

was victorious (234.5), and **St. Mary's Episcopal** took second (173.5). Event records were set in the 200 Freestyle: **Trey Freeman** (1:36.70) **Baylor**, 200 IM: **Tatum Wade** (1:57.87) **Christ Presbyterian Academy**, 500 Free: **Erica Lanning** (4:42.79) **Hardin Valley Academy**, 100 Breast: **Allison Raab** (1:00.95) **Brentwood High School**, 100 Breast: **Daniel Chang** (53.94) **Science Hill High School**, 400 FR: **Memphis University School** (3:02.84)

- **Utah:** Utah is preparing to conduct the state championship in the 5A Classification Feb. 11 & 12, 3A and 4A classifications Feb. 12 & 13; 1A-2A classification Feb. 13. **Mel Roberts** of **Tooele High School** achieved his 1000th win on Jan. 19. He has been the coach at Tooele for 48 years.
- **Virginia:** The Virginia State Championships begin on the 18th of February in Christiansburg, Richmond, and Fairfax. 6A powers **Robinson** and **Oakton** have traded boys titles the past two years as have the **Langley** and **Oakton** girls. 5A **Albemarle** girls look to winning their third straight title, while the **Thomas Jefferson School for Science and Technology** boys their second. **Grafton** (4A), **Hidden Valley** (3A), and **George Mason** (2A) boys all seek their third straight title as do the **Jamestown** (4A) and **Western Albemarle** (3A) girls.
- **Washington D.C.:** The Washington Metropolitan Prep School Swimming & Diving League (private schools only) championships was contested among 18 boys teams and 18 girls teams. The 52nd

Annual METROS (public and private schools) championships were won by **Sherwood** for the girls (376) and **Gonzaga** for the boys (421). Second place teams were **Churchill** for the girls (302) and **Georgetown** for the boys (317). Usually, METROS will attract 32-35 boys teams and 38-40 girls teams. **STA** cracked Top 10, finishing in 9th place with team captain **James Flood** '16 making AAAU in the 100 breaststroke (56.20). **St. Albans** is a small private school with 328 boys total in grades 9-12.

- Wisconsin: Wisconsin is entering Conference Meets this coming weekend. Sectionals on Friday and Saturday, February 12 & 13. State Meet on Friday and Saturday, February 19 & 20.
- Wyoming: **Wyoming Valley West HS** runs a WVW Ray Wills Invitational. This year is number 28 and will be held Friday 2/5 and Saturday 2/6. We run this is a prelim final meet in 3 sessions. Friday is prelim and final diving and Saturday is a prelim timed final format. Relays, 200. 500, and IM is timed finals with fastest heat swum at afternoon finals. All other events are prelim finals. We score 12 places and give awards to the top 6 in each event. This year the teams participating are: **Wyoming Valley West** (home school), **Hazleton Area**, **Tunkhannock**, **Wyoming Seminary**, **Wyoming Area**, **Lake Lehman**, **Berwick**, **Valley View**, **Abington Heights**, **Holy Redeemer**.

Table of Contents

<http://www.niscaonline.org>

March/April 2016

President's Letter- Arvel McElroy.....	3
From the Editor- Betsy Hondorf.....	6
Contributed Articles:	
Bruce Eubanks Natatorium.....	8
NFHS Coaches of the Year.....	9
Choices- Dick Hanula.....	10
USRPT: Success Through Failure- Derek Berg and Kyle Farrington.....	13
Feature:	
The Michael Phelps Effect- Tony Carroll/SwimSwam.....	20
High School Coaches Special:	
Using NISCA Power Points for Your High School Team- Matt Stewart.....	22
Techniques and Training:	
Swimmer Strength: an Overview-Jim Davis.....	27
From College Coaches:	
-Joel Shinofield.....	33
Water Polo:	
Catching the Olympic Hype: The Ins and Outs of the College Recruitment Process- Sam Kocher.....	35
State News- Journal Staff.....	41

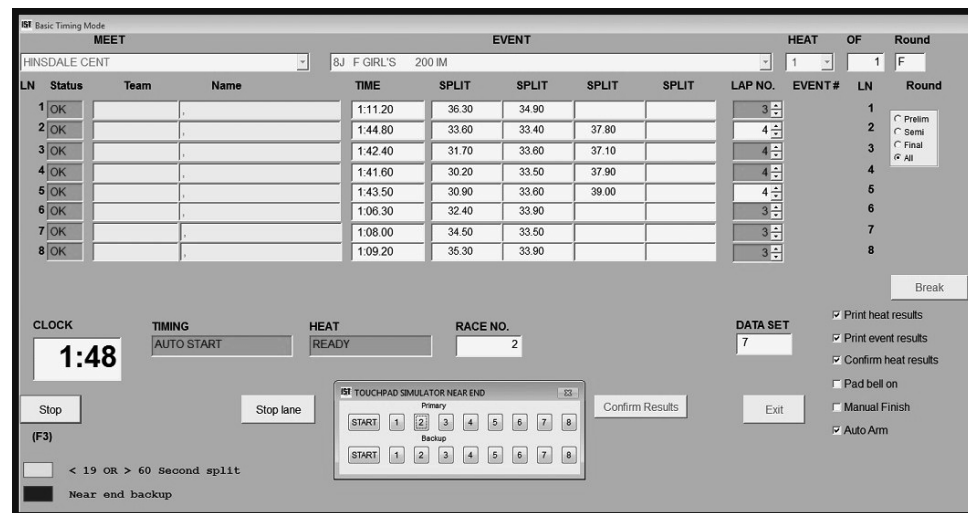
Cover Photo:

Tim Binning
TheSwimPictures.com

August 8, 2015 - Katie Ledecky of the United States celebrates a victory and new world record in the 800 free at the 16th FINA WORLD CHAMPIONSHIPS held in Kazan, Russia from July 24th - August 9th 2015. Ledecky's time of 8:07.39 smashed her previous record of 8:11.00. Ledecky is a graduate of Stone Ridge School of the Sacred Heart. During her high school swimming career, Ledecky set the American and US Open record in the 500-yard freestyle twice, and also set the national high school record in the 200-yard freestyle twice. Ledecky finished her high school career as the holder of the Stone Ridge school record in every swimming event except the 100-yard breaststroke.

TIMEWARE®3

TIMEWARE®3 Software turns your laptop into a timing console. Create your own event lists; set up a meet by name and date; time and place events with one or more heats; score and place diving; print out event results, meet results and team splits; and store all the data in the laptop. Send results to Hy-Tek's MEET MANAGER and TeamUnify's TouchPad meet management software. Demo mode and Video Tutorials make training easy. Add IST's SWIMSTART, a deck cable and backup buttons for a "semiautomatic" timing system at an affordable price. Expand your system with touchpads and scoreboard as more funds become available. **TIMEWARE®3** is compatible with existing starts, touchpads and many numeric scoreboards.



Timing screen showing a partially completed event with Demo Mode Touchpad Simulator.



3286 Kentland Ct., S.E.
Grand Rapids, MI 49548
Phone: 800/835-2611
Fax: 616/247-0086
Email: info@istime.com
<http://www.istime.com>



International Sports Timing is the Official Timing System of
National Interscholastic Swimming
Coaches Association

STATE NEWS

We'd like to share the accomplishments and big news for all states that are in season as we go to press. Don't see your state here? Send information to niscajournal@gmail.com

- **Delaware:** Delaware will be hosting their State championship from February 23rd thru the 27th at the University of Delaware. **Salesianum** will be going for their 11th straight championship for the boys, while **Charter School of Wilmington** will be going for their 9th straight girls championship. Many teams are looking to unseat these two swimming powerhouses. Delaware is looking for another great state championship with a lot of great times.
- **Maryland:** The Maryland Public High School 2016 State Swimming and Diving Championships will start on February 11th and 12th with the Diving Regionals at the Kennedy Shriver Aquatics Center. The Swim Regionals will be held February 13th that the Martin Luther King Swim Center, the Prince George's Sports and Learning Complex, the Fairland Aquatics Center, and the Magnolia School. The top three from the various Regions will move onto the Maryland State Meet which will be held Friday and Saturday February 19-20, 2016 at the University of Maryland College Park – Eppley Recreation Center. The Class 4A/3A/2A/1A State Diving Meet will be held on Friday February 19th with a 5:00 PM start time and the Class 4A/3A State Swim meet will be held on Saturday February 20th starting at 10:00 AM with the Class 3A/2A/1A State Swim Meet being held at 4:00 PM.
- **Michigan:** Girls Season Highlights: Division 1 State Champion - **Ann Arbor Skyline**, Division 2 State Champion - **Dexter**, Division

3 State Champion - **Grand Rapids Catholic Central**. Boys Season: State Championships are the 2nd week of March, **Brother Rice** and **Cranbrook** look to three-peat as state champion, **Dexter** boys are a strong favorite to win Division 2 and join the girls team as state champions. Top times and team rankings can be found: <http://miscoonline.net/top-times-team-rankings/>

- **Ohio:** The Boys and Girls Ohio State Swimming and Diving Championship will be held on February 24-27, 2016, at the C.T. Branin Pool in Canton, Ohio. The Boys Swimming and Diving Tournament is one of the oldest statewide high school tournaments. The first swimming and diving championship was held in the state of Ohio in 1928. **St. Xavier High School's** (boy's team) current total of 28 state championships is the second most for any high school in the country. The state tournament for girl's swimming and diving began in 1977. **The Hawken School** (girl's) teams have won an incredible 16 girls state swimming championships. The State of Ohio continues to be one of the fastest swimming states in the country and it looks like that may happen again this year.
- **Tennessee:** The TISCA State Championship was held February 12-13 at Centennial Sportsplex in Nashville, TN. The boys meet was won by **Memphis University School** (344.50), **The Baylor School** placed second (295). In the girls meet **Harpeth Hall**

cases, not being recruited may have nothing to do with academics, athletics, or personality but rather with timing and overall presence in the mind of the coach.

But most importantly, encourage your athletes to continue growing their love for this sport. The Olympic Games are as much a celebration of

athletics as they are a competition, and in that regard catching the Olympic hype is much more than just scholarships and being recruited. It is about encouraging our athletes to take the next step on their own (but with our guidance), to take their love of our sport to a level they might not have ever dreamed.



Coaches and staff members in attendance for the 2015 USAWP Boy’s Holiday Camp at the Olympic Training Center.



