

Coaching Lax

NEWSLETTER

Vol.1 Issue 5

A newsletter written by coaches, for coaches

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sneak peek

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shares some defensive tips

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Off-Season Training: Creating the Better Lacrosse Player

By Marty Lattman

Head Lacrosse Coach – Montgomery College
AFAA-Certified Fitness Instructor

At almost all levels of lacrosse, coaches usually provide generalized fitness programs for all of their players to follow. They obviously want to ensure that their athletes have greater strength, more speed, better agility, and greater endurance. Therefore, most coaches recommend or develop a variety of weight-lifting exercises, sprints, agility drills, and distance running to achieve these goals. The expectation is that the players will exercise together in the off-season and adhere to the program designed by their coach.

While this approach is effective in fostering team camaraderie dur-

ing the off-season, it is not necessarily ideal for enabling each individual athlete to reach their fullest potential. All athletes, and lacrosse players are no exception, have their own unique profile of strengths and weaknesses. One player may have exceptionally powerful legs, but their upper-body strength is less than it should be. Another player may have excellent straight-ahead speed, but their lateral mobility is only average.

The ideal approach to conditioning your lacrosse players in the off-season is to combine the generic fitness exercises mentioned above with a personal-

ized program for each athlete. Players should be encouraged to participate together in the team's generic routines, which build unity

The ideal approach to conditioning your lacrosse players in the off-season is to combine the generic fitness exercises mentioned above with a personalized program for each athlete.

among the athletes, and then do their individual work afterwards or separately. This will depend largely on their personal schedules.

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Coaching Lax

Written by coaches, for coaches

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Quotable Quotes

Coach's Quote...

"Victory is sweetest when you've known defeat."
-- **Malcolm S. Forbes**

"You have to learn the rules of the game. And then you have to play better than anyone else."
-- **Albert Einstein**

"There are no secrets to success. It is the result of preparation, hard work, and learning from failure."
-- **Colin Powell**

"Courage is going from failure to failure without losing enthusiasm."
-- **Winston Churchill**

Hello Coaches,

Well here it is. The last issue of the 2007 year. Thank you for all the great feedback and suggestions for next year. And thank you for the articles that you have submitted. We are always requesting articles for publication, because it is you coaches that drive this publication.

One suggestion that continually popped-up was for the newsletter to go to an electronic format. Many of you have suggested this, and we are looking into it. Some logistics need to be looked at, like what type of format would we use, but the ease of portability for the readers is a big benefit.

This August issue contains the results from the Fund-Raising survey that was conducted in early summer. We received some unique feedback. I hope that it gives you some ideas for the up coming season.

Enjoy the rest of the summer and fall, and hope to see you in January.

Thanks

Steve Dudeck, Publisher
Coaching Lax Newsletter

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Talent Salad

by Joe Romano

Head Men Lacrosse Coach
Notre Dame de Namur University

It is very interesting when examining the success that we have enjoyed since our inception in 2003. Our roster is a Who's Who? from some of the most non-traditional field lacrosse areas in North America. We have talent from: Hood River, OR; Kitsap, Washington; Salt Lake City, Utah; and, Calgary, Alberta. When I mention our success, I am aware of the fact that we here at Notre Dame de Namur University have miles to go, but we have traveled miles so far in the positive direction. I would attribute much of this success to our very diverse roster.

It is an absolute blast recruiting players from North America. It is fun to get a fresh perspective on areas that I have never even been to, and what the tight-knit lacrosse community means to such prospective college lacrosse players. When this rush of new talent hits campus in late August, it is truly magical. The bonding is immense in both breadth and depth. While players learn the meaning of college athletics together, they learn the importance of leadership of team.

The recipe to this success rests largely in the element of honest up-front recruiting. While it is impossible to lay out exactly what a prospective player's role will be, it is very helpful for our staff to lay out the first few months for each individual player. We speak candidly and directly about the expectations from the player and what that prospect can expect from the NDNU Lacrosse Program and the University as a whole. Our staff and I feel that this honest approach is the ONLY way to be successful in the recruiting game.

Players who have been recruited in this fashion grow roots quickly. They learn the philosophy of our coaching staff and players very quickly. The assimilation process is very much aided by the existing members of the lacrosse team and through the observation of their interaction with the University as a whole. It is really neat to see players from different areas of North America bring not only their talent, but character and leadership to our young program. When you can get players from all over the place play-

ing together under your philosophy it is truly something special to witness on the lacrosse field.

As you can tell from my previous paragraphs, I am a huge believer in diversifying lacrosse. Not necessarily considering socio-economics or race, although those are topics that are interesting and relevant, but simply geographically. I trekked from Media, PA to join the Whittier College Lacrosse team in 1996. There, I had the fortune to play for (4 years) and coach with (2 years) the Founding Father of West Coast Lacrosse, Doug Locker. Doug is currently the Assistant general Manager of the San Jose Stealth (NLL) and the General Manager of the San Francisco Dragons (MLL). He will certainly agree about the impact that the growth of the sport has had on California and the West Coast as a whole. Lacrosse is clearly the fastest growing sport in California and that can be seen at every single level of the sport. With those statements in mind, it is interesting to see and easy to understand that many colleges are already reaping the benefits of West Coast recruiting. I used to find myself in a position of trying very hard to find players in the state of California that I could convince myself had the talent to contribute at the college level, now I find myself trying to convince these very same prospective players that not only can they contribute at the college level, but that our University at the Division II level will provide enough of a challenge for them to enjoy their college experience from all aspects, including lacrosse involvement.

