

# **PLANNING GUIDE FOR THE COLLEGE BOUND STUDENT-ATHLETE**



**COLLEGE PARK HIGH SCHOOL**

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Dear Students and Parents:

Continuing your academic and athletic career in college requires a tremendous amount of work. While the Planning Guide for the College Bound Student Athlete can assist you through the college recruiting & admissions process, you are the generating force to assure that the necessary tasks get accomplished. The college counselors, athletic department, coaches and teachers here at College Park High School are here to help.

College Park High School has been fortunate to have a few graduates go on to play at the collegiate level over the years. Most have played at the NCAA Division II and III levels, while some have played at the NCAA Division I level. I've always felt that a graduate who is able to continue their athletic career in college shows that College Park High School has prepared them, both academically and athletically. Our athletic alumni are a source of pride for our entire school community.

The success of this process for you depends upon realistic evaluations of your ability, both in the classroom and in the sports arena. Please use this information to help further your athletic opportunities beyond high school.

Information in this packet was compiled by a number of Athletic Directors in the area. This version has been updated and modified for College Park High School students. It has been created for your convenience to help guide you through an important time in your life.

*Ultimately, it is your responsibility to make sure you meet all NCAA requirements and deadlines.*

Sincerely,

Jim Keck Athletic Director College Park High School

## **GETTING STARTED**

Each year thousands of student athletes and parents market themselves to college coaches. Some are very successful, some are not. It's not a difficult process if you have a road map and the basic resources to give your student athlete the best possible advantage. Regardless of the type of college sport, the process is the same - you have to get noticed to get recruited!

The key to success is to remember that this process is not a sprint, it's a multi-year marathon and the journey starts with a common-sense plan. Working the plan, as a Parent/Student team, while spending a little time each month can open doors you never thought possible.

### **Can my Student Athlete compete at the college level?**

Let's be realistic. College sport positions and athletic scholarships aren't available to everyone. You should be aware that most student athletes will not be able to play Division I sports. There are too many athletes and only so many Division I schools. However, the vast majority of colleges or universities are not Division I schools and yet they have very competitive sports programs.

You or your student athlete will have to meet some important conditions to get to the next level. There is a significant level of student athlete competitors seeking to fill college sports positions and potential scholarship offers. You may be a "star" athlete in high school, but you will need to know how you match up with other high school star athletes from around the country, both athletically and academically.

You'll need to identify your academic and athletic abilities and what division level student athlete you are in order to target the right schools where you have the best chance of competing. Ask all of your coaches and others you know who will be honest and candid with you. Ask them what they think of your athletic abilities and at what division level they believe you could compete in.

You may find that the truth hurts, or perhaps you'll be surprised to find that you have underestimated your abilities. This is a critical first step in the process. You may waste your time if you focus your efforts on colleges with the wrong athletic division and academic requirements. You want to make sure you are targeting the

right academic schools in the right athletic talent division. To compete at the college level, coaches are looking for a student athlete who possesses the applicable sport-specific tools such as strength, speed, hitting, hitting for power, fielding, etc. After that they look at character and mental toughness that make up the will-to-win, attitude following failure, performance under pressure, respect for family and teammates.

### **What do College Coaches expect?**

A very small percentage of high school student athletes receive college playing opportunities, scholarships or incentive packages because the coach “happened to find him or her.” Only the top elite athletes, the top 100 nationally receive enough media coverage and recognition that they are automatically recruited without having to make an effort. The other 99% have to take the initiative to contact the colleges and coaches where they have an interest. Most schools’ recruiting budgets are small, and coaches rely on you to contact them. College coaches are very busy, they don’t have the time or budget to travel around the country to see you or your student athlete compete. Phone calls, emails, cover letters, profiles, résumés, stats, video and references become key tools for the coach in the recruiting and evaluating process. You might think that it’s too self-promoting to make the initial contact with a coach and to “market” your student athlete. However, this is the norm. If you don’t do it, other student athletes will get the opportunity, get noticed and get recruited because they and their parents will have made the effort and received the attention. These days, college coaches expect you to do this - it’s an expected practice!

