



Newsletter

Winter 2014 Edition

Athletics & Fine Arts – Life Changing

BY DAN ROFF, FRIDLEY – PRESIDENT



As summer approaches, countless adults in various stages of life prepare for the impending...“class reunion”. Ultra Slim Fast, Lifetime Fitness and Nike running shoes are just a few of the armaments of vanity used to try to restore oneself to the glory days of high school. Having attended my twenty-five year class reunion only two short years ago, it was quite evident

that most of my classmates, gained and lost in the wrong areas, that being the waist and the head. High school is a time that every American can collectively agree is a time to remember. As an educator, it is my daily hope that students will remember it more favorably than not. I do know

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DATES FOR YOUR NOTEBOOK

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| 1. March 25-27, 2014 | State Conference – St. Cloud |
| 2. June 23, 2014 | Summer Leadership Institute – Minnetonka |
| 3. September 7-8, 2014 | New AD Workshop |
| 4. October 8, 2014 | Fall Region Reps Meeting |
| 5. December 13-16, 2014 | National Conference |
| | National Harbor, Maryland (DC Area) |

Information and articles are needed anytime. Please submit one month before publication.

however, there is a group of classmates that will remember high school fondly. That group is the one who participated in co-curricular activities.

Communities inevitably debate the benefits of participation in athletic and fine art activities across America. As school boards look to make cuts in this time of declining enrollment, budget stress, and a philosophy of academic accountability, co-curricular activities go under the public microscope. Definitive measurements, which seem so important to legislators when it comes to academic achievement, carry little weight when it comes to athletics and fine arts. Study after study show evidence that students who participate in athletic and fine art activities exhibit the following behaviors and outcomes compared to their non-participating counterparts. Active students have:

- Higher grade point averages
- Lower drop out rates
- Better daily attendance
- Fewer discipline problems
- Less drug use

Are we still debating the benefits of athletic and fine art activities?

I contend that these statistics are overwhelming and indisputable; there is however another aspect of participation that often goes unexpressed in the public debate. In my experience as a participant, teacher, coach, athletic director and parent, it is the single most powerful concept of the benefits of fine art and athletic activities. It is each individual relationship we make during these experiences. How does a person quantify a life-changing relationship or the sum of the many relationships that eventually shape our individual self-concept, self-esteem and eventually the person we are as adults?

The scope of these relationships can be staggering, and to that individual, it often defines them. I’m speaking of a child of an alcoholic parent who seeks refuge on the playing fields only to find a mentor in his English teacher/football coach who shows him jocks can be intellectually curious, aspire for academic success, and sensitive to others.

Where does a cognitively impaired child have a chance to be the fastest or throw the farthest? Not until adapted athletics has this person been given the authentic experience of true competition. How do you measure the feeling

of acceptance, self-importance, and satisfaction this child feels when competing on a playing field that has been leveled? Imagine the impact a drama coach has on a painfully shy girl who stands outside the door to the auditorium on the first day of tryouts, too afraid to enter with the rest of the students. She patiently waits for the coach, asking for permission to try out only after all the other students have left. And then, three years later, this same girl is the lead in the school musical. How do you quantify the impact the coach had on that girl’s life? You can’t!

At the class reunion we talked about the games we played, the parades we marched in, the funny, happy and yes, even the sad and discouraging times that collectively made each of us who we are today. Even those great statistical behaviors which most of us showed in high school: the higher grade point average and the better daily attendance never seemed to get talked about. We talked about people, teachers, coaches, teammates and classmates. Not one test score, homework assignment, or class project was mentioned. It was about relationships.

.....
I wrote this article several years ago for a job interview. Little did I know that with every passing year, these words become more significant to me. The longer I am an A.D., the stronger I truly believe that relationships are the number one thing that make us tick. As we continue to define the significance of education based activities and work to train our coaches to be transformational, let us not lose sight of the vision we have before us. Each of us are in charge of programs and activities that are shaping the life-long memories and relationships of the children under our care. Encourage your coaches to purposefully create environments that build powerful relationships and memories that will be used to better the lives of others.

It has been an honor to serve you as your president of this great organization. Some of the best educators I know are part of our group. Be active; serve on a committee, mentor a new co-worker, read a book that will make you better and share what you learn with others. I hope to see you all at the state conference in March.

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2013-2014 EXECUTIVE COMMITTEE

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2nd Vice President: Tim Hermann, White Bear Lake
Past President: Bryan Wormley, Nevis
Exec. Secretary: Mike Beck, St. Michael-Albertville (Retired)

REGION REPRESENTATIVES

Offices Expire July 1

1A	Josh Wieme, Goodhue	2017
1AA	Mark Kuisle, Rochester Century	2017
2A	Dave Swanberg, LeSueur-Henderson	2017
2AA	Brian Fell, Mankato West	2017
3A	Leo Theisen, Westbrook-Walnut Grove	2016
3AA	Eric Rodine, Prior Lake	2016
4A	Rich Dippel, St. Croix Prep Academy	2016
4AA	Brian Munter, Tartan	2016
5A	Emmett Keenan, St. Cloud Cathedral	2015
5AA	Kelly Scott, Coon Rapids	2015
6A	Marc Helmricks, Pequot Lakes	2015
6AA	Mark Sanders, Minneapolis South	2015
7A	Rory Johnson, Proctor	2014
7AA	Eric Lehtola, Andover	2014
8A	Jim Scanlan, East Grand Forks	2014
8AA	John Ross, Sartell	2014

REPRESENTATIVE TO COACHES ASSOCIATION

Dan Roff, Fridley

REPRESENTATIVE ON THE BOARD OF DIRECTORS

Mark Solberg, Cambridge-Isanti

LIAISON FROM HIGH SCHOOL LEAGUE

Kevin Merkle

HALL OF FAME COMMITTEE

Mindy Sparby, Belle Plaine, Chair
Byron Olson, Lakeville North (Retired)
Brent Schimek, Deer River
Brian Fell, Mankato West
Rob Norman, Blue Earth Area

DISTINGUISHED SERVICE AWARDS

Bob Nangle, Pipestone – Phone 507-825-5861
Tom Bauman, Buffalo – Phone 763-682-8108

NATIONAL AWARDS COMMITTEE

Dwight Lundeen, Chair, Becker
Mark Kuisle, Rochester Century
Bob Scripture, New Prague (Retired)
Byron Olson, Lakeville North (Retired)
John Schumacher, Park Rapids

LEGISLATIVE COMMITTEE

Rich Dippel, St. Croix Prep
Mike Searles, St. Paul Como Park

RETIRED ATHLETIC ADMINISTRATOR COMMITTEE

Rita Rislund, Chairperson, Detroit Lakes
Scott Larson, Secretary – Treasurer Apple Valley

STATE AWARD OF MERIT

Dan Johnson, Hopkins
Emmett Keenan, St. Cloud Cathedral
Brad O'Donnell, St. Clair
Tom Conzemius, Sauk Rapids-Rice (Retired)
Rob Norman, Blue Earth Area
Mark Kuisle, Rochester Century

NEW ATHLETIC ADMINISTRATOR COMMITTEE

Executive Committee

ATHLETIC ADMINISTRATORS ADVISORY COMMITTEE

Tom Graupmann, Northfield, Chairman, 1AA
Bryan Wormley, Nevis, Secretary, 8A
Lisa Quednow-Bickler, Austin, 1AA 2017
Ed Friesen, Bethlehem Academy, 1A 2017
Paul Szymanski, Hutchinson, 2AA 2017
Ed Friesen, Bethlehem Academy, 1A 2017
Paul Szymanski, Hutchinson, 2AA 2017
Randy Walsh, Sibley East, 2A 2017
Phil Kuemmel, Park, 3AA 2016
Mike Dammann, MACCRAY, 3A 2016
Troy Urdahl, St. Anthony Village, 4AA 2016
Dave Mergens, St. Paul Humboldt, 4A 2016
Bob Madison, Mounds View, 5AA 2015
Dave Schroeder, Maple Lake, 5A 2015
Barb Beise, Wayzata, 6AA 2015
Mike Schmidt, Staples-Motley, 6A 2015
Eric Lehtola, Andover, 7AA 2014
Jim James, Mesabi East, 7A 2014
Joel Baumgarten, Rocori, 8AA 2014
Terry Ogorek, Kittson Central, 8A 2014
Marceia Andreasen, Ashby, At Large 2016
Nolan Desjarlait, At Large 2016
Kevin Merkle, MSHSL

News and Reminders

MIKE BECK, EXECUTIVE SECRETARY



By the time you get this article the worst of the winter should be gone. Your workdays may even be somewhat normal. The notes are really about the upcoming MnIAAA State Conference. We have some information items that will be of use for you.

Online registration is open on the website (mniaaa.org). We have directions posted on the home page for you. No need for me to repeat them here. One note of caution, credit card fees are added, not absorbed by us, keep this in consideration if your business office calls. Please complete the entire registration process. You need to keep advancing each page until you get a final statement. This is the final step in the registration process. This year I have received a number of payment checks that do not have the member in the system. What happens is that some get to the page that says how much they owe, they print that, send it to the business office. I get a check and find the registration site has no record of you. Please finish the process. Last spring we had a number of members show up at the conference thinking they had signed up. They had not finished the process. Some were disappointed that they did not get the "free" shirt. We had no record of them, when it came time to order the shirts.

New item, **MnIAAA membership is now \$120** for 2014-15. This covers NIAAA membership for you. The MnIAAA pays for your membership. That way all of you get the insurance and educational benefit that come from NIAAA membership. If you are retiring or a lifetime NIAAA member contact me.

Get your registration done online on or before **February 12, this ensures you a conference shirt**. Your check can come at a later date. Just get your registration in.

Reminder that the **conference runs from Tuesday March 25 to Thursday March 27 this year**. The date changes were brought about by hotel conflicts. The more

we look at the changes; it appears that it is a positive move.

New structure and pay system for the LTC classes. We have them Monday March 24, at 6:00 p.m., Tuesday March 25, at 9:00 a.m. and Thursday March 27, at 12:00 p.m. If you take one class the cost is \$120 per class. Two classes the cost is \$100 per class. Three classes the cost is \$75 per class. We need at least seven people to offer a class. This is strange economics with this new system. The more classes you take saves you money. The MnIAAA loses money on you taking multiple classes. We feel the trade off is great. You, your school, staff and community will benefit by the knowledge you gain.

Packet pickup on Tuesday starts at 12:00 p.m. It is in the back of the Terry Hawes Hall. Wednesday it will be in the booth at the hall entrance.

Tuesday's general sessions will be on the second floor of the Rivers Edge Convention Center. We had a facility conflict for Tuesday only. They have another larger group meeting room that we have not used in the past. Wednesday we will have the general sessions and banquet in the Glen Carlson Hall.

We are asking a date of birth alone with your registration. The MnIAAA Board is exploring adding more life insurance to your benefits. We need your birth dates in order to get a quote.

Administrative Assistants will have their conference on Monday March 24, at the Kelly Inn. Registrations have been emailed to them and are available on line. If they ask to attend, please find a way to let them. Minnesota is the only state that has a conference devoted to them.

Kelly Inn for room reservations is 320-253-0606. It is \$83 a night for a room. We do fill it up Tuesday and Wednesday nights. Call the hotel direct for your room. If you use the 1-880 national number, you will be told that the hotel is full. They block the rooms off for MnIAAA use.

See you in March!

Editor's Column

BY KEN HUBERT, EDITOR

Dark, frozen, hibernation held at bay

As your mind, left behind, lost another day...