It is an incredibly interesting time to be coaching this great sport of lacrosse. It is a wild landscape that clearly spans the expanse of North America. With a responsible outlook and approach, college coaches from all levels of the sport will benefit from the explosion of what is lacrosse at all levels. The diversity of backgrounds and hometowns will not only continue to mix-up college rosters, but strengthen them as well!

Off-Season Workout

Con't from Pg 1

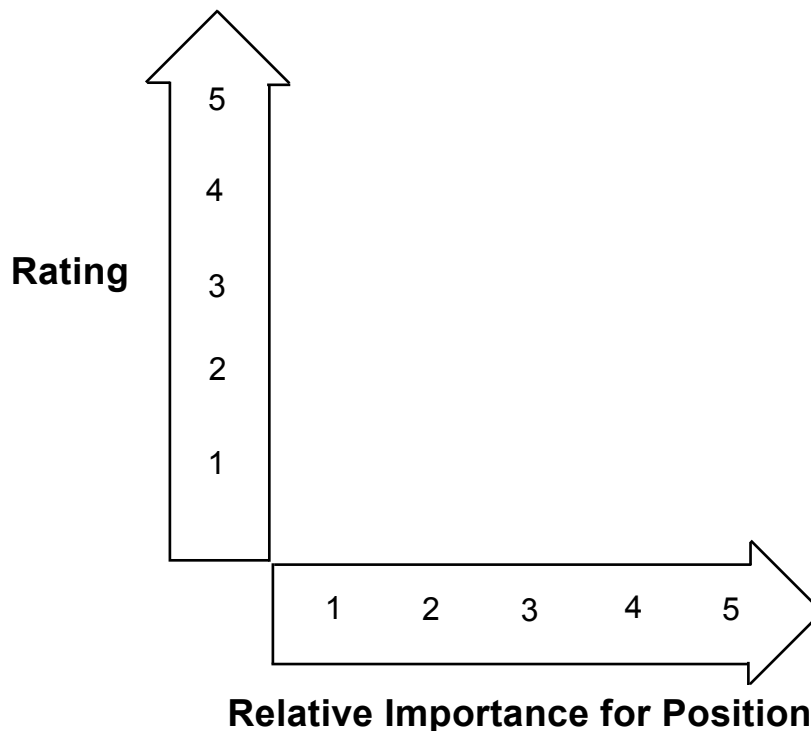
Designing a customized program for each individual player can take time, and it does require a certain level of fitness expertise. If as a lacrosse coach you do not feel comfortable doing this, then it is recommended that you work with a strength-and-condition-

ing coach who can help create the specific routines for your athletes. Regardless of your fitness expertise level, there is a basic methodology you can use to determine the best types of exercise for each of your players individually.

1. Rate each of your athletes on a scale of 1-5 (5 being the highest) for the following attributes. Then below, decide how important each one is to the position they play. Example: For a goalie, Upper-Body Strength is not really that important.

ATHLETE'S NAME	Upper-Body Strength	Explosiveness and Lower-Body Strength	Speed	Agility	Endurance
Rating					
Relative Importance for Their Position					

Plot your findings on a graph as follows:



From this, you will be able to easily identify the areas where it is most important for each athlete to improve. Here's an example for illustration purposes:

One of your defense-men rates well in every area except Explosiveness and Lower-Body Strength. You recall that he is often beaten one-on-one because he plays too "high" and does not get the push needed to force the dodger off-balance as they drive around the cage. Based on this, you design a set of exercises aimed at increasing the power in his hips and legs. Pliometrics using a step and light dumbbells is an excellent solution for this. The player

can do a variety of step-ups and standing jumps which will strengthen his core as well as his hips and legs. The key is to make this athlete learn to stay low, so having him use a weighted body bar while doing these exercises will also help.

Developing this simple graph for each of your lacrosse players should not take long—maybe 5 minutes per athlete. You must then translate your findings into specific exercises that will improve the areas that need it most. To make this process less cumbersome, you should come up with 5-10 exercises for each of the attribute areas and then apply them as needed. If a certain player lacks the Agility you want them

to have, then give them several different agility drills from your repertoire. "Wave" drills, cone drills, and "flip" drills are a few of these which can be very effective.

In conclusion, coaches should take the time to assess all of their players in terms of specific strengths and weaknesses, and then develop an individualized workout program for each of them that can be done in addition to the team's general fitness routines. This combined approach to off-season training will provide you with a squad of well-conditioned athletes for the season that will be playing to their full athletic potential.

The Parent Trap

By Mark Allemand

Marketing Director

American Sport Ed Program

"My kid should be pitching... every inning of every game!"

"How did that guy get to be an official? His horrible calls cost my daughter another 10 points!"

"What's this 'equal playing time' stuff? When the game is on the line, the best players should be out there! That coach has no clue!"

