

College Planning Guide for

STUDENT ATHLETES

2014-2015 Edition



The NHHEAF Network Organizations'
Center for College Planning



Dear Students, Parents and Educators,

The NHHEAF Network Organizations' *College Planning Guide for Student-Athletes* was designed to provide New Hampshire students, parents and school counselors with more information about the National Collegiate Athletic Association (NCAA), the NCAA Eligibility Center, and ways to promote the talent of students planning to pursue athletics at the collegiate level. Many thanks to coaches and athletic professionals who helped advise in the creation of this publication. We are especially grateful to Lisa Jo Moher, a former colleague and friend, for her advocacy of the importance of student athletics.

While the guide is intended to support a plan for students' athletic ambitions during postsecondary education, the process of admission requires consideration beyond athletics. The college search includes a rigorous self-assessment of interests, intended major and exploration of other important factors to determine the campuses that are the best fit for the student academically and athletically.

We encourage you to join us at one of our student-athlete workshops or schedule a one-on-one counseling appointment with a NHHEAF College Counselor. To find out more information, visit our website at www.nhheaf.org or call The Center for College Planning at 888.7.GRADUATE x119.

Sincerely,

Jay Hauser,
Senior College Counselor
The NHHEAF Network Organizations

About NHHEAF's Center for College Planning

The Center for College Planning (CCP) at The NHHEAF Network Organizations is dedicated to providing students and families with free valuable information about the college planning process. College Outreach Specialists travel statewide presenting in each of the state's public high schools each year. CCP offers an array of early awareness, college and career planning and financial aid programs for K-12 students, parents and school counselors.

www.nhheaf.org

I must emphasize that school always takes priority over anything else. Regardless, take a lot of time to plan out ways in which you could do both sports and school, without compromising your academics. It is possible, but it may require that you are in school longer, or postpone the time when you can completely devote yourself to the sport. It is extremely important to be well educated. Have a fall-back option based on your education, just in case high level competitive sports don't work out.

Tyler Walker
UNH Student Athlete (Skiing)

Basics First : Division Levels

How do college division levels compare?

When comparing divisional levels, it is essential to dispel the number one myth, which is that Division I, Division II and Division III correspond directly with the quality of the play in the particular division. A lot of people assume that Division I, by virtue of being number one, is best, Division II second best and Division III as the division where most decent student-athletes can play. But that's not the case; there are many competitive conferences and teams within each division.

The next major difference that probably gets the most attention is the availability of athletic scholarships in each division. Division I and II schools have athletic scholarships. Division III teams do not have athletic scholarships. In our experience counseling students, we have seen Division III athletes receive more financial aid through a variety of grant programs, loans, and various awards than the typical Division I player will receive in athletic money. It is also important to note there is no such thing as a four-year, "full-ride" scholarship in any division. All scholarships have to be renewed each year and at the coach's discretion. A number of factors, including performance on and off the field, available scholarship resources from the school and injury could affect scholarship dollars available for a student-athlete in their second, third and fourth years.

The NCAA has specific guidelines on how many scholarships are available per school, by sport and by team and not every team necessarily has the ability to fully fund all of the allowable scholarships. For example, a team may be allowed ten scholarships, but the campus budget may only have enough money to fund three or four scholarships.

“What surprises and shocks most student-athletes when they arrive on campus is the structure and time commitment. The higher the level, the more commitment it is. Most first year student-athletes don't understand that in the off-season you will have a great deal of structure, such as study halls, conditioning programs, and curfews.”

Coach Jason Smith
Brewster Academy (Men's Basketball)

Another major difference between the divisions is the time commitment and this is something that really should not be overlooked. The commitment level really gets to the core of what the student-athlete's college experience will be like. Athletics in Division I and a good number of Division II schools should be considered a full-time job. Athletes spend six to seven hours a day doing various activities associated with the team whether strength and conditioning, training or physical therapy, traveling to games, playing in games, study halls, team meetings, etc. Student-athletes maintain a full schedule year-round, including summer.

The NCAA has very clear guidelines regarding the amount of time that Division III athletes can spend with their team. The effect that this has is that it dramatically changes the kind of college experience that you have. While in the off-season the time commitment is considered less strenuous, during the in-season the time commitment is very intense in Division III. So if you're playing sports in Division III, you will find that you have more time to pursue other college activities like student government, campus newspaper, intramural sports, or other clubs.

The bottom line is that before blindly saying that you want to play Division I because it's "the best," remember there are many top Division II and Division III teams. Teams in all division levels will offer a phenomenal athletic and campus experience. Take time to consider all of the differences in division levels before making a final decision. Don't make a decision purely based on the image surrounding Division I athletics as this may limit your opportunity for a rich college experience as a student and an athlete.

On Going Pro

Percentage of NCAA student-athletes who become professional athletes:

- Men's Basketball - 1.2%
- Women's Basketball - 0.9%
- Football - 1.7%
- Baseball - 11.6%
- Men's Ice Hockey - 1.3%
- Men's Soccer - 1.0%

For more, visit www.ncaa.org.



Basics First: The NCAA Eligibility Center

The NCAA Eligibility Center certifies the academic and amateur credentials of all students who want to play sports at a NCAA Division I or II institution. In order to practice, play and receive an athletic scholarship, students need to meet certain academic benchmarks. The Eligibility Center's certification process ensures students meet these requirements in order that they can practice, compete and receive athletic aid.

