron-davis.htm>
Ashawndaus "Ash" Woods (Laney Community College FB) The 6'3" 200 lbs QB transferred to Laney CC from Chabot CC to be a part of Coach Jay Uchiumi's football program has a 4.8-40yd dash and 4.4 shuttle; **Terrence "TJ" Daniel** (JR, Bishop O'Dowd High FB/BB) The 6'6" 220 lbs multi-talented DL/TE football player and basketball forward (shown with sister, Martina, a 7th grade basketball player at Canyon MS and their father, Terry) is discussed in both sports in a recent NorCalPreps-Rivals.com article: <http://rivals.yahoo.com/norcalpreps/basketball/recruiting/player-Terrence-Daniel-113731>; **Joe Calub** (JR, Moreau Catholic High Basketball) The 5'8" starting varsity point guard #24 is putting up the stats: <http://www.maxpreps.com/athletes/FySbaoOtKUua3XecO8JZZA/basketball-winter-10-11/profile-joe-calub.htm> and highlights: <http://www.youtube.com/watch?v=N8xSfDPnxcs>



(L-R) **Carlyle Garrick** (SR, Castro Valley Football/Track) The 6'2" 210 lbs LB signed LOI with University of Oregon Football with father, Carlyle, Sr., mother, Yvette and sister, Ajayi. Older brother, Michael, is a DI soccer player at Virginia Tech. Carlyle was the 400m USAT&F Junior Olympics National Champ in 2007 and 2005 following his 8th and 6th grade years; **Kristina Utley** (SR, Castro Valley Soccer) The fleet-footed soccer goalie signed an LOI with University of Cincinnati Soccer with father, Jon, mother, Alicia and sister, Kayla. **Kayla Utley** (SOPH, Castro Valley Soccer) The starting center-back on the varsity team is already being recruited by major colleges; **Brian Thomas** (University of San Diego Football) and father, Bernard, visited SportsHopes recently to say hello and update FAFSA; **BriAnna Miller** (SR, Castro Valley Track) and her mother, Felicia, have been visiting UC and Cal State campuses. **Campus visits, Unofficial or Official**, enable student-athletes and their families to gain perspective, plan viable options and make informed decisions as to which college to commit to. College campus factors such as academics, athletics, student support, field of study, location, size, diversity, climate, cost and opportunity for financial aid, grants, scholarships and student/parent loans are important items to consider.

Leadership and community service count



(L-R Top Photos) **BriAnna Miller**, **Alex Foster**, **Ben Davis**, Merritt Community College Track & Field **Head Coach Brock Drazen** and **Juan Berman** volunteer at a SportsHopes and Merritt T & F ewaste collection fundraiser with SportsHopes officers **Lynda Foster**, **Jennifer Oliver**, **Camila Mendez-Barbour**.

(L-R Middle Photos) **Alex Foster**, **Ben Davis**, **Jackie Yokela**, **Damion Rosby** and **Kyre Rosby** volunteer at a SportsHopes and NLCC Youth Org ewaste collection fundraiser. SportsHopes officer, **Dave Ellington**, Chabot Community College Track & Field **Head Coach Ken Grace** and **Jennifer Oliver** volunteer at a SportsHopes and Chabot T & F ewaste collection fundraiser.

(L-R Bottom Photos) SportsHopes officer, **Jennifer Diaz**, along with **Dominic Revelez**, **Dave Ellington** and community members volunteer at the SportsHopes and Chabot T & F ewaste collection. In December 2010 SportsHopes Officers and Student-Athlete Mentors got together: **Lynda Foster**, **Dash Oliver**, **Camila Mendez-Barbour**, **Jimmy Woodard**, **Alyssa Boisse**, **Dave Ellington** and **Jennifer Oliver**.