Perhaps it's time we train our parents just as we do our coaches and players. As a mat-

ter of fact, more and more sport organizations are doing just that.

Whether it's an informal pot luck dinner at a coach's house, or a structured parent orientation clinic held at a sport facility, more and more sport organizations and park and recreation departments are strongly recommending, even requiring, parents complete a training program prior to the start of the season.

Lori Brown, ASEP Sales Consultant, works with hundreds of sport organizations

across the country, and she sees first hand organizations' growing need for parent training. "It's important for parents and coaches to be on the same page when it comes to expectations," she says. "Having a meeting or training session prior to the start of the season allows coaches, parents, and administrators to discuss what's important as far as the children are concerned and to decide on a coaching philosophy that will be consistently fol-

Con't on next page

Parent Education

lowed throughout the season.”

While the “pot luck” approach is a great way to foster team unity, increasingly organizations are placing higher expectations on parents, requiring them to participate in formal, mandatory orientations, says Brown. “I’ve talked to a number of organizations that require parents get training before their kids can even register,” she says.

Although parent training might appear to be a barrier, it’s actually designed to get parents more involved. “Sport organizations would much rather have parents who are involved and take an active role in their kids’ sport experience than to have parents who drop their kids off at practice for two hours of baby-sitting,” muses Brown. By going through a course, parents demonstrate commitment to the program

and to their kids, she says.

References:

ASEP’s SportParent Orientation Kit is a comprehensive resource designed to help parents become a positive part of your sport programs—not a hindrance to your coaches and athletes.

This turnkey kit provides you with everything you need to conduct a parent orientation clinic for your sport organization. Complete with book, video, handouts, and facilitator guide, SportParent Orientation Kit shows you how to run a compelling meeting and shows parents the best ways to contribute to their child’s sport experience.

In the early 1970s, Rainer Martens, sport psychologist and

physical education professor at the University of Illinois at Urbana-Champaign, was studying the psychological aspects of youth sport. Through his research and the pioneering work of the Coaching Association of Canada, Martens thought that a major way to improve amateur sport in the United States was to improve the education of coaches. So in 1976 he founded the American Coaching Effectiveness Program (ACEP), which later expanded into the American Sport Education Program (ASEP). Although coaching education is a priority with ASEP, today education programs for officials, sport administrators, parents, and athletes are all part of the ASEP educational agenda.

More info can be found at:

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Success is the by-product of hard work and perseverance

By Heather Dimmer
Central Michigan University
Women's Lacrosse Club

Heather Dimmer is the founder, president and captain of the Central Michigan University (CMU) Women's Lacrosse Club. The CMU women's club lacrosse team won the Women's Collegiate Lacrosse League Class B title in just its second year of existence.

I was only a freshman when I founded the Women's Lacrosse Club at Central Michigan University in 2003. I attended Central Michigan expecting to play on the lacrosse team, however, when I was notified there was not even a club team, I knew something had to be done about it. I went right to work to create a team that would thrive on dedication, motivation and commitment.

After posting flyers around the campus announcing the club's beginning, I set up a meeting location and time, waiting for eager players to arrive. Much to my surprise, 36 women appeared at the meeting. Almost all of the women had previous lacrosse playing experience and were headstrong about helping start the new team. After several other meetings, however, fewer women began showing up.

Regardless, I didn't give up.

I headed to the Office of Student Life and talked with the director, Tom Idema, who coordinated all the Registered Student Organizations on campus. He told me to create a constitution stating the exact terms, responsibilities and purposes of the club and to wait and see if it would be approved. After getting the stamp of approval and managing a few other complications along the way, I contacted the Women's Collegiate Lacrosse League commissioner, Gary Neft, to establish the club in the league. Unfortunately, the deadline for new submissions had passed and the next time I could apply for the club would be the fall of the following year. This little bump in the road didn't sway me, though. I rounded up the remaining women and began organizing bi-weekly practices to start getting the players in shape and in routine.

The following year, in 2004, I registered the team in the WCLL and it was official. The club had been fully established at Central Michigan University.

Fall practices began and 25 women were in daily at-

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Team Rules

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tendance. By spring 2005, 18 women were committed to the roster. Due to lack of funds, a professional, head coach was not available, but we managed to convince a player on the men's team to help coach us throughout the season.

As the first-ever women's lacrosse team at Central Michigan University, our team played extremely well; finishing third out of seven teams in our division. Game after game, our mentality remained the same. Our team knew we had to stay strong and dedicated in order to make a dent in any of the well-established teams we faced.

We proved ourselves worthy of our opponents and posed a great threat to them, as well. At the completion of the 2005 season, CMU's Women's Lacrosse Club team was a force to be reckoned with.

During our second year, in 2006, we made a

promise to each other we would finish first in our division. That was all we needed.

Game after game, we plowed through our opponents. The motivation and commitment I instilled in the team was stronger than ever before. By May, our team's record was 12-3. Playoffs were on the horizon. All three playoff games had the same ending; CMU won.

Two of the games, including the final playoff game against Western Michigan University, were won by Central players within the last minute by one point.

The women's lacrosse team at CMU, in only its second year, was crowned WCLL champions.