STEPS:

1. College-bound student-athletes can register with the Eligibility Center at any time, but it is recommended that they register during their junior year by visiting www.eligibilitycenter.org. Click on the "New Account" link in the upper right corner of the page. After the student creates an account, he or she will begin the new registration process.
2. Be aware that the NCAA Eligibility Center registration fee is \$70 for domestic students. Think you might qualify for a fee waiver? If you received a fee waiver for the ACT or SAT due to your financial circumstances, you'll also qualify to have the NCAA Eligibility Center registration fee waived. If a student indicates he or she is eligible for a fee waiver, they can still register, but their status will read, "payment pending" until the fee waiver documentation is received from the high school administrator. At that time, the college-bound student-athlete's payment will be marked as complete.
3. Once the student-athlete's payment has been accepted, he or she will receive an email with payment confirmation, as well as an email confirming successful registration with the student-athlete's NCAA ID.

- After the registration process is complete, he or she will be able to visit the "My Planner" page to
4. view and update account information, view test score and transcript receipts, view academic and amateurism statuses, and view any open tasks.

- ACT and SAT exam scores should be sent directly from the testing agency. This can be done in the ACT/SAT registration process. Placing the code "9999" in the score recipient box during registration ensures the respective exam score will be sent to the NCAA Eligibility Center.
- 5.

- Request that your high school counselor send an official transcript to the NCAA Eligibility Center after completing your junior and senior years. If you attended more than one high school, the Eligibility Center needs an official transcript from each high school.
- 6.

“ Certification through the NCAA Eligibility Center is a mandatory step in becoming a collegiate student-athlete. Although this task may seem intimidating, there are many resources available to help. Your high school guidance counselor, college coaches, or the Compliance staff at the schools you are interested in are all great resources. Remember you must complete the eligibility process and putting it off may result in you missing out on the opportunity to practice, compete and receive athletic financial aid.

It is important to note the NCAA is currently undergoing a significant revision of its rules, including initial eligibility. It is important that you stay up-to-date on these rules, especially if you are enrolling in college in the Fall of 2016. Meet with your guidance counselor or call the Eligibility Center at (877)262-1492 with any questions.

Shawn Green
UNH Assistant Athletic Director-Compliance

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Basics First: The College List

Student-athletes have a lot of decisions to make when looking for a college or university that is the best fit for them academically and athletically. There are a number of factors that need to be considered by any student when choosing the right school including campus size, location, majors offered, available extracurricular-activities, available special programs and costs. As an athlete there are a number of additional important factors that need to be considered as well and it is tempting to only consider the athletic opportunities at the school when making your decision.

Facing the reality that the majority of student-athletes do not continue to play their sport after graduation, you need to be sure that the school you choose is helping you build a strong foundation in the career you are looking to pursue as well as providing the resources available to assist you in finding a job after college. Consider how competitive the school is in the career field you are choosing and if you haven't decided what major you are going to pursue, consider how many options the school offers for you related to your interests. Most importantly, consider whether you would be happy attending the school if you were unable to play your sport of choice. If there comes a day when you are unable to continue playing for any number of reasons, you have to consider how happy you would be in the school and social environments. Remember not to limit yourself or your potential for future success just because of your first impression of the athletic facilities or program.

Create a college portfolio online!

Attention New Hampshire Students:

While your school and our college planning library may offer various college planning software, we invite you to utilize the online versions from home.

- For the most comprehensive career resource available, NHHEAF offers NH students access to **Kuder® Career Planning**, a trademark of National Career Assessment Services.
 - Register for free at www.nhheaf.kuder.com. Then use this code to access various career planning resources: **N975876TCB**
- **Bridges** is an online career and college search/portfolio system that assists students in the comparison, selection, and application to college.
 - Register for free at www.bridges.com using: **Site ID: 0105773/Password: higher**

Parents' Role

All parents want to provide the best opportunities for their teenage children as they move into the next stage of their educational and athletic careers. It is important for parents to understand that there is a right way to assist their children through the athletic recruiting process.

Give your teens support, guidance and time, but don't try to manage the college application process for them. As a parent you need to be there for support, and to make sure that applications are done and requirements are met, but the worst case scenario is when parents insert themselves so far into the process that it becomes a nuisance for the coach and this can actually end up hurting your child's chance for an opportunity at particular colleges or universities. Just as the student wants a good fit, so does the coach. The coach may deem that a relationship of four or more years with an intrusive parent won't work. Encourage your child to speak with the coaches, build relationships and promote themselves.

With support from your child's school counselor, create a college application plan. Keeping track of all the steps in the recruiting and college application process can be daunting. Sit down with your child's counselor to create a step by step plan with important dates. Include everything from college application deadlines, NCAA regulations and financial aid deadlines to creating recruiting videos and contacting coaches.

Instill qualities of confidence, dedication, effort and work ethic into your child; but make sure your child does not come off as arrogant. A braggart can be destructive to the team dynamic and if the coach sees signs, it could be a big turn-off. Coaches also want to see that the student is coachable, that the student will take direction, make adjustments and be flexible based on circumstances. So, beyond just how they perform as competitors, the best athletes have the ability to represent themselves in a confident manner but also demonstrate a strong work ethic and commitment to improvement.

Keep your child motivated toward academic pursuits. If there is the perception that their skills will take them all the way, students can lose touch with the importance of pursuing their goals outside of athletics. Coaches recruit students who are dedicated to success in all parts of their lives. Make sure your student-athlete understands that success in the classroom is just as important as success on the playing field.