Athletic Training, Knowledge and Development

By Curtis Taylor, Head Coach Women's Track & Field, Laney Community College

One of the issues that concerns me the most about high school athletics (and track in particular) is the issue of athlete development. Many athletes, when they get to the next level, don't have the fundamentals or the basic strength or skill set needed to improve. What I tend to see a lot of is the success of one or two athletes per team at the cost of everyone else. There are certain athletes that are going to be successful regardless of their training program because they are just physically bigger, stronger and/or faster than most everyone else. Thus, the training that has been administered to them as well as the other athletes is not improved nor progressed because of the "perceived" success of the few very talented athletes. It is important to note, that the majority of high school athletes are those who need a lot of work on their speed, strength, coordination and skills. Their training should be specific to their personal needs and event/position needs. Very little of the actual event training should be general in nature and a gradual progression in any prescribed activity should be followed.

One of the biggest factors here is a lack of coaching education. The majority of coaches coach as they were coached. "My coach did this, and it worked for me and/or for so and so, so it should work for everyone." There are very few coaches who attend clinics, camps and/or seminars to further their knowledge on training, and most who do attend, are looking more so for workouts or training plans than for a training philosophy to follow. It's crucial for athletic development that coaches understand what the workouts they are providing are actually doing to the athletes who are executing them. Physiologically, there are some workouts and exercises that are not complimentary with other workouts and exercises to obtain the desired results, though they are commonly given out. Thus, it is extremely important to have an understanding of physiology to get solid results in athlete development. It comes down to a solid philosophy that is based on science.

As far as the speed aspect is concerned many of the athletes I have seen, even at the elite junior camps, have a minimal understanding of the proper techniques required in running/sprinting. It's not because they cannot do it, (though there are some who struggle with it) it's because they haven't been taught properly. Skill acquisition and how to teach it are very important factors in regards to long term success in athletics. Various studies show that it takes hundreds of hours to create a movement pattern and takes nearly twice as long to unlearn it and learn a new one, so you can imagine the work it takes a coach to correct major flaws in the technique of any athlete. Add to that the fact that it's much harder to reproduce a newly learned technical component under a stressful condition (a competitive setting), and it is clear that the athlete and the new coach have an even bigger hurdle to overcome.

The biggest issue facing these athletes and coaches is the issue of task specificity. If you want your athletes to be fast and powerful, (and who doesn't?) you have to train them to be that way. The majority of the emphasis of their training has to be speed and power oriented. You are not going to make a sprinter faster by having them run lots of miles, cross country or long distance oriented runs. Long intervals are not going to support the development of speed either. Running fast makes you faster. The longer/further you run the SLOWER you run. Doing drills and conducting training sessions that are specific to running faster, i.e., those that work on improving either one or both of the speed components (stride length or stride frequency) or are technical in nature are essential to speed development.

As a coach some of the most important things to understand about coaching and/or assessing coaching are the "whys" of what is being done. What you do and when you do it are extremely important, but the biggest question is, "Why do you do what you do, and why do you do it when you do it?" As a coach you should be able to answer this question with a thorough response and not "just because". Every single workout should be task specific and task oriented to whatever the goal is you are trying to achieve for that day and period of time. Every single drill should have a specific purpose, and as a coach you should be able to identify why you are doing it. If you can't identify it, throw it out, because it could be hurting your athletes as much as helping them, or figure out the purpose of it and make sure it fits.

There are several ways that coaches can improve in these areas, and they involve a certain level of work and commitment as well as putting their egos aside (which at times can be very difficult for a coach!). First, there needs to be some learning of the practical applications of science (physics, biomechanics, physiology and anatomy) to sport. There are many excellent books, authors and approved journal articles available that discuss the body and how it works within itself and its surrounding environment during sport, but be smart. Reading an article on how Usain Bolt trains is probably not going to help you to help your 11.2 (seconds) high school sprinter. On the contrary, it may cause injury as the high school sprinter is not prepared to do the things in training that Bolt can. Second, taking the USAT&F level one and level two classes can be helpful in understanding the basic scientific applications in track and field, and can also help put into play the knowledge gained from studying the scientific applications of sport and physiology. Other high level clinics can be of help also.