My dream became a reality long before it happened all because I had the vision and determination. It was that ambition that seeped into each of our players and out onto the lacrosse field that made the team what it is today.

Considerations for Developing Team Rules

By Dr. David Hoch

Athletic Director at Loch Raven High School, in Baltimore County, Md.

As long as organized athletic teams have existed in educational settings there have been team rules. The rules then, as now, serve as guidelines for the actions and responsibilities of athletes as members of a team and school community. It is, therefore, important that coaches understand the purpose for team rules, some of the issues surrounding them and how to go about formulating standards for their team. Coaches are also in a position to guide their players as they create athlete-based standards for the team. Team rules should ensure:

- Appropriate behavior of athletes

- Guidelines for sportsmanship and fair play
- Provisions to cover the concept that athletes are ambassadors and role models for their schools

Coaches are also in a position to guide their players as they create athlete-based standards for the team.

- Delineated responsibilities athletes have to their team

It should not be interpreted that these suggestions are all-inclusive or the only reasons for having team rules; each setting may have other logical and legitimate possibilities.

Of course, there are practical considerations involved in developing team rules. In order to be compliant with school and state policies, team rules should be submitted to the athletic director and approved for use prior to being distributed

Team Rules

to hopeful athletes and their parents at pre-season meetings. After reading the rules, athletes and their parents should be asked to sign and return an accompanying sign-off sheet designating they have received and read them. The sign-off sheet does not mean athletes or parents necessarily agree with the rules, but if there is ever a problem, the coach can establish that they read and were aware of the rules.

At our school, we use the following general guidelines athletes should follow:

- Avoid the use of tobacco, alcohol and illicit drugs.
- Attend all practice sessions and games.
- Exhibit good sportsmanship.
- Be respectful to coaches and teammates.
- Be responsible for all issued uniforms and equipment.
- Represent the team and school in a positive fashion when involved at all team and school functions.
- Follow all of the school's academic and disciplinary policies (Hoch, 1995).

In *Successful Coaching*, Rainer Martens (1997) goes beyond these general guidelines and lists the following for consideration:

- Players' language
- Interactions with officials
- Dress when practicing,

competing and traveling

- Protecting valuables
- Safety guidelines
- Visitors at practice
- Curfew
- Criteria for awards

A prudent coach limits the number of rules to those that are absolutely necessary. There is a limit to what can be remembered, and in order to be effective rules must come easily to mind. It is also impor-

Coaches should consider writing team rules without specific penalties. When penalties are included, coaches have no leeway if there are extenuating circumstances or the infraction too severe.

tant they be written in a simple and concise enough manner to be easily understood. When required, coaches can provide further clarification and answer all questions in more detail at team meetings.

Coaches should consider writing team rules without specific penalties. When penalties are included, coaches have no leeway if there are extenuating circumstances or the infraction too severe. Coaches might consider a statement such as: "Violations will be dealt with fairly, firmly and consistently, based on the established facts."

While the ultimate responsibility for the formation of team rules belongs to individual

coaches, some may choose to empower their athletes to create the standards. If coaches use this approach, they should review and approve the team rules before implementing them, in much the same way coaches get the approval of athletic directors beforehand. By taking this approach there is a better chance of ensuring compliance with school and state policies.

Team rules are not always clear-cut, black and white. Coaches may want to consider the following issues as they begin to formulate their policies. Questions coaches may want to consider are:

1. Is there a possibility of double jeopardy

when penalties are imposed upon athletes?

While a philosophical position does exist that athletes should be held to a higher standard than other students, the possibility also exists that athletes may be penalized twice. This can happen when an athlete violates a team rule and receive the coach's penalty. Then the athlete could receive penalties under the school's disciplinary code. One must therefore consider whether or not a double penalty is fair to athletes, and what can be done to avoid this potential problem.

2. Did the athlete learn or gain anything from the imposed penalty involved when enforcing a team rule?

Team Rules

For example, it is common to suspend or remove an athlete from a team for continued infractions. While this action may definitely affect the team and the individual athlete, it may not have accomplished a corrective or educational purpose. Certainly, everyone has to be held accountable for his/her actions, but there may be better options. Consider counseling or mentoring sessions, community service or intervention services and courses.

3. Does the punishment fit the infraction? Is it too harsh or too lenient?

Removing an athlete from the squad should be the final option. All infractions should be judged on an individual basis with no one penalty applied to all rules, but still within the context of consistency. For example, the penalty for being late to practice might be the same for all first offenders, but it would be reasonable to increase the severity of the penalty if being late becomes a pattern.

4. Is the application of team rules consistent for all members of the team? Does an important or star player get special treatment?

Nothing will destroy a team faster than favoritism or preferential treatment. As difficult as it may be to discipline a star player, it needs to be done in order to maintain the integrity of the rules and the team;

5. Do team rules apply to the off-season or do athletic

departments or school codes of conduct cover only the team's season?

With the last scheduled contest a season comes to an end. Athletes can then move on to other seasonal activities or individually prepare for the following year. If the team is not currently operating, can team rules still apply? Coaches need to think through the ramifications this question might imply.

6. What happens if a violation of a team rule takes place over the weekend or holiday, and in a situation not school related? Does the rule still apply?