Reality Check: Day in the Life

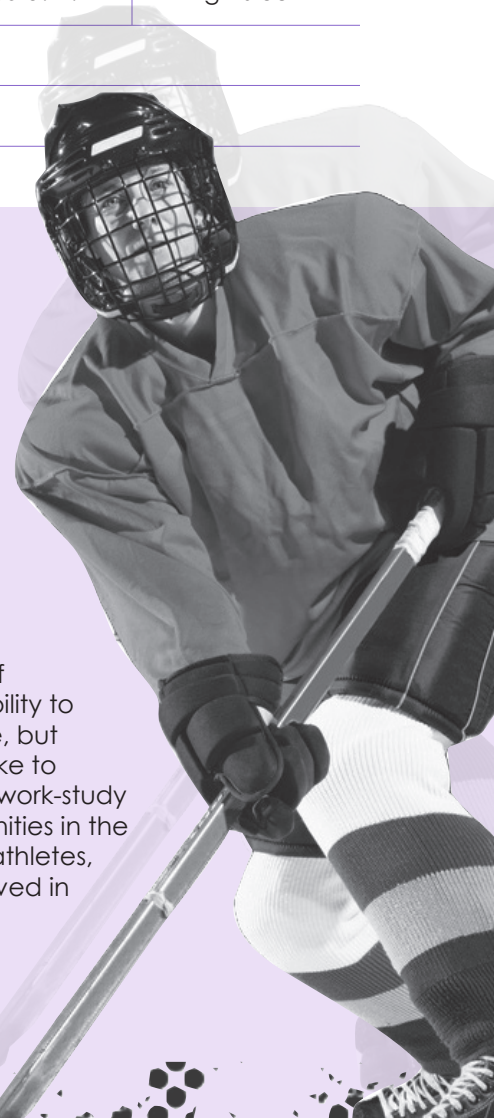
Division I Athlete Sample In-season Weekday & Weekend Home Game Schedule

Wednesday		Friday		Saturday	
Time	Subject/agenda	Time	Subject/agenda	Time	Subject/agenda
7:30 a.m.	wake up, get breakfast	8:00 a.m.	wake up, get breakfast	10:00 a.m.	video review
8:30 - 9:30 a.m.	workout at rink	9:00 - 10:00 a.m.	class	11:00 - 12:00 p.m.	light exercise stretch
10:00 a.m.	class	11:00 - 12:00 p.m.	pre-game skate	2:15 p.m.	pre-game meal
11:15 - 11:45 a.m.	meeting with academic advisor	12:00 - 2:15 p.m.	game prep and homework	3:00 - 4:30 p.m.	nap
12:00 p.m.	lunch	2:30 - 3:30 p.m.	class	5:00 p.m.	arrive at rink
2:15 p.m.	team meeting	3:45 - 4:30 p.m.	pre-game nap	5:30 p.m.	pre-game meeting/video
3:15 p.m.	practice	5:00 p.m.	arrive at rink	7:00 p.m.	game starts
5:30 p.m.	dinner	5:30 p.m.	pre-game meeting/video	9:30 p.m.	post-game stretch
6:00 p.m.	class	7:00 p.m.	game starts	10:00 p.m.	post-game meal
8:45 - 10:30 p.m.	library	9:30 p.m.	post-game stretch	12:00 a.m.	lights out
12:00 a.m.	lights out	10:00 p.m.	post-game meal		
		12:00 a.m.	lights out		

The Time Commitment

The time commitment for a student-athlete will truly depend upon the institution and division level. Between classes, games, practices, conditioning sessions, study halls, work-study and clubs, the commitment can be both physically and mentally challenging. And, while traveling for sports can be exciting and meaningful, some colleges travel extensively. Being a student-athlete will require you to learn effective time management skills and how to balance commitments. Many students experience more success in the classroom while competing in athletics because they are forced to use their time wisely. Most athletic teams have mandatory study halls to ensure their athletes also excel in the classroom.

For some students, just being on a campus that fosters school spirit through athletics is enough. Another option is playing at a less competitive college. There are plenty of programs without ultra-competitive conferences. If you just aren't sure about your ability to play division level sports, know that many intramural teams have a competitive edge, but match up different dorms, fraternities or sororities, or grade levels. If you don't really like to sweat, then maybe being involved in the athletic department through internships or work-study might be an opportunity to keep you in sports. You could also inquire about opportunities in the sports information department. This may consist of videotaping games, interviewing athletes, or running the game clock or scoreboard. There are many opportunities to stay involved in athletics beyond competitive college sports.