In addition, and this is the most difficult one, is to find a mentor who has been successful and spend time learning and studying with and from him/her. Observe, discuss and place an emphasis on trying to learn the training philosophy of this mentor and not just the workouts they provide their athletes. This should be a person who has not only been successful, but has shown excellence over a long period of time with various athletes and has a thorough understanding of the sport and event(s) in question. There is a huge difference between having success and demonstrating excellence as a coach. Most coaches, if they are around long enough, will have some high level of success with an athlete or two, but that doesn't necessarily represent excellence. Mentoring with a coach of excellent caliber means admitting not only that you have something to learn, but that you are willing to open up your mind to possibilities other than those that may have worked for you in the past.

Lastly, the biggest thing needed at the high school level in coaching is consistency. We need more on-campus coaches and coaches that stay with a school or program for more than two to three years. Coaches who are concerned with the academic and social advancement of the athletes (in addition to the athletics) are important. Being at the school full time helps in these areas, but an off-campus coach can follow up on these things by regularly checking the athletes' report cards, sending out progress reports to the teachers through the athletes, and having some basic social rules to follow (be on time, have your equipment, attend regularly, if you can't come be responsible and contact the coach, no fighting, no disciplinary problems at school, etc.). Keep parents/guardians informed and have them commit to these rules as well. Keep the training holistic. Emphasize the positive mental, academic and social aspects of life, along with a renewed emphasis on doing things right and properly with their training. *The future of these young athletes will change dramatically in just a short period of time.*

Biographical notes –

Curtis Taylor graduated from U.C. Davis with a BA in Kinesiology/Physical Education, and also earned a Master's in Kinesiology/Physical Education from California State University, Hayward. He coached at Bishop O'Dowd High School in Oakland 1988-1996; Skyline High School in Oakland 1997-2002; City (Community) College of San Francisco 2002-2003; Merritt (Community) College in Oakland 2004-2005; and Laney (Community) College in Oakland 2006 to present.

Coach Taylor developed a youth track and field program at the East Oakland Youth Development Center (EOYDC) in 1996. EOYDC is an Oakland-based non-profit organization that provides a multitude of social and academic programs that serves the surrounding community. Since 1996 EOYDC has helped nearly 100 athletes move forward to college on athletic and academic scholarships.

He has coached ten individuals to 16 California State High School Championship titles; over 50 High School All-Americans; ten individuals and teams to 24 Junior College State Titles; over 30 Junior College All-Americans; and Laney College won the 2010 Women's Junior College State Championship.

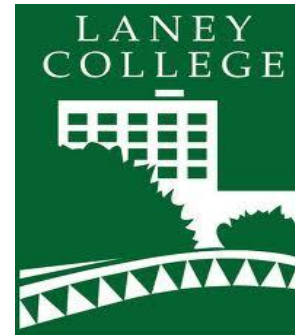
He was named the Northern California Junior College Women's Track and Field Coach of the year 2007, 2008 and 2009, and was the California State Junior College Women's Coach of the Year in 2007.

Curtis Taylor has coached various athletes to multiple State, National and World age and age-group indoor and outdoor records including: Trinity Wilson (hurdles), Ashton Purvis (sprints) and Ke'Nyia Richardson (jumps) as well as others. He coached two of the last four Track and Field News Female High School Athletes of the Year (Ke'Nyia Richardson, 2007 and Ashton Purvis, 2010). He has coached numerous athletes who have competed on teams representing the United States and who have gained international finals and medals in World Indoor, World Jr., World University, Pan Am Sr., Pan Am. Jr., NACAC under 23 Championships, World Youth Olympics and World Youth Championship Games.

He has been a USA Track and Field Level 3 Clinician; a Coordinator for the Women's Junior Elite Sprint Program, Western Region; and a clinician for the Women's Jr. Elite Development Programs for Sprints and Hurdles at the U.S. Olympic Training Center.