It may be argued that what occurs outside the school should not be covered. Some families may have conflicting beliefs and traditions that may further complicate the issue. This question should be thoroughly analyzed and clearly presented to the athletes and their families prior to the start of a season.

7. Do the rules infringe upon the legal rights of an athlete, and are there provisions for due process?

While team participation is a privilege and not a right, provisions for due process for athletes need to be included. This means providing the opportunity for them to present their point of view and establish a process for appeal.

8. Assuming that one of the rules are that athletes are expected to attend practice

in order to play in actual games, is there a difference between simply skipping practice and a legitimate reason?

It would, for instance, be ill advised to discipline an athlete for missing practice for academic reasons such as college visitation. Above all, team rules should enhance and support the educational mission of the schools.

While all teams should be guided by rules, the rules should be given serious thought and effort. The ultimate guiding question for developing team rules should be whether or not they meet the intended purpose. The final product needs to best serve the development and actions of athletes, while at the same time ensuring the school's reputation and effort to promote sportsmanship.

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- David Hoch (dhoch@bcps.org) is the Director of Athletics at Eastern Technical High School in Baltimore County, MD.

The Coaching Lax Fund-raising Survey Results

Fund-raising for lacrosse programs can be a time consuming, and often-necessary task for lacrosse organizations that need the money to pay for things such as transportation, referees, equipment, end of year banquets, coach's stipends, tournament entrance fees, uniforms, team trips, indoor facility time, website fees, insurance, and other necessities for your program. In May we sent a survey to coaches and program coordinators to look at fund-raising and see what programs are doing. We condensed the results down to what hopefully will give our readers some insight to the fund-raising issue.

Coaches from around the country responded. Out of over the 400 responses that we received 20% were from youth coaches and coordinators, 50% came from high school coaches, and another 25% from college and college-club coaches. The other 5% made up middle school coaches, program coordinators or athletic directors. Approximately 58% came in from the Northeast and Mid-Atlantic, and 26% from the South, 11% coming from the Central and the other 5% coming from Canada and Australia.

The responses we received ranged from Division 1 coaches that do not fundraise, to other college, club and youth programs that rely totally on fund-raising for all of their programs needs. Although some Division 1 coaches said they do not participate in fund-raising, some mentioned that they do rely on contributions to their program from alumni, citing that a great source of revenue comes from recent alumni.

Many coaches fell into the category that Kevin G. McAree of Woodstock High School in Woodstock, Georgia did. And that is having to fund 100% of the program. "We use

all funds raised to support the program. We are required to raise 100% of the money for our program." This can be a daunting task when taking over or starting a new program. Kevin's program sells athletic apparel, but offers this bit of advice "Sell apparel that has only the school logo and not just lacrosse apparel. This brings in people who do not necessarily want to wear a piece of lax clothing." Others mentioned that clothing sales can be cumbersome, with wrong sizes ordered, or clothing that needs to be returned, and for these reasons its better to use your local sporting goods dealer to put the orders through. Jeff Novak from the Longmeadow Massachusetts youth program writes "We print flyers and sell apparel. Last year we netted \$1,100 on \$3,500 in sales, plus the sale of bottled water at the playoffs. We plan to sell banner ads on our website next year."

In the area of keeping it simple, Jodi Alpert of Peru Massachusetts, of the CYC Saints Lacrosse program does just that. They raffle a \$500 gas card. "\$500.00 gas card fundraiser has been very successful because everyone could use \$500.00 worth of gas. Depending on how much you need to raise, each player sells a certain amount of tickets at \$2.00 each." It simple, easy to administer, and is a commodity that everyone understands.

Some programs still use the old standby for fund-raising, and that is the car wash. Some coaches offered this twist to the carwash fundraiser. Each player sells 15, \$5 tickets. A local business can let you use their lot to wash cars. With a strong effort, coaches agreed that this activity can bring in about \$3,500 in ticket sales and then another \$2,000 from drive-by customers on a good day. Plus the added benefit of the experience

is the great team building opportunity it provides for the players away from the field.

Scott Found of Culpeper, Virginia writes sent in his breakdown of their activity. "FALL SHOOTOUT- We make the kids go out and get commitments from individuals and business to pay "X" amount per MPH (like .25 or up) or even a flat fee We don't take no for an answer. Then on the shoot-out day we get the local police department to come out with their radar gun and clock each player (youth, JV & Varsity). They take 3 shots each and we record the fastest speed and the officer signs off on it. Then the players go out and collect their money. We give incentives for the top earner in each category. No work on the adults part but we consistently raise \$7,000 to \$10,000 with 70 kids."

On the college club circuit many coaches wrote about the letter writing campaigns that they put into place. "We raised the most amount of money this year by sending our family and close friends letters asking for their support. The letters included a team picture, information about our program, and why we needed their help. This was successful because many of our relatives wanted to support us yet could not make in to our games." With the schedules that the college athlete has, this is probably the easiest, but requires time and commitment from the coach.

Another college coach writes this about their fund-raising efforts. "A Goal-a-Thon. Letters are sent out to friends and families and they are asked to pledge a certain amount per goal (or per save if they are a goal keeper). We raised over \$9000 this season."

