SportsHopes

Highlights

a Tiny Publishing

Winter 2012

High School to College Pathway Student-Athlete Support

www.sportshopes.org

Hello Community!

"It's a lot of work to get a not-for-profit up and running," I was advised two years ago or so by an acquaintance at an educational forum, and indeed it is, but that doesn't mean one stops what they are doing or gives up. It does mean one works harder and understands the value of what they do no matter how small or large the impact, and then grow from there. *You have to start somewhere.*

Twenty-eight months ago SportsHopes incorporated in the State of California as a not-for-profit charitable org and registered with the federal governing body over all U.S. charitable organizations, the Internal Revenue Service. The IRS provides a 27 month timeline from date of incorporation in which not-for-profits can file for the much desired 501c3 nonprofit status. The timeline allows breathing room for not-for-profits to determine what the purpose, structure, function, goals and vision of an organization are.

Two months ago in December 2011 SportsHopes filed for 501c3 status within the timeline provided by the IRS (without need for an extension). It's been a long road since Day One. Not-for-profits are often founded by people who have experienced or witnessed something that has awakened a sense of need for advocacy and action.

In the case of SportsHopes the "need" 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. Participating in sports at the collegiate level provides a support structure to student-athletes in the form of being a member of a team, a part of something, an important factor in the retention and graduation of collegiate student-athletes. While ultimate goals may not be the same for all, obtaining a career and self-sufficiency for oneself and one's family are.

~ Thank you to the following individuals for your help and for believing ~

Founding Sponsors:
Enitan & Ineda Adesanya - James & Jeanette Boisse - Mike & Carol Brazil - Michael & Tina Chissell - Rick & Juli Chouinard - Terry & Michelle Daniel - Stefano & Donna Martore - Stephen & Dayna Perrilliat - Larry & Glenda Williams - Jim & Natalie Woodard

Officers:
Camila Mendez-Barbour - Jennifer Diaz - David Ellington **-** Lynda Foster - Florence Valentine

Founding Student-Athlete Mentors:
Alyssa Boisse - Dash Oliver - Jimmy Woodard

Student-Athlete Mentors:
Ben Davis - Alex Foster - BriAnna Miller - Dominic Revelez, Jr. - Damion Rosby, Jr. - Ashawndaus Woods

Much appreciation to you all, always ~ Jennifer Oliver, Founder & President, SportsHopes

SportsHopes*Snapshots*

SportsHopes Highlights Winter 2012
is dedicated to and in memory of
Tina Chissell, loving mother, wife
and member of our community.
May heaven hold you, Tina,
you are in our hearts forever.

(L-R) Tina Chissell and daughter, **Maya Chissell**, after meeting to discuss Maya's high school to college pathway. Maya and father, Michael Chissell, write Maya's email letter to college coaches and send it out. Maya has heard back from a number of collegiate track coaches and is working hard to prepare for senior year track season at Castro Valley High School, CV, CA. Maya is a sprinter and hurdler who took her junior year off from track to help her Mom battle cancer. Maya's best stats as a sophomore/freshman are: 49.61 300m hurdles, 48.42 4x100m relay, 13.28 100m and 26.89 200m. Good Luck Maya!

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

(L-R) **Terrence "TJ" Daniel, Jr.** (SR, Bishop O'Dowd HS, Oakland, CA) signs a LOI Athletic Scholarship on February 1, 2012, National Signing Day, with University of Oregon Football; **Celeste Martore** (SR, Castro Valley HS, CV, CA) signs a LOI Athletic Scholarship with UC Berkeley Soccer. Celeste is shown here with father, Stefano, and mother, Donna; **Brendan Royal** (SR, Bishop O'Dowd HS, Oakland, CA) signs a LOI Athletic Scholarship with California State University Sacramento Football. Good Luck and congratulations! Role models, mentors and opening up college pathways!