Coaches expect you to prepare academically. College coaches expect that you understand that preparation academically is of primary importance to the recruiting process. This means preparing in the classroom as much as on the field. Failure to take care of your academic standing often means failure to achieve athletic goals. As an example, since Division III institutions do not offer athletic scholarships, academic performance is just as valued as athletic performance in the recruiting process.

Understand this: Regardless of how talented your athletic abilities are, your academic record will make the biggest difference in admissions and financial aid

outcomes! Every college has academic scholarships or grant money that is awarded to students and student athletes who demonstrate academic achievement. High academic achievement means you will be accepted into more colleges, and thus have greater college choices.

College coaches expect you to make the first contact with them. In most cases, if you're not interested in their institution they will not force themselves upon you. Here are a few common sense rules of engagement college coaches would expect of you:

1. Be an effective communicator. The student athlete (not the parents) should call or email the coach when appropriate. The student athlete should always call the coach back when they call you.
2. Little things count. Be sure to review your letters and/or e-mail messages and spell their name and their school's name correctly.
3. Be honest. If you are interested in their program, tell them. If not, say so. Don't waste their time or yours.
4. Provide your contact information. Make sure to note when you are available. Share your cell phone number and e-mail address.
5. Complete the applications. Follow-up and send transcripts and teacher recommendations to the schools in which you have an interest. Get all the paperwork taken care of as early as possible.
6. Prepare your questions for them so when they call or when you visit you're prepared, and have something to talk about. This shows that you are interested.
7. Do your homework. Know about the athletic program, the coach's name, the division they're in, their current record, any program history, etc.

Keep in mind most coaches are working with limited budgets and very little time, staff and resources. You have to be persistent, prepared, and polite to get noticed at any division. If nothing else, every coach wants players who can enhance their program. Character is a key component of integrity. Show your character!

### **What can you expect from your High School Coach?**

High school coaches are a great resource for college coaches. They're a valuable

and powerful reference that college coaches will want to talk to about the student athlete. They are an excellent source for a positive student athlete recommendation letter. Work hard to keep your relationship with the coach a positive one. Do not get caught up in the parent/coach “my athlete doesn’t get enough playing time” discussion /argument. If your student athlete is good enough, is working hard, and doing what is asked of them, they’ll get enough playing time.

Your coach may be able to assist you, but ultimately it is your responsibility to market your talents, get your name in front of college coaches and control your own college career!

### **NCAA ELIGIBILITY CENTER**

The National Collegiate Athletic Association (NCAA) governs three divisions of college athletics and requires that students interested in playing on either Division I or Division II teams file for certification of athletic eligibility. The form and the NCAA Guide for the College Bound Student-Athlete, a publication that explains the rules and regulations that govern recruiting, academic eligibility, and financial aid, can be found at the NCAA website at [www.ncaa.org](http://www.ncaa.org). Students who want to participate in Division I or Division II sports should start the certification process by September of their sophomore year. The procedure is as follows:

- If you wish to participate in Division I or II sports, you must submit your SAT scores

directly to the NCAA Eligibility Center. The NCAA code is 9999.

### **NCAA Eligibility Registration**

**Online Registration** The NCAA Eligibility Center has designed a website with you, the student-athlete, in mind. This is where you will find the tools and information you need to begin your college experience as a student-athlete.

To register with the NCAA Eligibility Center, go online to [www.eligibilitycenter.org](http://www.eligibilitycenter.org) and click the link to enter as an NCAA College-Bound Student-Athlete. To create an account, either click on the “New Account” button at the top right of the screen or the cell phone on the left side of the screen.