Some coaches expressed displeasure in asking directly for money at the college level. Coach Tyler

Fund-raising

Renaud of Norwich University writes "this past year we were paid by the university to conduct homecoming parking, concessions at the football games, clean up after the football games, and hockey game parking. We did do a mailer from MySports-Dreams.com, but that required asking for money from friends and family, which can be touchy at times. It was a great success, but something that I do not like to do. Guaranteed return for immediate needs of the university is our best option."

Mike Hyer, while coaching at Mount Holyoke College had a successful one. "In the fall each year, we wrote to all parents at the school (bulk mail if you put them in zip code order) asking them to buy Halloween and/or Valentine Day candy bags for their student. We encouraged parents to include a note with the order. I coordinated the orders and we would then go to BJ's and buy candy, popcorn etc to fill bags and deliver them to the student on the appropriate holiday. We charged \$13 each or both holidays for \$25. We could fill the bags generously for \$3-4 each. We annually made \$3,500 to over \$4000 from this fundraiser."

It goes without saying that for some fund-raising activities, coaches expressed keeping it simple as being the best way to go. Others expressed a willingness to take a hands-on approach with the fund-raising activity as the only way to have a truly successful campaign. And others described activities that would take a small army to initiate, but in having organized complex fund-raising activities for years, those coaches find it gets easier as the familiarity to the activity is well known to the participants involved. Most all coaches agree that players and parents need to take an active roll in the activity. Thus allowing the coach to do what they are supposed

to and that is coach the team.

Before I list some comments from the different levels, it is apparent from the results that although many coaches responded that they want to limit their involvement with the fund-raising efforts, the more the coach is involved with the fund-raising effort, the more successful the campaign is. Case in point is with Earl Brewer the boy's lacrosse coach at Langley High School in McLean, Virginia. Coach Brewer says "Since 1995 at Langley High School in McLean, Virginia we have had an annual Mulch Sale. The players pre-sell the mulch and we have a day in March where we deliver it to the buyer's home. This past year we cleared \$15K! We have had years where we have raised \$17K. It is a big operation and takes lots of planning but we are good at it."

What has been your most successful fundraiser?

College & College Club Responses:

- I have found that the easiest way to raise money is to ask for it. We have a form letter that each player will send out to an average of 10 people asking for a donation. I found that if you are fund-raising for something in particular it works best. So state what you are looking to do in the letter that is sent out.
- Hosting high school events and tournaments. We do some camps, however the high school events are much better and easier.
- Car washes, parties and mailings to family and friends (direct donations).
- Poster schedule advertising sales -- fund-raising request letters
- Golf tournament
- Running our own 7 aside fall

middle school and high school tournament

- Camps and clinic are our primary way of raising money. Due to NCAA Compliance rules it is hard to find other ways to fundraise.
- We raised the most amount of money this year by sending our family and close friends letters asking for their support. The letters included a team picture, information about our program, and why we needed their help. This was successful because many of our relatives wanted to support us yet could not make in to our games.
- A Goal-a-thon - letters are sent out to friends and families and they are asked to pledge a certain amount per goal (or per save if they are a gk). We raised over \$9,000 this season.
- T-Shirt sales Cleaning our basketball arena (Kansas University)
- Throw-a-thon go out and get pledges from parents and other people and throw a ball back and forth for 36 hours.
- Team will work security at Gillette Stadium and get a flat rate per hour.
- Raffles
- Selling apparel to family and friends and giving camps and clinics to area high school teams.
- Finals care packages and girls lacrosse clinic.
- This year it was an online magazine fund raiser.

High School Responses:

- At Loch Raven High, we fundraise by putting together a printed Lacrosse Program. Our student-athletes get personal ads & business ads from the local community. Also, we have generous \$ dona-

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tions of the parents and alumni.