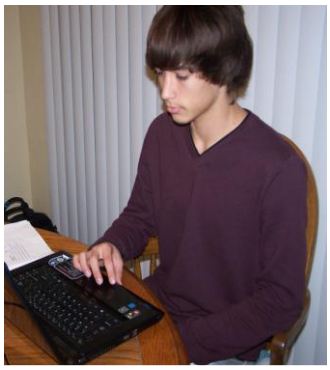
~ *On Their Way* ~

High School Seniors and Community College Student-Athletes

(L-R) **Daniel "DJ" Jones, Jr.** (SR, Bishop O'Dowd HS, Oakland, CA) is visiting colleges and will make a decision soon. The varsity football RB/ST/DB and track sprinter won numerous League, Section and State awards/nominations in football this senior year: http://www.youtube.com/watch?v=ogK-hWyXkL4 ; **Taylor Hollis** (SR, Newark-Memorial HS) is visiting colleges and hearing from Ivy League collegiate track coaches and many others. The versatile track and field athlete has a 26.20 200m; 56.98 400m; 2.20 800m; 17'6" LJ and 5' HJ; **Zach Tucker** (SR, Dublin HS, Dublin, CA) is visiting colleges and will make a decision soon. The athletic and quick varsity football LB/FB/TB and wrestler started on Offense and Defense past two seasons: http://www.youtube.com/watch?v=qddOB7wxiyY ; **Juan Emanuel Morales** (SR, Mt. Eden High, Hayward, CA) has been competing in varsity XC/T&F all four years of high school and has best stats of a 16:19 3.1 mile Fresno course at the 2011 California State Cross Country Championships and a 15:58 3.0 mile Hayward course at the 2011 North Coast Section (NCS) Cross Country Championships.

(L-R) **Jose Banuelos** (SR, Newark-Memorial HS) is hearing back from almost every college soccer coach he reached out to. A "math kid" he has been competing in soccer since toddler days and starts for both his varsity soccer team and summer/fall club teams; **Travis Gardner** (Chabot CC, Hayward, CA / San Leandro High) is preparing to transfer to a four-year college end of spring and is reaching out to four-year college coaches. Travis gray-shirted first year with Chabot CC Football, started as QB second year earning second best stats in the State for CC QB's setting a school record seven TD's in one game and least interceptions in a season, six. Current school year the 6'2" athlete has worked to raise funds and is attending San Jose CC as a student only: http://www.youtube.com/watch?v=raZjyY1wYjI ; **Michael Thomas, Jr.** (1st year, Chabot CC, Hayward, CA / Dublin High) gray-shirted in football past season and will play DB this upcoming season. NCAA eligible out of high school in 2011 the 5'9" Thomas was All-League second team DB, honorable mention RB, MVP basketball point guard and track 110m/300m hurdler: http://www.youtube.com/watch?v=OkIvyV-EjY4 ; **Victor Andrews** (Chabot CC, Hayward, CA / Tennyson High) is a 5'9" 195 lbs. football OLB/SS who started two past seasons helping Chabot CC Football to a 2011 Golden Gate Conference Championship title: http://www.hudl.com/athlete/745951/victor-andrews#.T0QmqoF3ljs.email Victor is reaching out to four-year college coaches now to prepare to transfer end of this spring semester.

~ High School Student-Athletes Focus on Their Pathways ~



(L-R) **Dominic Gomes** (JR, Bishop O'Dowd HS) The 5'11" athlete starts for varsity football and basketball, earned impressive football WR/DB stats past season and is hearing from college coaches http://www.youtube.com/watch?v=jJ2XxC7RSAQ **Ryan Fritsch** (JR, Foothill High, Pleasanton, CA) is a varsity baseball pitcher competing to start this season, was JV starter/reliever pitcher last season and starts as both pitcher and outfielder for his summer club team SR Slammers; **Jonathan Davis** (JR, Castro Valley HS) is a 6'1" varsity basketball wing and football WR/DB who is working hard to move forward to college and sports.

~ Families and Student-Athlete Mentors ~


(L-R) SportsHopes' Jennifer Oliver visits student-athletes **Damion Rosby**, **Solo Diomande** and **Ben Davis** at CSU Stanislaus where all three compete in track and field. Fatouma (Solo's mother) and Doris (Ben's mother) attended the Athletics Department crab feed fundraiser where student-athletes volunteered. **Terrence "TJ" Daniel, Jr.**, mother Michelle, father Terrence, Sr. and sister, Martina (8th grade student-athlete), take a break after working on TJ's college pathway last year.