*Note: If you fail to submit all the documents required or if no NCAA school*

*requests your eligibility status, your incomplete file will be discarded after five years, requiring you to pay a new fee if certification is requested after that time.*

**Account Creation** You will need to provide a valid email address to create an account and begin the registration process. Be sure you provide an email address that will be active even after you complete high school.

**About Me** In this section, you just need to pass along some quick facts about you—information such as your name, address, date of birth and gender.

**My Coursework** You will need to enter the name and location of the high school you currently attend in this section. If you have attended more than one school (including summer school) during grades 9, 10, 11 or 12, you will need to have that information ready as well. List all schools you previously attended. Make sure to include all schools, regardless if you received grades or credits.

### **My Sport**

In this section, you will select the sport(s) you plan to participate in at an NCAA Division I or II college or university. The NCAA Eligibility Center will also ask about the non-scholastic and/or club teams you have been a part of and events you have participated in during your high school career.

### **Payment**

Your account will be eligible for processing once the registration fee has been paid (or submission of a fee waiver if you have been granted a waiver). You must pay online by debit, credit card or e-check. The registration fee is \$70 for U.S., U.S. Territories and Canadian students (U.S. Territories include American Samoa, Guam, Northern Mariana Islands, Puerto Rico and U.S. Virgin Islands); and \$120 for all other international students.

You are eligible for a waiver of the registration fee only if you have already received a waiver of the SAT or ACT fee. (This is not the same as a U.S. state voucher.) You must have an authorized high school official submit your fee waiver documentation online after you have completed your registration. If you have not yet been granted a fee waiver by SAT or ACT, you are not yet eligible for a waiver of the NCAA Eligibility Center registration fee.



## **ACADEMIC CHECKLIST FOR PLAYING IN COLLEGE**

### **FRESHMEN/SOPHOMORE YEARS**

#### **Required:**

- Establish a four-year academic plan to meet all core course requirements.
- Check NCAA Approved Core Course List for College Park High School.
- Fill out Core Course Worksheet (See Pages 17 & 18)
- Take a strong academic course load.
- Maintain at least a 2.0 grade point average out of 4.0 in core courses.
- At the beginning of your sophomore year, complete your online NCAA Eligibility registration at [www.eligibilitycenter.org](http://www.eligibilitycenter.org)

#### **Recommended:**

- Attend summer camps:
  1. For exposure (select camps at colleges that you might want to attend).
  2. To improve skills.
  3. To compare your current skill with others.
- Videotape games.
- Keep records of your athletic achievements, extracurricular activities, etc.
- View college athletic web sites. Most have a simple questionnaire you may fill out

and email to the coach. Also view college athletic rosters to see number of athletes graduating, as well as potential trends in recruiting.

### **JUNIOR YEAR**

#### **Required:**

- Continue to take a strong academic course load.
- Make certain you are taking the required core academic courses.
- Register for and take the required standardized tests (i.e. SAT, ACT) by spring Semester.

- Designate the NCAA to receive SAT & ACT scores when registering for test.  
(NCAA

Code is #9999 on SAT & ACT registration form)

- Request to have your official transcript sent to the NCAA Eligibility Center after completing your junior year. (Log in to your NCAA account, click on task list, click on request transcript, input NCAA Coordinator's email address). If you attended more than one high school, the Eligibility Center will need official transcripts from all high schools attended. (The Eligibility Center does not accept faxed or emailed transcripts or test scores).

**Recommended:**

- Begin to visit college campuses.
- Develop a list of prospective schools with the help of counselors and coaches. Consideration should be given to academic achievement and athletic ability.
- Request college applications as early as possible, preferably the summer after your junior year.
- Develop an athletic résumé and continue to update records and lists of athletic and extracurricular activities.
- Familiarize yourself with the rules/regulations governing recruiting, eligibility and financial aid.
- Meet with your coach for an evaluation of your athletic ability and, hopefully, you will receive a recommendation for an appropriate level of competition. Be realistic.
- Discuss with your coach his/her involvement in your recruitment process. Ask him/her to be proactive on your behalf by responding to questionnaires sent by recruiting coaches.

