

BEHAVIORAL CHANGE CURRICULUM



LEARN

PLAY

WIN TOGETHER

INTRODUCTION

WELCOME TO EXCEL U

EXCEL U is a school and community based behavioral change curriculum that unifies academic success and health-wellness for students. The curriculum was created and designed by Educated Stars of Tomorrow LLC, which was founded by former NBA player Willie Burton.

EXCEL U is a multi-faceted curriculum designed to engage both students (Students - Scholars) and student-athletes (Scholar - Athletes) to equip them with the necessary tools to maneuver the complexities of student life leading into adulthood. Each of the components is interchangeable to aid students in positive decision-making both in and out of school.

ABOUT THE FOUNDER

Mr. Burton is also the Founder of Excel U, a K-12 designed evidence based behavioral change curriculum. Excel U is a University measured program that empowers students, student-athletes and the adults who guide them.

Mr. Burton is also a former professional NBA athlete, an accomplished state, national, and international program turnaround specialist and a keynote speaker. He turns failing youth programs into nationally recognized programs.

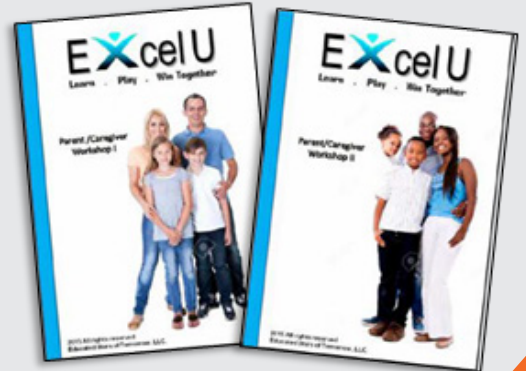
As a High School basketball player, Willie won two Michigan Class C State Championships. He then attended The University of Minnesota and reached the NCAA Sweet Sixteen and the Elite Eight. He was twice selected All-Big Ten, and was named team MVP for three consecutive years. He was inducted into the Catholic High School and the University of Minnesota Halls of Fame, and given the honor of having his number 34 retired by the University of Minnesota. He received his B.S in Multi-Disciplinary Studies with four areas of focus in communication, history and social science, and technology which he uses today working with families.

Willie is a current NBA record holder who played for the Miami Heat, Philadelphia 76ers, Atlanta Hawks, San Antonio Spurs, and Charlotte Hornets. Currently, Willie is on the Board of Directors at the Michigan Physical Fitness Foundation and in 2020 was appointed by Governor Gretchen Whitmer to the Michigan Governor's Council on Physical Fitness, Health and Sports.

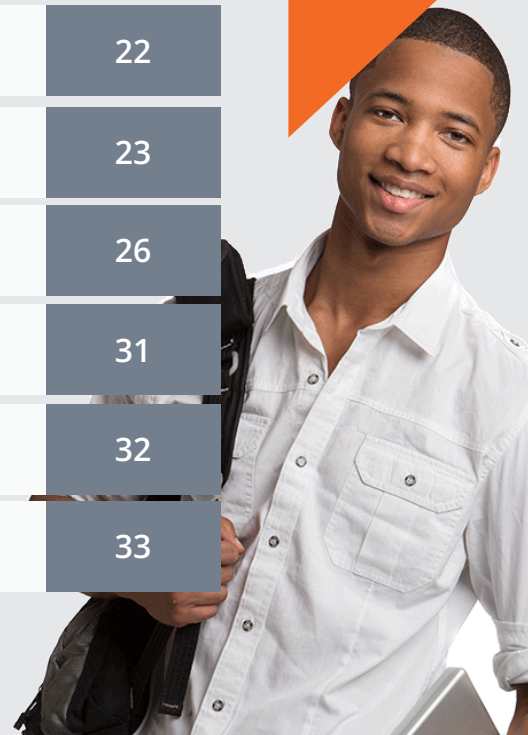
Willie uses his past experiences to provide students and parents with an applicable skill set, designed to aid in their decision making process, resulting in positive and desired outcomes. In addition, he has worked with NBA Cares, NBA Team Awareness Program, NFL Play 60, the NHL and NCAA Tournaments. Using this experience he developed Project Safe Campus, a program that has been approved by the Justice Department, FBI, Homeland Security, U.S. Secret Service and U.S. Department of Education, where he worked with 8 counties and over 400 K-12 schools.

Mr. Burton is a national interscholastic certified coach and athletic administrator instructor. He is also an Assistant Sports Management Instructor at Wayne State University where he received his Master's Degree in Sports Administration.

EXCEL U ROSTER



Excel U - Elementary	Grades: K-5	4-7
Excel U – Middle School	Grades: 6-8	8-11
Excel U – High School	Grades: 9-12	12-16
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CURRICULUM OVERVIEW

The Excel U Elementary curriculum was uniquely designed to engage students with highly interactive modules consisting of exercises in academics, problem solving, goal setting, coping, health, strength and nutrition, with Media rich, online booster activities to foster social media responsibility, retention and durability.

CURRICULUM COMPONENTS

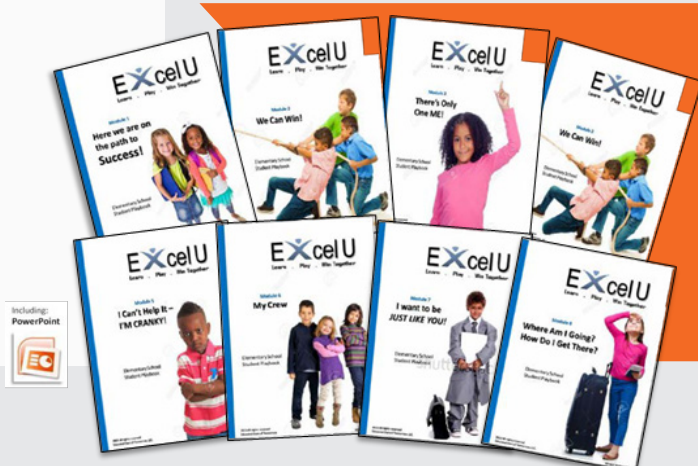
The program has eight (8) modules and eight (8) sessions. Each session is 45 – 55 minutes long. The names of the units and their focus are as follows:

1. **Here We Are On The Path To Success:** Goal setting, visioning and acting on healthy intentions.
2. **We Can Win:** Problem solving and decision making.
3. **There's Only One Me:** Nutrition, sleep, injury prevention and recovery.
4. **What's Good? What's Not? What's the Difference?:** Social awareness and analytical skills.
5. **I Can't Help It... I'm Cranky:** Emotional balance, manage stress and anger, staying motivated.
6. **My Crew:** Healthy relationships, resisting negative influence and persuasion.
7. **I Want To Be Just Like You:** Organizational, study and time management skills.
8. **Where Am I Going? How Do I Get There?:** Mentors vs. role models, finding and being a mentor.