"Someone to Believe"

— Bad Religion



What an interesting start to 2014 we've had so far. The first two lines from this Bad Religion song are certainly appropriate. I thought we'd dealt with enough disruptions during the spring of last year, only to have the freezer door left open by someone so far this year. I know I'm getting too old and grumpy in some ways

because I keep wondering when we moved from Minnesota to California with all the games we're postponing because of cold. It's probably good that I'm not making that decision for our district.

And, speaking of California, it was a great NIAAA convention in Anaheim this past December. The weather cooperated as did the opportunity to learn from a variety of ADs from around the country. Every session I attended this year was worth the time. I just wish I had more time to implement more of it when I get back to my office. A Minnesota highlight was the recognition of Alexandria High School and Dr. David Hartmann's work as they received the Quality Program Award. You can read about that elsewhere in this issue. Next year, the NIAAA convention is in National Harbor, Maryland (Baltimore and Washington, D.C. area). Although not as warm as California, it should still be a great place for the sharing of ideas.

Idea sharing and networking is a huge part of any conference you attend. We ask our athletes to pay attention to the coaches and grow as competitors. We ask our coaches to attend clinics and network with other coaches to grow into better program leaders. Even though we have extremely busy schedules, we also need to ask our-

selves to continually work at our own growth as activity administrators. There are many avenues available to help us, whether it's through our continual discussion with each other, the written work of people who are also in the profession, or conferences like the NIAAA or MnIAAA. Each of these provides an opportunity to get better.

In the most recent MSHSL Bulletin, for instance, Dave Stead, Craig Perry, and Jody Redman each put together columns of thought provoking material. If you haven't read them, take the time to go back and dig them out. Also, if you're at all like me, you'll get issues of IAA, the magazine of the NIAAA. You'll get the High School Today magazine from NFHS. Maybe you get Athletic Business, Coach and Athletic Director, or any of a number of magazines. Take the time to read through them. More than likely there are at least one or two things that will spark an idea in you. Also, the NIAAA recently came out with a book called NIAAA's Guide to Interscholastic Athletic Administration. Big title, big book, but lots of ideas.

If you haven't made reservations for the MnIAAA conference, it's one of the best venues you'll find for growth as a Minnesota AD. We have sessions provided by inspired and inspiring ADs from around the state, all of which can only make you better. If you feel like you've got too much work sitting on your desk and just can't go, that's always a reality. In this job, there's always something more you can be doing and there always will be. Take the time to help yourself grow. Attend the conference and you'll go back to your school refreshed and excited.

Happy February! Spring sports are just around the corner...we think!



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Embrace The Journey

BY MINDY SPARBY – BELLE PLAINE



This spring's conference theme is "Embrace the Journey" and addresses the ever-changing role of the Activities Director and the question, "What is your job description?" You could detail into a long list of duties that fall under the umbrella of "Activities Director". Then there are the multi-hat Activities directors whose

jobs are paired with other titles such as: Deans, Coordinators, building leaders, assistant principals, facilities directors, community education directors and the list goes on. The skill set we have allows us to be successful in all of these different capacities. Along with the managerial list of duty's we all work with everyday, it's important to also remember our purpose as a leader.

This year's conference is designed to give us strategies to ease our workload with the use of technology, as well as provide guidance on how to be a more effective leader in our school and community. The book "InSideOut Coaching", by Joe Ehrmann will be given to all AD's at registration. There will be an opportunity to be a part of a book study during the convention, as well as opportuni-

ties to learn how we can use these philosophies as AD's in our own programs and school.

A special thank you to all of the people willing to present at this year's conference as well as moderate a session or be a part of it in some way. We have a great list of presenters ready to inspire new ideas as well as support the efforts of programs/ideas we have in place!

Please take the time to visit our great vendors! They have supported our organization and our schools in many ways. Wednesday night is our awards banquet and a special night to honor our own people! I have had an opportunity to work with the Hall of Fame committee and this is one of the most rewarding awards to be a part of. Honoring this group of people is a true privilege. Their leadership and longevity to our profession is inspiring! The state convention is a great time to connect with colleges, and share ideas. In my opinion, it's the best PLC in the state!

I want to thank Mike Beck and the Executive Committee for all the assistance and guidance in planning the convention. It is a pleasure to serve as your 1st Vice President and I look forward to seeing you all in St. Cloud in March!

JOIN US
FOR THE
STATE CONFERENCE
THIS MARCH!

A faint, light blue watermark logo of the Minnesota Athletic Administrators is visible in the background of the text. It features a map of Minnesota with the text "MINNESOTA ATHLETIC ADMINISTRATORS" overlaid.



2nd Vice President Candidate

John Vraa

NEW LONDON-SPICER

EDUCATION

Community Education Licensure, St. Cloud State University, December 2008

Master of Science, Physical Education, University of North Dakota, May 1990

Bachelor of Arts, Health Education/Coaching, University of Minnesota-Morris, June 1988

CAREER AND COACHING SUMMARY

Activities/Community Education Director, New London-Spicer Schools, 2006 - present

Head Baseball Coach, New London-Spicer High School, 2007-2010

Conference Coordinator Minnesota Community College Conference (MCCC), 1996-2006

Athletic Director for Men & Women, Ridgewater College, Willmar, MN, 1999-2006

Grievance Coordinator, Minnesota Community College Faculty Association, 2000-2006

Head Football Coach, Ridgewater College, Willmar, MN, 1993-2006

Head Softball Coach, Ridgewater College, Willmar, MN, 1993-1999

Head Baseball Coach & Assistant Football Coach, Hamline University, St. Paul, MN, 1990-1993

Graduate Assistant Football Coach, University of North Dakota, Grand Forks, ND, 1988-1990

LEADERSHIP HIGHLIGHTS

Region 5A Committee, 2009-2013

Region 5A Committee, Vice Chair, 2011-2013

MSHSL Representative Assembly, 2011-2013

MnIAAA Conference Presenter, 2011

MSHSL TeamUp Advisory Committee, 2011 - present

Event manager for numerous Section and Sub-Section Events, 2006 – present

Wright County Conference, Vice Chair, Executive Committee Member, 2013 – present

District 20 AD of the Year, 2009-2010

West Central Conference, Vice President, 2007-2008

Green Lake Diamond Renovation Project, Facility Coordinator/Fundraising Committee, 2006-2009

Little Crow Country Club, Board of Directors, 1997-2000

Little Crow Country Club, Club President, New Nine Expansion, 1999-2000

Willmar Community College, Faculty President, 1996-1997

PERSONAL

Married 26 years to wife, Chris; Two children – Ryan (18), Rachel (14)

Interests: Golf, Jogging, Reading, Fish Trap Lake



2nd Vice President Candidate

Derrick Nelson

PELICAN RAPIDS HIGH SCHOOL

EDUCATION

Masters in Educational Leadership, Minnesota State-Moorhead, 2007

Bachelors: Mayville State University, 1995

Major: Elementary Education

Minor: Coaching

Fergus Falls Community College, 1992

Associates of Arts Degree

Battle Lake High School, 1990

CAREER AND COACHING SUMMARY

2012-Present	Assistant Principal/Activities Director Pelican Rapids High School
2007-2012	5th Grade Teacher/Activities Director Underwood Public School
1999-2007	5th Grade Teacher/Head Boys Basketball Coach Underwood Public School
1996-1999	6th Grade Teacher/ Head Boys Basketball Coach (96-99), Head Girls Basketball Coach (97-99), JH Girls Basketball Coach (96-99), Assistant Track Coach (96-99), Legion Baseball Coach (97-98), Maddock, North Dakota
1995-1996	5th Grade Teacher and Assistant Track Coach, Medina, North Dakota

LEADERSHIP HIGHLIGHTS

2012-Present	Director of the Lakes to Prairie Youth Football League
2011-Present	Region 6A MSHSL Committee member
2004-Present	Assigner for the Otter Tail Baseball and Softball Umpires Association
1995-Present	High School Official in Football, Baseball, and Softball



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Alexandria Area High School

NIAAA QUALITY PROGRAM AWARD RECIPIENT



Don Bales, NIAAA recognizes Dr. David Hartmann & Alexandria High School

Alexandria High School received the Quality Program Award at this year's NIAAA conference in Anaheim, CA. Alexandria was the only school in the country so recognized this year and is the only Minnesota school to have received this award. In fact, they're only the 21st school in the country to be so honored. Dr. David Hartmann, Activities Director of Alexandria is rightfully proud of the district, the activities program, and the efforts that led to the award. I talked to Dave for a little bit and have done my best to try and transcribe our conversation below. Please remember that I'm not a reporter so this isn't my normal routine. Any errors within the text are completely mine, but this is such a great honor for Alexandria that I felt it needed to be recognized in here. Also, Dave will be speaking about the award and the process at the MnIAAA state conference. Should be worth the price of admission.

KH: I'm assuming that you took LTC 799 and that piqued your interest in pursuing this.

DH: Actually, I started by taking a session at the national AD conference three years ago. I attended a session that was just to inform ADs about the award and how to apply. I attended that session and developed an interest. And then I was doing some consulting work for the Anoka-Hennepin school district and we used the QPA as a tool to measure what they were doing well, what they needed to improve on in their Activities Departments. So, I really understood then what it was about, what it took, all of the details, all of the information you needed to gather. It was pretty clear to me then that I felt that our program in Alexandria had a good chance of qualifying for the exemplary status. From there, I just started the process and gathered information. There are some examples that are provided in LTC799 and some examples that I had received from the work completed by the Anoka Hennepin ADs. There was another AD in a large school district with 13 high schools in Virginia that I corresponded with which helped me develop a plan. Don Bales heads the NIAAA Quality Program Award and was great about answer questions and helping me through the process.

KH: So what things are in there that might surprise people? What things did you need to go through to indicate that you had met the standards?

DH: Well, I think that one of the things that are really clear to me is that it's not a "Dave Hartmann" award. It's really

QUALITY AWARD RECIPIENT INTERVIEW CONTINUES ON NEXT PAGE

QUALITY AWARD RECIPIENT INTERVIEW CONTINUED

an Alexandria Area High School Activities Department Award and there were lots of people who had to do things for us to qualify. That would be coaches going to clinics and training, different items that we put on our web page, things that our activities secretary created and gathered, and innovative ideas that our coaches brought and different people brought that we implemented. It was really a celebration of what everybody had contributed to our program. It really is a very comprehensive measurement of all the things that we do. You've got to have some individual things where you've taken some LTC classes and you have been a member of our association as well as conference, section and MSHSL work. It involves training such as CPR and coaches classes, seminars, and bringing in speakers and things like that so it's a very comprehensive mentorship program. You know, the list goes on and on of things that are measured. Many schools our size have athletic trainers. They have access to different things and it's just a matter of documenting that, getting a copy of the training agreement and so forth. Things that really show that you've met the standard in each of these categories.

KH: How do you think it improved your program?

DH: Well, I think as we went through the process, we began to say, "What about this area? We need to implement something here." So, frankly, we did, along the way, identify some things that we needed to improve and change to make our program better. It's a process where you really examine what you're doing and say, "Ooh, this is an area that we're not very strong in and we need to be stronger." But, I will tell you that the Minnesota High School League, from the emergency plans, the continuing education report, record of the coach's certification and online training puts Minnesota schools at a great advantage for this particular award.

KH: So, how much time do you figure you spent on this?