- Send a letter of introduction and phone call along with your athletic résumé to coaches of schools you are interested in attending.
- Keep a file on each college/university that shows an interest in you.
- Continue to record your games. Send a highlight DVD to prospective coaches at the end of the junior year. For spring sports, consider doing this earlier.
- View college games to assess their level of play and compare it to your level.

## **SENIOR YEAR**

### **Required:**

- Continue to take college prep courses.
- Take and/or retake the standardized tests as needed. Check with your counselor for national testing dates.
- Check the courses you have taken to match your school's List of NCAA Courses.
- Review your amateurism responses and request final amateurism certification on or after April 1 (for fall enrollees) or October 1 (for spring enrollees).
- NCAA Coordinator will automatically send your final transcript with proof of graduation if you are already registered with the NCAA Clearinghouse.
- Obtain college applications.

### **Recommended:**

- Meet with your high school counselor to review application materials.
- Work with your high school counselor to write a personal statement.
- Complete Financial Aid forms early.
- Continue to visit the campuses of those schools in which you are interested. It is recommended that you either call or email for an appointment to meet with a coach, admissions officer, financial aid advisor and departmental chairperson on your visit.

- Continue to email/call coaches expressing interest in their school and athletic programs.
- Update your athletic résumé.
- Be prompt in your response regarding college questionnaires or other similar requests. **Students and parents must take the initiative and work on their own behalf. Please do not sit back and wait for someone to do it for you. Staying on top of all the information throughout the high school years makes it easier when the actual time comes for applying to college.**

### **DIFFERENCES BETWEEN DIVISION I, II, AND III**

Division I Division I member institutions have to sponsor at least seven sports for men and seven for women (or six for men and eight for women) with two team sports for each gender. Each playing season has to be represented by each gender, as well. There are contest and participant minimums for each sport, as well as scheduling criteria. For sports other than football and basketball, Division I schools must play 100% of the minimum number of contests against Division I opponents - anything over the minimum number of games has to be 50% Division I. Division I schools must meet minimum financial aid awards for their athletic program, and there are maximum financial aid awards for each sport that a Division I school cannot exceed.

Division II Division II institutions have to sponsor at least four sports for men and four for women, with two team sports for each gender, and playing season represented by each gender. There are contest and participant minimums for each sport, as well as scheduling criteria. For sports other than football or basketball there are no scheduling requirements. There are no attendance requirements for football, or arena game requirements for basketball. There are maximum financial aid awards for each sport that a Division II school must not exceed. Division II teams usually feature a number of local or in-state student athletes. Many Division II student-athletes pay for school through a combination of scholarship money, grants, student loans and employment earnings. Division II athletic programs are financed in the institution's budget like other academic departments on campus. Traditional rivalries with regional institutions dominate

schedules of many Division II athletic programs.

Division III Division III institutions have to sponsor at least five sports for men and five for women, with two team sports for each gender. There are few contest and participant minimums for each sport. Division III athletics feature student-athletes who receive no financial aid related to their athletic ability and athletic departments are staffed and funded like any other department in the university. Division III athletic departments place special importance on the impact of athletics on the participants rather than on the spectators. The student athlete's experience is of paramount concern. Division III athletics encourages participation by maximizing the number and variety of athletic opportunities available to students, placing primary emphasis on regional in-season and conference competition.