INSTRUCTIONAL MATERIALS

The instructional materials for EXCEL U include:

1. **Coach's Manual:** Step by step instructions for delivering the content of each lesson, PowerPoint slide deck for each lesson, online technical support.
2. **Student Play Book:** Resources and worksheets to support student participation in the learning activities.
3. **Online Social Media:** Learning site provides extension and enrichment activities and allows student's and coaches to interact through a social media format.



CORRELATION TO COMMON CORE STANDARDS

The Excel U Elementary curriculum was designed with Common Core State Standards in mind. Each level of the curriculum was specifically engineered to ensure students were exposed to the following Common Core State Standards:

WRITING

Reasoning

- ✓ Write arguments to support a substantive claim with clear reasons containing relevant and sufficient evidence.
- ✓ Write informational/explanatory texts to convey complex information clearly and accurately through purposeful selection and organization of content.
- ✓ Write narrative to convey real or imagined experiences, individual, or events and how they develop over time.

- ✓ **Production and Distribution of Writing**
Use technology, including the Internet, to produce, publish, and interact with others about writing.

- ✓ **Research to Build Knowledge**
Write in response to literary or informational sources, drawing evidence from the text to support analysis and reflection as well as to describe what they have learned.

SPEAKING AND LISTENING

Comprehension and Collaboration

- ✓ Participate effectively in a range of interactions (one on one and in groups) exchanging information to advance a discussion and to build on the input of others.
- ✓ Integrate and evaluate information from multiple oral, visual, or multi-modal sources in order to answer questions, solve problems or build knowledge.
- ✓ Evaluate the speaker's point of view, reasoning, and use of evidence and rhetoric.

PRESENTATION OF KNOWLEDGE AND IDEAS

- ✓ Present information, evidence and reasoning in a clear and well structured way appropriate to purpose and audience.
- ✓ Make strategic use of digital media and visual displays of data to express information and enhance understanding.
- ✓ Adapt speech to a variety of contexts and communicative tasks, demonstrating a command of formal English when indicated or appropriate.



The EXCEL U TECH Platform

A secured private virtual classroom specifically designed to facilitate on-line interactions between teachers, students, coaches, student-athletes and parents. Users will have access to private group discussions, various digital libraries (video, articles, etc.)

CORRELATION TO COMMON CORE STANDARDS (Cont'd)

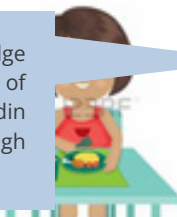


Our Turn...

Now that the nutrition team, the exercise team, and the rest team has done their best to influence you, have you changed your mind on which thing is the most important to be the best you in the whole world?

This is the tricky part – they are ALL important! We all need nutrition (eating right), exercise (moving right), and rest (sleeping right) to be the best us we can be!

Integration of knowledge and ideas. Application of information presented in diverse ways through words.



Eating Right



Sleeping Right



Exercise Right

Next Turn...

On Your Mark: Name something new that you learned today about nutrition, rest, or exercise.

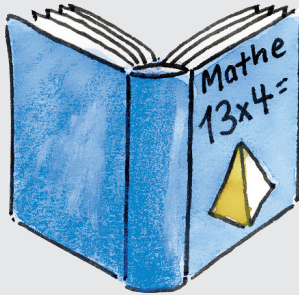
Get Set: Each teammate, popcorn about something you promise NOT to do to keep you from being your best with nutrition, rest or exercise. Your coach will write your promises on a sheet of chart paper, so you can remember.

Go: See how long you can live up to your promise. Next week, we will check how you feel.

CONGRATULATIONS! You are well on your way to being the best you in the whole world! And only YOU can do it!

Write in response to literary or informational sources, drawing evidence from the text to support analysis and reflection as well as to describe what has been learned.

CORRELATION TO COMMON CORE STANDARDS (Cont'd)



MATHEMATICS

- ✓ Measurement of Data
- ✓ Representing and Interpreting Data

Written arguments to support a substantive claim with clear reasons, relevant and sufficient evidence.

Explanatory texts to convey complete information clearly and accurately through purposeful selection and organization of content.

Put on your thinking cap!

What is success?

What does success look like in your life?

There are many things that we need to travel on the path to success. Each of these things are important, and make us the best person, the best student, the best athlete we can be. Today we'll look at some of those things, and figure out how to best our best in each area of our life.



Your Turn...

Using a sheet of paper, fold it into **8 squares**, (half, half, half). In each square, write one thing you would need to be on the path to success. See Figure 1

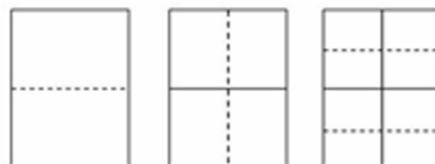


Figure 1:

Step 1

Step 2

Step 3

Our Turn...

For each square, fill in the rest with what you would like to learn about that one thing – something that you don't already know. Your thoughts will help to shape the rest of the program, because it is important to find out what you want to learn, and how to achieve it.

Feel free to discuss with your teammates for ideas.

Next Turn...

You now have a sheet with things you want to learn from this program. Put it where you can see it every week, and check off when you have learned what you wanted.

Also use the sheet to help you ask questions when the topic comes up.

Sample page from Student Playbook

CURRICULUM OVERVIEW

The Excel U Middle School curriculum was uniquely designed to engage students with highly interactive modules consisting of exercises in academics, problem solving, goal setting, coping, health, strength and nutrition, with media rich, online booster activities to foster social media responsibility, retention and durability to name a few.

CURRICULUM COMPONENTS

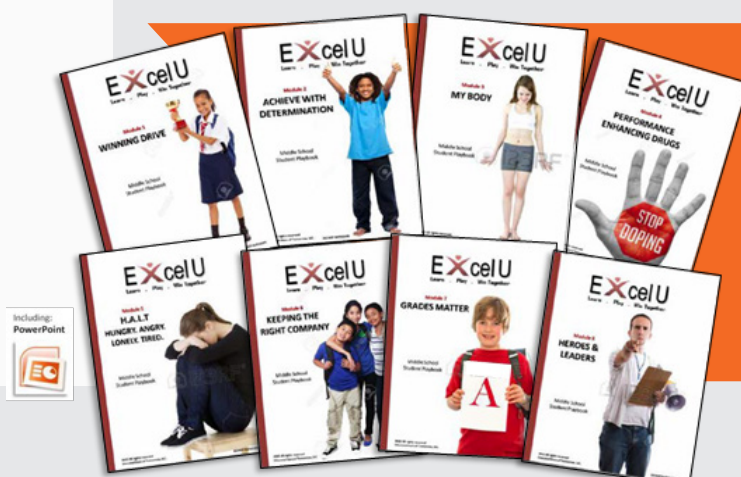
The program has eight (8) modules and eight (8) sessions. Each session is 45 – 55 minutes long. The names of the units and their focus are as follows:

1. **Winning Drive:** Goal setting, visioning success, creating and acting on healthy intentions.
2. **Achieve With Determination:** Problem solving and decision making, ethical choice and action.
3. **My Body:** Nutrition, sleep, injury prevention and recovery.
4. **Performance Enhancing Drugs:** Understanding the effects and consequences of drugs
5. **H.A.L.T.:** Emotional balance, manage stress and anger, staying motivated.
6. **Keeping the Right Company:** Healthy relationships, resisting negative influence and persuasion.
7. **Grades Matter:** Organizational, study and time management skills.
8. **Heroes and Leaders:** Mentors vs. role models, finding and being a mentor.