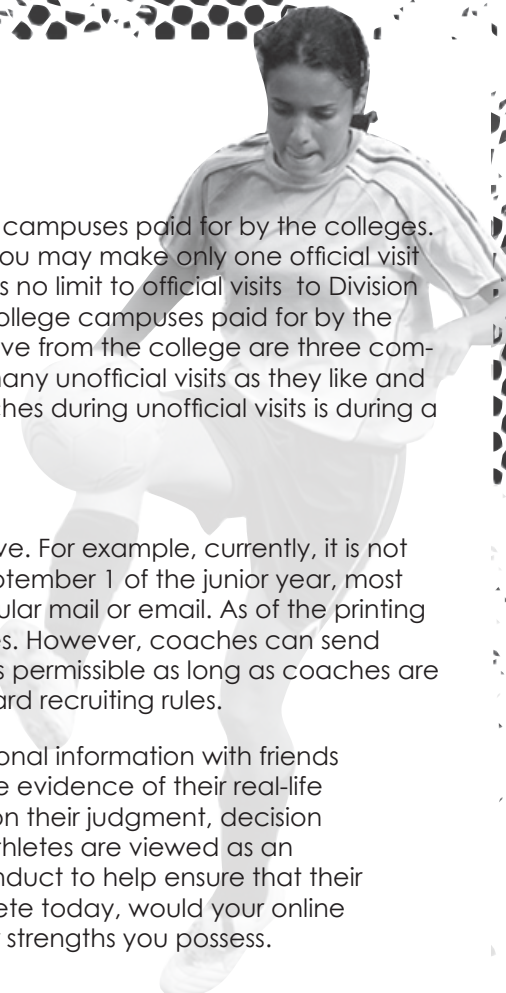
Recruitment: Visits and Technology

According to the NCAA, **official visits** are visits by prospective students to college campuses paid for by the colleges. You may make official visits starting the opening day of classes your senior year. You may make only one official visit per college and up to a maximum of five official visits to Division I colleges. There is no limit to official visits to Division II colleges. **Unofficial visits** are visits by prospective students and their parents to college campuses paid for by the prospective students or their parents. The only compensation prospects can receive from the college are three complimentary admissions to a home athletics contest. The prospects may make as many unofficial visits as they like and may take the visits at any time. The only time the prospects cannot talk with coaches during unofficial visits is during a dead period (definition page 13).

What role does technology play?

As new technologies emerge, the NCAA rules and regulations adjust to be inclusive. For example, currently, it is not permissible for coaches to send text messages to student prospects. But, after September 1 of the junior year, most sports' coaches can send and receive unlimited contacts with a prospect by regular mail or email. As of the printing of this guide, Facebook walls are considered open forums and against NCAA rules. However, coaches can send direct messages through Facebook because they are similar to an email. Twitter is permissible as long as coaches are not using it to contact individual student prospects and are abiding by the standard recruiting rules.

Through their online profiles, students have the freedom to share photos and personal information with friends and other folks in their networks. A student's online reputation has the power to be evidence of their real-life work ethic, commitment and focus or it could make prospective coaches question their judgment, decision making and fit for the team. Keep in mind that once recruited, college student-athletes are viewed as an extension of the campus' image which is why colleges often require codes of conduct to help ensure that their students represent the university in a positive manner. If you were a recruited athlete today, would your online profile reflect positively on you? Showcase the athletic, academic and character strengths you possess.



5 Tips for your official campus visit:

1. See a practice. While it may be fun to see a game or contest, it is far more important to see a practice on a non-game day. A practice shows you just how the program operates, how the coach interacts with the team, how technical the instruction given is, drills and plays used by the team, how hard the players work and their attitudes about teamwork and sportsmanship. Seeing how different teams prepare for different levels of competition will help you decide which school is right for you from an athletic point of view.

2. Schedule a meeting with the athletic department's admissions department liaison. Ask about the school's specific admission requirements. If you are fortunate enough to know what you want to study, ask more questions about that program and whether there are any other players majoring in that program as well. Understand what the curriculum is like and what classes you will need to take to graduate with a certain degree and find out about the availability of academic supports like tutoring and peer mentoring. If you are undecided about your major, make sure the school has a variety of academic majors that are of interest to you.

3. Research the team roster for the next year. Look to see how many students for your position are juniors

and seniors. Ask specific questions about where you fit in. If the team already has players in your position, will you get playing time as a freshman? Spend as much time as possible with the younger players on the team. These are the people you might be interacting with for the next few years. If you like the players that you spend time with, then you are already on your way to having a good college experience.

4. Ask about the team rules and policies. While the Athletic Department may have certain guidelines about player-team conduct, each program is usually left to determine their own conduct rules. Ask questions about food and diet restrictions, dress codes for game days, living arrangements and alcohol policies.

5. Many student-athletes, because of demands on their schedule during the sports season, will need to take classes in the summer or attend a fifth year of school to complete all the required classes for their major. Find out about summer school classes and fifth year funding options. Each school determines how it handles these two topics and, unfortunately, the answers vary by sport. You must find out this information because it will have a big impact on your summer plans and the possible financial obligation beyond any offered scholarship.

Recruitment: Visits and Technology, continued

What are form letters?

Receiving a letter from a coach does NOT mean you are a recruit or that the coach will continue to pursue you. What you received is likely a form letter the coach has sent to hundreds of potential student-athletes as part of the recruiting process. At this moment, there are other athletes around the country opening the exact same letter. The letters are the result of your participation in camps, showcases, combines or game results, high school coach's contacts or word of mouth. Until the college coach calls you personally, writes you a personal email, or extends you an official offer, the letter doesn't mean you are being recruited.

Will coaches help me get into their schools if I don't fit the academic requirements?

Being a student-athlete can be an advantage over applicants that are not student-athletes, because it conveys a level of commitment and discipline. Admission offices will always consider how all applicants will contribute to the campus' overall environment. Whether through art, music or service activity, evidence of engagement is critical for admission to college. Evidence of academic capacity is even more critical. As colleges evaluate applicants, their main goal is to accept students that will successfully graduate. Coaches can submit a list of names to the admissions department, but you need to be committed to the coach and express a strong interest in attending that institution. At the end of the day, the admissions department makes admission decisions, not coaches, and students who think they are a shoe-in for admissions based solely on athletics are often sadly mistaken. In the grand scheme of things, the applicant is a student-athlete, with student coming first.