SportsHopes ***Founding Student-Athlete Mentors*** keep busy: **Alyssa Boisse** prepares to transfer from Las Positas CC to a California State University with a major in Child Development and competes in Dance; **Dash Oliver** (shown here with new Student-Athlete Mentor, Ben Davis, at Ben's "going away to college barbeque" is a third year at UC Berkeley with a major in Political Economy and competes in Track; **Jimmy Woodard** is a third year at UC Berkeley with a major in Legal Studies and is studying abroad this semester at University of Pompeu Fabra in Barcelona, Spain.

Change a Mean Mathematics

by Matthew Tedesco

After 13-plus years of being part of the American educational system I'm not embarrassed to admit that I love math. When I was a freshman in high school I really started to discover math's true potential and it eventually led me to pursue a degree in engineering, one of math's many applications. However, looking back on my kindergarten to high school years (K-12) I see a black cloud over how math is taught today in America's schools. The cloud has always been there but it took me a while to really understand its magnitude.

It is no surprise that America has an educational system that is constantly competing at the level of third world countries according to Dr. Michio Kaku, an American physicist. Per Dr. Kaku, "We have an Achilles heel, and that's the educational system…America has a secret weapon: the H-1B visa. The H-1B visa is the genius visa…Do you realize that in the United States 50% of all PhD candidates are foreign born…" *You can watch his 4.05 minutes long video posted on Physics Forum*: http://www.physicsforums.com/showthread.php?t=523832

To me it is very disappointing that the very establishments of higher education for science and mathematics in America are not even filled with Americans, but with individuals who come from other countries to obtain a better education, and then once educated, return back to their home countries. *Why does this imbalance exist?*

The problem stems all the way back to the K-12 educational system. This is where students get their first glimpse into many subjects, one of which is mathematics. While students consciously do their mathematical work and memorize everything from multiplication tables to formulas, unconsciously every student begins to develop stereotypes about math. Unfortunately they are not good stereotypes. As a tutor at various levels of mathematics I have heard students complain of it all: useless memorization, too hard, random formulas and worst of all, boring. These stereotypes have lead students to not see math for what it really is: an interesting and creative process filled with possibility.

So how are these stereotypes developed within our educational system?
It can be categorized into three areas: a binding curriculum, segmentation and misplaced information.
A binding curriculum becomes apparent whenever you walk into any K-12 classroom. Up on the wall you will see a list of all the curriculum goals mandated by the state. However, these are not suggested goals that allow instructors to teach their course. Instead, you will find a strict set of guidelines that essentially list everything the teacher must complete which allows for very little wiggle room. This type of goal setting does not stimulate teaching but rather promotes "training." To top it all off the state mandates each student to take a statewide test every year in certain subjects, one of which is math. However, the primary focus of these tests is to determine funding for the school and as such teachers are inclined to "train" students to do well on these tests and not really embrace or learn the subject.

This is just the beginning. Looking past the binding curriculums one can see a vast amount of segmentation between math classes. One huge contributor of this segmentation is Geometry. For some reason someone thought it was a good idea to put Geometry between Algebra 1 and Algebra 2. This not only makes it difficult for ideas introduced in Algebra 1 to evolve into ideas introduced in Algebra 2, but also isolates Geometry from the rest of the curriculum.

As if this wasn't enough, there is yet another problem lingering in our mathematical education and that is misplaced information. Misplaced information simply means that throughout the mathematical curriculum there are certain places where information is "stuffed in" to create a filler to last the rest of the school year. The biggest culprit in this stuffing is the subject of probability (probability is a subject that revolves around answering questions like "what is the probability of getting a full house with a regular deck of cards after drawing the king of spades?").

In Algebra 2 the curriculum moves steadily from solving more advanced equations, to graphing, to developing solutions of graphs and finally students are taught the quadratic equation. At this point most schools have about a month left. Therefore, instead of trying to solidify topics already covered, the subject of probability is thrown into the curriculum out of nowhere. As a result, probability appears to have nothing to do with what the student has learned the entire year. No wonder it's confusing!