INSTRUCTIONAL MATERIALS

The instructional materials for EXCEL U include:

1. **Coach's Manual:** Step by step instructions for delivering the content of each lesson, PowerPoint slide deck for each lesson, online technical support.
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3. **Online Social Media:** Learning site provides extension and enrichment activities and allows student's and coaches to interact through a social media format.



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WRITING

Reasoning

- ✓ Write arguments to support a substantive claim with clear reasons containing relevant and sufficient evidence.
- ✓ Write informational/explanatory texts to convey complex information clearly and accurately through purposeful selection and organization of content.
- ✓ **Production and Distribution of Writing:** Produce writing in which the organization, development, substance and style are appropriate to task, purpose and audience.
- ✓ Strengthen writing as needed by planning, revising, editing, rewriting or trying a new approach.
- ✓ Use technology, including the Internet to produce, publish and interact with others about writing.

- ✓ **Range of Writing:** Write routinely over extended time frames (time for research, reflection and revision) and shorter time frames (a single sitting or a day or two) for range of tasks, purposes and audiences.

- ✓ **Research to Build Knowledge:** Write in response to literary or informational sources, drawing evidence from the text support analysis and reflection as well as to describe what they have learned.

SPEAKING AND LISTENING

Comprehension and Collaboration

- ✓ Participate effectively in a range of interactions (one on one and in groups) exchanging information to advance a discussion and to build on the input of others.
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PRESENTATION OF KNOWLEDGE AND IDEAS

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CORRELATION TO COMMON CORE STANDARDS (cont'd.)

READING

Integration of Knowledge and Ideas:

Synthesize and apply information presented in diverse ways (e.g., through words, images, graphs and video) in print and digital sources in order to answer questions, solve problems or compare modes of presentation

SCIENCE

Key Ideas and Details



HISTORY/SOCIAL STUDIES

Cite specific textual evidence to support analysis of primary and secondary sources...

...attending to such features as the date and origin of the information.

...connecting insights gained from specific details to an understanding of the text as a whole.

MATHEMATICS

Drawing inference about populations based on samples.

References:

Common Core State Standards for English Language Arts and Literacy in History/Social Studies & Science. Info retrieved from: http://www.michigan.gov/documents/mde/21_English_Language_Arts_Standards_313842_7.pdf

Common Core State Standards for Mathematics. Info retrieved from: http://www.michigan.gov/documents/mde/31_Mathematics_Standards_313846_7.pdf

Michigan Department of Education: Common Core. Info retrieved from: <http://search.michigan.gov/search?affiliate=mde&m=true&page=2&query=common+core>

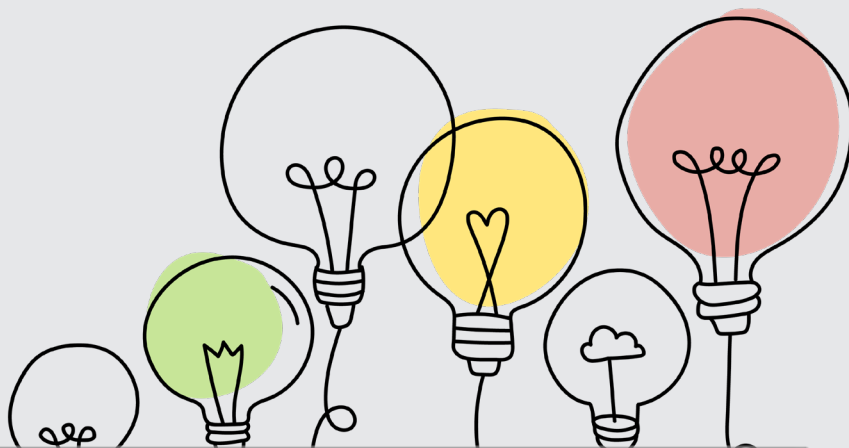
TECHNOLOGY



The EXCEL U TECH Platform

A secured private virtual classroom specifically designed to facilitate online interactions between teachers, students, coaches, student-athletes and parents. Users will have access to private group discussions, various digital libraries (video, articles, etc.)

SCOPE AND SEQUENCE EXAMPLES



Media Influences: analysis of messages from advertisers used to manipulate consumers. Separating wants from needs.

Advertising: develop the ability to contrast advertising with reality. Learn the ability to decipher marketing jargon and factual data.

What Makes A Role Model?

Warm Up

INSTRUCTIONS:

INSTRUCTIONS:
Name celebrity and everyday role models. List the attributes about each that inspires you.

CELEBRITY

ATTRIBUTES

EVERYDAY

Circle the attributes they have in common?

Why do we tend to focus on the person, rather than the attributes?

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DO NOT DUPLICATE

Sample page from Student Playbook

CURRICULUM OVERVIEW

The Excel U High School curriculum was uniquely designed to engage students with highly interactive modules containing exercises in academics, problem solving, goal setting, coping, health, strength and nutrition, with media enriched, online booster activities to foster social media responsibility, retention and durability.

CURRICULUM COMPONENTS

The program has eight (8) modules and eight (8) sessions. Each session is 45 – 55 minutes long. The names of the units and their focus are as follows:

- 1. Championship Drive:** Goal setting, visioning success, creating and acting on healthy intentions.
- 2. Acting with a Purpose:** This difficult process for a teenager begins in the first year.
- 3. Physical Well-Being:** Nutrition, sleep, injury prevention and recovery.
- 4. Performance Enhancing Drugs:** Understanding the effects and consequences of drugs
- 5. Manage Burnout:** Emotional balance, manage stress and anger, staying motivated.
- 6. Keeping the Right Company:** Healthy relationships, resisting negative influence and persuasion.
- 7. Stay Eligible:** Organizational, study and time management skills.
- 8. Be a Role Model and Mentor:** Mentors vs. role models, finding and being a mentor.