DH: That's a tough one because I tried to spend time each week and I tried to set a goal of...there are basically ten different categories and I tried to do one every two or three weeks. We'd just work away at it and say, "You know we need to void this or add this, we need to do this." Several items that fulfill category requirements can be easily accessed on our district web site. You have to be disciplined enough to stay with it. My secretary shared my passion and I was extremely helpful in compiling information. I would go to her and we'd say "Here are things we don't have...do you know where that would be, could you find this, could you send me that?" Once we got the format established of how we were going to document the data, that just made life so much easier because then, "Hey, I'm done with that. I can move on to the next one." When the data was gathered we put together four jump drives with all the information by category because it goes to four different evaluators around the nation that take a look at everything you have. They score each item. Then, they bring all those scores together. It was interesting because I had some of the evaluators approach me at the national conference and say that was one of the best applications they've ever seen, which was very flattering. I know you asked about how much time, but I really don't know how much. I know that I spent a number of Sunday afternoons where I would go for two or three hours and just really focus on what it was that we needed. Then I'd have a list and the next Monday with my secretary we would try to identify, "Do you know where this is? Is this something we need to create?" Or, "Let me try to find this," or whatever the case may be. It just worked out well.

KH: What's been the response in the community?

QUALITY AWARD RECIPIENT INTERVIEW CONTINUES ON NEXT PAGE

QUALITY AWARD RECIPIENT INTERVIEW CONTINUED

You know, it's kind of neat because US Senator Al Franken actually came to Alexandria and presented the award to me, our superintendent, high school principal, middle school AD and my secretary. He got up front and said, "Hey, congratulations on receiving this award. This is quite an accomplishment for your school. Now I'm going to read all the other schools in the nation that received this award this year." He paused then said "You're it!" in typical Franken style. It was pretty flattering. A lot of people don't understand what the award is. I think a lot of people thought, "Well, Hartmann got an award. We're trying to do some things yet to celebrate this accomplishment. Included in the award is a large banner that we'll be putting up in our new gym and a beautiful 20" x30" plaque. One idea we have is to superimpose the banner on an activities staff picture, because it's really a staff celebration. I'm sure that we will talk about it next fall when we have our fall gathering of all of our activity staff. It will be a real celebration for everyone's hard work.

KH: How do you start the process? Do you have to take 799 and then how do you start the process after that?

DH: You get the 799 manual and that really lays everything out. It gives you examples. It shows you all of the things that are included. The course talks about the entire process. The manual provides several examples. You can go online at the NIAAA website and there's an application guideline and an assessment rubric. One of the things that I found is that the technology section was evolving as I worked through it. When I first started the process the technology category changed because, frankly, it was pretty archaic in some of their technology requirements. I verbalized that to Don Bales and he said "You're right; no one's doing that anymore." I think, it isn't a static evaluation, I think it's an evolving assessment tool that, as things change, and they're changing with it which I think is good. It was specific to what we do and it really is a comprehensive look at our programs from access and equity, from budgeting to fundraising, from mentoring to philosophy...how your philosophy is communicated in the district philosophy and so forth. The last category is just innovation and creative leadership ideas and that's where you get to show off what you've done. It's kind of a fun one. I could have had thousands and thousands of points there for all the things that we have done.

KH: So, what was the most difficult category?

DH: I would say that we probably...you know we worked hard to get some of the safety and risk management. You know we have a good Minnesota plan to do that. I had to go to the ice arena and take pictures of the AED and things like that where you've got to think globally about all the different sites you have. The fundraising and the budget piece was easy as we had to raise nearly a million dollars for facility enhancements at our new school. There's some duplication, too, where I think I needed a copy of the training agreement about three times in the various categories so we just refer to where you had put it in after that. I think when we were done, there were about 450 pages of documentation. That sounds overwhelming, but that's not really that bad. Most is just copies of information created by others.

KH: I think one question some would have is, what influence would your won-loss record in all of your sports have on the award?

DH: None. It does not measure anything about winning or losing. It's really about training, mentoring, preparing, student leadership training, having the right philosophy, having programs and processes in place to create equity and fairness, and good programs for your kids. I am happy to share the information we submitted.

Is it Wise to Specialize?

BY JOHN O'SULLIVAN – AUTHOR

The greatest difference between our children's sporting experience and our own is the rise of year round, sport specific organizations that ask – even require – season after season of participation in order to stay in the player development pipeline. The pressure to have your child specialize in a single sport at a young age has never been stronger.

As a result, parents ask me all the time “When should my child specialize in one sport?”

When I tell them what the science says to wait, many tell me “That's not possible. If my child does not specialize early she will be left out, not make the travel or high school team, and have no chance of playing in college. You live in a fantasy world.” They tell me about coaches who have told them they need 10,000 hours of organized, structured practice, and their fear that other kids will be getting a leg up on theirs if they do not specialize. They are stuck in a downward spiral that is detrimental to their children, but feel helpless to change course.

In the words of Kirk Anderson, Director of Coaching Education for the US Tennis Association:

“Even if parents and coaches know and understand age-appropriate principles for children, I think they would be reluctant to accept them because they would fear their child would fall behind the kid in a more structured program that focuses on training, competition and deliberate practice.”

This fear has forced kids into sports that often are not of their own choosing, and in many cases compels them to remain in activities that are not enjoyable, not intrinsically motivating, nor are congruent with their actual athletic abilities. This path fails to consider many of the physical, emotional and social costs to children who only play a single sport.

There is a different path. It is the one based in science, psychology and best practices of athletic development. It is one that serves the needs of children for a lifetime, reduces injuries and burnout, increases enjoyment and motivation, and produces better athletes. Sound appealing?

It is the path of multiple sport participation and less structured play.

But don't take my word for it. Below are some eye popping facts and statistics that should make every parent think twice about early sport specialization in sports like football, soccer, baseball, hockey and basketball, where athletes peak in their 20's. (sources at the end of the article).

First, here are four research excerpts that demonstrate how early specialization may negatively affect your child:

Children who specialize in a single sport account for 50% of overuse injuries in young athletes according to pediatric orthopedic specialists

A study by Ohio State University found that children who specialized early in a single sport led to higher rates of adult physical inactivity. Those who commit to one sport at a young age are often the first to quit, and suffer a lifetime of consequences.

In a study of 1200 youth athletes, Dr Neeru Jayanthi of Loyola University found that early specialization in a single sport is one of the strongest predictors of injury. Athletes in the study who specialized were 70% to 93% more likely to be injured than children who played multiple sports!

Children who specialize early are at a far greater risk for burnout due to stress, decreased motivation and lack of enjoyment.

If that is not enough for you, here are six research based reasons for multi-sport participation:

Better Overall Skills and Ability: Research shows that early participation in multiple sports leads to better overall motor and athletic development, longer playing careers, increased ability to transfer sports skills other sports and increased motivation, ownership of the sports experience, and confidence.

Smarter, More Creative Players: Multi-sport participa-

‘WISE’ CONTINUES ON NEXT PAGE

tion at the youngest ages yields better decision making and pattern recognition, as well as increased creativity. These are all qualities that coaches of high level teams look for.

Most College Athletes Come From a Multi-Sport Background: A 2013 American Medical Society for Sports Medicine survey found that 88% of college athletes surveyed participated in more than one sport as a child

10,000 Hours is not a Rule: In his survey of the scientific literature regarding sport specific practice in *The Sports Gene*, author David Epstein finds that most elite competitors require far less than 10,000 hours of deliberate practice. Specifically, studies have shown that basketball (4000), field hockey (4000) and wrestling (6000) all require far less than 10,000 hours. Even Anders Ericsson, the researcher credited with discovering the 10,000 hour rule, says the misrepresentation of his work, popularized by Malcolm Gladwell in *Outliers*, ignores many of the elements that go into high-performance (genetics, coaching, opportunity, luck) and focuses on only one, deliberate practice. That, he says, is wrong.

Free Play Equals More Play: Early specialization ignores the importance of deliberate play/free play. Researches found that activities which are intrinsically motivating, maximize fun and provide enjoyment are incredibly important. These are termed deliberate play (as opposed to deliberate practice, which are activities motivated by the goal of performance enhancement and not enjoyment). Deliberate play increases motor skills, emotional ability, and creativity. Children allowed deliberate play also tend spend more time engaged in a sport than athletes in structured training with a coach.

There are Many Paths to Mastery: A 2003 study on professional ice hockey players found that while most pros had spent 10,000 hours or more involved in sports prior to age 20, only 3000 of those hours were involved in hockey specific deliberate practice (and only 450 of those hours were prior to age 12).

An additional thought is provided by top youth sports researchers Jean Cote and Jessica Fraser-Thomas. They

suggest that at no time should a young athlete participate year round in a single sport. While they recommend that athletes in sports whose competitors peak after age 20 need to accumulate around 10,000 hours of general sports participation, no more than half of that needs to be deliberate practice of their chosen sport. As a general rule they recommend the following age breakdown for athletes trying to achieve elite status in a specific sport:

Prior to age 12: 80% of time should be spent in deliberate play and in sports OTHER THAN the chosen sport!

Age 13-15: 50/50 split between a chosen sport and other athletic pursuits

Age 16+: Even when specialization becomes very important, 20% of training time should still be in the non-specialized sport and deliberate play.

How Do You Approach People with this Information?

Every adult involved in youth sports will come up against people who advocate for single sport specialization. Some think their child is the next Tiger Woods, the next Venus Williams, the next Lionel Messi, so they are getting in their 10,000 hours. Others are afraid to go against the grain, and fear that they are disadvantaging their own child by not specializing. Hogwash!

I meet these folks too, and I blind them with the science. I then ask for the data and research that supports their theory. Cue the cricket noises, because it does not exist.

If you know these folks, send this to them. Post it on Facebook. Send it to your club director and your coach who thinks you should skip grandma's 90th birthday because your U11 team has your fourth tournament of the summer that weekend (this is an actual call I took by the way).

Of course, this will not work all the time, or even most of the time. Visit your local airport smoking lounge to see the effect an abundance of science on the hazards of smoking has on many folks. But who cares, present it anyway!

At some point, parents need to ask themselves "Are we ready for a better alternative?" Does my 10 year old really need to keep playing 11.5 months of soccer a year

'WISE' CONTINUED FROM PREVIOUS PAGE

in order to have a chance of success? Am I really doing him a disservice by making him play multiple sports, and trying to help him find one he is passionate about?

I think we are ready for an alternative. I think people are sick of 11 straight months of 6am trips to the hockey rink, and weekend after weekend of expensive out of town soccer tournaments for "elite" 11 year olds. I know I am not alone in thinking this.

The best sport psychology is on our side. The best research into athletic development and physiology is on our side. The top minds in sports medicine are on our side.

Aligned against us are a few people who stand to profit from promoting the mythology surrounding single sport specialization. Not scientists. Not researchers. Not top coaching minds. Profiteers, often backed by parents and coaches living out their own unfulfilled sports dreams through the children.

I like the company I am keeping these days. For the sake of our kids, I hope you will join me.

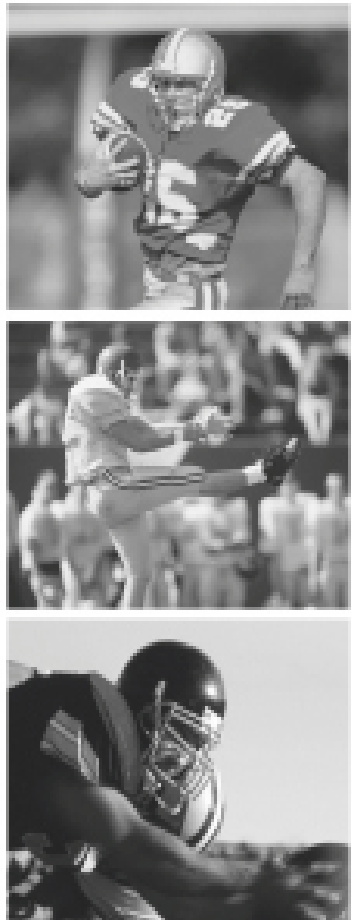
.....
Written by John O'Sullivan, author of the book "Changing the Game: The Parent's Guide to Raising Happy, High-Performing Athletes and Giving Youth Sports Back to Our Kids". Read more from John O'Sullivan at www.changingthegameproject.com

Sources for this article included:

Michael Sagas, "What Does the Science Say About Athletic Development in Children?" University of Florida Sport Policy and Research Collaborative

Tom Farrey, "Early Positive Experiences: What is Age Appropriate?" Roundtable Summary from the Aspen Institute's Sports and Society "Project Play" Initiative

Brooke De Lench, "Early Sports Specialization: Does it Lead to Long Term Problems?" www.momsteam.com



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Congratulations on Your State Title!