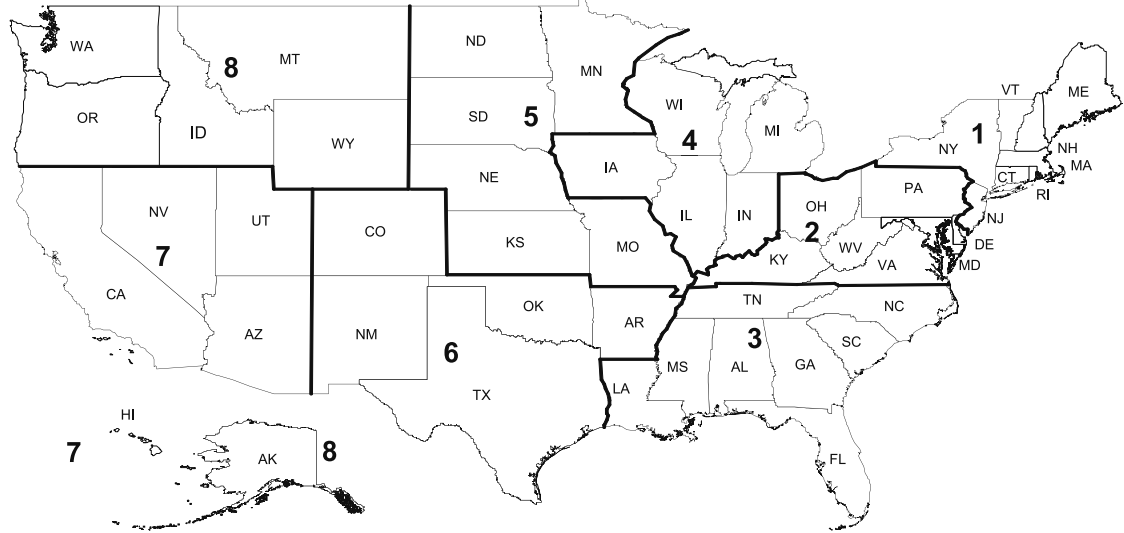
Hello Everyone,
It’s conference time again. If at all possible make your way to Atlanta for our annual NISCA conference March 23-26. Conference registration information and hotel information may be found on our website at niscaonline.org. Watch some exciting swimming at the men’s NCAA championships and make friends with other high school coaches.

What an exciting time to be a high school coach! The Olympics are just around the corner which always seems to give us a boost in numbers. I urge you to take advantage of the hype and promote your program to the fullest. Send in pictures of your team and the accomplishments achieved. Let us know what’s happening in your area of the country. Send your information to Betsy and Eve for publication in the journal and/or on the website. What clinics do you have scheduled? What are the big issues concerning swimming, diving, or water polo in your area? What help do you need as a coach? How can NISCA help you become or continue to be the best coach possible? Do you have a need for a local coaches’ organization? These are the items that your NISCA officers need to know. What can we do to promote the sport of swimming and diving in your area? Utilize Dana Abbott’s services as our outreach coordinator. Have him help you plan, promote and hold local clinics. Congratulations to those of you who completed another successful season in the fall or winter. Don’t forget to submit your All America applications for swimming, diving, water polo, and academics. Consider submitting a Scholar Team application and a National Dual Rankings (Power Point) application. Personally, I’ve just finished a winter boys’ season and am beginning a spring girls’ season. My planning for next season will be postponed until after school is out in May but you can begin now to plan for the future. Make NISCA part of that future planning.

Here’s to a great spring for all of you. Good luck for those, like me, just beginning a season. May it be successful in every way.

Arvel

President Arvel McElroy 24372 West 108 th Terrace Olathe, KS 66061 (785) 218-1912 president@niscaonline.org	President Elect Mark Onstott 41 Nickelby Down Brentwood TN, 37027 (847) 644-7029 pres.elect@niscaonline.org	Secretary Eve Julian 341 Alger St. SE Grand Rapids, MI 49507 (616) 475-0807 secretary@niscaonline.org	Treasurer Tom Wojslawowicz 3015 Shiloh Lane Charleston, SC 29414 (843) 637-4663 treasurer@niscaonline.org	Past President Mel Roberts 55 N. 200 W. Tooele, UT 84074 (435) 882-3247 pastpres@niscaonline.org
---	---	--	--	--

All America Coordinator MARK ONSTOTT Retired 41 Nickelby Down Brentwood, TN 37027 847-644-7029 (Cell) e-mail: aacoord@niscaonline.org	All-America Swimming-Boys RICH HOOD Burke High School 5120 Maple St. Omaha, NE 68144 402-556-3408 (H) 402-557-3202 (W) 402-557-3239 (Fax) e-mail: boysswaa@niscaonline.org	Academic All-America/Scholar Team MARNEY SHIRLEY 401 8 th Street SW Jamestown, ND 58401-4642 701-952-6642 (H) e-mail: aamerican@niscaonline.org	All-America Water Polo BRYAN WEAVER 32709 Seagate Drive, #E Rancho Palos Verdes, CA 90275 310-251-0321 (cell) e-mail: wpaa@niscaonline.org
All-America Diving DON MASON 7101 Cathedral Dr. Bloomfield Hills, MI 48301 248-941-3348 (Cell) e-mail: aadiving@niscaonline.org	All-America Swimming-Girls ANNETTE THIES Albuquerque Academy 4412 Canyon Court NE Albuquerque, NM 87111 505-294-1437 (h) 505-885-8890 (w) e-mail: girlsswaa@niscaonline.org	Membership Chairman PETE HUGO 29 Fairview Avenue Great Neck, NY 11023 516-487-2386 (H) 516-578-9026 (C) e-mail: membership@niscaonline.org	Rules Chairman DIANE HICKS-HUGHES Lansing High School 264 Ridge Road Lansing, NY 14882 607-533-3020 e-mail: rules@niscaonline.org
Professional Awards Chairman WILLIAM C. STETSON 31 Spartina Court Hilton Head Island, SC 29928 843-671-1300 (H) e-mail: profawards@niscaonline.org	Journal Editor BETSY HONDORF 143 Baypath Drive Oak Ridge, TN 37830 865-243-0375 (Cell) e-mail: journal@niscaonline.org	National Records/Archives Chairman MICHAEL SCHUELKE 1171 Park Village Drive Neenah, WI 54956 920-450-3614 (C) e-mail: records@niscaonline.org	Marketing Contact PETE HUGO 29 Fairview Avenue Great Neck, NY 11023 516-487-2386 (H) 516-578-9026 (C) e-mail: Marking@niscaonline.org
Coaches' Education GREGG ANDERSON 1633 Amwell Rd Somerset NJ, 08873 732-873-2225 (H) e-mail: aaclearhouse@niscaonline.org	Power Point Coordinator CLAUDE VALLE NISCA Power Point PO Box 207 Weston MA 02493 781-622-0460 (Cell) e-mail: powerpoint@niscaonline.org	Online Store Administrator GREGG ANDERSON 1633 Amwell Rd Somerset NJ, 08873 732-873-2225 (H) e-mail: store@niscaonline.org	Webmaster EVE JULIAN Ottawa Hills High School 341 Alger St SE Grand Rapids, MI 49507 616-475-0807 (H) 616-970-1661 (C) 616-247-0086 (Fax) e-mail: webmaster@niscaonline.org
Hour of Power Cindy Dell Lake Forest High School 1285 N Mcinley Rd. Lake Forest, IL 60045 e-mail: tedfund@niscaonline.org	Research Coordinator PAUL TORNO P.O. Box 1409 Sandia Park, NM 87047 505-286-4105 (H) e-mail: research@niscaonline.org	Outreach Coordinator DANA ABBOTT 906 Aster Drive Katy TX 77493 281-347-0689 e-mail: outreach@niscaonline.org	
			
ZONE DIRECTORS			
Zone 1 Director PHILIP M. EMERY Retired 48 Starlight Dr. Brewer, ME 04412 207-989-0416 (H) 207-944-8623 (C) e-mail: zone1@niscaonline.org	Zone 3 Director SCOTT BAY Father Lopez Catholic HS Daytona Beach, FL Head Coach 386-341-2899 (cell) e-mail: zone3@niscaonline.org	Zone 5 Director Bruce Bove Shawnee Mission South High School 9748 Riggs Street Overland Park, KS 66212-1542 13-909-9370 (Cell) 913-648-1970 (Home) e-mail: zone5@niscaonline.org	Zone 7 Director BRYAN WEAVER 32709 Seagate Drive, #E Rancho Palos Verdes, CA 90275 310-251-0321 (cell) e-mail: zone7@niscaonline.org
Zone 2 Director JIM STARRETT 820 Woodview Dr. NE Massillon, OH 44646 330-837-6713 (H) 330-904-7628 (Cell) e-mail: zone2@niscaonline.org	Zone 4 Director DENNIS D. HILL 1420 Glen Leven Road Ann Arbor, MI 48823 734-994-5799 (H) 734-239-3943 (c) 734-994-7890 (Fax) e-mail: zone4@niscaonline.org	Zone 6 Director MAC MCDONALD 2111 Welch B303 Houston, TX 77013 832-641-2386 (Cell) e-mail: zone6@niscaonline.org	Zone 8 Director RICHARD CARR 505 N. 19 th Avenue Kelso, WA 98626 360-423-8235 (H) 360-430-7381 (cell) e-mail: zone8@niscaonline.org

background and educational information that can give coaches and universities a better idea of where an athlete stands academically. The Clearinghouse is a necessary part of the recruitment process and ultimately the earlier it is completed the smoother things will move for all parties involved in recruitment.

EXPOSURE

Now, perhaps the most difficult part for a coach new to the recruitment process: getting your kids noticed by collegiate coaches. In states such as California, this might not be such an intimidating idea. However, in states in the Midwest for example, water polo often takes a back seat to swimming and it can be difficult to engineer exposure for our athletes. This is something I took particular interest in and made sure to ask Coach Felix for his advice. His response was simple: it is better to be seen than to be heard.

“For the best exposure,” Coach Felix said, “camps and playing for a club team that travels to the big tournaments over the summer” is essential. “Putting together film to e-mail coaches works as well,” he said, mentioning though that there is only so much a coach can glean from watching tape. Certain quantifiable things such as grades, speed, size, and strength can be shown through tapes, transcripts, and resumes, but for a team sport like water polo, there are many intangible elements that hold a lot of weight as well.

In his opinion, “without a doubt the 3 most important [intangible] things” Coach Felix says are coachability, work ethic, and being a good teammate. These are things an athlete can talk

about all he or she wants but they soon become obvious and potentially problematic once in the pool, hence why it is so much more important to be seen than to be heard.

If an athlete has a particular interest in a school, encourage them to attend a camp there during the off season. At the very least it could better prepare your athlete with exposure to the skills and ability needed to play at that school and at the collegiate level in general. “Coaches can coach up less experienced players,” said Felix, “but if they are not fundamentally sound that makes it very difficult”. Camps are a great opportunity for college coaches to assess coachability, work ethic, and fundamentals of potential recruits as well as for players to open a line of communication with the schools and coaches they are looking at.

If all else fails, it is still better to be heard than to not be seen or heard at all. One of my father’s favorite sayings, “the squeaky wheel gets the grease” applies perfectly here, and I think Coach Felix might agree. If competing at the collegiate level is something one of your athletes really wants to do, then persistence is key. Encourage your athletes to contact coaches on their own, do not try to micromanage this process, instead offer support and guidance along the way.

EMPHASIS

Give them an extra push to be communicative with coaches as well and to be an active recruit; meaning, encourage them to be seen, to be heard, and to train and play hard. Encourage them to not be afraid of rejection; most college coaches are glad to get their recruiting done as soon as possible so in some

INFORMATION

One of the big differences he emphasized between recruiting for swimming and recruiting for water polo is when coaches can start contacting high school athletes. For swimming, that date is July 1st *after* their junior year; for water polo, coaches may begin contacting players via email, phone, and text beginning September 1st *of their junior year*. With that extra ten months over swimming, many collegiate water polo coaches will begin looking at high school prospects around the end of their sophomore year of high school. It is important to remember that high school athletes may contact college coaches at any time, but coaches may not initiate contact until the specified date, so it really never is too early to begin searching for schools.