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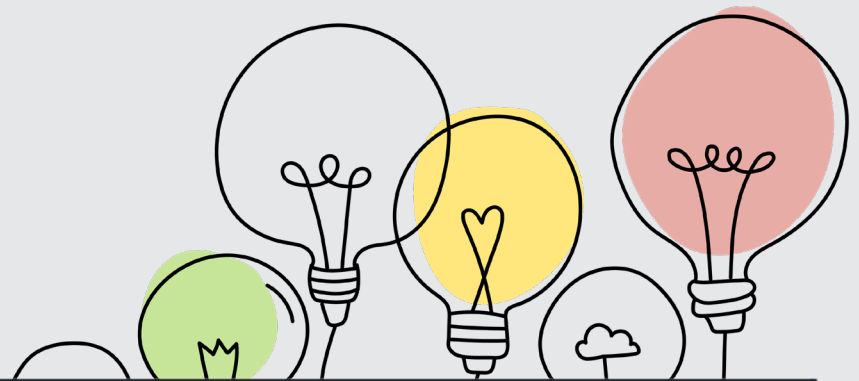
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Common Core State Standards for Mathematics. Info retrieved from: http://www.michigan.gov/documents/mde/31._Mathematics_Standards_313846_7.pdf

Michigan Department of Education: Common Core. Info retrieved from: <http://search.michigan.gov/search?affiliate=mi-mde&m=true&page=2&query=common+core>

SCOPE AND SEQUENCE EXAMPLES



Decision making to improve stressful situations. Managing stress. Coping with stressful scenarios.

Stress reduction techniques, increased awareness of stressful triggers. Identifying the symptoms of stress and resolution skill enhancements

PLAYER GAME BOOK
SMART Plan Cool Down

INSTRUCTIONS:
Create an action plan of at least one thing you can realistically do for each of these burnout prevention tips.

SPECIFIC: What stress or burnout symptom do you want to reduce or prevent?

MEASURABLE: Which techniques from Game Plan 3 will you try?

ACCEPTABLE: Why is it important to you?

REALISTIC: What will success look like?

TIME FRAME: When will you begin, how often will you practice the technique?

Specific	
Measurable Steps	
Acceptable	
Realistic	
Time Frame	

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DO NOT DUPLICATE

Sample page from Student Playbook

SCOPE AND SEQUENCE EXAMPLES



Goal setting for Success:
Effective planning;
distinguishing between
short and long term goals.

Decision-Making and
Understanding
consequences of
individual actions.
Prioritizing to promote
future wellness.



Practice Academic Success

INSTRUCTIONS:

Choose the Preparation skill you would most like to work on. Look over the "I ..." statements. Which three can you put into action in the next week? Write the skill and 3 "I ..." statements you selected.

I ...

Skill: _____

I ...

I ...

Parent or Guardian Signature: _____

Teacher Signature: _____

Date: _____

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Module 5 – Page 8

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Sample page from Student Playbook

SELF-REGULATION COMPONENT



GIVE ME AN EXAMPLE
EXAMPLES
ARE THE KEYS TO YOUR SUCCESS

1	
2	
3	

Excel U SELF-REGULATION TEACHER GUIDE 10010 Educators Book of Resources Ltd. All Rights Reserved Page | 25

We hear often where the poor choices of youth result in devastating circumstances. In this age where immediate gratification is often at the expense of others, it is more important than ever for student-scholars and scholar-athletes learn the skills of self-regulation in order to manage their place in the world successfully. Mastery of self-regulation allows the circumvention of negative occurrences to the greatest extent possible. This subsequently allows student-scholars and scholar-athletes to have a much greater chance at the successes they desire in class, in activities, and in life.

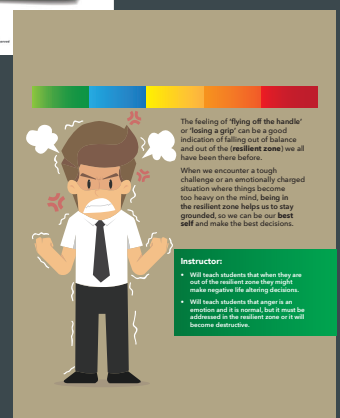
As a component of the Educated Stars of Tomorrow's EXCEL U program, the self-regulation curriculum provides a ready resource for educators to not only explain how important this necessary skill is, but provide practical and applicable strategies to engage them. This component dovetails with the nationally recommended Restorative Practices model in that it prepares students to be able to absorb those concepts in order to successfully employ those practices.

Employing prepared lessons that involve visual material as well as mechanisms for individualized thought, this self-regulation component uses the following foci to ensure mastery:

- Biology
- Psychology
- Social Science
- Goal Setting
- Feedback Monitoring

Unique in its presentation, the EXCEL U self-regulation component is highly effective for all students – whether in Elementary, Middle, or High school. Implementation will show positive growth that has ancillary results in climate and culture, as well as improved academic achievement.

Self-Regulation ON THE MARK, GET SET, GO



SELF REGULATION

(Elementary / Middle School)

Unique in its presentation, the Excel U self-regulation component is highly effective for all students in Elementary and Middle School. Implementation will show positive growth that has ancillary results in climate and culture, as well as improved academic achievement.

Employing prepared lessons that involve visual material as well as mechanisms for individualized thought, this self-regulation component uses the following foci to ensure mastery in:

- Biology
- Psychology
- Social Science
- Goal Setting
- Feedback Monitoring



Self-Empowerment and Resiliency

PROGRAM WORKBOOK



Anthony Allen, CTRT

Based on Self-Regulation by Alvin Simms



Self-Empowerment and Resiliency

PROGRAM MANUAL



Anthony Allen, CTRT

Based on Self-Regulation by Alvin Simms





SELF-EMPOWERMENT & RESILIENCY

(High School)

01

Self Empowerment is designed to help high school students become more self aware of their feelings, emotions and sensations they experience.

02

Self Empowerment also addresses how the brain and body communicate during adversity on the inside of the body, to foster resilience on the outside.

03

Promotes empowerment, independence and healthy self regulation skills for all students.

04

Each lesson guides the student through a path of self discovery that seeks to support the student at maintaining or re-establishing emotional balance and self awareness under any situation.

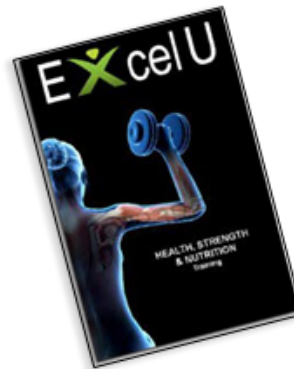
CURRICULUM OVERVIEW

The Excel U Health, Strength & Nutrition curriculum was designed to improve student performance in the areas of nutritional habits, speed, improved strength, agility, and explosion. The program fundamentals are arranged starting with the psychological aspects to the physical practices needed to implement these strategies. The intention is to provide access to a quality strength and nutrition training program for all students with real-world practical applications.