- Selling snacks and refreshments at end of year wrestling and swimming tournaments and the winter musical.
- Direct sponsorships from businesses and families
- Raffle calendars
- Selling athletic apparel with the team or school logo on it.
- Joe Corbi's Pizza Sales we raise \$4000.00 and also Program Advertising Sales raise \$800.00
- Most successful fund raising was sending out a letter to family members of players and community businesses asking for their help. No true \$ up front - all donations go directly to the cause.
- Pizzeria Uno's Raisin' Dough
- Carwash
- We run a fall lacrosse league for youth through high school boys and girls.
- Companies sponsoring our team.
- Magazines... and also the Varsity gold card... and just targeting family and business's with a letter.. worked really well for us...
- We run a golf tournament, a beef and beer, and a lottery ticket fundraiser. I personally do not do any of those things; I simply help the parents' organization to get the kids organized. As you can tell, we NEVER use the kids directly as sales agents.
- Our Advertising book is usually a good one, we sell ads to everyone in town. Business card size ads are about \$35 half page ads are 75 and full page ads are \$100. We usually make several hundred dollars on it. It takes awhile to type everything up, but in the end it's worth it. ALSO, we did a Vera Bradley sale this year and made about \$2,000 dollars!!
- Solicitation letters to parents and benefactors for assistance with higher cost items, e.g. game goals, uniforms, etc.
- Bottle drives
- Chef Co Cookie Dough Fund-raiser
- Our most successful fundraiser has been a game program. Each parent is asked to sell a couple pages in the program to various businesses in the area. In the program, there is a roster of both teams playing that night, pictures of players, business advertisements, and something about the home team.
- Concession stand at football games T-shirts sales (Team Wear)
- Writing a thousand letters asking for donations. I was very surprised at the amount that we got back in the mail (over \$4,000).
- ESPN magazine sales
- Fruit Sales.
- Silent donations. A parent group passes the hat and parents write a check for a donation. We have approx. 120 kids combined in the JV and Varsity program at Needham-Broughton High School in Raleigh NC.
- Car washes....nothing to sell; all profit Sale of tickets to see Phila. Box Lacrosse Sometimes we sell magazines thru ESPN
- We have sold Christmas Trees and Wreaths for the last two years. The first year we raised only about \$700. However, this past year we raised over \$3000. Now that we have a customer base and have built a bit of a reputation, we expect it to continue to be a profitable venture.
- Asking for money. It's much faster than selling junk. This year we just made up a little script and the kids went to their acquaintances, and it worked great. We got 200 bucks from each kid, which was more than we needed (we have to set a requirement, though, they must reach that limit to play). One kid sent out a mass email to relatives and got over a thousand dollars.
- We designed and sold many different kinds of clothing each year. The two trademark money makers here were a) unique design every year and b) many options (t-shirts, hoodies, pj pants, boxers, beanies, everything).
- Spring clean up for the community!
- Holding winter time clinics for the youth teams (2-8 grade) using high school upperclassmen to teach and coaches to manage/supervise. We charge the kids \$50 for four 2 hour sessions in a school gym (free) in the evenings.
- Lottery- Sell ticket #000-999 for \$5.00 each, if the number match exact to that of the evening pick three lotto # the individual wins \$50 during the week and \$100 on Saturdays. So during the previous month we collect 5000.00 in ticket sales and payout 350.00/wk or so pending on the month and keep about 3600.00.
- A company called Varsity Gold. We split the profits of what we sell, ie cookies, Gold Cards, etc 50/50...we typically make \$4k-\$8k per season.
- Selling flower baskets prior to Mother's Day, they are filled with spring bulbs
- Teams need to start getting away from selling items that most parents who are already paying buy from their kids. We do more service orientated fund-raising programs like serving breakfasts and/or something that gets the kids to work rather than sell. We have set things up with local restaurants, clubs, etc...and it works

Fund-raising

well.

- We sold advertisement space on our team website. For small announcements (family members, friends, etc.) we charge a small amount, and businesses had a lot of perks to donating large amounts. It is all profit, as the web space is free, and brings attention to our program from local businesses and families.
- Car wash Bake Sale Donations
- Selling Easter flowers
- Fruit sales (oranges/grapefruit), bingo, aeration, asking for money as an option to fund-raising many would just a soon write a check.
- Raking leaves in the fall and wrapping presents at Borders during the holidays.

Youth Responses:

- Corporate Sponsorship
- We used a raffle for a gas card this year. It was well received and easy to administer.
- "Tag Day" This is where you stand at the front door of Dunkin Donuts or Wal-Mart in your uniform and ask for donations for your youth sports program. We raised \$1700 on a Saturday and Sunday morning last year.
- We are a club team, so the players pay to play. We don't do fund-raising by the boys. The club is run by parents (field maintenance, score-keeping, snack bar). We do three different things to raise extra money.
1 - We do have a snack bar at all of our home games that is parent run and brings in about \$600 per season.
2 - We also get sponsors from local businesses, which bring in about \$800 per season. 3 - Parent Participation Buy Out. Parents that choose not to help on a crew (snack bar, field maintenance or scorekeeping) can pay \$80 to buy out, which brings in about \$1000 per season.
- Selling clothing with our logo on it. Sweatshirts, flip flops, sweatpants, shirts, hats etc.
- Tournaments and raffles
- Yard Sales,
- Indoor Instruction during the month of February

- Jacket Sales, High School uses wine-tasting evening.
- Bull Roast. We sell tables for dinner, silent auction, 50/50 raffle and other cash games.
- Selling t-shirts at the beginning of the season
- Soliciting corporate sponsors, and to a lesser degree selling clothing/de-cals/etc.
- Spaghetti suppers, along with silent auctions (prizes or gift certificates from local businesses)
- Selling Harrow Lax equipment, some of which was customized.
- Annual end of season weekend long jamboree earns about \$10,000 for the program.
- Print flyers and sell apparel. Last year we netted 1100 on 3500 estimated in sales, plus the sale of bottled water at the playoffs. We plan to sell banner ads on our website next year.
- Our most successful has been selling candy bars.
- Tournament and Friends of Lacrosse dinner/dancing, \$50 couple. Great night and easy way to raise 5k or so.

What new ideas and tips can you give to other coaches that need to fundraise for their program?