The important caveat that comes with that is: as a coach, you have to know what it is that your players want. It is not every player’s dream to play for Stanford or to go to an Ivy League school, and not every player wants to put athletics before academics. It is important when helping your athletes transition to the collegiate level that you help them to find what fits best for them. In his talk, Coach Felix recommended sitting down with your athlete and his or her parents to discuss plans and create goals for their future and try to find what exactly it is your athlete is looking for.

ACADEMICS

Grades are not the end-all be-all for deciding which college an athlete will get accepted or recruited to, and neither is athletic accomplishment. Both are important together in one particular regard: improvement. Coach Felix said a common fear of many parents and athletes, especially those who

struggle in the classroom, is how poor grades might affect their chances of being recruited.

While many high level colleges and universities have very firm guidelines regarding minimum acceptable GPA and test scores, many others, among all three NCAA divisions, may be willing to overlook the poor grades of, say, a high school freshman if those grades continue to trend upward. This is by no means a free pass, however Coach Felix expressed that in his experience, many universities value the ability and capacity to improve in a student athlete more so than an overall average of grades.

Another important crossroads of athletics and academics in the college recruitment process is the NCAA Clearinghouse. “The NCAA clearinghouse is very important for anyone who plans on playing varsity sports in college,” said Coach Felix. “In order to be eligible, you need to be cleared through the clearinghouse”.

This means, before a high school athlete takes any *official* college visits and before he or she competes in varsity athletics in college, he or she *must* be registered through the NCAA Clearinghouse. There is the possibility that a recruit may be passed over early on because he or she has not yet been cleared through the clearinghouse.

In order to be registered for the NCAA Clearinghouse, one must provide adequate proof of standardized testing results. Tests include but are not limited to, PSAT, ACT, SAT, etc and must be sent through the athlete’s high school and testing center. The Clearinghouse also requires certain

BENEFITS OF NISCA MEMBERSHIP

1700 NISCA members benefit from the following:

●● OPPORTUNITY FOR NISCA LEADERSHIP ●●

- 50 State Directors
- 8 Zone Directors
- Numerous Committee Chairpersons
- 4 Major Elected Officers

●● PUBLICATIONS ●●

- Web Site - **www.niscaonline.org**
- Bi-monthly NISCA Journal
- High School Coaches Manual
- NISCA Constitution & By-Laws

●● BENEFITS to MEMBERS ●●

- Savings on *Swimming World Magazine*
- Savings on joint membership with ASCA, CSCA, ISHOF

NISCA Coach Awards

- Outstanding Service
- 25 year Service
- Completion of Service
- Hall of Fame Award
- Collegiate Scholastic Award
- David H. Robertson Excellence in Coaching Award

NISCA Team/Athlete Awards

- All-America Awards
- Girls/Boys Swimming and Diving
- Girls/Boys Water Polo
- Girls/Boys Academic All-American
- Scholar Team Award
- NISCA State & Zone Top Sixteen Awards
- National Dual Meet Team Ranking Program

●● NISCA SERVICES AND COMMITTEES ●●

- Annual membership meeting: Clinic, Awards Dinner, Door Prizes, Coaches Social, Fellowship
- High School Rules: Input on rules changes, Special Projects,
- Water Polo, Diving, Records Archives, Professional Awards, Constitution

PLUS

A group of men and women who have provided the LEADERSHIP through their time and effort to make YOUR organization the 'FINEST' of its kind.

GET IN THE SWIM WITH - NISCA
“To Educate - To Promote - To Honor”

From the Editor:

Four years seems to have flown by, but here we are in an Olympic year again. While some of our member schools are large with supporting, feeder club teams in the area, many are small and are always on the lookout for ways to get more students interested in swimming. Both types of programs are sure to benefit from the increased awareness of our sport that is part of this Olympic cycle. In this issue we provide you with data about the “boom” the Olympics will produce (*The Michael Phelps Effect*- Tony Carroll), how it can affect college recruiting (*Catching the Olympic Hype: The Ins and Outs of The College Recruitment Process*- Sam Kocher) and some training and technique ideas that will help you make the most of those excited new swimmers who are bound to show up on your deck.

We share some resources in this issue from a variety of swimming organizations. In addition to our regular feature from the CSCAA (- Joel Shinofield) we provide links to club growth materials on the USA Swimming site. Although the rules for High School and USA swimming relationships vary from state to state many of the resources developed by USA swimming are appropriate, and sometimes free, for high school teams. Ultimately, all swimming

organizations have the same goal: facilitate entry to the sport for a diverse population, support those swimmers as they develop into the best people they can be and help their coaches be as successful as possible in their endeavor to help. I encourage you to look at a wide variety of sources when seeking guidance and inspiration.

In this issue we also continue to share information and congratulations about things going on in High School swimming throughout the country. We strongly encourage you to contribute articles, results and other information about swimming where you are. As we approach end of season deadlines for many of our recognition programs be sure to take advantage of these to help your swimmers feel the satisfaction of success, even if they are not Olympians. Yet.

I hope to see many of you at the annual conference in Atlanta next month. Keep the ideas and suggestions coming!

Swim fast!

Betsy Hondorf

niscajournal@gmail.com

865-243-0375

The NISCA Journal is edited and published by NISCA (Editor, Betsy Hondorf). If you have submissions, questions or suggestions for the Journal please contact me at niscajournal@gmail.com



WATER POLO:

Catching the Olympic Hype: The Ins and Outs of the College Recruitment Process

Sam Kocher, St. Charles Preparatory School

Well folks, we made it. Welcome to another Olympic Year! The Summer Olympics will be held in Rio de Janeiro, Brazil this year and there is plenty to look forward to other than just fast swimming and competitive water polo. The Summer Olympics have been a part of my life since long before I became a swimmer, but I never truly appreciated the games until I set foot in a pool. Seeing all the amazing swimmers I'd only ever heard about and actually being able to watch water polo at an international level was truly a special experience for me.

I am incredibly excited for this year's Olympics in Rio, and I'm sure for many younger swimmers and water polo players it is no different. For some, this may mean dreams of Olympic gold and national pride, but for others, it may be the extra push to want to compete at a higher level. For most of us at NISCA, that means possibly seeing an increased interest from our athletes in competing at the college level. This can be an exciting time for some coaches, but for others it can also be unfamiliar and intimidating process.

Up until a few months ago, I considered myself in the latter category. So when the opportunity came to attend a water polo camp at the Olympic Training Center in Colorado Springs, I jumped at the chance to learn more about the sport I love both in and out of the pool. In addition to

learning a great deal of technical and tactical skills to bring back home to Ohio, I also got to meet a lot of high-level coaches who taught drills, gave talks, and shared general water polo wisdom with all of the coaches and players in attendance.

Among these great high-level coaches was Felix Mercado, Head Water Polo coach for Brown University. Felix is an incredible goalie and coach and an awesome person to boot. He taught us all so much about being and coaching goalies which, for a former field player like myself, was invaluable.



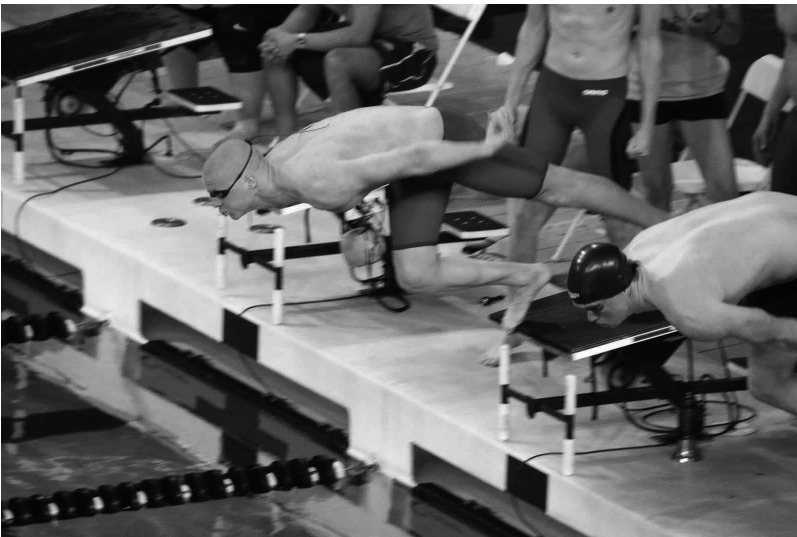
Additionally, Felix gave a really interesting talk about the college recruitment process from a college coach's perspective.

Having only ever played at the high school level (I was always a swimmer first, polo player second), I made sure to take ample notes so I would be prepared for next season. Felix stressed many different aspects of the recruiting process that I was not aware of and he made some really good points about what is and what is not effective during this process.

dominated at the state level and can compete nationally. Keep in mind though that the schools in DI range from those with 110,000 seat football stadiums to those with student bodies of under 2000. People choose DI for a variety of reasons, but some include scholarship opportunity, support in admissions, and bottom line it is the highest level of competition with the greatest resources of support.

DII programs are also highly competitive, with a high level of commitment, but with the DII Balanced Life commitment, the training hours are greatly reduced outside of the September-March regular season. In the South many DII schools are private liberal arts colleges, while further north and west many are non-flagship public universities. Students once again choose DII for the scholarship opportunities, the high level of competition and many DII schools are highly affordable for students who are both highly competitive athletes and good students. The NAIA has similar scholarship numbers and lots of regional overlap with DII. Students choose NAIA schools for similar reasons, and although the NAIA Championship is not at the same competitive level as the DII Championship, it is a true team championship greater access.

DIII is the division of legislated balance, while DIII programs range in competitiveness, in order to compete for a spot on one of the top-programs athletes will still need to commit to keeping themselves in shape year-round. The difference is that the DIII programs are restricted to a 19-week season, not including the NCAA Championship.



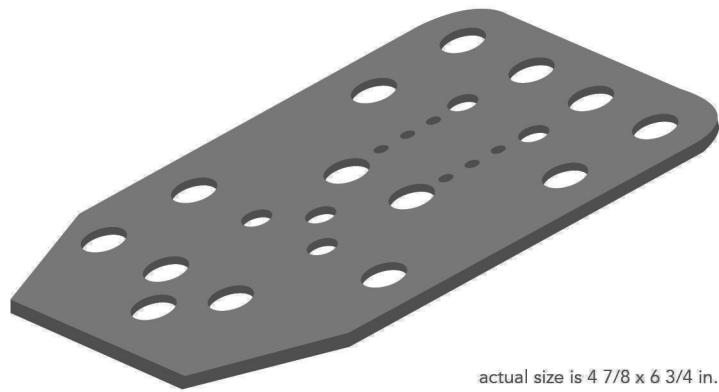
Outside of that time, coaches are not permitted to run athletically related activities for their athletes. There is a defined in-season, out-of-season structure in DIII. Many DIII students choose the schools in the division because of the opportunity to simply continue their sport, others because of the balance and possibly even the opportunity to study abroad and still participate in part of the season. However, don't forget that DIII will produce swimmers that compete at Olympic Trials as well as those from DI and DII. At some DIII schools coaches can provide some assistance in the admissions process as well.