CURRICULUM COMPONENTS

This program covers the gamut of Nutrition and Strength training knowledge based concepts. The course is categorized as follows:

- **The Basics of a Nutrition and Strength Program**
- **Putting The Basics To Use**
- **Percentages**
- **Goal Setting**
- **Sports Nutrition**
- **PED's And Supplements**
- **Conditioning**
- **Plyometrics**
- **Flexibility**
- **Testing And Evaluation**
- **Classroom Curriculum**



CORRELATION TO COMMON CORE STANDARDS

The Excel U High School curriculum was designed with Common Core State Standards in mind. Each level of the curriculum was specifically engineered to ensure students were exposed to the following Common Core State Standards:

MATHEMATICS

Grades: K-5 Measurement and Data

Representing and interpreting data

Grades:6-8 Statistics and Probability

Grade: 7 Drawing inferences about populations based on samples

High School - Modeling

HISTORY/SOCIAL STUDIES

Grades: 6-12

Cite specific textual evidence to support analysis of primary and secondary sources . . .

. . .attending to such features as the date and origin of the information

. . .connecting insights gained from specific details to an understanding of the text as a Whole.

STUDY TABLE FOR STUDENTS

PURPOSE

To promote academic achievement for students and student athletes.

NEED FOR PROJECT

Nationally, out of every 100 9th graders, 68 will graduate from high school, 40 will enter college directly, 27 are still enrolled in college in their second year, and 18 will graduate from college. Scholar-athletes face a host of additional risks, as well as, opportunities unique among their non-athlete peers. For those who are gifted athletes but struggling students, the high school dropout rate – 53%- is unacceptably high. Among the talented and capable scholar-athletes, only 3% will have a successful college career. Of those, less than 1% will make it to the pros. Along with academic challenges, scholar-athletes have to navigate the physical and social-emotional tasks that all young adults face – achieving competence, developing integrity, and preparing for a vocation. The Study Table Project is designed to address these needs at all levels. The earlier the academic structure, the sooner information can be retained.

COMPONENTS OF STUDY TABLE

TUTORING SHOULD:

- ✓ Diagnosing the academic strengths and weaknesses of each student
- ✓ Starting student on their instructional level, not their grade level
- ✓ Mastery learning– moving students at their own rate, while maintaining 80% mastery
- ✓ Tutoring should performed by high performing students or highly qualified adults with at least two years of college and working alongside a certified teacher.

HOMEWORK HELP:

- ✓ While the primary emphasis is on strengthening basic skills, provided Homework Help, as needed
- ✓ Special subject teachers such as chemistry and calculus should be “on – call” to address burning issues

TEST PREPARATION:

- ✓ Learn General Test Taking Strategies by implementing SAT/ACT prep to curriculum or study table
- ✓ Find free ACT materials to prepare for the ACT have been compiled and sequenced for ease in preparation

MENTORING:

- ✓ Establishment of a mentoring group including professional athletes, community leaders, business leaders, local school teachers and administrators and organized mentoring groups
- ✓ Teach social Literacy (emails, texts, Skype, telephone, other digital media)

PARENT ENGAGEMENT (OPTIONAL WORKSHOPS)

- ✓ Empowers parents with strategies to support their student's academic preparation
- ✓ Strategies to help parents prepare their student for the rigors of the next level (college, career, etc.)

RECOMMENDED SCHEDULE

Three (3) days/week; Two (2) hours/day for 30 hours (Hours above six (6)/week could take place on the weekend or online)

GPA- 0.00- 2.00 - 10 hours Study Table per week

GPA- 2.01 - 2.15 - 8 hours Study Table per week

GPA- 2.16 - 2.50 - 6 hours Study Table per week

GPA- 2.50 - 2.99 - 4 hours Study Table per week

GPA- 3.00 - Can work with another student at study table (no more than 2 students total)

INCENTIVE PROGRAM

- ✓ To encourage participation and reward accomplishments

EXPECTED OUTCOMES

- ✓ .5 – 1.0 increase in GPA
At least 2 grade level increase in diagnostic assessments in reading and math during the tutoring period