BY KEN HUBERT, EDITOR



How many programs do you have at your school? Five? Fifteen? Twenty-five? Within each of these programs, whether at a smaller or larger school, the setting of goals is an important activity. And, although we try to focus on such things as improvement as athletes, improvement as team members, and providing a quality overall

program...one of the primary goals of all programs is to end the year as a state champion. This is a dream of the athletes, parents, coaches, and community members.

Within our education based programs, the highest athletic achievement possible is that elusive gold medal and the right to be called a state champion. We don't send teams to national tournaments after they've won their state title. We don't try to find out if the Minnesota state champ is better than the one from Wisconsin, Iowa, Michigan or Tennessee. That's not the intent of school-based athletics. There are non-school based programs that will send kids all over the country to try to garner that type of honor. Still, our communities and our schools instead honor our school-based champion teams usually to a higher degree than they will a club team. There is great community pride in a state championship.

That doesn't mean that everyone is completely happy with the Minnesota state championship system. There seems to be two conversations that are prevalent. These discussions center on the number of classes as well as the growth in the number of championships by private schools. This article is just an abbreviated attempt to put some numbers to these discussions. This is not a complete and in-depth study nor is it an attempt to develop some sort of conclusion. Anyone who reads this can form their own conclusions.

Elsewhere in this newsletter, you'll see a compiled list of the state champions for the last ten years as well as a summary of some of these numbers. Also included is

a compilation of state champs from 1961 through 1970, a time period that did not include girls sports, and 1981 through 1990 when girls sports were a part of the equation. Three decades of state championships at least give some data with which to make comparisons.

During the last ten years, there have been a total of 688 state championships awarded by the MSHSL. In those state championships, 182 different schools earned at least one state title. In the 1980's, there were 469 championships awarded to 168 schools. Compare these numbers to the decade of the 1960s when the MSHSL handed out a total of 102 state champ trophies with 43 communities earning a state title. More than six times as many state championships are presently awarded over the '60s, but also there were more than four times as many schools earning those titles. Even if you double the number of trophies for an imaginary addition of girls programs, there still would have been only 204 state titles awarded. In the 1960s, there were eleven boys programs, including two years of curling as a state tournament sport. Today, there are 14 boys programs that earn state championships, with lacrosse titles being awarded for seven of those years. So, the number of boys sports hasn't changed drastically in the past half century.

After factoring in the addition of girls programs as well as the addition of new sports, there has still been a huge increase in the number of state championships awarded. This is obviously due to the addition of classes. This brings up the ever present Goldilocks question. Is the number of championships too many, too few, or just right? When you ask that question, you need to keep in the back of your mind each of the following questions. Is there any school or community that isn't extremely proud of each state championship earned, regardless of the level? Are there any athletes that aren't happy about

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being able to call themselves a state champion? Is there any program that feels that we should go back to "the good old days" of one class per sport? Although there is no data on the answer to these questions, it's a good bet that the overall response would be close to 100% "No" for each one.

When it comes to the number of classes, how is it determined which sports have two, three, or even four? In the MSHSL policy manual, the cut-offs are as follows: 32 teams will allow the sport to have a state tournament. 96 are required to be considered for a two class tournament, 288 for a three class tournament, and 320 for a four class tournament. Again, you ask the Goldilocks question. Are these cutoffs set too high, too low, or just right? Is the gap from two classes to three classes (192 schools) justified even though the gap from three to four (32 schools) is so much lower? If the gaps are acceptable, then how do they get applied? Based on these numbers, both baseball and softball should have four classes to them... and after this past January's MSHSL Board meeting, softball will have the correct number. Also, if the cut-offs are correct, wrestling and dance, for example, should each be lowered by one class. Is the process for changing the number of classes, whether negatively or positively, too cumbersome and open to personal feeling? Rather, should it be applied with the simplicity of the black and white of adopted policy? If the first is true, then we are, albeit unintentionally, having a negative impact on the lives of students who might otherwise be able to call themselves state champs. As an imaginary example, if hockey should have three classes, but simply because we're uncomfortable with it we don't follow the policy that states that it should, each year that we drag our feet we take away that state champ opportunity from a school and their students. Conversely, every time we crown an "extra" champion in a sport that should have fewer classes, does it have the potential to diminish the meaning of the championship?

Again, what is right here? How many state championships should be handed out? In the end, it comes down to what we can agree upon. To some it will be too many,

to others it will be too few.

The other state tournament topic that seems to be discussed often these days is that of the seemingly ever increasing presence of private schools, both in the state tournaments and on the state podium. "Perception is reality," is a quote that you'll hear from time to time. Assuming that there is a kernel of truth in that statement, the perception of many people is that private schools are represented in disproportionate numbers at state tournaments and in winning state championships. People may look to specific sports or specific levels and then make broad generalizations about all sports/levels, but making the statements using only anecdotal evidence is a careless way to approach a perceived problem. Unless a person has actual quantitative data to support their viewpoint, their argument means nothing.

As an example of the challenge of making an argument regarding this topic, one only has to look at tennis. Coaches in class A will point to the state championships to support their statement that private schools are over-represented. In the last decade, both the girls and boys class A championship has only been won by private schools. Because of this, frustration builds among coaches. At the same time, the coaches in class AA face a similarly daunting domination of the sport, but instead of private schools, Edina has won 13 of the 20 AA tennis titles including all ten on the girl's side. This also leads to frustration, but that frustration may not be at the same level. While there may be accusations of private school recruiting among some and even off-hand recommendations of separating public and private schools to have their own championships, similar to the 1960s, there has been no such outcry against Edina. No one is asking them to move up to the MIAC or suggesting that they have their own state tennis tournament, at least not seriously.

In the past decade, of the 688 state titles that have been awarded, a total of 167 have gone to private

'STATE TITLE' CONTINUES ON NEXT PAGE

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schools. In other words, public schools have won about 76% of the championships. This matches the percentage of schools registered with the MSHSL that are public (377 out of 494 = 76.3%). As you look at the data, you'll find that there are certain sports dominated by public schools and others that have a greater private school presence. For instance, there has never been a private school state champion at any level in wrestling or gymnastics. Also, if you look at the thirty sports that are listed, the largest class in twenty-four of those sports has not had a private school champion in the past decade. There has only been one private school champion in the largest class in football and baseball, four in boys hockey and boys lacrosse, five in girls lacrosse, and seven in boys alpine (Lacrosse and alpine only have one class).

If you completely take away the largest class in multi-class sports and all of their champions, 434 state titles were awarded in the remaining classes in the past decade with public schools claiming 274 championships or 63%. This would seem to become a more significant problem when looked at from the smaller school's perspective. That's because most private schools compete in the smaller school classes. Out of the top one hundred largest schools in Minnesota, there are only three private schools. Even in the top two hundred largest schools, there are only twenty private schools. It's also a concern for some when you look at the results in specific sports... tennis, soccer, hockey and a few others. The question then would center on whether 37% of the state titles out of the smaller classes is disproportionate.

The one large school sport where grumbling seems to be heard is boys hockey where private schools have won four of the last 10 titles. The grumbling comes probably because of its role as one of the highlighted sports for the state and the significant public following of the sport.

What would be the impact of separating public and private schools for their own state championships? When people bring this up as a discussion item, it's usually due to their own school's challenges to qualify for state or win a championship. But, what would be the result of this separation? First, how many sports would drop a class or

even two due to the separation? What would that do to other school's chances to qualify for state? Second, how many public school programs rely on the additional participant numbers from a private school through a cooperative sponsorship to even have enough athletes to offer a program? How many programs would be lost due to that separation? Also, all of these state championships cost money for the MSHSL. How much of that comes from private school membership fees, sports registrations, and gate receipts in which they participate?

So, do private schools win a disproportionate number of state titles? If not, how do we move on from this topic? If so, is there a solution to the complaints? Is it possible to legislate fairness, if in fact, the situation is deemed to be unfair. Does it matter if that legislation comes from the MSHSL or the state legislature? If public and private schools are separated, does this then diminish the meaning of earning a state championship? Or would the feeling of those winning it be similar to the winners of the various classes? Is there another way to assign placement of private schools that would provide a perceived more equitable setup? As just one example that's been bandied about, should private school placement be based on the size of the community from which they draw their students?

As said earlier, there is no intent to form conclusions here. This is just an attempt to put some numbers to the discussion. So, again, congratulations on your state championship! Public school, private school, big school, small school, it doesn't really matter. Take pride in the accomplishments of your coaches and kids. In the end, that's what it's all about.



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Get to Know Your Colleagues

We have several hundred Activity/Athletic Directors in the state of Minnesota. All of us have different versions of the same job and have come to the job through different routes, with different goals, and at different stages in our careers. Because of the turnover in this position in many districts, there is no way that anyone can get to know every AD in the state. This section of the newsletter has been added to help people understand the diversity that exists within the profession. ADs are being randomly selected to share a little of their story with an attempt to get a couple from class A as well as AA schools. All that's asked of you is to send a picture, send the logo of your school, and answer a short list of questions. As everyone can read, the thoughts you share are significant and represent the passion and work ethic of ADs everywhere.



REGION 7A

Scott Ross

Two Harbors Agates



1. What is your educational background? Physical Education degree from Minnesota-Duluth, EBD degree from Wisconsin-Superior.

2. In what sports or activities were you active in high school and/or college? Football and baseball in high school.

3. What schools have you served as a teacher, coach, director, or administrator? How many years at each? I taught and coached one year at Rush City High School and taught and coached at Two Harbors High School for 24 years.

4. Who were some of the role models who have influenced your career as a coach, director, or athletic administrator? Chuck Halstad and Nat Sando were coaches that I played for and also coached with. I learned a lot from both of them. Bob Nyberg and Dave MacDonald were the previous AD's at THHS and they have always been available for advice or to answer questions.

5. Who are current colleagues who have made a positive impact on your work? We have a great group of AD's in our Polar League Conference, and also in the Iron Range Conference and Lake Superior Conference. It is

impossible to single out any of them as they are all so great to work with.

6. What has been your most memorable moment in interscholastic activities? Coaching girls basketball as a head coach for 12 years was a great experience and left me with a lot of memories. What made it memorable? We had girls who were committed to working hard and we had the same coaching staff for those 12 years.

7. How would you describe the athletic climate in your community? We have a great community that supports out student/athletes. Our attendance at contests is always good. We built a new school a few years ago and we have great facilities, which helps a lot. Our administration is also very supportive of all our activities.

8. What is your favorite Minnesota sports venue whether high school, college, or pro? As a longtime basketball coach, I have been to many different gyms, but the gym at our old school remains my favorite place. Why? It had a balcony on one end for the band, a high ceiling, and permanent bleachers. It was always loud and really hot, a great home court advantage. Big fan of Williams Arena as well.

'GET TO KNOW' CONTINUES ON NEXT PAGE

9. What are some of your spare time interests? Golf, reading, watching my kid's contests.

10. Married? Children? If so, how are they involved because of your role as an administrator? Wife: Melanie; Chil-

dren: Sydney 17, Spencer 14; My wife is our cheer squad coach, Sydney cheers for football, basketball, and hockey, and Spencer play football, hockey, baseball, and runs track. The whole family spends a lot of time at the school!