The recruiting process can be a whirlwind for athletes, families and coaches, but in the end it is about finding a great fit academically, athletically and beyond for your students. The more you know, the better you can help them find the right place. In Part II, I'll share ideas about finding the right fit, honoring the commitment and preparing for the collegiate training environment.

Feel of the water on the hand is vital for an efficient and successful competitive swimming stroke. Achieve this better feel with...

HAN'S PADDLES

Designed and Manufactured by **Coach Dick Hannula**



HANS PADDLES are a great technique paddle for use in all 4 strokes. They are black and a comfortable hand size. The holed paddle permits a fast stroking rate and a minimum of joint stress. It is also a power paddle when used in speed training.

GRIPPER PADDLES are larger (7"x8"). They are green with a tread on the water side of the paddle. The paddle is a distance per stroke paddle and great sculling and breaststroke drill paddle. These are pictured and described on the website.

Why Pay More?

- Coach designed, tested and owned!
- Manufactured in the USA
- The price is right – compare!
- Premium quality!

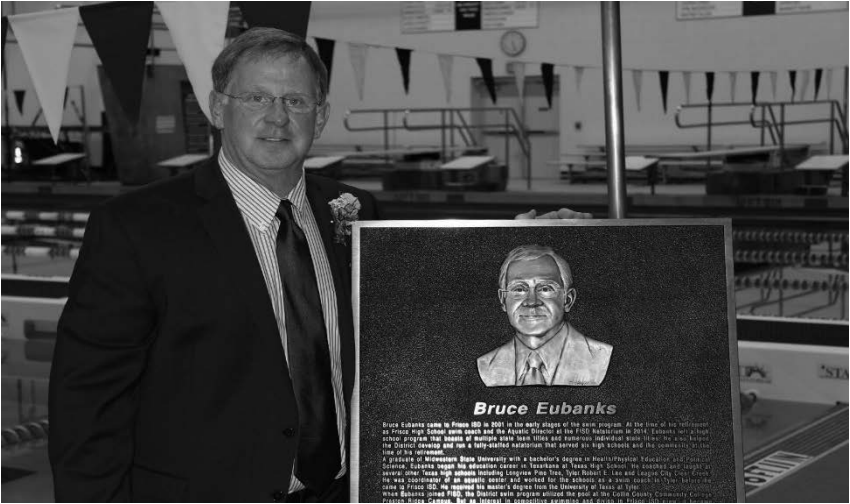
School Purchase Orders

Order Direct: dick@hanspaddles.com

Order Direct Today! at www.hanspaddles.com

Order forms are available on the website as well as paddle information and skill building drills.

Bruce Eubanks Natatorium



On December 5, 2015 the Frisco ISD held a ceremony to officially change the name of the Frisco ISD Natatorium to the Bruce Eubanks Natatorium.

Bruce Eubanks came to Frisco ISD in 2001 in the early stages of the swim program. At the time of his retirement as Frisco High School swim coach and the Aquatic Director at the Fisd Natatorium in 2014, Eubanks left a high school program that boasts of multiple state team titles and numerous individual state titles. He also helped the District develop and run a fully-staffed natatorium that served six high schools and the community at the time of his retirement.

A graduate of Midwestern State University with a bachelor's degree in Health/Physical Education and Political Science, Eubanks began his education career in Texarkana. He coached and taught at other Texas high schools in Longview, Tyler and League City school districts. He was coordinator of an aquatic center and worked for the schools as a swim coach in Tyler before he came to

Frisco ISD. Eubanks was an integral part of planning the natatorium and instituting rules and regulations for its use. The natatorium opened in 2003, and from that point forward the facility has been in near constant use serving Fisd students and community members who utilize the natatorium to swim laps or learn to swim. In retirement, Eubanks is still part of these programs teaching swim lessons and assisting programs that support competitors of all ages.

His 34-year coaching career resulted in numerous awards for his student athletes and accolades for himself. His teams won 37 District titles, 16 Region titles, and four State championships. Individually, he was named Region Coach of the Year 20 times and State Coach of the Year six times. In 2007, Eubanks was awarded the Texas Interscholastic Swim Coaches Association (TISCA) Theron Pickle Lifetime Achievement Award. He was also honored as the 2013-2014 NFHS Boys State Swimming Coach of the Year.



FROM COLLEGE COACHES: Joel Shinofield, Executive Director, CSCAA

Hopefully Helpful Hints for the College Recruiting Process Part 1:



Hopefully Helpful Hints for the College Recruiting Process Part 1:

High school coaches are asked on a regular basis about the college recruiting process. For some, the process is familiar and one viewed as a regular part of each season, for others it is uncharted territory. The process is one that can be a great experience for you and your athletes and it all starts with a conversation. I have listed some suggestions for points to touch on during the conversation and some advice that may be helpful to pass on to your athletes and their families.

It helps to know what role athletics will play in their college search:

1. After academic fit, will athletics drive your college search?
2. Are you committed to the idea of competing in college, or are you just exploring these opportunities?
3. Have you visited schools, what types of schools are you interested in? (Near- Far from home; big school/small school; Liberal Arts, pre-professional; city, small town; other?)
4. Scholarship, non-scholarship? If they are interested in DI or DII, they will need to register with the eligibility center, you can direct them here for a free downloadable guide from the NCAA on that process and eligibility:

<http://www.ncaapublications.com/p-4354-2015-16-ncaa-guide-for-the-college-bound-student-athlete-sold-as-a-package-of->

25.aspx?CategoryID=0&SectionID=0&ManufacturerID=0&DistributorID=0&GenreID=0&VectorID=0&

5. Have you filled out online recruiting forms at the schools you are interested in exploring?

You can then provide a framework of the different types of college programs: Junior College, DI, DII, DIII and NAIA. There really is a program out there for every swimmer, as long as they can match their academic goals with a program that fits their athletic ability.

So what are the differences?

At every level there is considerable variability in competitiveness, because of this there is some overlap- some DIII and DII programs are more competitive than DI, so my descriptions are general and keep in mind that there is tremendous variety. Regardless, the athlete's competitive value to the specific program is the measuring stick. There are Olympians who have minimal scholarships in order to be on a nationally competitive team, while athletes who are not as fast may be on a full scholarship on a team that is competitive only within their league. Competitive value to the program determines the recruiting process.

Generally speaking DI programs are a year round commitment, at the bigger programs athletes will stay on campus to train year round in some manner. Their rosters are composed of athletes who

2015
Central Zone
CHAMPIONSHIP
14-UNDERAGE GROUP LONG COURSE

**FREE
STOCK
NECK
RIBBON**

AS LOW AS
99¢
M-729W
3"

AS LOW AS
\$395
RESIN-ASW
6"

**CALL FOR
QUOTES ON
CUSTOM
MEDALS**

AS LOW AS
99¢
M-787W
3"

AS LOW AS
99¢
M-745W
3"

AS LOW AS
\$139
M-1201WC
3"

AS LOW AS
\$795
ACR-PPW7
7"

AS LOW AS
\$395
B-33SAWBM
7"

AS LOW AS
\$595
RESIN-BHW
6"

AS LOW AS
\$495
ACR-LEGW
6"

USA
SWIMMING

U.S. MASTERS
SWIMMING
SPRING
NATIONALS

SWIMMING

SWIMMING

SWIMMING

SWIMMING

FAST
MUDSOCK CLASSIC

PASA
Palo Alto
Standford Aquatics
8 & Under
High Point

River Cities Aquatics
2015 Summer Season
Most Improved

2015 CCF Swim Team
8 & Under Boys

Lakin Dolphins Swim Team
Kari Murray
2015 - 2016

www.hastyawards.com • 800-448-7714

NFHS Coaches of the year 2015

Two NISCA member swimming coaches were among 22 winners nationwide of the National Coach of the Year award given by the National Federation of State High School Associations Coaches Association. The federation has been presenting the award since 1982 and honors the top 10 coaches in girls sports and top 10 coaches in boys sports for each school year. There were two bonus award winners this time, which honored accomplishments in the 2014-15 school year.



Boys

Linda Wiginton, swimming and diving, Altus (Oklahoma) High School. Altus swim coach Linda Wiginton was named the National Coach of the Year for boys swimming by the National Federation of State High School Associations Coaches Association. Wiginton, who has been coaching for more than 30 years, guided an Altus team that dominated the Class 5A state swim meet last season, winning by more than 300 points. The championship was the school's first since 2010.

Girls

Marty Keating, swimming and diving, Pittsford (New York) Central Schools Keating's Panthers won their 14th straight Section V championship last fall, completing a fifth straight season in which they were unbeaten in dual meets. The Panthers had 16 girls competing at states last fall. Keating was named the *Democrat and Chronicle's* All-Greater Rochester Coach of the Year, an honor he also earned in 2013. His girls teams have won 23 sectional titles. A swim coach for 42 years, Keating guided the Pittsford Mendon boys from 1973-92 and has coached the Pittsford girls since 1974. A Pittsford resident, he's a retired Rochester City School District math teacher who graduated from East High, Monroe Community College and also earned degrees from Rochester Institute of Technology and The College at Brockport.



CHOICES

Dick Hannula



Five years ago I wrote a Journal article titled, “Your Greatest Power”. It was based on a small book by the same name. I believe now is a good time to return to the theme of that book. I believed it to be a fundamental for swimmers and coaches that could not be overlooked if you truly wanted to be successful.

The January 18 issue of Sports Illustrated featured a main article on the NCAA national football title in which Alabama had defeated Clemson. Alabama coach, Nick Saban, must know something about winning as this win gave him five national collegiate football titles. One of the main themes of the article was about choices. I now quote from the article.

“Sabin spent this off-season preaching to his team about the “illusion of choice”. While it seemed the players had a wide range of options for their personal and football lives, Saban and his staff stressed to them that only a narrow set of choices would lead to the success they craved. The 2014 team didn’t make those choices, and it got bounced by the Buckeyes in the Sugar Bowl”

The article describes a group of the respected players resolving to never feel the way they felt losing that game and making the choices best able to achieve success. The result was that if they saw a teammate slacking, they would prod that player. With the team’s attitude properly adjusted and self-policed, coaches could concentrate on the strategic adjustments of coaching.

To a great extent the Alabama approach to their regard to “choices” mirrors similar challenges of swim coaches. It’s all about choices and that is what I attempted to sell my team members throughout their swimming careers. You may not get 100% of your swimmers making correct choices exclusively, but the closer you come to that 100% indicates how good a chance you have to achieve team goals and success. The “Your Greatest Power” book boiled down to one outcome. Your greatest power is your power to choose. In my parochial school education, it was titled free will. We are free to make most choices and as Nick Saban pointed out – only a narrow set of choices would lead to the success that they craved. This is a truth for all of us in a variety of endeavors, but I found this especially true in my coaching.