With these three problems one can see why students might form negative stereotypes about math. Students can get frustrated when they do not understand what is going on. This causes them to just write the subject off as boring. Even students that have a knack for mathematics or the slightest curiosity to learn more about mathematics are crushed into the ground by the curriculum. I would like to point out that up until this point I never mentioned anything about blaming students or parents. The major issue with our mathematical curriculum does not lie with the student, the parent or even the teacher. ***The problem inherently lies within the structure of the curriculum by which we teach.***

To solve these problems we have to fix the three problems of a binding curriculum, segmentation and misplaced information. The first course of action is to create a less binding curriculum. While I understand the need for government to create standards in order to evaluate progress for the associated funding, I do not believe it is necessary for the curriculum to stipulate learning specific theorems, formulas and applications. It would help to "rethink" statewide testing. This does not mean getting rid of statewide testing but rather to re-evaluate its worth in the long run to help students achieve the highest level of mathematical skill possible by their senior year. This would allow the teachers throughout K-12 schools to teach instead of "train" their students. Now instead of memorizing formulas teachers might allow students to create their own methods of solving the problems they are dealt, thereby increasing the students' problem solving skills.

The second course of action is to create continuation between courses. One example would be to remove Geometry from being placed between Algebra 1 and Algebra 2, yet more change is possible. Instead of creating each subject separately, create one Math curriculum and then separate it out over the K-12 education experience.

This would allow for concepts developed in one class to effortlessly lead into the next and create a natural flow between courses. Students would have a leg up in each new class as they move through the curriculum. Instead of walking in with limited prior knowledge they would walk in retaining the information they learned from the previous class**.** Much like a structurally sound building needing to be constructed from the ground up, teaching students in this sequential fashion would help to ensure their building is constructed on a solid foundation they can trust.

To ensure students do not build a portion of their building too early we must also determine the correct location for what is now misplaced information. For some of this information, like probability, it might take the form of optional mathematical classes at the end of the curriculum for students that wish to explore math in more depth. For some information there might not be a place for it at all in the K-12 educational system. Whatever the case, we need to ensure that the education our students receive is one they will utilize years after they have departed the primary and secondary educational system.

As a student in college I can look back and honestly see the true nature of my K-12 mathematical curriculum. It was to prepare me for life and to peak my curiosity in college. Now more than ever I am able to see math not as some regimented, formulaic beast, but rather a creative and expressive art form that not enough people appreciate. I believe that by making these changes in mathematical instruction we will allow the true artists of math, the teachers around the nation, to pass their knowledge of the art onto the next generation much like artists have always done. Students would be given a glimpse into what math really is and what potential it could have in their lives. Students would no longer see math as "boring" or as "a set of useless formulas" but rather as an art that has proof and meaning behind its every move. I hope that in the long run this will lead to an America that has more home grown PhD candidates than ever before. Instead of the mean mathematics we have now, I think these changes will optimize the mathematical educational system in America for the better.

Matthew Tedesco **mbtedesco@ucdavis.edu**

Mechanical/Aerospace Engineering - Class of 2014 - UC Davis, Davis, CA

- UC Regents Scholarship Recipient
- 2010-2011 Dean's List
- Member, Integrated Studies Honors Program
- Peer Advisor - College of Engineering
- Member, Micro-Aeronautics Team
- Math, Physics and Chemistry tutor
- UC Davis band member
- California High School, San Ramon, CA, Class of 2010
- Four-year Scholar-Athlete
- Lifetime Member - California Scholarship Federation

Prep School Pathway to College

by Todd Simon

The transition to college through a preparatory school for many high school basketball players has been a hot topic over the last several years. Here at Findlay Prep we have been on the receiving for a number of transfer students over the five years our program has been in place. Over time we have established a reputation as developing our student athletes in the classroom, on the court and mentoring young men into adulthood. Each year we get many calls, applications, emails and letters of interest from students worldwide that have a need or desire for the service niche we provide our students.

The Findlay program began as a way for the Findlay Education Foundation founder, Cliff Findlay, to honor his late mother who was a huge fan of the game. As an influential educational philanthropist and a former college basketball player, Mr. Findlay saw a prep school need in the community when his son sought out a prep experience and had to go all the way back to the east coast to Maine Central Institute. Several years later the foundation and Henderson International School established the Findlay College Prep program. Findlay Prep accepts applications for grades 9 through 12, and each year selects 10 to 12 students to be a part of the basketball program.