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Title IX Provides Equal Opportunities for Female Athletes

By Elizabeth Kristen & Elizabeth Cukor, The Legal Aid Society-Employment Law Center

On December 30th, 2010 the Stanford women's basketball team made history by ending UCONN's record breaking streak of 90 consecutive wins. Just over a generation ago the idea of women athletes playing with such skill in such a high profile venue was unimaginable. The game was just one example of how in the 40 years since its passage Title IX has revolutionized women's sports.

Title IX isn't just about sports, but the difference it has made in that arena is undeniable. Athletes and their allies have used the act's prohibition of sex-based exclusion or discrimination in education programs to unlock opportunities for female athletes. In 1971, the year before the passage of Title IX "fewer than 295,000 girls participated in high school athletics . . . [and] fewer than 30,000 competed in intercollegiate athletics."ⁱ In contrast, in the 2009-2010 school year over 3 million high school girls participated in sports.ⁱⁱ Progress at the college level is similarly striking: 205,492 women played sports at a four year college in 2004-2005.ⁱⁱⁱ

While impressive, those numbers don't tell the whole story of Title IX's impact. Participation in athletics improves girls' lives off the playing field as well. Playing sports is good for girls' health. Young female athletes have more muscle and are half as likely to have teen pregnancies as non-athletes.^{iv}

Girls who participate in sports also fare better in school and the workplace. Female athletes earn better grades and are significantly more likely to graduate compared with girls who do not play sports.^v The correlation is particularly strong for minority girls who participate in sports. For example, graduation rates for black female athletes are higher than their non-athlete counterparts.^{vi} Similarly, the percentage of Latina athletes scoring in the top quartile of standardized tests exceeded that of non-athletes.^{vii} Participation in sports is connected with increased participation in the labor force for women.^{viii} A nationwide random poll of 401 senior women business executives revealed that more than eighty percent played organized sports after elementary school.^{ix}

How Does Title IX Work?

Title IX requires educational institutions to treat male and female athletes equally. It applies to public and private schools from elementary school through community colleges and universities. Furthermore, Title IX's mandate includes equality in participation, treatment and financial assistance. It also prohibits retaliation against people who raise Title IX concerns.

Participation can be measured by looking at the percentage of student athletes of each gender to see if it is proportional to enrollment. Picture a school with 1000 boys and 1000 girls. In this school, girls constitute 50% of enrollment. Now imagine that there are 400 students participating in athletics at this school, 100 girls and 300 boys. In this scenario, girls have only 25% of the athletic opportunities when, if there were perfect proportionality to enrollment, girls would have 50% of the athletic opportunities. Even when there is not perfect proportionality, a program can comply with this part of Title IX by showing that it has a history of expanding opportunities for female athletes, or that the current athletic program fully accommodates the interests and abilities of the underrepresented sex.^x

Participation isn't the end of the story. Schools have to offer their boys' and girls' programs the same resources as well. This part of Title IX touches on everything from equipment to scheduling practice and game times to athletic scholarships. Under Title IX it is not okay to provide girls' teams with inferior resources or opportunities to compete. A school must also provide scholarships in proportion to the number of athletes of each sex rather than allocating the bulk of money to one sex.^{xi}

A school doesn't have to give each girls' team exactly what it gives each boys' team to be in compliance with Title IX. As a whole, however, the girls' sports program needs to be treated the same as the boys'. Imagine a school with two spring sports teams-- baseball for boys and softball for girls. The baseball team gets new supplies every year, practices right after school, and plays on a lighted field fit for the pros. The softball team plays games on a divot filled field far away from the school wearing uniforms that they suspect are older than the coach. This disparity probably constitutes a Title IX violation.

A common misconception is that there is a "football exception" to Title IX. In reality, the resources a school devotes to football, including scholarships, coaching, and publicity, count when looking at Title IX compliance. Even if the football team raises revenue through ticket sales or booster club style fundraising, this does not justify taking football out of the equation.^{xii} This makes sense if you think back to Title IX's purpose-- to ensure that girls have equal access to and opportunity in education. When deciding how to allocate funds, school athletic departments must make sure not to prioritize football at the expense of other program areas.