My own team teaching emphasized the responsibility that came with making choices. Once a swimmer, or swimmers, on the team made a choice they then assumed responsibility for their choices. Everyone was to understand that each individual was responsible for their choices and that responsibility belonged to that individual and that

regulated rest periods between sets – the athlete does not leave the bar until he has completed all of the reps. Using the deadlift set as an example, the athlete pulls 14 repetitions over 2:00 with a weight he would have pulled for 6 reps – the total work has increased, so has the quality of the reps, but the athlete never hits 100% exertion. Specifically, I have included what is known as an ‘undulating’ cluster set, since the reps move up and down between 4 and 1. Alternatives include linear models (AL: 6 with repeating sets of 3), ascending and descending models (AL:6 with sets of 1,2,3,4,5 and 5,4,3,2,1, respectively).

At the end of the workout, we will have performed 16 pullups and 28 total reps of the day’s core lifts – as coaches, we note that none of these reps were performed at full exertion, but all were performed with speed and technique.

Finish: Core is a constant, and though we have worked it throughout the workout, we add some sort of “stable core” as a finisher – generally some combination of plank variations

Moving Forward

The overarching message is this: be prepared, but be flexible. The strength coach should

have a set of ideals upon which his program is built (we start with these five steps), and plan according to a specific timeline, but never be afraid to change. We have brief discussions with our strength and swim coaches before and after every session. Sometimes we train through meets, sometimes we pull back on intensity to avoid burnout; whatever we do, we take great care to be deliberate – we are not always right (any coach who suggests otherwise is kidding himself), but we are always intentional. We have goals, we have structure, we adjust as necessary and we enter each session with a purpose.

At New Trier, we have a very specific weight room expectation: Train Like a Champion. We adopt the mindset that athletes don’t trip and fall into championships, they develop the bodies and minds of champions, and whatever happens in the pool is a demonstration of that process. We don’t need to win to be successful (although that’s a nice bonus), but we always prepare to be successful, which is a win in and of itself. As coaches, we should do the same. Coach Like a Champion.

For more on Appropriate Load theory or to learn more about specific lifts and how they are performed, feel free to contact me on Twitter @NTStrength.

*Persistence Can Change Failure
Into Extraordinary Achievement*

- Matt Biondi
3-time US Olympian

this: Power Pull (5,5,3,5*) – the athlete will have completed a warmup, and these sets are to be done with full exertion. In this model, the athlete keeps a hyper attentive eye on their own ability; was the first set of 5 too easy? Add weight for the second; did form start to waiver on that first set? Take some weight off for the next – it is a constant process of self-reflective adjustment, which we have found to yield fantastic results in both performance and in an athlete’s psychology, since they have a high level of ownership in each day’s training. The asterisk after the final set of 5 indicates a distinction – in this case, we stipulate (AL: 8), which means that final set of 5 is performed with the Appropriate Load for a set of 8. The athlete selects his weight and loads the bar for a full set of 8 repetitions, but only performs 5. In these sets, we look for speed and perfect technique, since the load is the lightest it has been throughout the routine. (For more on Appropriate Load models and its success stories, see *Moving Forward* section).

Step Five: Performance

Taper/perform. This is where we really have fun. Program design in step #5 begins with everything mentioned in step #3, but arrives at the most individualized, sport specific considerations yet. First and foremost, timing. Every strength program should begin with a timeline which identifies where he intends the athletes to ‘peak’ their performance. Our timeline and taper theories are semi-proprietary, but I will share this: the physical and psychological benefits of the taper are widely documented and can be found online. Positive taper effects have been seen anywhere between 6-21 days from competition – finding the ‘sweet spot’ is up to a coach’s discretion and should align directly with the work the athletes are doing in the pool. What I

am free to share is one of the models we use in our Performance phase (pre-taper): the Cluster Set, below.

Sample Workout

Warmup x2

Drop-Ins (4x4)

Band Auxiliary x2

Burpee Pull ups (4x4)

Overhead SQ w/Band (4x4)

Cluster Sets

• DL, AL: 6

Deadlift (4, (:30), 2, (:10), 4, (:20), 1, (:10), 3)

•PP, AL: 8

Power Pull (4, (:20), 2, (:05), 4, (:10), 1, (:05), 3)

Finish: Core, Flutter Kicks

Sample Workout Explanation

Warmup: 10 continuous reps with an empty bar of Deadlift, Jump Shrug, Jump Raise, and Front Squat
Drop-Ins: from a height of 24-36 inches, athletes hover one foot off a ledge (plyo box, bench) and drop to the floor, quickly rebounding back up into the air – to best activate the plyometric response, tell the athletes that their heels should never touch the ground, and they should spend as little time on the ground as possible (for swimmers, we also ask the athletes to snap into streamline position at the top of the jump

Band Aux: Y,T,A, Triceps Kick/Fly, External Rotation, all completed with perfect posture

Overhead SQ w/Band: In lieu of resistance, the athletes stretch the bands, work above their heads and perform strict squats with perfect depth (hip mobility), keeping tension on the upper half of the posterior chain throughout

Cluster Sets: the athlete loads the bar with their appropriate load for the indicated reps, then performs sub-maximal exertions with highly

individual alone. This gave us an added wedge to recognize excuses and to eliminate them from our team members.

The following are quoted directly from my Journal article of five years ago. “I always emphasized to my swim team members that they were making choices daily. They choose when to study, if to study, watch TV, text, or whatever. Wise choices will result in better grades. They also make choices that effect their swimming training and championship meet preparation. Getting to practice and getting there on time, to lead a lane, to streamline off every wall, to attain and hold race pace when directed, etc. etc. in every training session are examples of training choices.”

“Swimmers also choose to get adequate sleep and rest daily. They choose to eat nutritionally, to avoid drugs and the parties where drugs are being used. They choose to have friends who can contribute to their swimming and academic success, or choose the opposite. All of these choices contribute in one way or the other to success in swimming.”

This past year I presented the male and female awards for the “Athlete of the Year” in Pierce County, Washington. These presentations are made annually at a yearly banquet and ceremony attended by the outstanding athletes from each school in Pierce County and in all sports. My comments were

brief but I focused on the one major thing they could control that would enhance their chances for success. I emphasized a number of credible choices that they could be making. However, my emphasis on their choice of the ATTITUDE that they brought to their training and their teammates is one of the most important. A positive and winning attitude not only increases their own chances of high level success but it also does the same for their teammates. When a positive and achievement bound attitude becomes a high level choice, then the feedback to all team members continues to improve and feeds on itself.

This concept was a great teacher for me and believe it helped the swimmers that I coached to be more aware of the choices that they were making and provided some insight on the potential outcome of those choices that they were about to make. “Choices” are just one giant piece of the puzzle. Coaches are attempting to bring out the best effort in their athletes and place their team successfully in highly competitive conditions. “Choices” helps to coordinate many of the necessary pieces of the puzzle. The awareness level of all team members is improved by their understanding of choices. Belief in the process and the confidence in a favorable outcome are all tied into “choices”. An “excuse free” environment is a healthy team environment. The pieces of the puzzle blend together more readily with an understanding of the effects of the choices made. Choose wisely – swimmers and coaches!

“AFTER ALL IS SAID AND DONE, YOU ARE FREE TO CHOOSE BUT YOU ARE NOT FREE FROM THE CONSEQUENCE OF YOUR CHOICE.”

-Ziad K. Abdelnour



engineered
to do it all.

coming soon!

EDGE

COMFORTABLE, HIGH VELOCITY SWIM FINS

Ultimate speed fins designed to optimize training without interrupting a natural kick cycle or compromising on comfort. 100% silicone and trademarked Smart Fin™ Technology reinforces a proper kick at high speeds, builds cardiovascular endurance and activates key muscle groups for a propulsive up-kick.

Contact your FINIS representative for more information.
FINISinc.com

FINIS[®]
simplify swimming



board and the athletes get right to work. Between these sets, the athletes work on shoulder mobility much like they would on deck (speed skaters, etc.) – for specifics and visual aids for these exercises, see *Moving Forward* section.

Other priorities for swimmers include ankle mobility, nervous system activation, and posture. Again, each of these refers back to step one.

Step Four: Appropriate Load

High School strength coaches have different challenges than their college counterparts. One of those considerations is developing strategies to incorporate intensity progressions which have been

scientifically proven; specifically, we cannot make use of a rep/set scheme that uses, say, 85% of a max load, without an accurate max. Without an accurate max, the 85% is meaningless. We will never ask an unprepared athlete to push to full exertion (we have and never will have a freshman put on a max load); in fact, there is a very small percentage of our high school population from whom we can obtain accurate maxes. Last year we probably had four or five male varsity swimmers in that boat. With that in mind, we use the Appropriate Load Model (more on this in a different article). In short, we take well-tested scientific data and attempt to replicate its essential training purpose. We might give an athlete a rep set which looks something like

versed in emerging science, and continually push his own competency in the field, but not at the expense of the basics. Too often a coach will look for novelty and neglect a strong foundation (see step one). A human body should have a strong core, consistent posture, healthy levels of mobility, and sufficient muscular structure to support its most used joints. How this is accomplished is variable, but it is always a good strategy to look at the best: I have been in weight rooms all over the country, spoken to professional, elite high school, BIG10, SEC, ACC, and Ivy League coaches, and I have yet to see a program that does not Squat, Clean, and work on upper body stabilization – those weight rooms likely exist, but I have yet to see them, and I would be curious to hear their rationale. Nathan Adrian squats. Katie Ledecky squats. Ryan Lochte squats. Rebecca Soni squats. The difference (and the job of the strength coach) is to determine how (variation and difficulty relative to an athlete’s proficiency) and when (timing relative to peak) that movement will be performed, while paying attention to their volume and intensity.

Undertraining the posterior chain through the glutes and hamstrings is one of the most common mistakes I have seen. It is true that added weight and bulk in the lower half will require more work to stay parallel to the surface (I’m certainly not suggesting swimmers pack on mass below the hips), but without a posterior chain which can activate and snap to streamline position quickly, then maintain the integrity of that posture through exhaustion, the swimmer will do more work overall and times will suffer. Train the glutes and legs, but be deliberate. The elite high school and college coaches will keep an eye on each individual athlete, since there will be varying degrees of ‘gainer’ (ability to put on mass)

within your population. As with everything, find the right balance for your individual team.

The second component to Uniformity is a clear performance expectation. Coaches, you must be relentless with your expectations for each lift (posture, depth, etc.) and be sure those expectations are shared are always met. An overhead squat or a weighted pullup should look the same no matter the performer. Again, this feeds heavily back into step one – so much of athletics is outside of our control – this is within, and we ought to take care.

Train the body first, then train the athlete (specify).

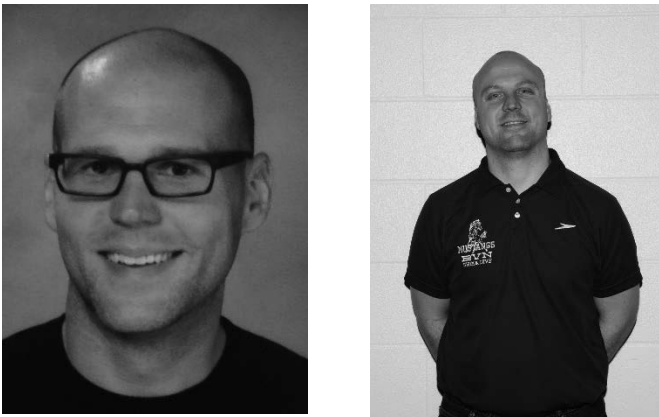
Step Three: Swimmer Specificity

This is where the strength coach flexes his expertise. Tailoring a program to one’s clientele is the secret of the job. At New Trier, we take two components into consideration when designing programs: group experience/ability, and the specific demands of that group’s sport. For example, the varsity swim sessions will look different than the first-year swim sessions, which both look different than lacrosse or field hockey workouts.