## **Academic Eligibility Requirements**

Division I If you want to receive athletics aid (scholarship), practice and compete during your first year, you must:

- Graduate from high school;
- *Complete these 16 core courses: This is above the college-entrance requirements*
- 4 years of English;
- 3 years of math (Algebra 1 or higher);
  - 2 years of natural or physical science (including one year of lab science if offered by your high school);
- 1 extra year of English, math, or natural or physical science;
- 2 years of social science; and
  - 4 years of extra core courses (from any category above, or foreign language, comparative religion or philosophy);

*Note: Courses with similar content may be deemed duplicative by the NCAA Eligibility Center*

- Earn a minimum required grade-point average in your core courses; and
  - Earn a combined SAT or ACT sum score that matches your core- course

grade-point average and test score on the sliding scale (for example, a 2.400 core-course grade- point average needs an 860 combined SAT score).

There will be three possible initial-eligibility outcomes:

- Qualifier: May receive athletics aid (scholarship), practice and compete in the first year of enrollment at the Division I college or university.
- Academic Redshirt: May receive athletics aid (scholarship) in the first year of enrollment and may practice in the first regular academic term (semester or quarter) but may not compete in the first year of enrollment. The student-athlete must successfully complete nine semester hours or eight quarter hours in the initial term at his/her college or university to continue to practice in the next term.

Non-qualifier: Cannot receive athletics aid (scholarship), practice or compete in the first year of enrollment.

*Here are the new requirements for college-bound student-athletes first entering a Division I college or university on or after August 1, 2016.)*

**Qualifier must:**

- Complete 16 core courses (same distribution as in the past);
- You must complete the 16 core-course requirement within four consecutive academic years (i.e., eight semesters) from the start of ninth grade.
- Ten of the 16 core courses must be completed before the start of the seventh semester of high school.
- Seven of the 10 core courses must be English, math or natural or physical science.
- Have a minimum of core-course grade point average of 2.300;
- Grades earned in the courses required for the seventh semester are “locked in” for the purposes of grade-point average calculation.
- A repeat of any of the “locked in” courses will not be used to improve the grade point average if the repeat occurs after the seventh semester begins.
- Meet the sliding scale of grade point average and ACT/SAT score; and

- Graduate from high school

## **Division II**

Any core courses used toward your initial eligibility must be completed prior to full-time collegiate enrollment. To be eligible to receive athletics aid (scholarship), practice and compete during your first year, you must:

- Graduate from high school;
- Complete these 16 core courses:
  - 3 years of English;
  - 2 years of math (Algebra 1 or higher);
    - 2 years of natural or physical science (including one year of lab science if offered by your high school);
  - 3 additional years of English, math, or natural or physical science;
  - 2 years of social science; and
    - 4 years of additional core courses (from any category above, or foreign language, comparative religion or philosophy);
- Earn a 2.000 grade-point average or better in your core courses;
- Earn a combined SAT score of 820 or an ACT sum score of 68.

## **Division III**

Division III is the Association's largest membership division, with more than 175,000 student-athletes and 439 member schools. Division III colleges and universities develop student-athlete potential through a holistic, comprehensive educational approach that includes rigorous academics, competitive athletics, and the opportunity to pursue other interests and passions on campus, in the community and beyond. Division III minimizes potential conflicts between athletics and academics through a prohibition of athletics-based financial aid, shorter playing and practicing seasons, a lower number of contests, a ban on redshirting and out- of-season organized activities, and a focus on regional in-season and conference play.

Division III college-bound student-athletes are not certified by the NCAA Eligibility

Center because Division III colleges and universities each set their own admissions standards. College-bound student athletes should contact their Division III college or university of interest regarding policies on admission, financial aid and athletics eligibility.

### **What is a Core Course?**

A core course must:

- Be an academic course in one or a combination of these areas: English, mathematics, natural/physical science, social science, foreign language, comparative religion or philosophy;
- Be four-year college preparatory; and
- Be taught at or above your high school's regular academic level (no remedial courses, those taught at a slower pace or those that cover less content). Not all classes you take to meet high school graduation requirements may be used as core courses. Also, courses completed through credit-by-exam will not be used.

A high school course (e.g., Algebra 1, Spanish 1) taken in the eighth grade may be used if the course is on the student's high school transcript with a grade and credit and if the course is on the high school's List of NCAA Courses.