REGION 3AA

Mike Manning
Rosemount Irish



I went to high school at Hopkins Eisenhower where I was lucky enough to play football, basketball and baseball. In my senior year I was all conference in all three and that was something I was very proud of accomplishing. Then I went to St. John's University where I had the opportunity to play basketball for Jim Smith. I graduated from SJU in 1985 with a BA in English and a teaching license. My first job was at North Branch Middle School. After one year my wife, Monica, and I moved to the metro area and I taught, coached, and worked as an administrator at St.

Thomas Academy. After ten years at STA and head coaching for seven years in basketball, I accepted the athletic director's position at Rosemount High School and have been here for eighteen years.

When you ask about role models in my career, the list is quite long. My principal in high school was Tom Baumann, and he started me thinking about being a teacher, coach, and administrator someday.

Jim Smith at St. John's has always been a mentor to me and a tremendous help to my career. When I started out as an AD, my role model was Gary Addington. I always thought if I could be half the AD and half the man he is that I would have a good career.

Then two other AD's that helped me day in and day out

were Scott Larson and the late Joe Dolan. I really don't know if I could have stayed in this profession without their support, guidance and laughter. I miss Joe very much. Scott continues to be my role model for so many things in my life.

Many people would think my most memorable experience would be when Khalid El Amin hit his gaming winning half-court shot against us in the sweet sixteen state basketball tourney back in '96. It certainly took on a life of its own in the media. However, I would probably say it was two phone calls I received from former players about a month apart three years ago thanking me for teaching them how to be fathers. Both of these young men did not have fathers active in their lives growing up and I tried to give them as much advice, care, and concern as possible. They both went on to be very successful. One retired from the NFL and the other is a wealthy businessman in Chicago. They both have families and they called to tell me that as they raise their children they often think back to their experiences with me. This was, and still is, the most memorable moment in my career.

When asked about the best sporting venue in the state that is an easy answer. If you have ever sat through a section baseball game in Red Wing with a brat in your hand you will forever be changed!

I have been married for 28 years to my wife, Monica, who will not call it a date night unless there is no national anthem being played. She is the best wife an AD could ask for. She attends many events and is a bigger sports fan than I am. She has blessed me with four incredible children, Kelly Rose, Nathaniel, Nicholas, and Conor. Kelly Rose, an accountant, that graduated from Mankato is married to Drew, who is an air traffic controller in the Air Force and they are stationed in North Carolina. Nathaniel graduate from the U of M Carlson school with an ac-

counting degree and is a finance officer in the Air Force and lives in Little Rock with his wonderful wife Brittany. Nicholas went to the Air Force Academy and is a pilot flying RC135's out of Omaha. His beautiful wife Kirstin blessed us with our first granddaughter, Charlotte. Finally, my youngest is Conor who is a sophomore at the U of M. He was a four time All-American in swimming during high school and another great highlight for me was while serving on the MSHSL Board of Directors I was able to award him a state championship swimming medal.



REGION 4AA

Bill Lechner

Hill-Murray Pioneers



1. What is your educational background? High School – Cretin High School; College – University of St. Thomas

2. In what sports or activities were you active in high school and/or college? Played High School and College baseball and hockey

3. What schools have you served as a teacher, coach, director, or administrator? How many years at each?

Teacher: St. Pascal's grade school – 2 years; Hill-Murray School – 10 years; Coach: Stillwater High School: Boys Hockey – 6 years; Hill-Murray: Football – 9 years, Baseball – 18 years, Boys Hockey – 27 years; Athletic Director: Hill-Murray School – 15 years.

4. Who were some of the role models who have influenced your career as a coach, director, or athletic administrator? My role models that have been the most influential in my life besides my dad and my brother were – A youth coach – Bob Kelly (father-in-law of Charlie Walters from the Pioneer Press) Three Hill-Murray High School

head coaches from when I first started – Steve Frickey, Terry Skrypek, and Bill Wold.

One of the greatest influences in my decision to become A.D. at Hill-Murray came from Brother Francis Carr, who was the best at creating positive relationships with parents and kids. Public or private school, it did not matter.

5. Who are current colleagues who have made a positive impact on your work? Too many to list. I am very grateful for all of our coaches from Hill-Murray. A special "thanks" to Pat Schafhauser, my assistant hockey coach and Tom Quinlan, my assistant baseball coach. We are only as successful as our staff around us.

6. What has been your most memorable moment in interscholastic activities? I think the relationships that you form with kids that transform into friendships when they become adults. They become like extended family! It's pretty neat! Accomplishments in the trophy case are rewarding but not nearly as rewarding as the memories

of the team members representing them.

7. How would you describe the athletic climate in your community? The athletic climate is very competitive with high expectations. No one needs to put pressure on me as A.D. or coach. I can do that all by myself as a representative of athletics.

8. What is your favorite Minnesota sports venue whether high school, college, or pro? My favorite thing to do when it comes to a Minnesota sports venue is to go to Target Field on a nice summer evening and watch the Twins with either family or friends. I have been blessed with a little grandson and I hope that one day he will want

to come along too when he's old enough.

9-10. Married? My wife and I live on Bald Eagle Lake in White Bear Township. Children? We have three children – two girls and a boy. All the kids are grown and out of the house. If so, how are they involved because of your role as an administrator? My wife and kids have always been very supportive of this crazy career. I have two grandsons. One lives in Edina and one in Colorado. It is great that I live fifteen minutes from Hill-Murray. I can be home enjoying water activities from jet skiing, water skiing, or fishing and forget about the chaotic world while taking a leisurely ride around the lake. Is it summer yet?



REGION 1A

Doug Vaith Lake City Tigers



1. What is your educational background? Bachelor of Arts (B.A.) Physical Education, Health, Coaching. College of St. Thomas 1986; Master of Science (MS) Physical Education. Winona State University 1991; Administrative License (K-12). St. Mary's University of Minnesota 2005

2. In what sports or activities were you active in high school and/or college? High School: Football, Wrestling, Track & Field; College: Wrestling

3. What schools have you served as a teacher, coach, director, or administrator? How many years at each?

Started at Lake City in the Fall of 1986 and still enjoying my opportunities here in 2014. I taught Elementary Physical Education from 1986-2007 then accepted the Athletic/Activities Director position in the Fall of 2007. In addition to my AD responsibilities I serve as the Dis-

trict Assessment Coordinator. My coaching experience includes Head Wrestling coach from 1986-2007 along with Football and Track & Field at various levels.

4. Who were some of the role models who have influenced your career as a coach, director, or athletic administrator? Many people have impacted my life but no one more than my parents (Don and Geraldine Vaith). Their commitment and dedication to faith and family set the constant example of what it takes to be happy and succeed both personally and professionally. They always supported my efforts with their presence at events and with words of encouragement. I have the coffee thermos in my office that Dad took to work every day as a constant reminder of the importance and value of hard work and giving your best effort on a daily basis.

5. Who are current colleagues who have made a

positive impact on your work? In Lake City I work with a great team of administrators; Superintendent Dr. Craig Junker, Principal Greg Berge and Assistant Principal Perry Iberg. We all share similar backgrounds in terms of teaching, coaching and participating in athletics which lends itself to similar philosophies on the benefits of High School Athletics and Activities. I can always count on them for daily advice and support. In Region 1 and the Hiawatha Valley League we have many strong AD's but I would say the experience of Marv Peters at Rochester Lourdes and the organizational leadership of Scott McCready at St. Charles serve as inspiration to me.

6. What has been your most memorable moment in interscholastic activities? What made it memorable? To select a single memory from my Activities Director position is very difficult. It is equally rewarding to watch kids in their chosen environment. Whether it's a concert, play, match or game I enjoy observing kids prepare and compete both individually and as a team. With that in mind, there was an instance last year on our Tiger Pride Day (school assembly to recognize student achievement) when I introduced our State Champion Adapted Bowling team and after all the team members arrived on stage, the entire student body gave them a standing ovation. The feeling those team members had and the gesture on the part of our students was a proud and memorable moment. Our school has had several State level participants and place winners but when it's all said and done I hope each participant has a positive experience, learns to accept the results with pride and believes they are a valued member of the program.

7. How would you describe the athletic climate in your community? Supportive and Proud. Lake City has a strong tradition with our Athletics and Fine Arts and, like all communities, takes pride in the efforts of our youth. Parents and community members pack the auditorium

for concerts/performances and come out in strong numbers to cheer on our athletic teams. For a school our size we offer a tremendous number of co-curricular programs for our students and these opportunities are made possible with the support of our many Tiger fans.

8. What is your favorite Minnesota sports venue whether high school, college, or pro? Why? This is a tough call between TCF Stadium and Target Field. We have season tickets to Gopher football and really enjoy attending games on campus and the stadium seems to be a perfect fit into the current landscape of the area. We also have fun memories of outdoor concerts and baseball games at Target Field so that venue would be a close runner-up.

9. What are some of your spare time interests? We enjoy camping (a good campfire and listening to the Twins), attending college football games and wrestling matches, "cleaning" the garage and doing yard projects.

10. Married? Children? If so, how are they involved because of your role as an administrator? I have been married to Jody for nearly 30 years. We have four children. Jacob is a Luther College grad, recently married (Kelsey) and currently works for The Mayo Clinic as an IT Systems Engineer. Amy is a graduate of St. Thomas University and is in her final year of Physical Therapy school at the University of Minnesota. She was also recently engaged! Jennifer is a senior at Luther College majoring in Accounting. Haley is a sophomore at the University of Minnesota considering a career in Laboratory Research. My professional years in Lake City have been truly a "Family Effort" as my wife and kids have been by my side supporting and enjoying the many experiences. I feel fortunate to be a part of this community and for the opportunities my family has had through the years.



REGION 5A

Scott Buntje

Albany Huskies



1. What is your educational background? High School – Lac qui Parle Valley – 1994 Graduate; College – St. John's University - BS in Social Sciences; St. Mary's University – MS in Education

2. In what sports or activities were you active in high school and/or college? High School – Football, Baseball throughout High School; Also – Basketball, One Act Play, Spring Musical, Fall Play, Band, numerous Clubs and Groups

3. What schools have you served as a teacher, coach, director, or administrator? How many years at each? I actually student taught at Albany in the Spring of 1998 and was fortunate to get a teaching job there for the Fall of 1998. I have been teaching at Albany ever since and am in my first year as Activities Director. While at Albany I have been the Assistant Baseball Coach and 9th Grade Football Coach.

4. Who were some of the role models who have influenced your career as a coach, director, or athletic administrator? I am the fourth AD at Albany since the mid 1950's and am fortunate to have the previous three still be around the community and have great relationships with each of them- Pete Herges, Jim Mader and Maury Meyer. They are all role models to me professionally and personally.

5. Who are current colleagues who have made a positive impact on your work? I was also fortunate to have worked for some fantastic people as an Assistant Coach - Jim Mader, then Mike Klenschmidt in Football and Al Amdahl in Baseball. I have had many peers in coaching that have had a very positive impact on me as a coach,

teacher and person.

6. What has been your most memorable moment in interscholastic activities? What made it memorable? There are so many, but one that sticks out is the run we made through the Sub-Section and Section Baseball playoffs a couple of years ago, only to have our opponent beat us in the if needed game of the Section Championship. It is amazing to see the passion people of all ages have about High School sports and how quickly emotions can swing during the games.

7. How would you describe the athletic climate in your community? Albany is a very proud community and our High School Sports Teams and Athletes are a big part of that "Purple Pride" that you see throughout our school district and communities. The School and the Community have a great relationship with one another.

8. What is your favorite Minnesota sports venue whether high school, college, or pro? Why? We have many great venues in Minnesota at all levels of sports - I think my favorite is wherever I happen to be at any given time enjoying a game with my teams, friends or family. I'll even miss the Metrodome!