After completing steps one and two, we identify the specific demands of our sport. For swimmers, we aim to protect their shoulders. We prepare their shoulders to meet demands in the pool, while ensuring we do not push to the point of overtraining – staying in close contact with the coaches to find out what is going on in the pool is essential to success in that realm. We supplement our weight/dryland training with daily stability band work. We have a routine consisting of Y, T, A extensions, strict-posture triceps variations, and single-leg external rotation. This is an expectation, so common that we simply write BAND AUX on the

USRPT: Success Through Failure

*by Derek Berg and Kyle Farrington
Head Swimming Coaches Blue Valley North and Northwest HS Overland Park, KS*



In the sport of swimming, change comes slowly. When developing a program, most coaches take what they have learned as an athlete and use that to train their team. This means that most coaches coach as they have been coached which leads to a perpetuation of outdated models rather than innovation. After all, when we look for advice about the seasons that we coach, don’t we naturally gravitate to the coaches that have been the most successful? Largely, these coaches are coaching and planning their seasons the way they always have because it wins them championships and is not “broken.” This does not breed an environment ripe for innovation.

The seminal text for this era of coaching has largely been the *Swimming Faster* series first published by Ernest Maglischo in 1982. This series is widely touted as the only way to properly organize a season and train swimmers at most levels. The use of periodization and energy systems informed coaches how to train to produce fast swims, typically a handful of times throughout the year at predetermined times: Conference, Sectionals, State,

Nationals, etc. At the high school level, this typically was used to produce fast times at a single meet over the span of a couple days. Through this style of training coaches walk that fine line between aerobic and anaerobic training, ensuring they incorporate both in the correct ratios. Of course, each coach had their own idea about the details of that perfect formula. For decades, the argument among coaches was between high yardage vs ‘sprint’ training.

In our own programs, we have long been frustrated by the problems that traditional periodization has presented with our high school swimmers. Through studying collegiate programs, as well as other high school programs in the area, we started making a move to higher intensity training and started to sacrifice some yardage. This has largely become the trend that has started to develop in the sport. We discovered that when we were increasing the amount of swimming performed at the highest possible intensity (race pace, or near race pace), our athletes were continuing to improve performance and not losing endurance, even with the reduction in yardage that occurred. Nevertheless, we were leery of cutting too much yardage for fear of depleting and destroying our swimmer’s “base” of yardage and training. This terminology comes directly from the idea of periodization and implies that for the bulk of the high school season, our swimmers were simply on an extended taper that focused on high-intensity work.

While we made changes to the way that we trained our swimmers slowly, in our region there has been a swell of excitement as we started hearing stories of Michael Andrew’s “sprint” training and took notice. As we are in close proximity to Lawrence, KS, this phenom’s story was of great interest to us, and the training seemed to fit in to some changes that we were already undergoing in our own programs. Through the use of the Swimming Science Bulletin, we became aware of the concept of Ultra Short Race Pace Training (USRPT) and Team Andrew in Lawrence, KS. The research of Dr. Brent Rushall as demonstrated that the aerobic capacity of a muscle can be increased through short bursts, instead of long, sustained use (Rushall, 2014b). After researching all of the material that Dr. Rushall had published, we realized it fit the trend that we had both experienced with our teams and our own practice structure. We came to the conclusion that the yardage vs sprint dilemma was a false choice, that athletes can, and indeed must, train at the paces in which they wish to perform at meets, regardless of stroke or distance. Rushall refers to this as the Law of Specificity, that the most effective way to train the neuro-muscular connections needed for racing is to swim at the specific pace in a specific stroke (Rushall, 2104a).

The quality of swimming performed in practice became more important than the quantity of swimming. So often, athletes fall into the habit of doing whatever they can to get through a workout. So many elements differ from what they show us in competition - their technique is not the same, their mentality is not the same, and their times are not close to their best. Not only is this counter-productive to improving how an athlete races, but it is boring. Nobody joins a team to be the best at training; we all want to race. When kids return from

college to see their friends and coaches, they don’t talk about all the sets they completed. They talk about the team they were a part of, the close races they won, meets they attended, the medals they received, and the records they set. With USRPT, the emphasis shifts from surviving practice, and focuses on thriving in a racing environment.

USRPT makes *racing* the lone focus of a training session. Regardless of the distance of the race you intend to train, this philosophy allows the coach and swimmer to train for the specific demands of that particular swim. USRPT increases the volume of race pace swimming that our athletes are performing on a regular basis, and has the added benefit of allowing athletes to achieve personal best times consistently throughout the season. This is in stark contrast to traditional training, where athletes are broken down throughout the season in order to build up again during taper, shooting for best times at specific times, typically at the end of seasons. Additionally, in contrast to what you may have heard about USRPT being “sprint training,” some of our biggest improvements have come in middle distance swims like the 200 and 500 freestyles because it trains the specific demands of these races.

Structure

While we don’t purport to be experts on USRPT, we have adopted this philosophy wholeheartedly in our programs and have researched this approach extensively. We would encourage anyone interested in finding out more about this approach to visit the “Swimming Science Bulletin” and read through the amazing resources that Dr. Rushall has provided the swimming community.

TECHNIQUE AND TRAINING:
SWIMMER STRENGTH: AN OVERVIEW

Jim Davis, Ed.M., MA, USAW, New Trier High School



After many conversations with swimmers, swim coaches, and strength coaches working with swimmers, a common question persists: where do we start? There is no easy answers; everything is contextual, dealing with team dynamics, timelines, and sport-specific considerations. Strength coaches who generally deal with land-based athletes find themselves grappling with a unique set of athlete-performance requirements. So, as entry point, and in an effort to scaffold decision making and program design, we always begin by addressing five progressive steps:

- 1. Safety. Do no harm!
- 2. Uniformity. A body is a body.
- 3. Specificity. Group/Sport considerations.
- 4. Appropriate Load. Adapting the science.
- 5. Performance. Prepare to compete!

There is plenty of room for autonomy within these steps, and each coach should identify his or her own approach based on the specifics of the athletes in his charge. I propose only this: if a strength program has no scaffold, no core ideals, then it cannot be trusted and just might do more harm than good (see step one). That said, when it is

done well, strength and conditioning can be one of the most rewarding coaching experiences in all of athletics.

Step One: Safety

The strength coach has a very clear and primary role: do not harm. In our line of work, keeping the athletes safe takes precedence. That means the strength coach must ensure three things: emotional and psychological safety while under coach supervision, immediate physical safety (perfect technique and the use of an appropriate load (described in step #4)), and long-term safety by preparing an athlete’s body to meet the demands of his sport. This must be at the forefront of the coach’s mind at all times. A healthy athlete is a happy, productive athlete.

Our coaching staff meets regularly to assess ourselves in the context of safety. We are diligent in our self-reflection, continually asking if we have held students to a standard that will ensure their safety while in our company, and that the strength work we engage in will ensure their safety in the pool and beyond. We are relentless in this pursuit and, in many ways, the following steps all fold back into this core ideal.

Step Two: Uniformity

A body is a body. A flaw of many new (and some experienced) strength coaches is that they continually try to reinvent the wheel. The strength coach should stay on top of the literature, be well-

to excuse them from having to attend practice the next morning.

Essentially, I created a line-up for our meet, and I determined the power points that each swimmer's entry time and each relay's entry time dictated (I also included our diver's power point scores, too). Upon generating each team's total number of points based on the line-up entry times, I adjusted those totals in order to demand that the team perform well if they wanted to get out of practice (for example, if the line-up entry times dictated a total of 4000 power points for the meet, I may have set the bar at 4200 points in order for the team to rise to the occasion and exceed expectations).

After explaining these rules to my team prior to the start of our meet, I found a re-energized and motivated group ready to perform; essentially, I needed a new way to motivate the team during a long dual-meet season. The team rallied around each other like I had not seen in some time, and each of the boys' and girls' teams achieved their target team totals in order to earn a day off. This

meet actually set the standard for our team and how we conducted ourselves at meets for the remainder of the season – they saw the value in supporting each other from race to race in a positive manner.

I would caution coaches to have someone ready with you to do the power point scores during the meet; you will need help in 'live-scoring' the power points (I would encourage you or an assistant to live-score it so that the team can check in and monitor progress towards the goal throughout the meet).

SUMMARY

I have found a number of great uses for NISCA's Power Point Tables, and I love using them to find new ways to motivate my team each season to perform. At a minimum, I would recommend all high school coaches to enter into the National Dual Meet Power Point program at the end of each season. It offers coaches an easy way to compare team performances from year to year. If you have any questions about some of the ideas discussed in this article, feel free to email me at fordswimdive@gmail.com.



First, a brief overview of this type of training: USRPT is a system developed by Dr. Brent Rushall that transfers the focus of practices to developing athletes' ability to race. Rather than "periodizing" and focusing on specific energy systems at the right time of the season, the training focus remains the same - racing. Therefore, the season can be arranged to focus more specifically on technique broken down into phases of emphasis where portions of each stroke/race become the focus on during the workouts. In USRPT, Races are broken into manageable chunks like ¼ or ½ of the total race distance. Therefore, sets are traditionally 25s @ 100 race pace, 50s @ 200 RP, 50s @ 100 RP, or 100s @ 500 race pace. The distance of each swim is short, but the number of repeats (volume) is determined by how many times the athlete meets or exceeds race pace. For example, if an athlete's best time in the 100 Freestyle is 1:00.00, then their RPT times would be 30.0 for 50s, or 15.0 for 25s. When performing an USRPT set, athletes must meet or exceed their goal time on each repetition until failure when given 15-20 seconds rest after each repetition. Therefore, when he swims 30 x 25s free @ 100 RP, this specific swimmer would need to hold 15s or better on all reps and begin a new rep each 35 seconds. When the goal time is not met, he will stop, sit out the next repetition, and then continue with the set on the following repetition. He will continue this pattern until he has failed three times at which time he will complete a recovery activity in a designated lane. Depending on space and circumstances, the coach has several options for recovery activities, such as a designating a lane, having the swimmers jump to the end of the line and completing the rest of the set at a recovery pace, or getting out on the deck and stretching.

It should be noted that we have noticed that some swimmers struggle to get up to pace during the first couple swims in a set. Therefore, we allow a grace period during the first four or five reps of each set depending on distance. This is particularly helpful to us while coaching girls' season. Some athletes need to 'get into a rhythm' or get a little more warmed up.

For many coaches this shift to USRPT is jarring and difficult to accept. Using this structure, it is probable that athletes will complete around half of the race-pace yardage planned. This is unnerving to many coaches. However, consider that even though the quantity of yardage decreases, the amount of *quality* yards increases. For example in a traditional practice a swimmer might complete 10 x 200s holding 1:58s. However, his best time is 1:48.8, so the amount of swimming performed at his race pace was 0 yards. This means that he/she has completed no turns at pace, has not learned the proper tempo for this race, is most likely using a stroke technique that will change on race day, and is swimming with a different mentality than they do when racing.