I know I'm a great player. Why aren't coaches walking into my high school to sign me senior year?

Most colleges today are cutting recruiting budgets, adding recruiting questionnaires on their websites, and focusing more on showcases. Most coaches do not have the resources to visit potential recruits at their high schools anymore. It's extremely easy for an athlete to be overlooked by college coaches who have thousands of athletes to scout and hundreds of potential venues. College coaches don't read local newspapers and most don't attend high school games. Only the top 3% of high school athletes are truly "discovered." The other percent need to market themselves to coaches and be proactive in the process. (See "Recruiting Packet" on page 8.)

Will I definitely get recruited because I am better or just as good as other players who have been recruited?

It is very common for athletes to compare themselves to other athletes to evaluate their own skill level. Often, students look at other players on the team and assume because the teammates were recruited to play at a certain division, that means they will be recruited because they feel they are just as good or even better. Remember that coaches look for certain traits in student-athletes. Students may be recruited because they fit in a gap that exists within the current team (e.g., a catcher that is more defensive than offensive). Coaches build around their existing rosters and search for the players needed to create winning programs on and off the field.

Your schedule in college is much more scripted for you and the competition is fierce! Remember college athletics is a privilege not a right. Hard work is expected every day and all year, and it doesn't warrant playing time!

Coach, Marty Testo
Keene State College (Men's Baseball)

Next Steps:

Marketing Yourself as a Student Athlete

Marketing yourself will ensure that prospective coaches will have the information they need to evaluate you as a student-athlete. The components of a recruiting packet typically include an athletic résumé, cover letter, and sport schedule. Some coaches may also ask you to complete questions or provide video.

Athletic Résumé: The purpose of the résumé is to highlight the student-athlete's accomplishments and goals in order to pique coaches' interest. This is generally the first contact that most coaches will have with most student-athletes. Like with professional job résumés, make sure you highlight the skills that make you stand out from other students and athletes. A typical athletic résumé will consist of personal information, contact information, academics, stats and achievements, and other experiences. Key components include:

Contact Information: Make sure to include your high school coach, club or summer coach, and strength coach as references. Also include your school counselor just in case the coach requests a transcript to determine whether he/she is able to invite you for recruiting days or official visits to the campus.

Academics: Include your academic performances, standardized test scores, and class rank, desired college major, and academic awards/accomplishments during high school. No middle school MVP honors!

Stats and Achievements: Information should pertain to the sport in which the student-athlete is looking to be recruited. For some sports this means including strength and conditioning protocol testing. (Example: 40 yard dash times, bench press, deadlift, etc.)

Other Experiences: Other experiences (volunteer, music or interest-related) can serve to demonstrate your leadership qualities or strong work ethic.

Picture: Adding a picture can help coaches identify the student-athlete in a practice, game, or social setting because many high schools don't offer rosters or media guides.

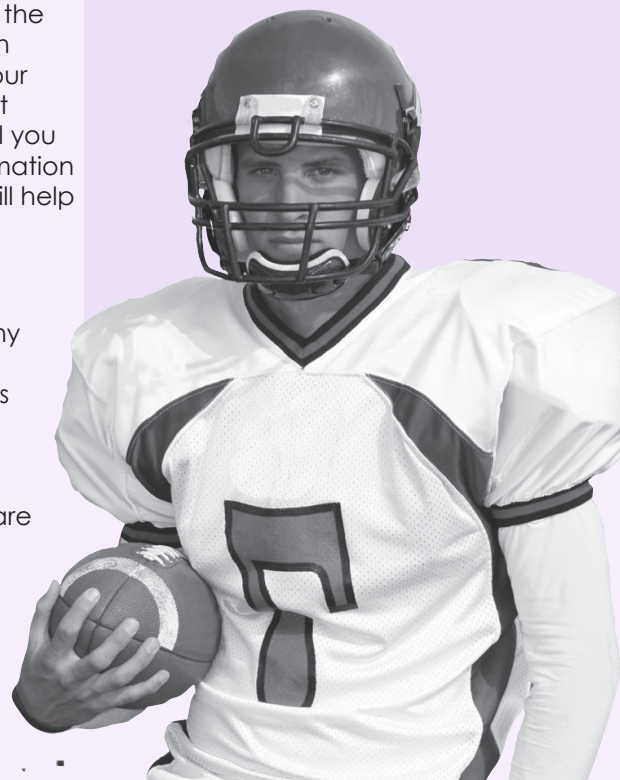
Personal Information: Include name, date of birth, age, gender, height, weight, mailing address, school attending, anticipated graduation date and athletic jersey numbers.

Cover Letter: This one page letter serves as a formal introduction of the student-athlete to the coach. The letter is an introduction, not a detailed summary of your abilities. Always address the letter to the coach using his/her name, not "Dear Coach." Use the school name instead of saying "I'd like to find out more about your school..." The letter should be from the athlete NOT the parents. Give specifics about yourself. Include your name, high school, year of graduation, club team, coaches' names, address and phone number. Also include a brief description of your athletic accolades and academics, height, position, etc.