9. What are some of your spare time interests? I really enjoy reading as a way to wind down a day and love to travel.

10. Married? Children? If so, how are they involved because of your role as an administrator? I got married on August 9, 2013 so married life and a change in job both happened at the same time. My wife is extremely supportive of me and has become a huge Albany Huskies fan!!



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How to Harness the Power of High School Booster Clubs to Achieve Higher Levels of Athletic Success

BY MICHAEL WALSH – PRESIDENT OF BETTER BOOSTER CLUBS

Introduction

Athletic Directors seem to have a love, hate or can't relate relationship with boosters clubs. In other words, they either love them, hate them or they don't have or want them. In every instance though, they are missing out on what a booster club can bring to and do for their cause or the true value of a booster club and the extent to which they can and should be helping you and your coaches to save time, raise substantially more money and continually elevate your program to even higher levels of performance and prestige.

This article is designed to show you how to harness the power of high school booster club(s) to make the programs they should be formed for and are charged to support forever better. It essentially involves seven core strategies and steps that I'm going to summarize first, then further explain. Here are the seven strategies or steps to improved booster clubs that will dramatically enhance athletic program success:

Mandate that all of your schools' athletic and other activities have a booster club (or booster club committee), that each that each has the same organizational structure and that they all operate in exactly the same way.

- Insist that your coaches director and drive these clubs and club activities.
- Broaden but sharpen your booster clubs' focus.
- Raise funds primarily through quality annual membership and advertising drives and ongoing and occasional major gifts efforts, limiting and ideally eliminating most other fundraising activities.
- Engage, utilize and interact with all those

associated with your program(s) in more personal, productive and impactful ways.

- Demand and expect excellence in and of your program, booster club and all that both do.
- Budget for and invest in the tools and resources you need to succeed.

Now let's explore each of these strategies or steps in a little more depth.

Strategy/Step 1:

Mandate that all of your schools' athletic and other activities have a booster club (or booster club committee), that each have the same organizational structure and that they all operate in exactly the same way.

Every extra-curricular activity in your school can and should be benefitting from a booster club and what a booster club can and should do for you. Therefore all extra-curricular activities in your school should be expected to have a booster club or, in the case of schools that already have an all-school booster club, their own booster club (executive) committee. Why is this so important? Well because people tend to be more supportive of programs that they are or have been personally involved in and affiliated with and every coach too, needs specific things that a booster club can help handle or do.

Each booster club should be designed and asked to assist their programs in three significant ways. First, they should be asked to help with friend raising activities building and maintaining lists of, communicating

'BOOSTER CLUBS' CONTINUES ON NEXT PAGE

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and cultivating close relationships with all of those associated with their programs including program alumni and parents of alumni, current program participants and their parents, and prospective future or feeder program participants and their parents. Second, they should be asked to help with fund raising activities raising funds from these and other constituent groups in the most efficient and effective ways possible, namely through an annual membership and advertising appeal and ongoing and occasional special or major gifts efforts where gifts are personally requested and received. And third, they should be asked to help facilitate participant recruitment and retention or getting and keeping more freshmen. As a result, they should all have similar structures to facilitate these activities namely, officers of the board or an executive committee consisting of a president or chairperson, vice-president or vice-chairperson, secretary and treasurer as well as committees for communications; alumni/parents of alumni, current program participants/parents and feeder program participants/parent activities; committees for key resource raising activities such as volunteer recruitment, membership and major gifts, advertising-sponsorship, and merchandising; and other committees that may be needed for your cause (i.e., game/meet day activities, recruitment etc.).

They should also all be doing the same or similar things like building and maintaining a quality mailing list and website, preparing and sending regular in-season newsletters and publishing an annual report and honor roll of volunteers and donors; recruiting volunteers; coordinating an alumni game and/or day at the game event, a pre-season orientation and end of season awards banquet for current program participants and their parents, an annual youth clinic, youth game and/or day at the game event for future program participants and their parents, and an annual hall of fame event involving all constituents; raising funds through an annual membership and major gift appeal, an annual advertising appeal, occasional capital campaigns to fund major capital improvement projects and other major needs and team or

club merchandising efforts.

And the only way to assure that all of your high school athletic and other activities have booster clubs, that they are structured properly and are all focused on doing the right activities is to mandate these things through district and/or school policy statements, booster club mission statements, club articles of incorporation if you need them and your/their corporate and committee bylaws and various job descriptions.

Strategy/Step 2:

Insist that your coaches director and drive these clubs and club activities.

In order for booster clubs to be effective they must be directed and driven by those that need and will benefit from them most namely your individual program coaches and directors. The things that a booster club should do won't just happen. Those in charge of and closest to the program (i.e., coaches) need to buy into, direct and drive them.

Strategy/Step 3:

Broaden but sharpen your booster clubs' focus. Most coaches and booster clubs tend to focus their activities on current program participants and their parents and if you think about it for a minute that's a relatively finite group that doesn't grow much from year to year. The natural byproduct of this is that you limit your financial and program potential. But you can broaden your support base considerably if you expand your focus to include regularly cultivating, involving, communicating with and reaching to program alumni and parents of alumni and prospective future or feeder school and program participants. So booster clubs must broaden their focus in this respect.

'BOOSTER CLUBS' CONTINUES ON NEXT PAGE

At the same time, booster groups must narrow their focus in some respects too and stop doing a multitude of the not all that impactful activities and events that they typically do. Rather, they should focus on doing a few of the most important and productive things that they can or should do extremely well.

Strategy/Step 4:

Raise funds primarily through quality annual membership gifts and advertising drives and ongoing and occasional major gifts efforts, limiting and ideally eliminating most if not all other fundraising activities.

The best, most time and cost efficient and effective way to raise funds is to ask people directly for their best gifts in exchange simple recognition or no or low cost benefits. It's an absolute fallacy that you have to ask everyone for the same gifts or that people, especially those most closely connected to your program need to get something in return for their gifts. In fact, most people have different gift capabilities, would rather simply write a check and see all or most of the money they give go directly to the causes they care about. Most too don't even need or want to get something in return and some are downright resentful of getting anything beyond simple recognition.

That being said the best way to raise significant sums for your cause is to focus your efforts on doing a quality annual membership and advertising drive and reaching out to people on an ongoing and an occasional basis to ask them for special, more substantial gifts where people are personally approached and asked for their best annual or otherwise special gifts in exchange for simple recognition and no or low cost benefits.

If you do this you will be able to raise substantially more money for your cause and reduce and eventually eliminate all other more time consuming and lesser profitable and productive fundraisers.

Strategy/Step 5:

Engage and engage with people in more personal, positive and productive ways.

Communication is important. But the best way to move people closer to your cause is to get them personally involved in your cause and your causes' activities in meaningful ways. That's why it's important to have a good program in place for recruiting and using volunteers and why you must have activities that involve all of your constituencies including alumni and parents of alumni, current program participants and their parents and potential future feeder program participants and their parents, both individually and collectively. It's also important to reach out to people in the most personal ways possible because personal contacts are the most productive. Finally, it's also important to utilize students in more positive ways such as being of service to others which will teach them lifelong lessons that will benefit you, your program, your community and them. These are all things a good booster club and can should facilitate or do.

Strategy/Step 6:

Demand excellence in and of your program, club and all that both do. Everything you do in your program and as a booster club must be reflective of your program and how you want it perceived and to be. So do everything you do in a first class way. In short, demand and expect excellence. When and if you do, you'll ultimately achieve it.

Strategy/Step 7:

Budget for and invest in the tools and resources you need to succeed.

In order to transform your booster clubs into better

'BOOSTER CLUBS' CONTINUED FROM PREVIOUS PAGE

booster clubs you need to equip them and your coaches with the proper training and tools. Initial and ongoing training on what a booster club is and should be doing is an absolute must. So are tools like a good database to facilitate program friend raising, fund raising and recruitment activities.

Summary

The primary goal of a high school booster club is to elevate or "boost" the programs they support to continually higher levels of performance, prestige and success. That's why they're called "booster clubs" and not do what you like, finger in the dike, help us make ends meet, keep us stable or afloat clubs or a club by any other name. And implementing these seven strategies and steps is going to help your booster clubs do what they were defined to

do which is to continually boost your arts and athletics activities up and to help them realize the pinnacle of their potential.

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Michael Walsh is President of Better Booster Clubs of Burnsville, Minnesota. His firm helps booster clubs and the important arts and athletic activities they support reach their potential through training programs, a software solution and capital campaign services for new arts and athletic facilities that they provide. Michael will be speaking at this year's Minnesota Athletic Directors Conference in St. Cloud and his company is a featured exhibitor. For more information about Michael and Better Booster Clubs go to www.betterboosterclubs.com and request a copy of their free report, "Twelve Steps to Better Booster Clubs" and the Secrets to Raising More Money and Achieving Greater Success for Your High School Arts and Athletics Programs".

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State Champions: 1961 - 1970

<u>Sport</u>	<u>B Cross Country</u>	<u>B Nordic</u>	<u>Wrestling</u>	<u>B Hockey</u>	<u>B Swim</u>
1961	St. Louis Park	D. Central	Robbinsdale	Roseau	Biwabik
1962	Mpls Southwest	D. Central	Owatonna	International Falls	Rochester
1963	Mpls Southwest	Cloquet	Hopkins	St. Paul Johnson	Rochester
1964	Mpls Southwest	Mpls North	Mankato	International Falls	Rochester
1965	Mpls Southwest	Mpls North	Robbinsdale Cooper	International Falls	Edina
1966	White Bear Lake	Cloquet	Albert Lea	International Falls	Hopkins
1967	Austin	Hopkins	Fridly & Hopkins	Greenway	Edina
1968	Alexander Ramsey	Hopkins	Hopkins	Greenway	Edina
1969	Mpls Southwest	Hopkins	Robbinsdale Cooper	Edina	Hopkins
1970	Mpls Southwest	Hopkins	Caledonia	Mpls Southwest	Hopkins

<u>Sport</u>	<u>B Basketball</u>	<u>Curling</u>	<u>B Golf</u>	<u>B Tennis</u>	<u>B Track</u>
1961	D. Central		St. Paul Central	Greenway	Hibbing
1962	St. Louis Park		Red Wing	Rochester	St. Louis Park
1963	Marshall		Mpls Roosevelt	Rochester	St. Louis Park
1964	Luverne		North Branch	Rochester	Mpls Central
1965	Minnetonka		North Branch	Rochester	St. Louis Park
1966	Edina		North Branch	Edina	St. Louis Park
1967	Edina		Austin	Edina	Moorhead
1968	Edina		D. East	Edina	Moorhead
1969	Rochester JM	Hibbing	Virginia	Austin	Edina
1970	Sherburne	Hibbing	Edina	Robbinsdale Cooper	Edina

Baseball

1961	North St. Paul
1962	Richfield
1963	Mpls Washburn
1964	Austin
1965	Richfield
1966	Bloomington Kennedy
1967	Hastings
1968	Edina
1969	Mpls Washburn
1970	Albany

State Champions: 1961 - 1970

Albany	1
Albert Lea	1
Alexander Ramsey	1
Austin	4
Biwabik	1
Bloomington Kennedy	1
Caledonia	1
Cloquet	1
Duluth Central	3
Duluth East	1
Edina	14
Fridley	1
Greenway	3
Hastings	1
Hibbing	3
Hopkins	10
International Falls	4
Luverne	1
Mankato	1
Marshall	1
Minnetonka	1
Moorhead	2
Mpls Central	1
Mpls North	2
Mpls Roosevelt	1
Mpls Southwest	7
Mpls Washburn	2
North Branch	3
North St. Paul	1
Owatonna	1
Red Wing	1
Richfield	2
Robbinsdale	1
Robbinsdale Cooper	3
Rochester	7
Rochester JM	1
Roseau	1
Sherburne	1
St. Louis Park	6
St. Paul Central	1
St. Paul Johnson	1
Virginia	1
White Bear Lake	1