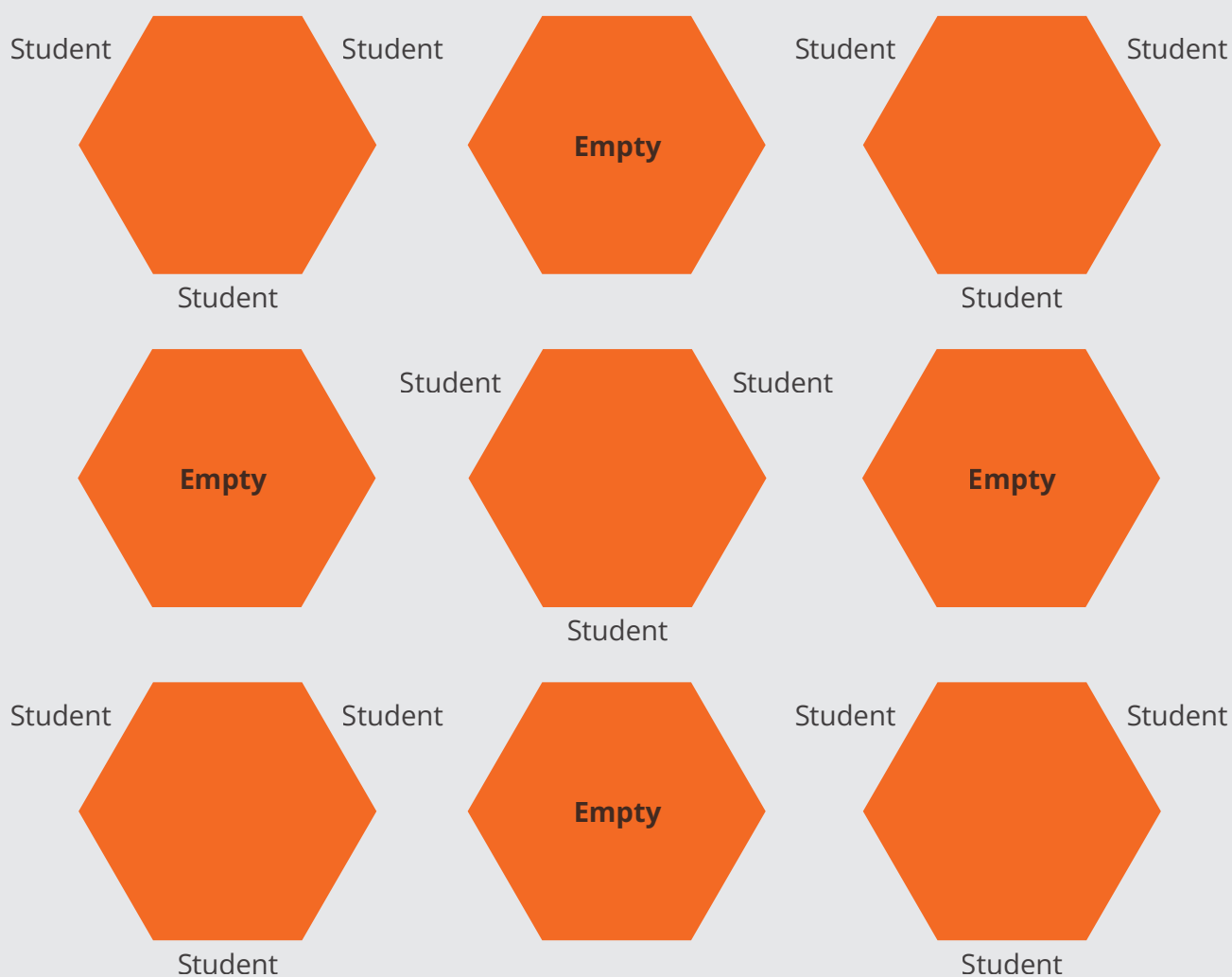
STRUCTURE

- ✓ 1 instructor per 8 students

AREA

- ✓ Students should be space out and not sitting next to one another. This will reduce horse play. Students should be spaced out to every other table.

EXAMPLE SEATING CHART



*Based on this Model a minimum of 2 instructors should be present

TUTORING OVERVIEW

The purpose of the Tutoring Study Table program is to provide students with a comfortable, interactive learning environment that will promote a high level of academic achievement and development. Creating a positive learning environment for students who require additional assistance in satisfying specific academic requirements is the ultimate goal. The study table program is available to all students throughout the academic year.

TUTORING COMPONENTS

The program is compartmentalized as follows:

Basic Skill Development

- ✓ Diagnosing the academic strengths and weaknesses of each student.
- ✓ Starting student on their instructional level, not their grade level.
- ✓ Mastery learning– moving students at their own rate, while maintaining 80% mastery.
- ✓ Tutoring should be provided by certified teachers or highly qualified persons with at least two years of college and working alongside a certified teacher.

HOMEWORK HELP

- ✓ While the primary emphasis is on strengthening basic skills, provided Homework Help, as needed.
- ✓ Special subject teachers such as chemistry and calculus should be “on – call” to address burning issues.

TEST PREPARATION

- ✓ Learn General Test Taking Strategies
- ✓ Find ACT-Free materials to prepare for the ACT have been compiled and sequenced for ease in preparation.

INCENTIVE PROGRAM

to encourage participation and reward accomplishments.

MENTORING

- ✓ Establishment of a mentoring group, including professional athletes, community leaders, business leaders, local school teachers and administrators and organized mentoring groups.
- ✓ Teach social Literacy (emails, texts, Skype, telephone, other digital media)

PARENT ENGAGEMENT (OPTIONAL WORKSHOPS)

- ✓ Empowers parents with strategies to support their student's academic preparation
- ✓ Strategies to help parents prepare their student for the rigors of the next level (college, career, etc.)

RECOMMENDED SCHEDULE

Three (3) days/week; Two (2) hours/day for 30 hours
(Hours above six (6)/week could take place on the weekend or online)

GPA: 0.00- 2.00 - 10 hours Study Table per week
2.01 - 2.49 - 8 hours Study Table per week
2.50- 3.00 - 6 hours Study Table per week

EXPECTED OUTCOMES

- ✓ .5 – 1.0 increase in GPA
- ✓ At least 2 grade level increase in diagnostic assessments in reading and math during the tutoring period.

EXCEL U NCAA COLLEGE

SCHOLARSHIP ROADMAP



Getting recruited doesn't mean
you're automatically accepted
into a college.

College coaches are just as interested in your academic performance as they are with your athletic abilities.

They want to focus their recruiting efforts on scholar-athletes who they know have a good chance at being accepted into college. Beyond eligibility and acceptance purposes, coaches are also looking for recruits who take their academics seriously. Chances are, if you have a strong GPA and test score, they know you're more likely to be able to balance the demands of your sport with a college workload.

Getting a verbal offer or signing the National Letter of Intent doesn't mean that you're automatically accepted by a college. The college coach works for the athletic department, not the admissions department. Your application, including grades and test scores, need to stand on its own.

When researching schools, make sure you look at the incoming freshmen average GPA and ACT or SAT test scores to get an idea of what grades and test scores you need to meet admissions requirements.



HEAD COUNT SPORT SCHOLARSHIPS

Head count sports are required to give full scholarships only. The NCAA also set a specific number of athletes that can be awarded a scholarship. The NCAA D1 head count scholarship sports are football (DI FBS only), basketball (DI men's and women's), tennis (DI women only), gymnastics (DI women only) and volleyball (DI women only). Scholarships in these specific sports are mandatory full-rides and cannot be split in partial offers.

- 01 NCAA Division I Athletic scholarships are mostly full rides depending on the sport.
- 02 This difficult process for a teenager begins in the first year.
- 03 These schools compete in DI but don't offer any athletic scholarships; the Ivy League is an example.

To play **Division I sports**, you must earn **16 core courses**.

Ten of them must be completed prior to the seventh semester. Those ten courses are **"locked in"** and **can't be retaken** to improve the grade-point average.

Seven of those 10 must be a combination of English, math or natural or physical science that fulfills the overall requirements.

If you don't earn **10 courses before your seventh semester**, you are still eligible to practice and receive a scholarship, but you can't compete.

Classes that are NCAA core courses include:

English	English 1-4, American Literature, creative writing
Math	Algebra 1-3, Geometry, statistics
Natural of physical science	Biology, chemistry, physics
Social science	American History, civics, government
Additional	Comparative religion, Spanish 1-4

IVY LEAGUE CONFERENCE

- Princeton
- Dartmouth
- Harvard
- Columbia
- Pennsylvania
- Yale
- Cornell
- Brown

TYPES OF NCAA QUALIFIERS

Full Qualifier:

Core GPA and exam score was achieved. Allowed full participation and competition with the team.

Academic Redshirt:

This status is new for D1 athletes entering college in August 2021. This standard applies to students with a NCAA Core GPA from a 2.3 -2.29. Students can sign an athletic scholarship and practice with the team but are NOT allowed to participate in any competition.

JUST BEGINNING

Calculate Your NCAA Core Grade Point Average (GPA):

If you are just beginning the recruiting process, it is critical you identify your NCAA CORE classes and calculate your NCAA CORE GPA (especially if you're a 11th grader). This should be done with your counselor, so you know where you stand academically. A worksheet is found on the next page of this catalog. You may have to adjust your class schedule or your goals for the level of college you hoped to compete if you struggled early on in high school. Make certain you also understand the rules and regulations for summer and night school. Every one of these classes need to be a NCAA approved class.