Not Equal Yet!

There is still work to be done to achieve equal opportunity for female athletes. A California-wide survey published in 2004 found only 26% of high schools, 8% of community colleges, and 43% of Universities complied with Title IX's proportionality standard.^{xiii} Discouragingly, at most 46% of the state's high schools were in compliance with any prong of the participation requirement.^{xiv} The Legal Aid Society-Employment Law Center's (LAS-ELC) Title IX K-12 Equality Project is working to improve this situation. LAS-ELC focuses on access to athletic opportunity for girls of high school age and younger. The project seeks to achieve change through advice, counseling and advocacy that creates enduring precedents and enforces existing law. The Project advocates on behalf of girls through direct negotiation with school districts in an effort to bring them into compliance with Title IX. The Project also provides technical assistance to state and federal legislators about the importance of Title IX for young girls. Finally, the Project engages in class action litigation to enforce Title IX. If you would like to learn more, visit <http://www.las-elc.org/work-gender-equity.html> and scroll down for a link to *Know the Score*, a web resource about Title IX created by the AAUW in collaboration with LAS-ELC.

Important Title IX article footnotes are located at the end of this newsletter –



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SportsHopes Updates

Thank you to local community **Dan Ferreira** (photography) and **Maria Kubitz** (formatting) for assistance with this issue of Highlights. Thank you also to **C&T Recycling** for ewaste fundraising support, and thank you to a private **Castro Valley family** who funded new running shoes for a local student-athlete in need.

Quote heard from a DI college coach recently, “*We want to recruit student-athletes who want to come here.*” Well said, as recruiting is a two-way street where interest and enthusiasm is desired by both sides. While it can be easy for student-athletes to get caught up in the recruiting process it is important to keep in mind that college coaches and colleges may have as many questions to ask about you as you have to ask about them. Your grades, core courses and personal character can open or shut doors to colleges. While your athletic stats and ability can bring recognition it is the rest of you that supports a successful recruitment by college coaches with approval for admission as a student-athlete by the colleges. Also keep in mind that college coaches may perform background research on you, just as you might them, through searching the internet, news and social media, and by contacting local coaches and community.

Important timelines (please also view various sections on www.sportshopes.org):

High School Seniors & Community College Students –

- + Stay positive, work hard to improve grades / sports stats as the final semester may make the difference!
- + You should have filed for FAFSA by now, as well as Cal Grant (if a California resident going to a California college), and CSS Profile (on collegeboard website) used by many D3 and private colleges.
- + Sign-off on your NCAA Eligibility Center website application in spring of your senior year and confirm that your high school or community college has submitted your academic transcript to the NCAA.
- + You should have applied to a variety of four-year colleges via regular admissions application pathway, so if you are not recruited by coaches you have opportunities to try and walk-on to a collegiate sport.
- + Reach out to college coaches you would like to be recruited by. Obtain their email addresses and phone numbers from their college websites. Write a professional and well-written email (one college per email), introduce yourself and advise of your academics, athletics, leadership/community service and your basic contact information. Wait a week and then call them to follow-up. Good manners rule!
- + Try to obtain unofficial visits (easier to obtain) and if possible, official visits (more difficult to obtain).
- + If you do not sign an LOI (Athletic Scholarship) research other collegiate scholarships, grants and parent/student loans available through college Financial Aid depts, U.S. Dept. of Education and others.
- + If you do not have required grades and/or core courses needed to move forward to a four-year college research attending a community college for one to two years, or possibly a prep school for one year.

High School Juniors –

- + Take the SAT and/or ACT test twice, and two SAT Subject tests by November of your senior year.
- + Keep working to improve your grades and your sports stats (and you may need a highlights video).
- + Review your grades/core courses with your counselor to make sure you are on track per the NCAA.
- + If you have a D or F in a core course re-take course in summer school; or online if DII and a non-lab.
- + Reach out to college coaches via email, phone and college online recruit forms and introduce yourself.
- + Create a professional email address you will use only for your student-athlete college pathway needs.
- + Register with NCAA Eligibility Center by spring and have your high school send in your junior transcript



Jennifer Oliver
- Founder

SportsHopes is a high school to college pathway student-athlete support all-volunteer nonprofit public benefit corporation organized for public and charitable purposes.