State Champions: 2004 - Present

<u>Sport</u> <u>Class</u>	<u>G Tennis</u>		<u>G Swim</u>		<u>A</u>	<u>AA</u>	<u>BCC</u>	<u>GCC</u>
	<u>A</u>	<u>AA</u>	<u>A</u>	<u>AA</u>			<u>A</u>	<u>AA</u>
2004	Lourdes	Edina	Hutchinson	Edina	Eveleth	Marshall	GSL	Minnetonka
2005	Lourdes	Edina	Visitation	Stillwater	Cathedral	Willmar	Adrian	Lkvl North
2006	Lourdes	Edina	Visitation	Stillwater	Perham	Willmar	Adrian	Woodbury
2007	MPA	Edina	Visitation	Maple Grove	Perham	Wayzata	Adrian	Burnsville
2008	Lourdes	Edina	Visitation	Stillwater	Blake	Wayzata	Adrian	Eden Prairie
2009	MPA	Edina	Sartell-St. Stephen	Stillwater	PEM	Eden Prairie	Waseca	Elk River
2010	Lourdes	Edina	Hutchinson	Edina	Perham	Wayzata	Adrian	Eden Prairie
2011	Blake	Edina	Sartell-St. Stephen	Edina	Cathedral	Stillwater	Cathedral	Monticello
2012	Blake	Edina	Northfield	Edina	Perham	Stillwater	Esko	Wayzata
2013	Breck	Edina	Visitation	Wayzata	Perham	Wayzata	Annandale	Wayzata

<u>Sport</u> <u>Class</u>	<u>Volleyball</u>		<u>B Soccer</u>		<u>G Soccer</u>	
	<u>A</u>	<u>AA</u>	<u>A</u>	<u>AA</u>	<u>A</u>	<u>AA</u>
2004	Fosston	Tracy-Milroy	Totino-Grace	Bl. Jefferson	Mahtomedi	Woodbury
2005	BA	Lake of the Woods	Breck	Wayzata	Mahtomedi	Eden Prairie
2006	Minneota	Jordan	Benilde-SM	Apple Valley	Mahtomedi	Woodbury
2007	BA	Marshall	D. Marshall	Anoka	Totino-Grace	Lkvl South
2008	Windom	Jordan	Blake	Osseo	Mahtomedi	Woodbury
2009	BA	Marshall	Mahtomedi	Apple Valley	Orono	Wayzata
2010	Wabasha-Kellog	Wadena-Deer Creek	Prairie Seeds Academy	Apple Valley	Rogers	Eden Prairie
2011	BA	Marshall	Benilde-SM	Eden Prairie	Blake	Wayzata
2012	BA	Marshall	Lourdes	Eastview	Benilde-SM	Wayzata
2013	SW Christian	Marshall	Como Park	North St. Paul	Benilde-SM	Minnetonka

<u>Sport</u> <u>Class</u>	<u>Football</u>		<u>AAAAA</u>	
	<u>9 Man</u>	<u>A</u>	<u>AAAA</u>	<u>AAAAA</u>
2004	Stephen-Argyle	Rushford-Peterson	East Grand Forks	Minnetonka
2005	Stephen-Argyle	Springfield	Becker	Wayzata
2006	Stephen-Argyle	Rushford-Peterson	GSL	Eden Prairie
2007	Stephen-Argyle	Goodhue	GSL	Eden Prairie
2008	Houston	KMS	GSL	Wayzata
2009	Stephen-Argyle	Minneota	New London-Spicer	Cretin-DH
2010	Cromwell	NU Cathedral	Lourdes	Wayzata
2011	Edgerton/Ellsworth	Dawson-Boyd	St. Croix Lutheran	Eden Prairie
2012	CGB	Mahnomen	Blue Earth	Totino Grace
2013	Grand Meadow	Mahnomen	St. Croix Lutheran	Owatonna

<u>Sport Class</u>	<u>B Alpine</u>	<u>G Alpine</u>	<u>B Nord</u>	<u>G Nord</u>	<u>B Hockey</u>	<u>G Hockey</u>
2004	Benilde-SM	Edina	D. East	Grand Rapids	Breck	Benilde-SM
2005	Eden Prairie	Edina	Forest Lake	Grand Rapids	Warroad	Holy Angels
2006	Blake	D. East	Forest Lake	Grand Rapids	St. Thomas	South St. Paul
2007	Blake	D. East	Hopkins	D. East	Hermantown	Blake
2008	Lkvl North	Lkvl South	Forest Lake	Stillwater	St. Thomas	Alexandria
2009	St. Thomas	L. South/Edina	Forest Lake	Burnsville	Breck	Eden Prairie
2010	St. Thomas	Lkvl South	Ely	Stillwater	Breck	Stillwater
2011	St. Thomas	Minnetonka	D. East	D. East	St. Thomas	Roseville
2012	Minnetonka	Hermantown	Roseville	D. East	St. Thomas	Minnetonka
2013	Blake	Minnetonka	Eden Prairie	Wayzata	St. Thomas	Minnetonka

<u>Sport Class</u>	<u>Dance (High Kick)</u>		<u>Dance - Jazz/Funk</u>		<u>B Swim</u>	
	A	AA	A	AA	A	AA
2004	Aitkin	Northfield	Holy Family	Benilde-SM	Sauk Rapids	Edina
2005	Cannon Falls	Cathedral	BOLD	Spring Lake Pk	St. Thomas	Eden Prairie
2006	Cannon Falls	Faribault	Holy Family	Spring Lake Pk	St. Thomas	Lkvl North
2007	Cannon Falls	Faribault	D. Marshall	Spring Lake Pk	St. Thomas	Burnsville
2008	YME	Cathedral	D. Marshall	Benilde-SM	St. Thomas	Edina
2009	Cannon Falls	Cathedral	D. Marshall	Benilde-SM	Breck/Blake	Edina
2010	Aitkin	Cathedral	D. Marshall	Cathedral	Breck/Blake	Edina
2011	Cannon Falls	Sartell-St. Steph	D. Marshall	Benilde-SM	Fergus Falls	Minnetonka
2012	Aitkin	Chaska	Aitkin	Chaska	St. Thomas	Eden Prairie
2013	Cannon Falls	Chaska	YME	Chaska	St. Thomas	Eden Prairie

<u>Sport Class</u>	<u>Wrestling</u>	<u>Gymnastics</u>
	AA	AA
2004	Pierz	Perham
2005	Pierz	Perham
2006	Canby	Perham
2007	ACGC	Perham
2008	Jackson Cty	Perham
2009	Kerkhoven	Perham
2010	Jackson Cty	Perham
2011	Frazee/JCC	Perham
2012	Jackson Cty	Melrose
2013	Jackson Cty	New Prague

STATE CHAMPIONSHIPS

ACGC	1	Goodhue	1	Pelican Rapids	1
Ada-Borup	2	Granada-Huntley-East Chain	1	Pequot Lakes	1
Adrian	5	Grand Rapids	3	Perham	14
Aitkin	4	Hastings	1	Pierz	3
Albany	1	Hermantown	4	Pipestone	2
Alexandria	2	Hill-Murray	1	Plainview-Elgin-Millville	2
Annandale	1	Holy Angels	2	Prairie Seeds Academy	1
Anoka	1	Holy Family	4	Providence Academy	3
Apple Valley	16	Hopkins	13	Red Wing	1
Bagley-Fosston	1	Hutchinson	4	Rochester JM	1
Barnum	1	Jackson County Central	8	Rochester Lourdes	9
Becker	2	Jordan	2	Rochester Mayo	2
Belgrade	1	Kasson-Mantorville	2	Rocori	2
Bemidji	1	Kerkhoven-M-S	2	Rogers	2
Benilde-St. Margarets	17	LaCrescent	1	Roseau	1
Bethlehem Academy	5	Lake of the Woods	1	Rosemount	2
Blake	22	Lakeville	2	Roseville	9
Blooming Prairie	1	Lakeville North	7	Rushford-Peterson	3
Bloomington Jefferson	1	Lakeville South	5	Russel-Tyler-Ruthton	3
Bloomington Kennedy	1	Legacy Christian Academy	2	Sartell-St. Stephen	3
Blue Earth Area	1	Lewiston-Altura	2	Sauk Rapids-Rice	1
BOLD	2	LPVDB	2	Shakopee	4
Braham	4	Luverne	2	Simley	5
Breck	11	MACCRAY	1	Sleepy Eye St. Mary's	3
Buffalo	2	Mahnomen	2	South St. Paul	2
Burnsville	8	Mahtomedi	6	Southwest Christian	1
Caledonia	8	Mankato West	3	Southwest Mn Christian	1
Canby	1	Maple Grove	7	Spring Lake Park	3
Cannon Falls	7	Maranatha Christian Academy	2	Springfield	4
Cedar Mountain	1	Marshall	6	St. Agnes	1
Centennial	1	Meadow Creek Christian	1	St. Anthony Village	2
Chaska	7	Melrose	1	St. Bernards	1
Chatfield	1	Milaca	1	St. Cloud Cathedral	10
Cherry	1	Mille Lacs	1	St. Croix Lutheran	3
Coon Rapids	1	Minneapolis North	2	St. Michael-Albertville	7
Cretin-Derham Hall	2	Minneapolis South	1	St. Paul Academy	3
Dawson-Boyd	1	Minneapolis Washburn	1	St. Paul Central	2
DeLaSalle	6	Minnehaha Academy	2	St. Paul Como Park	1
Detroit Lakes	6	Minneota	2	St. Paul Johnson	1
Duluth East	7	Minnesota Transitions	1	St. Peter	1
Duluth Marshall	7	Minnetonka	14	St. Thomas Academy	15
Eagan	3	Minnewaska Area	5	Staples-Motley	2
East Grand Forks	1	Monticello	1	Stillwater	13
Eastview	10	Moorhead	1	Totino-Grace	9
Eden Prairie	30	Mounds Park Academy	7	Tracy-Milroy	1
Eden Valley-Watkins	3	Mounds View	7	Triton	1
Edina	27	New Life Academy	4	Virginia-Mt. Iron-Buhl	1
Elgin-Millville	1	New London-Spicer	3	Visitation	5
Elk River	6	New Prague	3	Wabasso	2
Ellsworth	2	New Ulm	2	Wadena-Deer Creek	1
Ely	1	New Ulm Cathedral	4	Warroad	4
Esko	1	North	2	Waseca	2
Eveleth-Gilbert	1	Northfield	4	Watertown-Mayer	1
Fairmont	1	NRHEG	1	Wayzata	27
Faribault	3	Orono	6	WEM	1
Fergus Falls	1	Ortonville	1	White Bear Lake	1
Foley	1	Osseo	2	Willmar	2
Forest Lake	4	Owatonna	2	Winona Cotter	1
Fosston	1	Park Center	2	Woodbury	5
Fulda	2	Park of Cottage Grove	2	Yellow Medicine East	2
Glencoe-Silver Lake	5	Paynesville	1		