The core GPA must be calculated by using only the NCAA approved core classes. Core classes must be in English, Math, Science, Social Studies, and selected additional classes like a foreign language class (all classes listed on your HS NCAA 48H form). You will need to identify your point valued based on how your school marking periods are set up. Most schools are either semesters, meaning each class is .5 or 1/2 a credit, trimesters, or full year classes.

EARLY ACADEMIC QUALIFIER

Students can earn DI and DII early academic qualifier after complete of the junior year. The minimum GPA requirement is a 3.0 NCAA core GPA.

PARTIAL ACADEMIC QUALIFIER

Achieved either the core GPA or exam score but not both. Allowed to practice and train with the team. Cannot dress or play in games. (DII only).

NON-QUALIFIER

Did not achieve the core GPA or the exam score. Will not allowed participation in any manner with the team for one full school year. An associate degree (2-year college degree) will be required if one hopes to transfer to NCAA DI.



NCAA CORE COURSES EVALUATION SHEET

SOCIAL SCIENCE

NCAA DI - 2 Years Required

NCAA DII - 2 Years Required

CURRENT/PAST COURSES

Total: _____

POTENTIAL FUTURE COURSES

Total: _____

EXTRA CORE COURSES

Both NCAA DI & DII require
4 Extra Core Courses (from
any of the above or Foreign
Language, Religion, or
Philosophy)

CURRENT/PAST COURSES

Total: _____

POTENTIAL FUTURE COURSES

Total: _____

NOTES:

DISCLAIMER: This worksheet is a general guideline to help plan your approved core course workload. The NCAA has the final say on which classes are approved, so please confirm your high school guidance counselor or with the NCAA Eligibility Center.

WORKSHOP OVERVIEW

The purpose of this workshop is to prepare stakeholders with the necessary tools, resources and knowledge-base to effectively implement the Excel U curriculum. The primary goal is to train staff and other key figures on the processes and best practices for a comprehensive implementation of the Excel U curriculum to students. This workshop also seeks to explain the value propositions for student- scholars and scholar-athletes and the benefits for coaches, teachers, parents and the community.

WORKSHOP PURPOSE – THE FACTS

Most students who play sports-from middle school through college- entertain hopes of having a career in sports. Some will realize those hopes- but most will not! The purpose for Excel U is to address these alarming statistics as early as possible:

- The high school drop out rate for those who are gifted athletes but struggling students is 53%.
- Among talented and capable students, only 3% will have a successful college career.
- High school and college athletes are at higher risk for binge drinking and more likely to regard parties as an important part of their social life.

Despite these facts, participation in athletics also has many positive outcomes such as increased self- esteem, resiliency, perseverance, focus, physical fitness and collaboration with others.

Estimated Time: 2 Hours

This workshop was designed to be implemented in 4 (2) two hour workshops.



**FACILITATORS
WORKSHOP**
Train-the-Trainer

RECOMMENDED ATTENDEES

Principals, Athletic Directors, Activities Coordinators, Teachers, Coaches, Paraprofessionals.

TRAINING MANUAL

The Train-the-Trainer Handbook will provide you all the tools you need to facilitate a two day staff/coaches workshop which will prepare each person participating in the workshop to facilitate the EXCEL U curriculum. Once completed each participant should:

- Understand the 8 Module Structure
- Be able to define key terms related to the curriculum
- Know how the PowerPoint Presentations relate to the Playbook
- Know how to use SMART Goals system
- Know how Parents, Administrators, Coaches/Teachers and Athletic Directors fit into the EXCEL U curriculum
- Understand how to collect the important data from the relevant sources (students and parents) that is needed to evaluate the program
- Be able to use the EXCEL U Website and incorporate it into each Module included with the curriculum

INCLUDES

Workshop Playbook and 8 hours of instruction.

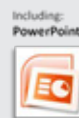
WORKSHOP OVERVIEW

The purpose of this workshop is to inform the Athletic Directors (AD's) about the need, goals, methodology and structure of the Excel U curriculum model. This workshop will also explain the value propositions for student-scholars and scholar-athletes and make clear the benefits for coaches, schools, parents and members of the community.

WORKSHOP COMPONENTS

This workshop should take an estimated 2 hours to complete. Designed to give AD's a full range of activities and knowledge based concepts including:

- **Program Impact on their Students and Communities.**
- **The Uniqueness and Need for Excel U.**
- **Expert Facts and Statistical Data**
- **The Program Founders Perspective**
- **Components Of A Successful Program**
- **Structure of Lessons and Key Terms**
- **Effective Use of Parent Workshops**
- **Integration of Technology**
- **In-Depth View of Module**
- **AD Knowledge Comprehension**
- **AD Value Proposition and much more!**



Estimated Time: 2 Hours

RECOMMENDED ATTENDEES

Principals, Athletic Directors, Activities Coordinators, Teachers, Coaches.

INCLUDES

Workshop Playbook, 2 hours of instruction time.

HIGH SCHOOL ATHLETES THAT COMPETE ON COLLEGE LEVEL						
Athletes	Women's Basketball	Men's Basketball	Baseball	Men's Ice Hockey	Football	Men's soccer
High School Athletes	452,929	546,335	470,671	36,263	1,073,775	358,935
High School senior athletes	129,408	156,096	134,477	10,361	306,221	102,553
NCAA Athletes	15,096	16,571	28,767	3,973	61,252	19,797
NCAA Freshman Positions	4,313	4,735	8,219	1,135	17,501	5,655
NCAA Senior Athletes	3,355	3,682	6,393	883	13,612	4,398
NCAA Senior Athletes Drafted	32	44	600	33	250	75
Percentage: High School To NCAA	3.3%	3.0%	6.1%	11.0%	5.7%	5.5%
Percentage: NCAA To Professional	1.0%	1.2%	9.4%	3.7%	1.8%	1.7%
Percentage: High School To Professional	0.02%	0.03%	0.45%	0.32%	0.08%	0.07%