With USRPT, that same swimmer is asked to complete a set of 20 x 50s @ 200 RP; his goal is 27.2. He completes only 9 of them and then fails his third swim. He has swam 450 yards at the same speed or faster as his best time. Even this is a conservative estimate considering we usually push our kids to shoot for completing half of a set, this particular swimmer, even though they have not been able to meet our expectations, has completed 2 ¼ 200s at his race pace. Not to mention, in order to reach these goal times, he has had to match his race tempo, hit his turns the way he would in a race, focus on technique while racing, as well as develop some mental grit to swim like he would in a race even

though he is increasingly tired. As coaches, we love the focus that USRPT demands of its athletes as well as the opportunity it gives us to coach rather than simply facilitate practice.

For our programs, we plan each practice to include two or three USRPT sets, separated by recovery activities, technique work, mental training, nutritional training (information). In short, every aspect of training holds a specific purpose for preparing athletes for competition. Therefore, we will plan a short warm-up of around 500 yds. prior to each USRPT set that focuses the athletes on a particular technique that we would like to reinforce in the race-pace set.

What Have We Seen?

The biggest difference on deck is the transition of the role of a coach from administrator to teacher. By putting the responsibility on athletes to keep track of times and intervals, the coach’s role is to monitor technique and give specific feedback for adjustments as they are swimming. The added benefit of this focus is that our athletes are able to make it further through a set because their technique supports a better focus and faster swimming. Not to mention, we have seen an increase in retention of these technique adjustments in competition. We know that perfect practice makes perfect races, and USRPT allows us to practice perfectly at race pace.

All types of athletes have become more balanced and consistent in their races. Pace work has always been a part of training for distance swimmers, but the ability to feel the difference between a 500 pace and a 100 pace has become invaluable. Not only do those pure distance swimmers learn how to sprint better for relays, but their 500 splits become more balanced and

consistent which results in faster times. We have seen these same swimmers begin to improve greatly in the 200, as they learn how to take out a swim of that distance and have the mental grit to finish a difficult race. Additionally, swimmers that compete in Individual Medley have shown large improvements in weak strokes and transitions due to the fact that all of our swimmers practice all of the races in the high school repertoire.

Mental Benefits

The focus on swimming at your top speed has resulted in the following other benefits:

1. Athlete morale is higher.

Possibly the most important shift is that athletes report a stronger sense of purpose and accomplishment through workouts - training becomes a game and feedback is immediate. Improved focus on racing in practice has had direct results on improved races in meets, often achieving best times throughout the season, instead of waiting for season-ending meets or traditional taper periods. It is honestly easy to keep athletes focused during these sets and motivated to do their best each and every day.

2. Mental preparedness

Training to race has improved athletes’ ability to mentally prepare for races, resulting in more consistency. Athletes also report that dealing with failure on a regular basis helps them become mentally resilient, knowing that they are experiencing difficulty on a daily basis and overcoming obstacles. Athletes also know that they simply need to do what they have been doing in practice. They have been training directly for these



swimmer during this week to recognize the highest-scoring members of the team (or show improvement from year to year if the timed events were the same).

THE HIGH SCHOOL HALF-MEET

One of our team’s favorite traditions takes place on New Year’s Eve every season. For the last half-hour of their practice, I pit the boys vs. the girls in what we call the High School Half-Meet. Essentially, we swim half of each race distance for a high school meet (i.e., 100m Medley Relay, 100m Free, 100m I.M., 25m Free, 50m Fly, 50 m Free, 200m Free, 100m Free Relay, 50m Back, 50m Breast, and 200m Free Relay). I let our captains create the line-up for their respective teams, and I score the meet entirely using power

points. For the sake of “keeping it simple,” I double each race’s time and determine the power points from there (I usually just plug the doubled time into the Power Point Spreadsheets available on NISCA’s website in order to quickly generate a score for each time). The team with the highest power point total at the end of the meet wins the Half-Meet Championship.

POWER POINT GET-OUT MEET

Many swim coaches know the value in spontaneously offering ‘get-out swims’ in order to motivate a swimmer or swimmers to perform well enough in a set in order to end practice early. Last season, I took this idea and challenged my team to achieve a power point score total at a meet in order

SWIMMER/DIVER OF THE MEET

An easy application of power points is the determination of a swimmer/diver of the meet. Compiling power point totals for a swimmer/diver at a meet can aid in rating the performance of that athlete at a meet. Programs like Team Manager and Meet Manager will generate power point reports that can aid in making this decision.

GOAL RACE PACE SETS

In our profession, we have to sell our athletes on the idea that he/she has permission to do best times in practice (or, at a minimum, achieve goal paces in practice). One way to encourage this requires setting a standard power point total for each swimmer to achieve in a set.

For example, if I have a female swimmer who wants to go 52.00 in a 100 Yard Freestyle, she will probably need to split 24.8/27.2 in order to achieve the goal. I look at the 2nd 50’s goal pace of 27.2 and I assign it the Power Point Score for the 50 Free from the NISCA Girls’ Power Point Chart (27.2 is worth 79 points in the newest version of the NISCA PP Tables for Girls’ 50 Free). Suppose I want the swimmer to do a set of 8 x 50’s holding the target 2nd 50 Goal Pace of 27.2. I may tell her that she needs to achieve a score of 632 points for the set (8 x 79 points = 632). If she achieves the score in less than 8 x 50’s then she is finished the set (and if she does not reach 632 points in the 8 x 50’s, I could ask her to swim extra 50’s until she does reach 632 points). The set’s score provides feedback to both the coach and the athlete about the performance during the set.

You may ask, “Why not just hold the swimmer to the standard of 27.2 instead of ‘scoring’ each swim?” Well, it all depends on the athlete(s) you coach – sometimes you need alternative ways to reach an athlete. I refer to this sort of training at “video game” training – score points based on your swims (I credit Jeff Pearson of the Sierra Marlins for this reference from an ASCA World Clinic talk in 2009).

TEAM POWER POINT SETS

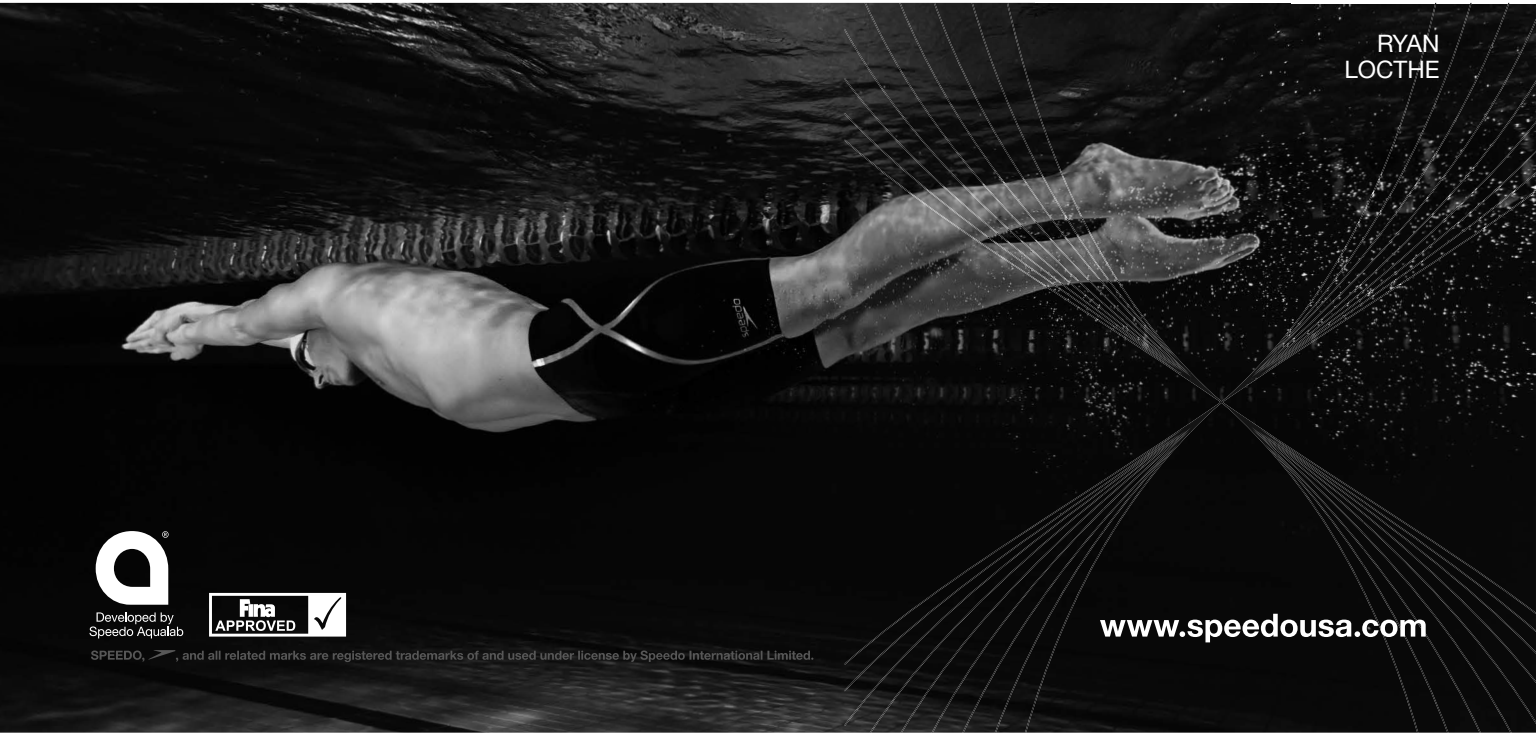
Like an individual swimmer’s power point set, I have also conducted sets where I have set the standard for the team to achieve in order for a set or a practice to end. For example, I may have a workout with the following set: “N x 100s on 2:30.” I will tell my team that the set ends when the entire team reaches a total of 10,000 points. The length of the set depends entirely upon the effort of the team; they cannot rely upon one or two people to score all of those points.

WINTER BREAK TRAINING COMPETITIONS

One of our team’s traditions comes with our training over winter break. Since I coach both our boys’ and girls’ teams simultaneously, I have the girls compete against the boys in various races and broken swims throughout our winter break training week. These swims change from year to year, but the constant is the use of power points to compare the times for the boys and the girls. After recording times each day for each of the swims we time, I will compile a team total (using power points for each time) to score the competition amongst the boys and the girls. I also use the power point totals for each



FEEL THE WATER. **FEEL FAST.**
Ultimate lightweight compression now featured in Fastskin LZR Racer X



races frequently, so there is a sense of comfort in knowing that they simply need to swim the way they have been swimming to achieve a best time.

3. Consistent, immediate, and improved feedback

The format of practices and sets allow for improved feedback from coach to athlete, with the added benefit of immediate implementation. Since the athletes are swimming at race pace during practice, they receive the feedback and put it into practice immediately to prolong the set. Therefore, they are executing actions exactly how they would in a race, reinforcing the neuromuscular connection and building muscle memory specific to the race. An added benefit to this is that athletes learn proper pacing throughout a race and how to 'dig in' at the end of a race to finish hard, rather than 'holding back' at the beginning of races.