Recruiting Questionnaires: Complete the recruiting questionnaire that is on the athletic website. Note that not all schools will provide a questionnaire. Each school designs their own, but generally asks for information pertaining to your sport including important stats, achievements and current coach's contact information. The questionnaire will also ask for information about the school you attend, your GPA and anticipated graduation date. This will get your information into the coach's database. Make sure to complete your résumé first; this will help you fill out the questionnaire more proficiently.

Video: An online video profile is an effective way to bring your talent to coaches. Don't be surprised if you are asked, "Can you send me a link to your profile?" A highlight video can make a great first impression since many coaches will have small travel budgets and won't be able to see you play in person. Successful videos have quality shots which demonstrate your skills individually and against competitive teams or opponents. Most coaches won't have time to watch your entire video so make sure the first minutes count! And, don't assume the coach can pick you out. Make it as easy as possible for the coach to find you and see your skills in action. While there are companies which offer to help you in this process, many excellent videos are created using a personal video camera and edited with free software. Consider incorporating a few facts like year of graduation, position, GPA or highlight stats. For some great samples visit YouTube for inspiration.

Check out our
SAMPLE cover
letter and résumé on
the next
page! ►



The Athletic Cover Letter and Résumé

SAMPLE Cover Letter

March 1, 2015

Mr. Ken Howe
Head Coach
Men's Baseball
Keene State College
229 Main Street
Keene, NH 03435

Dear Coach Howe,

I am a 6'2" second baseman at Anytown Regional High School in Anytown, New Hampshire. I am interested in attending Keene State College when I graduate in the spring of 2015. As a sophomore, I started for our league championship baseball team and batted .447 with 4 homeruns, 37 RBI's, and 12 stolen bases, while remaining errorless at second base. This year, our team continues to be very successful and I continue to be a leader on the field as well as in the classroom. I presently have a 3.4/4.0 grade point average at Anytown Regional High School. To date, I have earned all A's in my junior year courses and I plan to take the SAT in May. I will have my college entrance scores sent directly to the NCAA Eligibility Center and my high school will be sending my transcript to the Eligibility Center once grades are posted this summer.

I am very interested in attending Keene State College because of its strong physical education program, internship opportunities and outstanding baseball program. I am very impressed with your reputation for athletics, but just as impressed with your job placement after graduation. I believe that my athletic and academic talents make me a qualified candidate for your program. My baseball coach, John Doe, has offered to discuss my athletic profile and academic standings with you. I have enclosed his contact information on my athletic résumé.

I am eager to learn more about your baseball program. Please send me any information related to Keene State College Athletics.

I have enclosed my athletic résumé for your consideration and I would be happy to send you a video upon your request. Thank you for your consideration, and I look forward to hearing from you in the near future.

Sincerely,

Johnny Baseball
jbaseball@secondbase.com
(603) 555-5555
NCAA ID: XXXXXXXXXX

SAMPLE Résumé

Sport: BASEBALL
Name: Johnny Baseball
Year: SENIOR
Position: PITCHER

#17



PERSONAL INFORMATION

Home: (603) 744-5555
Cell: (603) 744-5556
jbaseball@throwstrikes.com
Throws: Right
Bats: Left

CONTACT INFORMATION

School: Anytown Regional High School
1929 Main Street
Anytown, NH 03301
(603) 555-5555
Team Coach: John Doe
(603) 744-5555 ext. 11
Legion Coach: Mike Doe
(603) 225-5555
Strength Coach: Jay Doe
(603) 576-2900 ext. 555

ACADEMICS

GPA: 3.97/4.0

SAT: 1750/2400

RANK: 30/200

Graduation Date: June 2014

Desired Major: Exercise Science

NCAA ID: XXXXXXXXXX

Honor Roll: Grades 9,10,11, Member of the National Honor Society, Spanish Club President
AP Bio, AP History

STATISTICS/ ACHIEVEMENTS

2014-2015 (SR) New England Player of The Year, Team MVP, Lakes Region All Star

2013-2014 (JR) New England Player of The Year, Lakes Region All Star, Boston Globe All-State Team

2012-2013 (SO) Lakes Region All Star, New England First Team, Co-Captain

2011-2012 (FR) Lakes Region Rookie of The Year, New England Second Team

2014 (Summer) Team One Junior Showcase

2013 (Summer) Top 96 Baseball Showcase

Visit Team Site: www.anytownbaseball/springsports/boysvarsity.html

High school website with player statistics and 2013 team schedule

OTHER EXPERIENCE

2014-2015 (SR) All-New England Honorable Mention, Football/United Way Day of Caring Volunteer

2013-2014 (JR) Volunteer Group Leader/Special Olympics

2012-2013 (SO) Baseball Umpire for Youth Summer League

2011-2012 (FR) Rookie of the Year, Football

Scholarships: Q+A

I am a recruit, does that mean I will get a scholarship?

Scholarships are resource and revenue-driven and vary depending on the school, the sport and the coach. The NCAA also regulates the number of scholarships per sport (see page 12). Not all Division I and II institutions give scholarships. For example, a basketball program can break out scholarships differently; the coach has 11 scholarships for his team and he believes that if someone is good enough to play for him he gives his players full scholarships. Another option for a coach would be to break scholarships into percentages depending on playing ability, academics, and off-the-court character.

Do all colleges offer athletic scholarships?

Division I and II schools can offer athletic scholarships (plus Junior Colleges and NAIA schools). Division III programs can only offer financial aid and academic grant money for those who qualify. While DI and DII schools can offer athletic scholarships, the NCAA determines the amount of scholarships per sport, and it's the schools' responsibility to raise the money to fund these scholarships. Athletic scholarships are not offered at the Ivy League which also competes at the DI level, although most Ivy programs have attractive financial aid and grant packages should you wish to attend one of the these schools (and be admitted)!