- Check your high school's List of NCAA Courses located on the Resources page of the NCAA Eligibility Center website at [www.eligibilitycenter.org](http://www.eligibilitycenter.org) or ask your high school counselor.

### **Core-Course Grade-Point Average**

- **How Your Core-Course Grade-Point Average is Calculated** The NCAA Eligibility Center will calculate the grade-point average of your core courses on a 4.000scale. The best grades from classes taken on your school's List of NCAA Courses will be used. Grades from additional core courses you took will be used only if they improve your grade-point average.
- To determine your quality points earned for each course, multiply the quality points for the grade by the amount of credit earned. Use the following scale:
  - **A—4points C—2points B—3points D—1point**



## Remember

- The NCAA Eligibility Center does not use plus or minus grades when figuring your core-course grade-point average. For example, grades of B+, B and B- will each be worth 3 quality points.

## Division I Worksheet

This worksheet is provided to assist you in monitoring your progress in meeting NCAA initial-eligibility standards. The NCAA Eligibility Center will determine your academic status after you graduate. Remember to check your high school's List of NCAA Courses for the classes you have taken. Use the following scale:

**A = 4 quality points; B = 3 quality points; C = 2 quality points; D = 1 quality point.**

English (4 years required) Course Title Credit X Grade = Quality Points (multiply credit by grade) Example: English 9 .5 A (.5 x 4) = 2

Total English Units Total Quality Points Mathematics (3 years required) Course Title Credit X Grade = Quality Points (multiply credit by grade) Example: Algebra 1 1.0 B (1.0 x 3) = 3

Total Mathematics Units Total Quality Points Natural/physical science (2 years required) Course Title Credit X Grade = Quality Points (multiply credit by grade)

Total Natural/Physical Science Units Total Quality Points Additional year in English, mathematics or natural/physical science (1 year required) Course Title Credit X Grade = Quality Points (multiply credit by grade)

Total Additional Units Total Quality Points Social science (2 years required) Course Title Credit X Grade = Quality Points (multiply credit by grade)

Total Social Science Units Total Quality Points Additional academic courses (4 years required) Course Title Credit X Grade = Quality Points (multiply credit by grade)

Total Additional Academic Units Total Quality Points Core-Course GPA (16 required) Beginning August 1, 2016, 10 core courses to be completed prior to the seventh semester and seven of the 10 must be a combination of English, math or natural or physical science. Total Quality Points Total Number of Credits Core-Course GPA (Total Quality Points/Total Credits)

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## Division II Worksheet

This worksheet is provided to assist you in monitoring your progress in meeting NCAA initial-eligibility standards. The NCAA Eligibility Center will determine your academic status after you graduate. Remember to check your high school's List of NCAA Courses for the classes you have taken. Use the following scale: A = 4 quality points; B = 3 quality points; C = 2 quality points; D = 1 quality point.

English (3 years required) Course Title Credit X Grade = Quality Points (multiply credit by grade) Example: English 9 .5 A (.5 x 4) = 2

Total English Units Total Quality Points

Mathematics (2 years required) Course Title Credit X Grade = Quality Points (multiply credit by grade) Example: Algebra 1 1.0 B (1.0 x 3) = 3

Total Mathematics Units Total Quality Points

Natural/physical science (2 years required) Course Title Credit X Grade = Quality Points (multiply credit by grade)

Total Natural/Physical Science Units Total Quality Points

Additional years in English, math or natural/physical science (3 years required) Course Title Credit X Grade = Quality Points (multiply credit by grade)

Total Additional Units Total Quality Points

Social science (2 years required) Course Title Credit X Grade = Quality Points (multiply credit by grade)

Total Social Science Units Total Quality Points

Additional academic courses (4 years required) Course Title Credit X Grade = Quality Points (multiply credit by grade)