State Champions: 1981 - 1990

<u>Sport</u> Class	<u>G Tennis</u>		<u>Football</u>		<u>G Swim</u>
	A	AA	9 Man	C	A
1981	St. Paul Academy	Edina	Argyle	Medford	Burnsville
1982	St. Paul Academy	Edina	Westbrook	Truman	Burnsville
1983	St. Paul Academy	Edina	Silver Lake	Southland	Burnsville
1984	Blake	Edina	Norman Cty West	Harmony	Edina
1985	Blue Earth	Edina	Westbrook	Glyndon-Felton	Burnsville
1986	St. Paul Academy	Edina	Argyle	Minneota	Edina
1987	Blake	Edina	Silver Lake	Minneota	Edina
1988	St. Paul Academy	Edina	Hallock	Minneota	Edina
1989	Virginia	Edina	St. Clair	Waterville-Elysian	Hastings
1990	Blake	Edina	Hills-Beaver Creek	Mahnomen	Apple Valley

<u>Sport</u> Class	<u>Volleyball</u>		<u>BCC</u>	<u>GCC</u>	<u>B Soc</u>	<u>G Soc</u>
	A	AA	A	A	AA	
1981	Moose Lake	Rob. Armstrong	Lourdes	Lourdes	Minnetonka	Washburn
1982	Mayer Lutheran	Rob. Armstrong	Staples	Redwood Falls	Minnetonka	B. Jefferson
1983	STMA	Rob. Armstrong	Staples	Redwood Falls	Hopkins	Irondale
1984	Concordia Academy	Rob. Armstrong	Montgomery-Lonsdale	Hermantown	Apple Valley	B. Jefferson
1985	Greenway	Apple Valley	Egin-Milville	St. Cloud Cathedral	Wayzata	Coon Rapids
1986	Clarissa	Columbia Heights	Egin-Milville	Winona	St. Paul Academy	Edina
1987	Concordia Academy	Columbia Heights	Montevideo-Maynard	Windom-Storden-Jeffers	St. Paul Academy	Coon Rapids
1988	Win-E-Mac	Moorhead	Mesabi East	Windom-Storden-Jeffers	Apple Valley	Roseville
1989	Cook	Columbia Heights	Fairmont	Hawley-Ulen-Hitterdahl	Apple Valley	Anoka
1990	Tracy-Milroy	Columbia Heights	St. Paul Academy	Plainview	Burnsville	Park

<u>Sport</u> Class	<u>B Alpine</u>	<u>G Alpine</u>	<u>B Nord</u>	<u>G Nord</u>	<u>BHoc</u>	<u>Gymnastics</u>	<u>B Swim</u>
						A	AA
1981	Stillwater	Blake	Edina W.	Aurora-HL	B. Jefferson	Blake	Mounds View
1982	Edina	Stillwater	Grand Rapids	Stillwater	Edina	Mahtomedi	Lakeville
1983	B. Jefferson	D. East	Eden Prairie	Stillwater	Hill-Murray	Blake	Mounds View
1984	B. Jefferson	Stillwater	Eden Prairie	Stillwater	Edina	Jackson	Edina
1985	D. East	Stillwater	B. Jefferson	Stillwater	Burnsville	Mahtomedi	Burnsville
1986	B. Jefferson	Stillwater	B. Jefferson	Stillwater	Burnsville	Jackson	Edina
1987	B. Jefferson	Minnetonka	Stillwater	Stillwater	B. Kennedy	Mahtomedi	Edina
1988	Hastings	Stillwater	Edina	Winona	Edina	Mahtomedi	Minnetonka
1989	Woodbury	Stillwater	Hastings	Brainerd	B. Jefferson	Mahtomedi	Apple Valley
1990	D. East	Stillwater	Stillwater	Mesabi East	Roseau	Mahtomedi	Minnetonka

State Champions: 1981 - 1990

<u>Sport</u> Class	<u>Football</u>			<u>G Tennis</u>	<u>G Swim</u>		
	A	9 Man	C	B	A	AA	
1981	St. Paul Academy	Argyle	Medford	Holdingford	St. Peter	Rosemount	Burnsville
1982	St. Paul Academy	Westbrook	Truman	LeCenter	Brooklyn Center	Stillwater	Burnsville
1983	St. Paul Academy	Silver Lake	Southland	Jordan	Hutchinson	Coon Rapids	Burnsville
1984	Blake	Norman Cty West	Harmony	Granite Falls	Hutchinson	Stillwater	Edina
1985	Blue Earth	Westbrook	Glyndon-Felton	Jackson	New Prague	Burnsville	Burnsville
1986	St. Paul Academy	Argyle	Minneota	Watertown-Mayer	Cambridge	Apple Valley	Edina
1987	Blake	Silver Lake	Minneota	Granite Falls	Cambridge	Moorhead	Edina
1988	St. Paul Academy	Hallock	Minneota	Breckenridge	Lakeville	Blaine	Edina
1989	Virginia	St. Clair	Waterville-Elysian	Gibbon-Fairfax-Winthrop	Albany	Burnsville	Hastings
1990	Blake	Hills-Beaver Creek	Mahnomen	BOLD	Fridley	Anoka	Apple Valley

<u>Sport</u> Class	<u>Volleyball</u>				<u>B Soccer</u>	<u>G Soccer</u>	<u>B Soccer</u>	<u>G Soccer</u>
	A	A	BCC	AA	A	GCC	AA	
1981	Moose Lake	Lourdes	Lakeville	Lakeville	Lourdes	Minnetonka	Minnetonka	Washburn
1982	Mayer Lutheran	Staples	Winona	Winona	Redwood Falls	Minnetonka	Burnsville	B. Jefferson
1983	STMA	Staples	Ramsey-Kellogg	Ramsey-Kellogg	Redwood Falls	Hopkins	Hopkins	Irondale
1984	Concordia Academy	Montgomery-Lonsdale	Cloquet-Esko	Cloquet-Esko	Hermantown	Fairbault	Apple Valley	B. Jefferson
1985	Greenway	Elgin-Millville	Cloquet-Esko	Cloquet-Esko	Hermantown	Alexandria	Wayzata	Coon Rapids
1986	Clarissa	Elgin-Millville	Burnsville	Burnsville	St. Cloud Cathedral	Winona	St. Paul Academy	Edina
1987	Concordia Academy	Montevideo-Maynard	Winona	Winona	Windom-Storden-Jeffers	Alexandria	St. Paul Academy	Coon Rapids
1988	Win-E-Mac	Mesabi East	Mpls South	Winona	Windom-Storden-Jeffers	Fairmont	Apple Valley	Roseville
1989	Cook	Fairmont	Mpls South	Mpls South	Hawley-Ulen-Hitterdahl	Winona	Apple Valley	Anoka
1990	Tracy-Milroy	St. Paul Academy	Mpls South	Mpls South	Plainview	Roc JM	Burnsville	Park

<u>Sport</u> Class	<u>B Alpine</u>	<u>G Alpine</u>	<u>B Nord</u>	<u>G Nord</u>	<u>B Hoc</u>	<u>Gymnastics</u>	<u>B Swim</u>
						A	
1981	Stillwater	Blake	Edina W.	Aurora-HL	B. Jefferson	Blake	Mounds View
1982	Edina	Stillwater	Grand Rapids	Stillwater	Edina	Mahtomedi	Lakeville
1983	B. Jefferson	D. East	Eden Prairie	Stillwater	Hill-Murray	Blake	Mounds View
1984	B. Jefferson	Stillwater	Eden Prairie	Stillwater	Edina	Jackson	Edina
1985	D. East	Stillwater	B. Jefferson	Stillwater	Burnsville	Mahtomedi	Burnsville
1986	B. Jefferson	Stillwater	B. Jefferson	Stillwater	Burnsville	Jackson	Edina
1987	B. Jefferson	Minnetonka	Stillwater	Stillwater	B. Kennedy	Mahtomedi	Edina
1988	Hastings	Stillwater	Edina	Winona	Edina	Mahtomedi	Minnetonka
1989	Woodbury	Stillwater	Hastings	Brainerd	B. Jefferson	Mahtomedi	Apple Valley
1990	D. East	Stillwater	Stillwater	Mesabi East	Roseau	Mahtomedi	Minnetonka

State Championships: 1981 - 1990

Albany	2	Eden Prairie	4	Mankato East	4	Rushford	1
Albert Lea	2	Edina	33	Mankato Loyola	1	Rushford-Peterson	1
Alexandria	5	Edina East	1	Mankato West	2	Sauk Centre	5
Anandale	1	Edina West	2	Mayer-Lutheran	1	Silver Lake	2
Anoka	5	Elgin-Millville	3	Medford	1	Simley	3
Apple Valley	14	Fairmont	2	Mesabi East	2	Sleepy Eye	1
Argyle	2	Faribault	1	Minneapolis Central	1	Sleepy Eye St. Mary's	1
Aurora Hoyt-Lakes	1	Foley	1	Minneapolis Henry	1	Southland	2
Austin	4	Fridley	1	Minneapolis South	5	St. Bernards	4
Austin Pacelli	2	Gibbon-Fairfax-Winthrop	1	Minneapolis Washburn	1	Midwest Minnesota	1
Barnum	1	Glencoe	1	Minnehaha Academy	1	Milaca	1
Belgrade-Brooken-Elrosa	1	Glyndon-Felton	1	Minneota	3	St. Cloud Cathedral	2
Bemidji	3	Grand Rapids	2	Minnetonka	9	St. Cloud Tech	2
Benilde-St. Margarets	1	Granite Falls	2	Montevideo-Maynard	1	St. James	1
Bird Island-Lake Lillian	1	Greenway	4	Montgomery-Lonsdale	1	St. Louis Park	2
Blaine	1	Hallock	1	Moorhead	3	St. Michael-Albertville	1
Blake	12	Harmony	1	Moose Lake	4	St. Paul Academy & Summit	8
Blooming Prairie	1	Hastings	4	Mounds View	3	St. Paul Central	1
Bloomington Jefferson	13	Hawley-Ulen-Hitterdahl	2	Mt. St. Benedicts	1	St. Peter	1
Bloomington Kennedy	3	Henderson	1	New Prague	2	Staples	9
Blue Earth	3	Henry Sibley	1	Norman County West	2	Staples-Motley	3
BOLD	1	Hermantown	2	North St. Paul	1	Stillwater	20
Brainerd	7	Heron Lake-Okabena	1	Northfield	4	Storden-Jeffers	1
Breckenridge	2	Hill-Murray	2	Norwood-Young America	1	Totino-Grace	2
Brooklyn Center	2	Hills-Beaver Creek	1	Osseo	1	Tracy-Milroy	2
Burnsville	18	Holdingford	1	Owatonna	4	Truman	1
Byron	3	Hopkins	4	Park (Cottage Grove)	2	Virginia	1
Caledonia	3	Hutchinson	2	Paynesville	2	Waconia	3
Cambridge	2	Irondale	1	Pelican Rapids	1	Wadena	1
Canby	2	Jackson	3	Plainview	1	Waseca	1
Chisholm	1	Jordan	1	Princeton	1	Watertown-Mayer	1
Clarissa	1	LaCrescent	1	Ramsey-Kellogg	1	Waterville-Elysian	1
Cloquet-Esko	2	Lake City	1	Redwood Falls	5	Wayzata	4
Columbia Heights	4	Lake Crystal-Wellcome Memorial	1	Richfield	2	Westbrook	2
Concordia Academy	2	Lakeville	4	Robbinsdale Armstrong	6	White Bear Lake	3
Cook	1	LeCenter	1	Robbinsdale Cooper	1	Willmar	2
Coon Rapids	4	LeSueur	4	Rochester John Marshall	1	Windom	4
Cottonwood	1	Litchfield	1	Rochester Lourdes	5	Windom-Storden-Jeffers	2
Cretin-Derham Hall	5	Little Falls	2	Rocori	2	Win-E-Mac	1
Crosby-Ironton	2	Long Prairie	3	Roseau	1	Winona	5
DeLaSalle	2	Mahnomen	1	Rosemount	2	Winona Cotter	1
Duluth East	3	Mahtomedi	7	Roseville	2	Woodbury	2

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