Athletes either get a full scholarship or no scholarship, right?

Full scholarships are very rare for all schools, and each scholarship awarded has to be renewed each year at the coach's discretion. Coaches will divide scholarships differently in each program; some offer a few student-athletes full scholarships while others offer a larger group partial scholarships.

Note: There are several sports called "head-count" sports in which money can only be allotted to a specific number of players. For example, in DI Women's Lacrosse, a coach is allowed a maximum of twelve scholarships per team, but since Lacrosse isn't a revenue-generating sport, rarely will you find DI programs able to fund twelve Lacrosse scholarships. If a DI Lacrosse coach has two scholarships for the entire team, he/she can divide that money up to a maximum of twelve players, but no more than twelve players. Since some teams consist of 21 or 22 players, this leaves some players with no athletic aid (or no aid until a player receiving aid graduates). In a non-head-count sport, such as baseball, the coach could divide three scholarships between 20 players if he/she preferred.

Is it true that Division I and II programs have big recruiting budgets?

Some of the larger schools with top national programs do have large recruiting budgets, but most do not. There are very few college coaches that have the ability to fly around the country to recruit players and few coaches that have a seemingly endless coaching staff that they can send to scout prospective student-athletes. Money for recruiting comes from the athletic departments at the school; the majority of teams don't generate real funds for their school, in turn creating a limited, if any, budget for recruiting activities.

“The recruiting process is something the prospective student-athlete has to take control of. Parents should always be involved and lend support, but it is the student who should be making inquiries, sending out videos and organizing the process. Choosing a college will be among the first of many important decisions for the college-bound student; those who show independence and initiative are likely to be the most successful students after enrollment.”

Kurt Svoboda
Stanford University
(Senior Assistant Athletic Director
for Communications)

Additional Online Resources

Financial Aid Forms & Information

www.fafsa.ed.gov (FAFSA) – Online website to file the FAFSA (Free Application for Federal Student Aid) required by all colleges and universities which offer federal financial aid.

www.collegeboard.org (CSS Profile) – Website that has the online-only CSS Profile financial aid form required by certain private postsecondary schools and scholarship programs.

www.studentloans.gov – This site provides information about the Federal Direct Loan programs available to both students and parents, and is also where master promissory notes and entrance counseling for federal loans are completed.

www.nh93.com – Searchable NH scholarship database maintained by The NHHEAF Network Organizations' Center for College Planning.

www.nhcf.org – New Hampshire Charitable Foundation annually provides private scholarship funds to New Hampshire students.

www.fastweb.com – Fastweb offers a free national scholarship database which contains information about 1.3 million scholarships worth over \$3 billion.

Examples of Maximum Scholarships Per Sport and Division

Schools	Division I	Division II	NJCAA	NAIA
Baseball	11.7	9	24	12
Women's Basketball	15	10	15	17
Men's Basketball	13	10	15	17
Women's X-Country/Track	18	12.6	10	5
Men's X-Country/Track	12.6	12.6	10	5
Field Hockey	12	6.3	0	0
*Football	85/63	36	85	24
Women's Ice Hockey	18	18	0	0
Men's Ice Hockey	18	13.5	0	0
Women's Lacrosse	12	9.9	20	0
Men's Lacrosse	12.6	10.8	20	0
Women's Soccer	14	9.9	18	12
Men's Soccer	9.9	9	18	12
Softball	12	7.2	24	10
Women's Volleyball	12	8	14	8
Men's Volleyball	4.5	4.5	0	4
Wrestling	9.9	9	16	8
Skiing Men/Women	6.3/7	6.3/6.3	0	0
Womens Rowing	20	20	0	0

*NCAA FBS 85

*NCAA FCS 63

ncaa.org

ncaa.org

njcaa.org

naia.org

Please be advised that the maximum number of scholarships is subject to change. Visit the NCAA site for the most current information at www.ncaa.org.

Considering a PG year?

A post-graduate (PG) year refers to the year after high school graduation spent at an independent school. Some students will consider doing a post-graduate year in order to better prepare themselves for college in a number of different areas. They may go through the college application process and then realize that they are not pleased with their college options and would like another year to strengthen their athletic or academic credentials for colleges. The PG year allows students the time to strengthen their study skills, time management skills and athletic ability.

PG students often make academic choices which will enhance their profiles for college by filling in gaps on their prior transcript or taking more advanced courses. Some schools will have select requirements for their post-graduate programs.

There are a few things to keep in mind if you are considering a post-graduate year. For example, while this can be an amazing experience, it is often difficult at first for post-graduate students to still be in high school when many friends have gone off to college. Still, students who are focused during the PG year may ultimately be more attractive as candidates for higher education because of their enhanced academic strength and demonstrated ability to do more demanding work. Ultimately, while a student's college list may not change considerably from doing a post-graduate year, he/she will change as a student. That is to say, they may be applying to some of the same schools they would have before, but will be much better prepared to do the work when they get there.

For more information about post-graduate studies, visit www.nais.org or www.boardingschools.com.

Important Terms:

ACT/SAT: Standardized tests used by colleges for admissions purposes. Students must meet minimum requirements for these tests for the NCAA Eligibility Center and to meet individual college requirements. www.act.org, www.actstudent.org and www.collegeboard.org

Application Waiver: A waiver of the fee for applying for admission to a college or university.