Total Additional Academic Units Total Quality Points

Core-Course GPA (16 required) Total Quality Points Total Number of Credits  
Core-Course GPA

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## **CHECKLIST FOR COLLEGE-BOUND ATHLETES**

- ◇ Register at the beginning of your sophomore year at [www.eligibilitycenter.org](http://www.eligibilitycenter.org)
- ◇ Through your NCAA Clearinghouse account, request to have your official transcript sent to the NCAA Eligibility Center at the end of your junior year.
- ◇ Take the ACT or SAT and enter the code “9999” to have your official score sent directly to the NCAA Eligibility Center.
- ◇ Check to make sure you are on track to graduate on time with your class and are taking the required amount of NCAA-approved core courses. If necessary, check with your guidance counselor.
- ◇ Request final amateurism certification during your senior year (beginning April 1)
- ◇ Ask your high school counselor to submit your final transcript with proof of graduation to the NCAA Eligibility Center.

### **THINGS TO CONSIDER:**

- There are over 2,000 high schools in California.
- There are over 17,000 high schools in the United States.
- There are 10,000,000 participants in high school athletics in America.
- 2% of these participants are contacted by a college coach.
- 3.5% of these participants actually participate in college sports (Division I, II, or III).
- Less than half of 1% of athletes receive some form of financial aid.
- Most high schools never produce a full scholarship Division I athlete.

## QUESTIONS TO ASK YOURSELF AND/OR COACHES

### Athletics

1. What positions will I play on your team? It is not always obvious. Most coaches want to be flexible, so you might not receive a definite answer.
2. What other players may be competing at the same position? The response could give you an idea of when you can expect to be a starter.
3. Will I be redshirted my first year? The school's policy on redshirting may impact you both athletically and academically.
4. What expectations do you have for training and conditioning? This will reveal the institution's commitment to a training and conditioning program.
5. How would you best describe your coaching style? Every coach has a particular style that involves different motivational techniques and discipline. You need to know if a coach's teaching style matches your learning style.
6. When does the head coach's contract end? How long does the coach intend to stay? The answer could be helpful. Do not make any assumptions about how long a coach will be at a school. If the coach leaves, does this change your mind about the school/program?
7. What are preferred, invited and uninvited walk-on situations? How many do you expect to compete? How many earn a scholarship? Situations vary from school to school.
8. Who else are you recruiting for my position? Coaches may consider other student athletes for every position.
9. Is medical insurance required for my participation? Is it provided by the college? You may be required to provide proof of insurance.
10. If I am seriously injured while competing, who is responsible for my medical expenses? Different colleges have different policies.
11. What happens if I want to transfer to another school? You may not transfer without the permission of your current school's athletic administration. Ask how often coaches grant this privilege and ask for an example of a situation in which permission was not granted.

12. What other factors should I consider when choosing a college? Be realistic about your athletic ability and the type of athletic experience you would enjoy. Some student athletes want to be part of a particular athletics program, even if that means little or no playing time. Other considerations include coaching staff and coaching style. Of course, the ideal is to choose a college or university that will provide you with both the educational and athletic opportunities you want.

### **Academics**

1. How good is the department in my major? How many students are in the department? What credentials do faculty members hold? What are graduates of the program doing after school? This will vary from school to school.

2. What percentage of players on scholarship graduate?

**The response will suggest the school's commitment to academics. You might want to ask two follow-up questions:**

1. What percentage of incoming students eventually graduate?

2. What is the current team's grade point average?

3. What academic support programs are available to student athletes? Look for a college that will help you become a better student.

4. If I have a diagnosed and documented learning disability, what kind of academic services are available? Special academic services may help you achieve your academic goals.

5. How many credit hours should I take in season and out of season? It is important to determine how many credit hours are required for your degree and what pace you will follow to obtain that degree.