Since our inception we have been successful at fulfilling our mission of graduating students and putting them into full athletic scholarship positions while also experiencing success as a team at this level. Over the life of the program 100% of our graduates have qualified with the NCAA Eligibility Center and 100% of our graduates have accepted and played NCAA Division I basketball. As a team we have a record of 125-7 over the past four years with two ESPN Rise National High School Invitational Championships. We have had four alums drafted into the NBA since June of 2010 including Avery Bradley (to the Boston Celtics), Tristan Thompson (to the Cleveland Cavaliers), Cory Joseph (to the San Antonio Spurs) and DeAndre Liggins (to the Orlando Magic). In the classroom our alums continue to thrive in college. We've had first team all-academic alums in the Pac-10, Mountain West, WAC and ACC.

Our school set-up has been instrumental to our success. With our staffing and small school structure we monitor students' class by class progress. We are on site each and every day for the program. Every student is evaluated as the NCAA would in terms of where students are at with regards to their core courses. Every student must have their teachers fill out academic sheets that allow us to monitor their participation, what their homework is and where their grades stand in each class. We do grade checks and those over a 3.0 GPA in core courses at the grade check point are relieved of the academic sheets and after-school study halls. The reward system has been excellent for us. In addition, we hire the Princeton Review to provide ACT and SAT test prep courses in the evenings.

The program is not for everyone. The structured living environment under constant supervision, the small and highly monitored class sizes, and the intense basketball training is unique. The program is designed to get the most out of students through structure, discipline and accountability. We have been an excellent option for students who need or seek all of these things including a change of environment.

The future looks bright for the program. Each year we continue to improve and develop our way of doing things. The school, the foundation and the community are firmly behind what we do and we look forward to continuing to serve students as a pathway to four- year colleges and beyond.

Todd Simon **todd.simon@hendersonschool.com**

Associate Head Coach
Findlay Prep Men's Basketball

Henderson International School
Meritas Family of Schools

Henderson, NV
www.findlayprep.com

Pre-Season Training is Crucial

by Curtis Taylor

If you compete in a sport *pre-season training is crucial*. The months prior to start of a season are perfect times to build your base so that when your sport season actually begins you are fit and ready for the specific sport and events. There are many ways you can train, but there are three particular areas that should be included in your base training and are extremely important elements to success in EVERY sport. These three areas are: Speed/Acceleration, Strength/Power and Coordination/Flexibility. All sports place a premium on these qualities, and there are general ways in which athletes and coaches can address each of these areas usually over an 8-12 week period prior to start of a competitive season.

Speed/Acceleration:
Several times per week short sprints up to 40 meters should be employed, with 3-5 minutes rest between each sprint, and no more than 18 sprints should be done in any one particular session. The distances can be varied or progressed per each session and if possible, done with a training partner or in groups. For the acceleration component, these same exercises can be done from a 3-point stance and/or up a hill or with some type of resistance training such as pulling a sled or a tire or wearing a weighted vest. The speed or acceleration runs should be done no more than twice a week and not on back-to-back days. These should be done at 95%+ intensity. The volume should begin at a low number of repetitions and sets and increased as the period goes on.

Strength/Power:
There are several ways to generate strength and power. The strength component (for these purposes, the ability to generate a large amount of force upon an object, regardless of time) should be developed first before adding in the power component (the ability to impart a large amount of force upon an object over the shortest period of time). The preferred way to generate strength in athletics is through weight training, and the most efficient way is through Olympic lifting and the derivation of such lifts. Those lifts would be power cleans, dead lifts and squats. You can also add auxiliary lifts such as the bench press, knee flexion and extension, overhead presses, calf raises and other lifts that require a near maximal effort. The repetitions should be relatively low (5-10 reps) and the sets low also (3-5 sets).

If a weight room is not available, you can also do body weight training such as push-ups, squats, lunges, single leg bench step-ups, wall slides and stair lunges. These exercises should be done 2-3 times per week with significant rest between workout days. After some basic strength work has been done, power work can begin. This can include: hurdle hops, box jumps, bounding, medicine ball tosses, standing long jumps and stair/stadium step running. In the weight room you can add a clean and jerk, snatches, hang cleans, jump squats and push presses. These exercises should start with a low volume (sets of no more than 12 repetitions) with 3-5 minutes of recovery between sets, and progressively increase the sets and volume over time. The lifts should be less than 70% of the maximum done with the similar lifts done for strength training. Example: The weight used for jump squatting should be less than 70% of that used for regular squats.