Coach Contact: Questionnaire, camp brochure, letter, email, phone call, or text message directly from a member of the coaching staff.

Combine: High-intensity showcases where student-athletes perform a series of tests before coaches, recruiters, and scouts. Combines provide a venue for student-athletes to be evaluated individually and in great detail. Attendance is by invitation only, and combines generally consist only of the nation's top players.

Contact: An exchange of information between a coaching staff or admissions department and a prospective student-athlete. Contacts include camp brochures, letters, questionnaires, emails, phone calls, and tape requests.

Contact Period: The period when a coach may have in-person contact with a student or his/her parents on or off the college campus, or permit official or unofficial visits.

Dead Period: It is not permissible for a coach to make in-person recruiting contacts, evaluate student-athletes on or off-campus or permit official or unofficial visits.

Early Action: Non-binding plan that requires an athlete to submit his or her application in early fall (usually by November 1 or 15). The college lets the student know whether he or she is accepted by early January, but the student has the right to wait until May 1 before responding. This gives a student-athlete time to compare colleges, including financial aid offers, before making a decision.

Early Decision: A binding agreement whereby a student-athlete accepts an offer prior to National Letter of Intent Day. A student can apply Early Decision to only one college.

Equivalency Sports: Programs that fall into this category – all sports other than men's basketball, women's basketball, football, women's gymnastics, women's tennis, and women's volleyball – can offer full or partial scholarships.

Evaluation: A coach's review of a student's athletic or academic ability. A coach typically evaluates a student either at his or her high school or during a showcase, practice, competition, club practice, or camp.

Evaluation Period: The period of time during which a college coach may visit the high school and evaluate the students. There is no in-person contact away from the college campus allowed during this time. The coach may call and write during this time.

Fee Waiver Request Form/Financial Hardship Waiver: Used to request a waiver for the NCAA Eligibility Center fee. Visit www.naac.com/feewaiver.html.

Gray Shirt: Student is recruited out of high school but delays full-time enrollment.

NCAA Eligibility Center: The organization responsible for certifying the academic eligibility for practice, competition, and financial aid of all prospective student-athletes for Division I and Division II.

National Letter of Intent (NLI): A legal, binding contract in which a student agrees to attend a college for one academic year. In return, a college agrees to provide the student with athletics related financial aid for one year. Visit www.ncaa.org for signing dates.

Non-Revenue Sports: College sports that do not bring revenue to the school. These sports are often funded, at least in part, by revenue sports such as football or basketball.

Quiet Period: A period of time during which a coach cannot have in-person contact with a student or his/her parents off of the college campus. The coach cannot evaluate a student during this time, but can write or telephone during quiet periods.

Recruiting Contact: Face-to-face interaction between a coach and a student-athlete or his/her parents away from the college campus, including high school competitions.

Recruiting Guidelines: Restrictions set by the NCAA and NAIA about when and how a college coach can communicate with a student-athlete. www.ncaa.org

Recruit List: Athletes the coaches at an institution are actively recruiting. Typically, a student-athlete is not added to this list until the athlete has been evaluated.

Recruiting Materials: Information sent by a member of a coaching staff to a student-athlete. These include camp brochures, questionnaires and letters.

Red Shirt: A recruited athlete or a student who does not compete in any competition during a full academic year but is still part of the athletic team and plans to participate in competition in the coming years.

Revenue Sports: College sports that bring revenue to the school. These most often include men's football and basketball, and women's basketball, tennis, gymnastics, and volleyball.

Rolling Admissions: The process by which a student applies and receives an admission decision within two to six weeks. Applications are accepted until the incoming freshman class is filled. Most public universities and many private colleges use this timeline.

SAT II: Standardized subject tests, including math, writing, German, Biology and Chemistry, required by many colleges and universities as part of the standardized test requirements for admission. The tests are administered the same day as the SAT Reasoning test. www.sat.org

Scout: An individual who is certified to evaluate, educate and empower student-athletes on the collegiate recruiting process.

Title IX: Title IX of the Education Amendments of 1972 specifying that, "No person in the United States shall, on the basis of sex, be excluded from participation in, be denied the benefits of, or be subjected to discrimination under any education program or activity receiving Federal financial assistance."

Verbal Commitment: A student verbally indicating that he/she plans to attend a college or university and play college sports. A verbal commitment is not binding, although it is a generally accepted form of commitment.

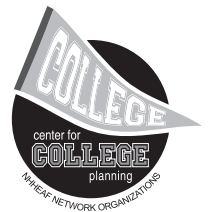


Thinking About College?

The Center for College Planning at The NHHEAF Network Organizations is dedicated to providing students and families with valuable information about the college planning process—from savings options and college admissions requirements, to applying for financial aid and scholarships. We offer college planning materials and coordinate speakers for schools, businesses and community organizations free of charge. We provide small group workshops on college planning topics at our Concord, New Hampshire office. Our goal is to promote higher education as the means to achieving personal, career and life goals.



- **Workshops and College Planning Presentations**
- **Special Events including: Destination CollegeSM & Discover U**
- **College Planning Lending Library**
- **Assistance with College Financial Aid Applications**
- **Monthly College Planning e-Newsletters**
- **Toll-Free College Planning Hotline**
- **Early College Awareness Programs Featuring our College Planning Bear Mascot**



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