6. Are there restrictions in scheduling classes around practice? NCAA rules prevent you from missing class for practice.

7. Is summer school available? If I need to take summer school, will it be paid for by the college? You may need to take summer school to meet academic and/or graduation requirements.

### **College Life**

1. What is a typical day for a student-athlete? The answer will give you a good

idea of how much time is spent in class, practice, the weight room, study and travel. It also will give you a good indication of what coaches expect.

2. What are the residence halls like? The response should give you a hint of how comfortable you would be in your room, in study areas, in community bathrooms and at the laundry facilities. Also ask about the number of students in a room, co-ed dorms and the rules governing life in the residence halls.

3. Must student-athletes live on campus? If “yes”, ask about exceptions.

# John A. Doe

Class of 2014 Height: 6' 1" Weight: 175 lbs

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555 Key Route Blvd. Albany, CA 94706 (555) 555-5555 Email: elopez@ausdk12.org DOB: December 12, 1995

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Academic Albany High School 603 Key Route Blvd. Albany, CA 94706

GPA(un-weighted): 3.75 (out of 4.0) SAT: 2000 (700 reading, 670 writing, 620 math)

Athletic Background/Distinctions Coach Contact Details: Basketball Head Coach: Jane Doe Junior Varsity 9th Grade jdoe@ausdk12.org Varsity 10th-12th Grade Most Inspirational Award 9th Grade First Team All-League 11th & 12th Grade

Soccer Head Coach: John Doe Junior Varsity 9th & 10th Grade jdoe@ausdk12.org Varsity 11th & 12th Grade First Team All-League 11th & 12th Grade

Junior year coursework Pre-calculus, Geometry, Chemistry, Astronomy, Physics, Spanish III, Arts, Music

Sophomore year coursework Geometry, Honors Chemistry, Mechanics, Trigonometry, Embryology, Spanish II, Arts and Music

Freshman year coursework Algebra I, Geography, Thermodynamics, Literature, Spanish I, Arts and Music

Community Service Food Bank- Volunteer



## **SAMPLE COVER LETTER TO COACH (send with r  sum  )**

September 25, 2013 John Doe 555 Key Route Blvd. Albany, CA 94706

Dear Coach Smith,

I am a 6'0" guard at Albany High School, in Albany, California. I am interested in attending Central College after I graduate. As a sophomore I started for our conference championship basketball team averaging 12 points per game, 8 rebounds and 4 assists. This year, my junior season, I have been elected team captain and currently average 19 points per game. Our team continues to be successful and will look to repeat as conference champions. {Paragraph introduces you, and provides basic athletic details...in a brief manner}

Academically, I have a 3.2 GPA and have earned a 150 on my PSAT score. I plan to take both the ACT and SAT this spring. In addition, my course load this year includes all core requirements as well as one Advanced Placement course. I will have my college entrance scores sent directly to Central College and to the NCAA Eligibility Center when completed. My high school will also be sending my junior year transcript as it becomes available. {Academic information given in simple, brief form here}

I am very interested in attending Central College because of its academic excellence, social opportunities and outstanding basketball program. I am particularly impressed with the graduation rate of student athletes at Central, as well as the national reputation of the Communications Program, my preferred major. I believe that my academic and athletic skills make me qualified to be considered for the Golden Otters program. {This paragraph is critical, as you communicate detailed facts of interest you know and desire from that coach and their program. Separates them from the perception of a "blanket approach"}

Please send me information on the Central College basketball program at your convenience and let me know what information I can provide to be evaluated by the basketball coaching staff. Thank you for your consideration. I look forward to hearing from you in the future.

Sincerely, John Doe

## **RECRUITING SERVICES**

Recruiting services will not help you if you are not good enough to play in college. If you follow the advice of this packet you may be able get the attention of a college. However, there are no guarantees! That being said, following the steps in this packet can do for you, what many expensive recruiting services offer to do for you. But the one thing they do not have is your character or your voice. College coaches need to hear from you