Assistance is provided to local student-athletes free of charge.

The mission of SportsHopes is to help high school and community college student-athletes move forward to four-year colleges, play the sports they are passionate about in college, stay in college and graduate from college.

Castro Valley – Hayward – San Leandro – San Lorenzo
and neighboring communities in the Greater San Francisco East Bay Area

FEIN # 27-0420819

Title IX Article - Footnotes:

i Susan Ware, *Title IX: A Brief History with Documents* (Bedford/St. Martins: New York 2007).

ii National Federation of State High School Associations, *Athletics Participation Survey (2009-2010)*. Found at <http://www.nfhs.org/content.aspx?id=3282> (last viewed January 27, 2011).

iii The Women's Sports Foundation, *Who's Playing College Sports: Trends in Participation (2007)* at 3. Found at <http://www.womenssportsfoundation.org/~media/Files/Research%20Reports/Whos%20Playing%20College%20Sports/fullreport.pdf> (last viewed February 1, 2011).

iv The Women's Sports Foundation Report, *Sport and Teen Pregnancy (1998)* at 7. Found at <http://www.womenssportsfoundation.org/~media/Files/Research%20Reports/Download%20Sport%20and%20Teen%20Pregnancy.pdf> (last viewed February 1, 2011).

v *Id.* at 10.

vi Women's Sports Foundation, *Women's Sports & Physical Activity Facts & Statistics (2007)* at 16. Found at http://www.womenssportsfoundation.org/binary-data/WSF_ARTICLE/pdf_file/191.pdf (last viewed February 1, 2011).

vii Women's Sports Foundation, *Minorities in Sports (1989)* at 8. Found at http://www.womenssportsfoundation.org/Content/Research-Reports/~media/Files/Research%20Reports/Minorities%20in%20Sports_1.pdf (last viewed February 1, 2011).

viii Betsey Stevenson, *Beyond the Classroom: Using Title IX to Measure the Return to High School Sports (2010)* Review of Economics and Statistics.

ix "From the Locker Room to the Boardroom: A Survey on Sports in the Lives of Women Business Executives" (MassMutual Financial Group, 2002).

x Department of Education, Office of Civil Rights, *Clarification of Intercollegiate Athletics Policy Guidance: The Three-Part Test (1996)*. Found at <http://www.ed.gov/about/offices/list/ocr/docs/clarific.html> (last viewed February 1, 2011); Department of Education, Office of Civil Rights, 1979 Policy Interpretation, 44 Fed. Reg. 71,413.

xi 34 C.F.R. § 106.41(c); see also Policy Interpretation, *supra*, note 10.

xii See, e.g., OCR Letter re Jurupa Unified School District, Complaint Number 09-91-1222. Found at <http://www2.ed.gov/print/about/offices/list/ocr/letters/jurupa.html> (last viewed February 1, 2011) ("The basic concern of OCR is the following: The private funds that are used to support District athletics programs, although neutral in principle, are likely to be subject to the same historical patterns that Title IX was enacted to address. In the experience of OCR, sponsors, as a whole, are more interested and willing to assist boys' teams than girls' teams and male-oriented "booster" activities generate more public interest than girl's activities. If all benefits are not considered in examining interscholastic athletics, the purpose and effect of Title IX requirements could be routinely undermined by the provision of unequal benefits through private financial assistance.").

xiii "Title IX Athletics Compliance at California's Public High Schools, Community Colleges, and Universities" ("Title IX Compliance Study") at x, xi, 5, 24, 42 January 2004. Found at <http://www.eric.ed.gov/PDFS/ED483365.pdf> (Last viewed February 1, 2011).

xiv *Id.* at x