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Community Champions Program Information



Profile Information

NONPROFIT BUSINESS NAME: HEADEUS MAXIMUM INC

PROGRAM NAME: COMMUNITY CHAMPIONS

ADDRESS: CORP OFFICE 1817 BLACK BEAR DR, FORT WAYNE, IN 46808



Mission/Vision

Headeus Maximum, Inc services will strive to protect the dignity and reputation of the clients they serve by providing high quality branding and a commitment to excellent customer service. Headeus Maximum, Inc sole purpose is to educate, help and assist the student athletes in becoming a more rounded professional business person through internships that will be an asset to any community.

Teaching our youth how they could inspire, educate, and influence their environments by giving back through internships, volunteering, philanthropy, or just being a living example. We want to show them they are more than an athlete. Headeus Maximum Inc will assist each individual in identifying their passion(s) of giving back to their community and form a mutual partnership between the student athlete and the said community services. True brand building is about giving something to others in need without expecting something in return.



Program Overview

The Community Champions program was started to help assist and show student athletes that they are more than just athletes. Their God-given purpose is outside the field and arenas, but their impact can be seen on campus and in their communities as well. We want this program to be a tool to help round the student athlete to be better for themselves and their community.



Target Population

a. How do you identify or enroll athletes?

- We vet out all student athletes and interview them and assess the student's history in their communities. The selection process is character-based, not talent-oriented.

b. Do you have student athletes enrolled now? How Many?

- 15

c. If so, where do they go to school?

- University of:Alabama, Kansas, Indiana, Louisville, Ohio State, Iowa, Connecticut



Goal of the Program (internships)

- 1.To help cultivate a professional business lifestyle in our students
- 2.To become a strong partner and asset in our communities
- 3.To educate the students in financial literacy
- 4.To educate the students in leadership and accountability
- 5.To educate the students in government norms
- 6.To educate the students on health & wellness



Past Activities

1. Golf outing and fundraising event for children in Alabama
2. Backpack giveaway (school supplies)
3. Youth skills camp
4. Financial literacy training / guest speaker
5. Hospital visit to support the children in care
6. Social media video that focus on the accountability of student athletes in the community



Current Activities

- Foundation setting
- Recruiting new clients
- Scheduling spring and summer events
- Connecting with sponsorships and resources for athletes



Future Activities

1. Internships
2. Annual Symposium (spring & summer) : This event will allow Headeus Maximum, Inc to bring together all of our clients in one venue to listen to guest speakers in areas like health & wellness, financial literacy, leadership & accountability, government, technology, and philanthropy
- 3.. Golf outing and fundraising event for children
- 4.. Backpack giveaway (school supplies)
- 5.. Youth skills camps that includes health & wellness guest speakers
- 6.. Financial literacy training/ guest speakers
7. Hospital visit to support the children in care
8. Develop social media platform
9. Mentorship program



Needs that Exist

The program needs funding for travel, lodging, venues and 50% stipends for 2-3 week internships with professional organizations.

The students will be exposed to different professions other than the sport they play through mentoring and development of their personal brand. In order to move the students around and help them gain exposure, funds are needed for staff payroll and outreach initiatives.



Program Design

Define NIL

We are educating the student athlete how to enhance their NIL-name, image and likeness by identifying their interest through internship, philanthropy and volunteering their time to the cause.

We also encourage them to use their NIL to inspire the community to be greater.

What are the Key Elements of the program?

1. Internship & leadership
2. Financial literacy
3. Health & wellness
4. Volunteering
5. Community service



Program Design

What activities are offered to the athletes?

- Mentorship program- A big brother big sister program for career exposure and family and community involvement.
- Fundraising opportunities
- Education and brand building in the community

How & where do you provide program services?

These services and activities are customized to the location where the athlete resides. The program is designed to bring mentorship to student athletes within the United States.



Measuring Success

Program success will be measured by community participation, strategic partnerships, student athlete interest, feedback from parents, community and partners.



Staff Positions

- **CEO**
- **DIRECTOR**
- **VIDEOGRAPHER**



Contracts, partnerships, or commitments with other organizations

- **ALABAMA ONE CREDIT UNION:**
 1. GOLF FUNDRAISER
 2. BACKPACK GIVEAWAY
- **TRACTION SPORTS ACADEMY:**
 1. INTERNSHIPS

**WE ARE CURRENTLY IN THE EARLY STAGES OF DEVELOPING
A FINANCIAL LITERACY SEMINAR**



Statistics, Research, Articles

Comeaux: Exposure to new things can lead to expansion of the mind. And that can lead to new possibilities. At Vanderbilt University, [former athletic director] David Williams made sure that athletes had offseason internships. I once asked him what the reaction of his coaches was. He said, “They have no choice. They will buy in, or there will be consequences.”

For most athletes, those kinds of activities aren't required – not like lifting weights, going to practice, or watching film. Many athletes have told me they wish that internships were something that was required.



Statistics, Research, Articles

Global Sport Matters: Every year during the NCAA basketball tournaments, we see positive, upbeat commercials about how the vast majority of college athletes are “going pro” in something other than their sports. The implication is that college athletes are being prepared for successful careers. How does the picture painted in those ads compare to what research has found about the transition athletes face when exiting college sports?



Statistics, Research, Articles

GSM: According to NCAA rules, “a student-athlete’s participation in countable athletically related activities shall be limited to a maximum of four hours per day and 20 hours per week.” Of course, there's a catch to this: Those “countable athletically related activities” exclude a whole bunch of actual sports activities that take up actual real-world time for college athletes, who can spend 50 hours a week on their sports. How much does simply not having time to do other things – like internships – affect athlete preparation for life after college?



Statistics, Research, Articles

GSM: How does the level to which a college athlete identifies and defines themselves as an athlete affect their transition to post-college life?

Comeaux: It affects it a lot! For example, research shows that students who come in with a STEM identity before they enter college – because they have a mother, a father, or a sibling who is a doctor or an engineer – are more likely to pursue that goal themselves, persist, and be successful. Meanwhile, those who don't have a college-going identity in a specific area are less likely to successfully complete their journey.



Statistics, Research, Articles

The same thing is true for athletes. I interviewed two football players from Ivy League schools. They realized they weren't going to play professional football.

So they took advantage of alumni events, meet-and-greets. One is now working on Wall Street, and he attributes that to the relationships he was able to build while in college.

It's not that Division I athletes don't want to be good students. It's just that the culture around them does not exist the same way it does in the Ivy League and elsewhere. I recently spoke to a group of Division III football players. They all pursued internships at some point. It was a given. Yes, they wanted to win games and a national championship. But they were realistic about their futures. And their coaches, their academic advisors, their parents – everyone was on the same page that they would be prepared for their futures. The way they thought about themselves as athletes was different from the way athletes at Division I schools think about it.





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MAXIMUM

Thank You