- Companies and parents will contribute money if you ask them. I was really surprised with how our sponsorship program worked out. We raised \$6000.
- You must have parent involvement.
- Get their parents involved along with there booster club to help coordinate their fundraisers
- Don't be bashful in asking people for donations, the worst thing that can happen is they say NO. Be careful with t-shirts and candy, there is a lot of leg work involved and relatively little return. Plus most players will end up having their parents pay for what they did not make the effort to sell.
- Do it early. We do ours in the Fall, so we only worry about playing in the spring

- Avoid anything perishable. Makes pick up days more difficult
- I like the success of making up a program which includes home & Away roster, local advertising sales of companies & parents support. We also included information about the game including Rules, Terms and layout of the field!
- Most successful fund raising was sending out a letter to family members of players and community businesses asking for their help. No true \$ up front - all donations go directly to the cause
- Keep it simple and limit hassles. Your job is hard enough.
- Think bigger than candy sales - get more bang for your time with a bigger fundraiser
- The more people you get involved the better. It gets better commitment to the program and helps raise more money.
- If your organization is a non profit (501-3c?) some corporations will match employee contributions. Also you can solicit Foundations who give \$'s towards youth.
- Don't be afraid to mark up the items. If you make it clear that it is for fund-raising, people usually don't mind.
- Yard sales work well, it's an early commitment that the players have to make to get up early on a Sat. But well worth it, in 2 years, we have raised almost \$8,000.00 just from Yard sales. It's amazing what people will buy
- For great fund-raising you have to be creative! Think of original ideas that have not been overused in your area. Try and brainstorm a list of "untapped" resources in your area. Link your fund-raising to a specific goal (spring break, international travel, new uniforms)
- It is a matter of public relations. I would write monthly letters to parents and benefactors giving updates on team progress, important milestones, reminding them of schedule, etc. I'd quit for the summer and pick it up again in the fall, with discussions of camp experiences, how the grads

WHO YOU GONNA CALL?

How do I handle different types of parents?

What type of plays can I set-up coming out of a timeout?

We need to sharpen our skills. I need some drills?

What drills can I do to stay in-shape during the season?

When do you use your timeouts?

What do you look for when scouting an opponent?

I need to motivate my players, what are some proven techniques?

What are my team's off-season workout options?

What kind of defense should I use to stop a high scoring opponent?

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Fund-raising

playing in college were doing, etc. Every year we had a team photo that I would put on the holiday cards. Cheap at Costco and bought lots of good will.

- Try to do only one or two big fundraisers instead of 6-7 little ones. If your kids constantly are fund-raising, they are not concentrating on lacrosse.
- Do something that creates the least amount of work on yourself such as delivery, etc or find a parent that will run it for you once orders go out.
- Come up with ideas where the team has to do as little as possible. Fundraisers where players have to be at a table at 8am to sell something will not work.
- A Carwash-A-Thon is a good idea. We have done it before. Each player is asked to raise \$100 in pledges. The team will hold a free carwash and will wash 100 cars. You will receive around \$500 in donations from the people getting their car washed plus the money from pledges. We had 30 players each raising \$100 plus our donations when we did it. We raise over \$4000 in just 4 hours of work.
- Do fundraisers that are simple and do not require a lot of organization, yet can yield a high profit. Our program has about 50 girls that sell shirts each year, and we net \$800+.
- If you have the space for a tournament, outsource the concessions. It is less work and profits are still very good. A company named Freckled Moose makes a pastry called "ButterBraid". They are great and the profit margins are good. All done with little effort.
- Do whatever is simple and brings in the most profit. Don't just do the same thing because you've always done it. Think about your market and what they would be interested in.
- Keep it simple and establish a Booster Club so they can manage the fund raising and feel a part of the bigger picture
- Develop "loyalty" fundraisers that can be constantly generating low levels of funds with nearly no effort. We've had restaurants donate 20% of the bill from players' patronage, it is also possible to work with local grocery stores to make about 5% on certificates for groceries that students buy anyway.
- Start early and try to create a unique niche which you can continue for a long time.
- Simply organizing a silent 'envelope' donation can do wonders. There are no costs to overcome, and it saves time. It is amazing how parents and players are tired of 'selling' things. The big bonus is that you know every cent collected go to the program, not some to the team and the rest to a fund-raising company.
- Find niche or product that does not compete with other groups in the community. It may take a while, but it is better than trying to sell someone their 5th magazine subscription. Make sure that you get group buy-in, without it, things won't work. Make sure that you have a tangible goal for the funds. If you want player/family buy-in they need to have something to go for. Find volunteer coordinators and delegate the work.
- Try to do something that benefits the program beyond the cash. Fostering lacrosse excitement at the lower grades has already reaped benefits with better basic skill players in the freshmen year. It's like heating with wood. You get warmed twice.
- Leverage your parents' contacts...they should be the driving force in fund-raising activities
- Make sure there are both team and individual rewards to the fund-raising, but keep them reasonable so that you aren't spending too much of your influx for rewards. Fundraise year round. If you are in a high school, attempt to work with other teams as well, especially if your booster program pulls in money before it dishes it back out to your team.
- Make it part of normal activities - don't make it a big deal, but one where everybody participates as part of being on the team.
- Ask your kids for ideas. If they are invested in the idea, they will work harder and are likely to raise more money. Be willing and able to have multiple fund raisers going at once.

When all said and done, some programs just flat-out need to raise funds. I hope this has given you some ideas, insight, and enthusiasm for fund raising in your program. Plan early and good luck.

Coaching Lax

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