Coordination/Flexibility:
I strongly advise the use of a "dynamic" type of warm up. This includes continuous drills and exercises used to mimic positions and actions that are used in the particular sport. It also aids in maintaining and increasing the flexibility of the involved muscles as well as inducing intramuscular coordination. These types of exercises include skipping activities, hopping activities, arm circles, overhead arm actions, stop-start actions, ballistic (short burst) stretching and carioca (crossing over of feet) type drills. The concurrent movement of the arms and legs in various drills aids in coordination that basic running/jogging does not provide. Also, lower leg exercises (to decrease the chance of shin splints) and strengthening drills should be employed early on.

Each workout session should be concluded with various static stretching exercises that target the lower back, quads, hamstrings, hips, shoulders and calves/lower legs. A goal in static stretching is to hold each stretch for 30 seconds, taking a deep breath each 10 seconds, exhale and increase the stretch gently. This helps with flexibility and injury prevention. Last but not least, drink plenty of water! Athletes need to stay hydrated to keep the muscles and tendons supple and flexible. A reasonable goal is to drink half of your body weight in ounces of water per day. Example: If you weigh 140 lbs. you should drink at least 70 ounces of water daily, which is almost nine cups!

Good training breaks the body down, but the body adapts and makes its true gains while resting after training has ceased. When there is doubt about an injury or pain you can never go wrong with a couple of days of rest. Rest is as big a part of training as is the actual training itself. Have a great pre-season and remember, train smart!

Curtis Taylor **cataylor@peralta.edu**

Head Coach
Women's Track & Field
Laney Community College
http://www.laney.edu/wp/athletics/track/

Head Track Coach
www.EOYDC.org

Oakland, CA

NCAA Eligibility Center: Core Course Increase for Dll Colleges

Enrollment as a student-athlete in a Division II college on or after August 1, 2013, will require 16 core courses (not the current 14 core courses) just as do Division I colleges. Get the facts and get prepared. Meet with your high school academic counselor to make sure you are on track for academic eligibility to participate in collegiate athletics or to receive an athletic scholarship during your first year:

http://www.ncaa.org/wps/wcm/connect/public/NCAA/Student-Athlete+Experience/Becoming+a+Student-Athlete/Initial+Eligibility

SportsHopes*Updates*

High school seniors and community college transfers: March 2nd, Friday, is the state of California's *initial deadline* for filing a FAFSA on www.fafsa.ed.gov FAFSA enables student loan opportunities through the Dept. of Education, an excellent funding source, and also provides your financial need profile to colleges. In addition, if you are a California resident and plan to attend college in the state of California also apply for a Cal Grant www.calgrants.org

In addition, many private colleges request the CSS Profile financial aid application: https://profileonline.collegeboard.com/prf/index.jsp

High school juniors, seniors and community college transfers: Register with the NCAA Eligibility Center if you plan to move forward to a Division I or Division II college and compete in collegiate sports: http://web1.ncaa.org/ECWR2/NCAA_EMS/NCAA.jsp There is a $60 fee but you can apply for a fee waiver. Note - If you have received a SAT or ACT fee waiver you are eligible for a NCAA fee waiver.

High school student-athletes: Recommendation is to take the SAT (and/or ACT) test at least twice prior to December of your senior year of high school. Colleges normally don't accept test scores after that time. When you take the test more than once your highest scores are used from each category of testing and sent to colleges. SAT and ACT have fee waiver applications as well.
SAT: www.collegeboard.org
ACT: www.actstudent.org

Race to Nowhere is a documentary to watch and give serious thought to the so-called "dark side of America's achievement culture." Are our students overstressed and overscheduled? The following short film produced by local parent and film maker, Vicki Abeles, provides ample evidence that our students are overwhelmed and at risk of becoming ill, depressed, burned out and/or suicidal by academic and extracurricular activity overload.

http://www.racetonowhere.com/

SportsHopes now has a ***Please Donate*** button on the Sportshopes website (transactions via PayPal): http://www.sportshopes.org/

SportsHopes is on **Facebook**: http://www.facebook.com/people/Jennifer-Oliver/1746949986

Jennifer Oliver, Founder
joliver@sportshopes.org

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