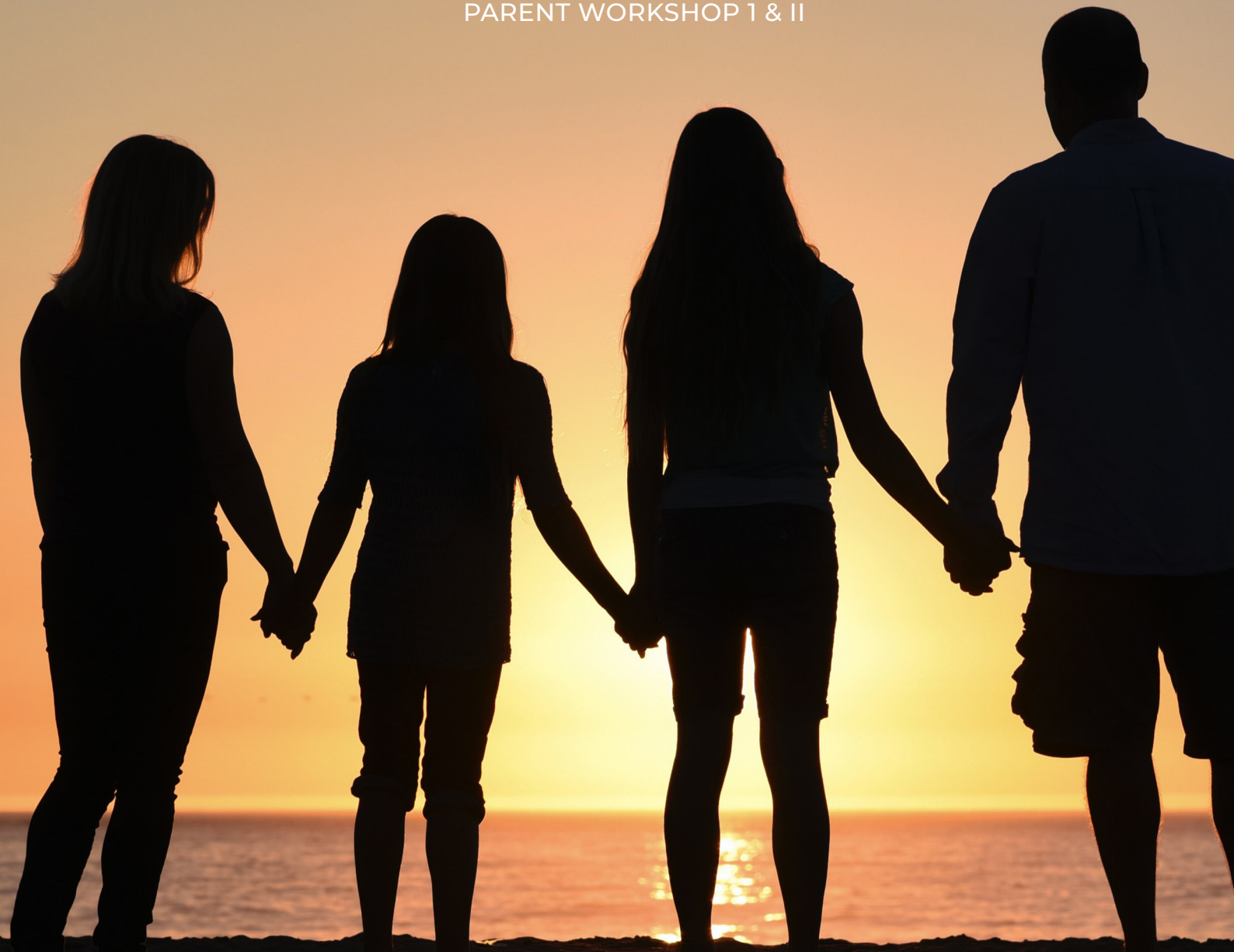
Expert statistical data to reflect realities of possible outcomes for scholar-athletes. Used to reinforce need for pragmatic and grounded future planning and decision making.

Sample slide from AD Workshop PowerPoint



Learn . Play . Win Together

PARENT WORKSHOP 1 & II



PARENTS OF ATHLETES

HOW CAN YOU HELP YOUR STUDENT - ATHLETE BECOME A SUCCESS STORY

WORKSHOP OVERVIEW

The Excel U Parent Workshops I & II were uniquely designed to provide parents with the tools to properly support their student scholars who are student-scholars and scholar-athletes. In short, our goal is to assist parents in nurturing a students mentality to WIN: Win in their classes, Win at their sport or activity and Win at Life. To develop their leadership skills and use them positively and strategically in all facets of their lives.

PARENT WORKSHOP I

This workshop covers a wide variety of subject matter designed to improve the behavior, academic performance and overall health of student-scholars and scholar-athletes. Included are several team-building exercises, educational and athletic comparisons and unification strategies. Suggested methods of interacting with school officials and event staff, Perspective from the NCAA and NAIA as it relates to academic eligibility and much more.

Estimated Time: 2 Hours

PARENT WORKSHOP II

This workshop covers a wide variety of subject matter related to the improved behavior, academic performance and overall health of student- scholars and scholar-athletes and should be considered an add-on to Parent Workshop I. Included in this workshop are lessons on how to maintain an open and effective Parent-Coach relationship, Recommendations for interacting with scholar-athletes before and after games, degree of involvement with coaches after games, realistic goal setting for scholar-athletes and much more.

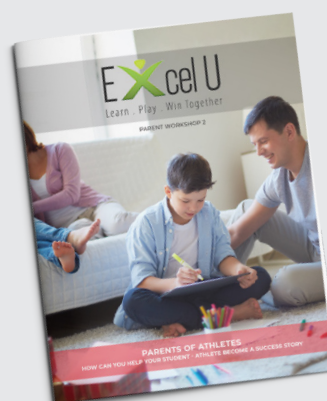
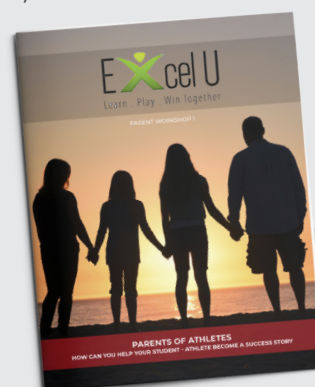
Estimated Time: 2 Hours

INCLUDES

Workshop Playbook, 2 hours of instruction time.

RECOMMENDED ATTENDEES

Principals, Activities Coordinators, Teachers, Parents, Caregivers, Older siblings.



EXCEL U MARKETPLACE

Excel U Completion Certificates

Price: \$1/per certificate
Packages in increments of 10.
Minimum of \$10 per order



Excel U Backpack (Blk)
Price: \$40.00



Excel U Water Bottle (Wht)
Price: \$9.99



Excel U Coffee Mug (Wht)
Price: \$9.99



Excel U T-shirt (Wht)
Price: \$19.99



Excel U Beach Bag
Price: \$29.99

ORDERING OPTIONS

There are two ways to order Excel U programs:

1. ONLINE
2. PHONE



Web address: ExcelUonline.com

Note: Click “Order Now” button in center of homepage.



Or

Call: **1-888-411-5240**

Representatives available:

Monday-Friday: 8a-6p EST

Saturday: 11a-5p EST

Sunday: Closed



SHIPPING:



Call Now to Order:
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