Frustrations

Compared to Traditional training, USRPT puts the bulk of the responsibility on the athlete to pay attention to their times, the interval, etc. The structure of these sets also means that athletes are failing at different times throughout the set. This results in athletes sitting on the walls waiting for the next rep, getting out to record times, moving to different lanes to cool down: in other words chaos. Some coaches and athletes find all this movement distracting and hard to manage. Truly, there is a different feel from traditional training and many coaches that value structure and order over all else will find that this training challenges them personally.

To add to this, parents and athletes that have experience with traditional training have heard many

misconceptions about USRPT that are unfounded and come from uninformed or under informed individuals or coaches that value a traditional training approach to the USRPT model. This may lead to athletes struggling to buy into the program and may, therefore, have difficulty benefiting from this type of work.

Additionally, athletes are asked to take a more active role in their training in a USRPT practice. Swimmers must keep track of goal times, intervals, first failures, total volume, recovery activities, as well as technique focus for the week. This means that there is a learning curve that takes place for athletes and coaches at the beginning of adopting this type of program and when swimmers transition from the traditional focus of their club teams. While this is inevitable with change, it can be frustrating to new adopters.

Solutions to the Chaos

Realize that the term Race Pace does not always mean Sprint. We race and train ALL distances with all athletes. Each athlete is responsible for training all strokes and all distances throughout the week, and every race has it's own optimal speed. This realization brings profound changes in the approach to USRPT sets, both from the coach on deck and the athlete in the water.

Secondly, coaches need to make it as easy as possible for athletes to track times, intervals, successes, and failures. Adding some structure to the deck by using organization charts will alleviate some confusion. I, personally, have put up a white board dedicated to tracking data in the pool area so that all can see it. We both hold a mock meet at the beginning of the season to get goal times by taking athletes where they currently are instead of starting

A black and white advertisement for SwimSwam Magazine. The background is a dark, underwater scene with light rays filtering down. At the top, the words "SWIM" and "SWAM" are written in large, bold, sans-serif capital letters, separated by a circular logo. The logo features a stylized white silhouette of a swimmer's head and shoulders, wearing goggles, set against a dark background. Below the logo, the text "THE WORLD'S #1 SOURCE OF SWIMMING NEWS AND INFORMATION" is written in large, bold, white, sans-serif capital letters. At the bottom, the word "SUBSCRIBE" is written in large, bold, white, sans-serif capital letters, followed by the website address "SWIMSWAM.COM/MAGAZINE" in the same style.

SWIM  **SWAM**

**THE WORLD'S #1 SOURCE
OF SWIMMING NEWS AND INFORMATION**

SUBSCRIBE
SWIMSWAM.COM/MAGAZINE

HIGH SCHOOL SPECIFIC:
USING NISCA POWER POINTS FOR YOUR
HIGH SCHOOL TEAM

Matt Stewart, Haverford High School

In the Spring of 2010, Paul Torno, NISCA’s National Dual Meet Point Coordinator, contacted me about entering my high school team (Haverford High School, Havertown, PA) into the National Dual Meet Power Point Program. At the time, I knew little of this program and its possibilities; however, in the past five seasons, I have found a great number of applications for this program for my high school team. In this article, I will share with you some of the many ways our team uses Power Points during our season.

TRYOUTS/ROSTER DETERMINATION

I currently coach the girls’ and boys’ swim team for Haverford High School in Havertown, PA, and we train primarily at night from 7:30 – 9:30 PM at the nearby Haverford School in Haverford, PA. Since our girls and boys must practice together, we have to restrict the size of our team due to available pool space, safety, etc. Each season, we hold tryouts on the first two nights of practice. Using the times from tryouts (and any prior known times for each swimmer), our staff will generate a power point total for each swimmer to help in our decision for the selection of student-athletes for the team. While the swimmer’s power point score is not the only criteria in our decision, it does help with organizing the results of tryouts and determining which swimmers will help our team for the upcoming season.



VARSITY LETTER DETERMINATION

One of the most popular uses of power points in our high school league is the determination of whether or not an athlete will receive a Varsity Letter for their performance during the high school season. A number of coaches in our league set the standard for each student-athlete at 200 Power Points in order to earn a Varsity Letter. For some swimmers, it may only take two events to achieve this standard. For other swimmers, they may need to compete in all eight individual events during a season in order to earn those 200 Points. The point total may encourage some of your less-experienced swimmers to try new events and to explore stepping out of their comfort zone in order to improve as an all-around swimmer. I am not sure if 200 Points represents the best score for a Varsity Letter; I would imagine that high-performing teams may need higher scores in order to attain a Varsity Letter.

with lifetime best times in order to alleviate frustration. Starting with a time that is not a personal best allows athletes to get used to the training without experiencing frustration from the start. Not to worry, we have noticed that athletes quickly get down to intervals that better reflect their best times, many times within the first two weeks of training. In fact, veteran athletes that were not year-round swimmers reported a more rapid improvement from “out-of-shape” to “in-season-shape” under USRPT.

Most importantly, Relax. Practices may seem chaotic, but pay attention to your athletes and you will find them more engaged. Your own level of engagement will undoubtedly improve as you increase the amount of feedback you give to the athletes and you start to see better retention of these concepts. We found that once our athletes internalized the process, they got the hang of jumping in and out of sets after failure and recovered more quickly to return to swimming fast. Our athletes also became very good at helping each other out, pushing each other, calling out times, or offering encouragement to struggling swimmers, much like they would in a meet situation. Furthermore, our kids enjoy practice and goal setting more than ever before, and they love achieving lifetime best times in multiple meets throughout the season.

Conclusion

Trends come and go, and it is easy to dismiss new things as ‘change for the sake of change.’ USRPT is a new concept that utilizes research that has not been used for training in our sport before, so it reimagines training in a way that is new. Thoughts on swim training are considered

by some to be very stagnant. Generations of coaches most often take the format they were trained with as athletes, make some small tweaks, and use those methods to train their athletes. This does not make those methods wrong, but there are times when research and reflection can show us that just because something has been done a certain way for years does not mean it is the only way to succeed. The results we have seen in our programs reinforce the claims made by Dr. Rushall and fit our personal style of coaching. Not to mention, our athletes love the changes that we have made.

Bibliography:

Maglischo, E. (1982). *Swimming faster: A comprehensive guide to the science of swimming*. Palo Alto, Calif.: Mayfield Pub.

Maglischo, E., & Maglischo, E. (2003). *Swimming fastest*. Champaign, IL: Human Kinetics.

Rushall, Brent S., Ph.D. (2014). Hypotheses about the Specificity of Physical Conditioning in Swimming: it is a lot more specific than commonly believed. *Swimming Science Bulletin*. Retrieved January 13, 2016, from <http://coachsci.sdsu.edu/swim/bullets/table.htm>

Rushall, Brent S., Ph.D. (2014). Ultra-Short Race Pace Training and Traditional Training Compared. *Swimming Science Bulletin*. Retrieved January 13, 2016, from <http://coachsci.sdsu.edu/swim/bullets/table.htm>

Salo, D., & Riewald, S. (2008). *Complete conditioning for swimming*. Champaign, IL: Human Kinetics. *Swimming Science Bulletin* Table of Contents. (n.d.). Retrieved January 13, 2016, from <http://coachsci.sdsu.edu/swim/bullets/table.htm>

FEATURE:

THE MICHAEL PHELPS EFFECT:

HOW TO CAPITALIZE ON THE OLYMPICS TO GROW YOUR TEAM

Tony Carroll/SwimSwam



The NFHS released their participation survey results, indicating that High School Swimming and Diving is continuing to grow. Since the 2007-08 season, high school swimming and diving participation has increased by nearly 18%. Boys swimming and diving has seen the biggest increase in participants, growing 23.66 percent since the 2007-08 season. That increase can almost single-handedly be traced back to Michael Phelps.

There are nearly 30,000 more girls participating in high school swimming and diving than boys. What we have noticed recently, however, is that boys swimming and diving is growing very quickly. On the chart below, I highlighted the Olympic Years in bold. The 2008 Olympics took place right before the start of the 2008-09 season. That year, Michael Phelps and his teammates inspired the world and gained celebrity status within the United States. His quest to win 8 Gold Medals shined the national media’s spotlight on the sport of swimming. Between the 2007-08 season and the

2008-09 season, boys swimming increased by 16.34%, gaining more than 18,000 participants. Girls swimming also benefitted from the Olympics as well, increasing 7.46 percent with almost 11,000 new participants.

Although the increase in participation following the London 2012 Olympics was not as big as the increase after Beijing, there was an increase in participation during the 2012-2013 season as well. What we can conclude from this data is that participation in swimming and diving will continue to grow with increased media attention. There were over 300,000 participants competing in high school swimming and diving in 2013-14, which is nearly 50,000 more participants than there were at the end of the 2007-08 season. Since the 2008 Olympics, swimmers have become national celebrities and heroes. Names like Phelps, Ryan Lochte, Missy Franklin, and Natalie Coughlin have become household names, all of which have helped shed a (mostly) positive light on the sport.

Michael Phelps’ contributions to the sport are far more than his World records and Olympic Medals. He has inspired a generation and continues to promote and grow the sport of swimming. Although he is not the only contributing factor to the growth of the sport over the last decade, he has played a very large role.

NFHS High School Athletics Participation Survey Results						
	Boys	% Change	Girls	% Change	Combined	% Change
2007-08	111,896	N/A	147,197	N/A	259,093	N/A
2008-09	130,182	16.34%	158,178	7.46%	289,060	11.57%
2009-10	131,376	0.92%	158,419	0.15%	289,795	0.25%
2010-11	133,900	1.92%	160,881	1.55%	294,781	1.72%
2011-12	133,823	-0.06%	160,456	-0.26%	294,279	-0.17%
2012-13	138,177	3.25%	163,992	2.20%	302,169	2.68%
2013-14	138,373	0.14%	165,779	1.09%	304,152	0.66%

***Bold denotes Olympic year*

Ideas you can use to capitalize on the Olympics:

- Host viewings of trials and/or Olympic swimming at your school and ask your team members to bring friends.
- Have swimmers research past swimming greats and share their stories with your team.
- Show video of some great past Olympic races. The 2008 Men’s 4 x 100 Free Relay is guaranteed to generate some excitement.
- Have assistant coaches watch or read “The Training Of_____” talks to find ideas that coaches of Olympians use that could apply to your program.
- Visit local summer league meets. In an Olympic year lots of families are giving swimming a try. These are your future athletes and making yourself visible encourages them to consider high school swimming when the time comes.
- Create or review a growth plan for your team and assess your capacity for new swimmers.
- Create promotional materials. Have your team members make posters or fliers incorporating the Olympic themes.

Resources:

- #SwimBiz: Social Media, Sponsorship and Swimming marketing Conference
- Swimtoday #funnestsport kits
- Swimjitsu.com- the Ultimate Aquatic Challenge

All through USASwimming.org

Courtesy of SwimSwam

Subscribe to SwimSwam Magazine at <https://swimswam.com/magazine/>